Nevada State Public Charter School Authority

Site Evaluation Report
Legacy Traditional School North Valley
Evaluation Date: 10/21/2020
Report Date: 12/15/2020

State Public Charter School Authority
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A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 10/21/2020 Legacy Traditional School North Valley[1]. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Legacy Traditional School North Valley is located in North Las Vegas, Nevada in a facility at 5024 Valley Drive. The school serves 1,415 students (as of the most recent Validation Day, of October 2020) in Kindergarten – 8th grade. The mission of Legacy – North Valley is: "To provide all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families."

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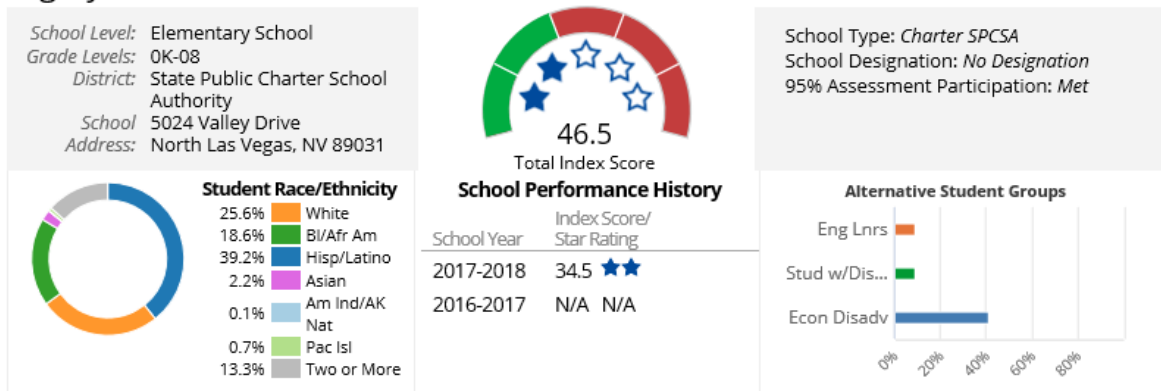
ACADEMIC PERFORMANCE

Legacy Traditional School North Valley
Nevada School Performance Framework
2019

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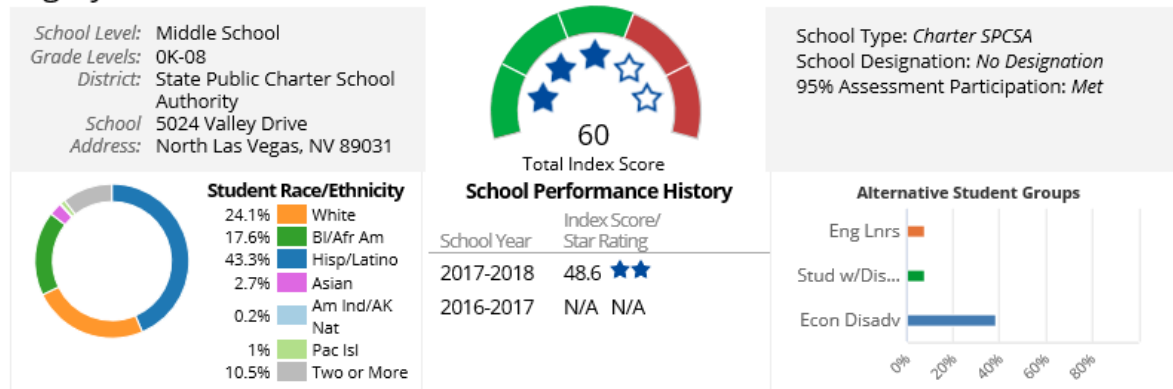
Elementary

Legacy Traditional North Valley

School Level:	Elementary School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	5024 Valley Drive North Las Vegas, NV 89031

Student Race/Ethnicity

25.6%	White
18.6%	Bl/Afr Am
39.2%	Hisp/Latino
2.2%	Asian
0.1%	Am Ind/AK Nat
0.7%	Pac Isl
13.3%	Two or More

School Year 2018-2019 Nevada School Rating

46.5
Total Index Score

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

School Performance History

School Year	Index Score/ Star Rating
2017-2018	34.5 ★★
2016-2017	N/A N/A

Alternative Student Groups

- Eng Lnrs
- Stud w/Dis...
- Econ Disadv

Middle

Legacy Traditional North Valley

School Level:	Middle School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	5024 Valley Drive North Las Vegas, NV 89031

Student Race/Ethnicity

24.1%	White
17.6%	Bl/Afr Am
43.3%	Hisp/Latino
2.7%	Asian
0.2%	Am Ind/AK Nat
1%	Pac Isl
10.5%	Two or More

School Year 2018-2019 Nevada School Rating

60
Total Index Score

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

School Performance History

School Year	Index Score/ Star Rating
2017-2018	48.6 ★★
2016-2017	N/A N/A

Alternative Student Groups

- Eng Lnrs
- Stud w/Dis...
- Econ Disadv

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

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

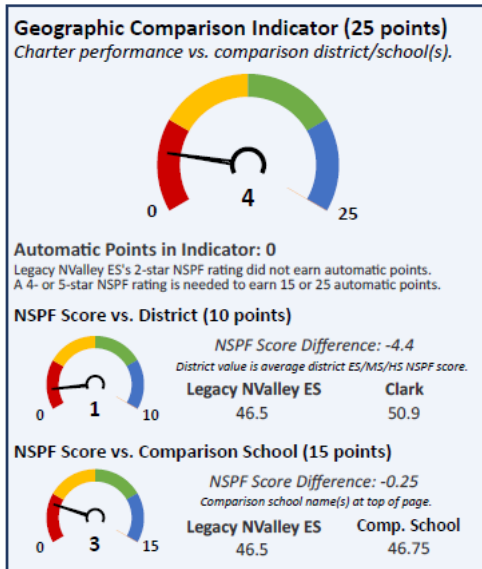| Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.3	60.1	57	41.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	32.5	40.8	42.6	38.8	40.5	39.6
Hispanic/Latino	41.2	51.1	48.2	34.1	48	45.5
Pacific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

Middle School

Math Proficient

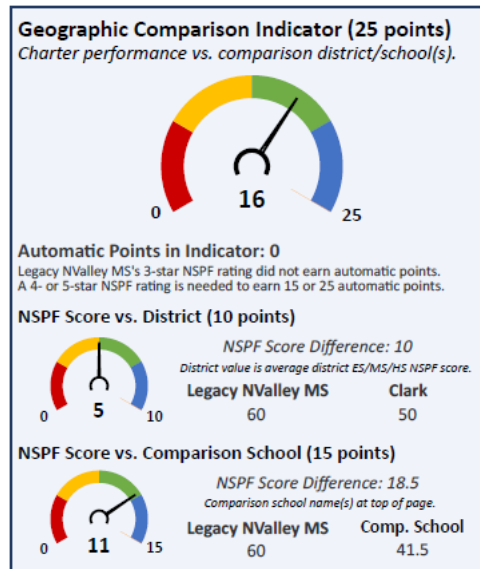| Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30	42.6	36.5	32.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	21.3	24.1	23.5	31	17.7	19.5
Hispanic/Latino	27.1	31.8	29.3	23.3	26.1	25.5
Pacific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

ELA Proficient

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

SPCSA Academic Performance Framework
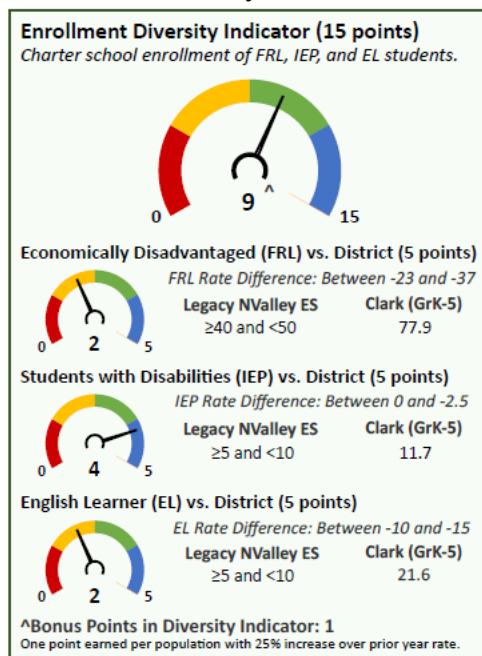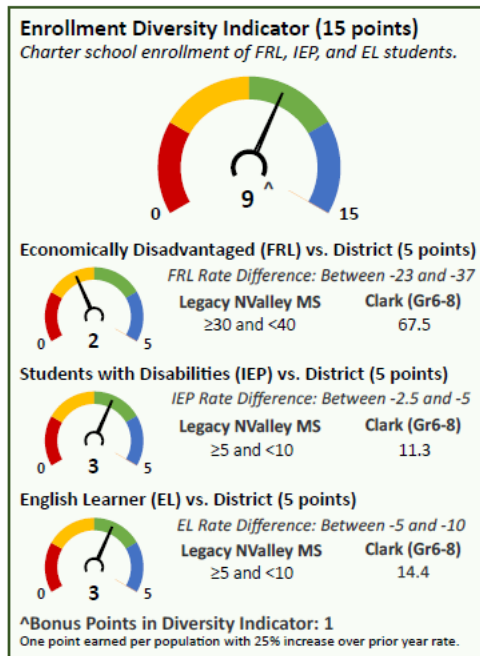## Geographic Comparison Report

Elementary School

Geographic Comparison Indicator (25 points)
Charter performance vs. comparison district/school(s).

4 (gauge 0–25)

Automatic Points in Indicator: 0
Legacy NValley ES's 2-star NSPF rating did not earn automatic points.
A 4- or 5-star NSPF rating is needed to earn 15 or 25 automatic points.

NSPF Score vs. District (10 points)
1 (gauge 0–10)

NSPF Score Difference: -4.4
District value is average district ES/MS/HS NSPF score.

Legacy NValley ES	Clark
46.5	50.9

NSPF Score vs. Comparison School (15 points)
3 (gauge 0–15)

NSPF Score Difference: -0.25
Comparison school name(s) at top of page.

Legacy NValley ES	Comp. School
46.5	46.75

Middle School

Geographic Comparison Indicator (25 points)
Charter performance vs. comparison district/school(s).

16 (gauge 0–25)

Automatic Points in Indicator: 0
Legacy NValley MS's 3-star NSPF rating did not earn automatic points.
A 4- or 5-star NSPF rating is needed to earn 15 or 25 automatic points.

NSPF Score vs. District (10 points)
5 (gauge 0–10)

NSPF Score Difference: 10
District value is average district ES/MS/HS NSPF score.

Legacy NValley MS	Clark
60	50

NSPF Score vs. Comparison School (15 points)
11 (gauge 0–15)

NSPF Score Difference: 18.5
Comparison school name(s) at top of page.

Legacy NValley MS	Comp. School
60	41.5

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

Enrollment Diversity Indicator (15 points)
Charter school enrollment of FRL, IEP, and EL students.

9 ^ (gauge 0–15)

Economically Disadvantaged (FRL) vs. District (5 points)
2 (gauge 0–5)

FRL Rate Difference: Between -23 and -37

Legacy NValley ES	Clark (GrK-5)
≥40 and <50	77.9

Students with Disabilities (IEP) vs. District (5 points)
4 (gauge 0–5)

IEP Rate Difference: Between 0 and -2.5

Legacy NValley ES	Clark (GrK-5)
≥5 and <10	11.7

English Learner (EL) vs. District (5 points)
2 (gauge 0–5)

EL Rate Difference: Between -10 and -15

Legacy NValley ES	Clark (GrK-5)
≥5 and <10	21.6

^Bonus Points in Diversity Indicator: 1
One point earned per population with 25% increase over prior year rate.

Middle School

Enrollment Diversity Indicator (15 points)
Charter school enrollment of FRL, IEP, and EL students.

9 ^ (gauge 0–15)

Economically Disadvantaged (FRL) vs. District (5 points)
2 (gauge 0–5)

FRL Rate Difference: Between -23 and -37

Legacy NValley MS	Clark (Gr6-8)
≥30 and <40	67.5

Students with Disabilities (IEP) vs. District (5 points)
3 (gauge 0–5)

IEP Rate Difference: Between -2.5 and -5

Legacy NValley MS	Clark (Gr6-8)
≥5 and <10	11.3

English Learner (EL) vs. District (5 points)
3 (gauge 0–5)

EL Rate Difference: Between -5 and -10

Legacy NValley MS	Clark (Gr6-8)
≥5 and <10	14.4

^Bonus Points in Diversity Indicator: 1
One point earned per population with 25% increase over prior year rate.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board[2]:

- When asked about the Legacy Board's understanding and monitoring of data, one member reported that they look at a baseline with Arizona schools to better understand the data. In addition, the board looks at progress reports including action plans, deficiencies, and planning with the Vertex team. At the beginning of every board meeting, members are given an update regarding enrollment numbers, and testing, results, and plans. One board member commented, "The board is involved with guidelines and discussion of how we are moving students back and forth. The board has asked the new Superintendent to give the board regular communicative updates in this regard."

- Regarding the notices at Cadence and North Valley campuses, board members said they brought in the SPCSA to better understand the expectations and bringing in Nevada standards to the front. There has been a big shift. Board members reported feeling they were responsible for communicating to families and teachers. One member said, "It was hard for the board to understand the difference between the Arizona and the Nevada standards. Now, Vertex understands the importance of teaching NVACS on grade level and this change was backed up by looking through the data, round tables, plans, and worksheets." Members of the Board shared that the" in person" part of this has a new challenge. As one board member said, "We still need to recognize the elevated students and keep elevating the students above grade level. The schools have done a good job of shifting this over the summer. For example, school personnel have reevaluated practice guides, and make sure curriculum is on grade-level and tied to the standards." In terms of the board checking in on progress, the board said they will review the December MAP tests and One board member added, "The teachers are working on this and we are confident in what we are doing. We are monitoring teachers in an on-going way. The school recognizes that they have to constantly monitor this progress."

- When asked about how the board evaluates Vertex, members of the board responded that they engage in a survey. They added that the way that Vertex responded to COVID and looks at the students and what they need has been amazing. One board member said, "We (Legacy schools) have a whole staff for on-line learning and currently have four lessons per day for students.

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

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

Parents/Families[3]:

- Family members were asked about their experiences with distance learning at Legacy school campuses. They agreed that the first quarter of this school year has been better in terms of student support than last spring. One parent commented, "I like *Schoology (a learning management system providing a social networking service and virtual learning environment for K-12*) because it has helped teachers to create, manage, and share academic content."

- When asked about the how families are notified if a child is not doing well, family members reported that Infinite Campus is used to check to see how their child is ding on a quiz, test, or classroom assignment. One parent commented, "We had more opportunities to use Infinite Campus which displays both grades and missing assignments."

- Family members were quick to respond that relationships between parents and teachers are excellent. One family member said she appreciates the way that teachers respond to the students and parents' questions. Another parent said that the teachers have been overwhelmingly supportive. Another parent commented that her student is given an outline for upcoming assignments and both the student and parent know exactly what is due and when it's due. She feels these weekly outlines help to plan and complete assignments tremendously.

- Parents were asked why they decided to attend Legacy Charter Schools. One family member said, "I want my children to be challenged and I feel they are. Another person added, "I picked Legacy because I did not like my choices in schools, I felt like my daughter would learn more at Legacy. A third parent added that, "The tutoring in the morning has been both helpful and very flexible."

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

FOCUS GROUP SUMMARY continued

Students:

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

- Students shared that they have learned many new things this year. One student remarked, "There are 21 different types of climates in California." Another student remarked, "I learned a little song about an earthworm named Sally that spreads disease from Florida to Cali[fornia]." A third student commented," I learned some new stuff about squared in math and I am re-learning division at the moment and advanced Algebra."

- When students were asked about their ability to ask questions in class, they said that they use the chat or turn on the microphone and ask the question. One student said that the best way to ask a question is to go on e-mail and send a message to the teacher. The students said that they have Google Meet for specials, but they don't always get to see the specials teachers. One student commented that "I don't go to PE because it just says to do a number of push-ups."

- The teachers at Legacy campuses are well liked as reported by this focus group. One student said, "When we finish our classroom instruction and assignments we can participate in a game. Another student remarked, "I like my teacher because she teaches well and explains content and when someone raises their hand or asks a question, the teacher always thanks them." Students also shared that they appreciate the RISE classes, designed for gifted students.

Leadership:

- School leaders reported several strengths at the campus. The Middle School has a 3-star rating for the 2018-2019 school year. In addition, the leadership team reported that the North Valley campus had the highest rate of students who exited the EL program at 15%. Lastly, the leadership team shared that the school received 10 of 10 points for elementary and middle school in English Language points.

- Leadership team members reported that the school staff has worked diligently to meet the needs of all students during the move to distance learning. To best meet the needs of the students with special needs, leadership team members shared that the school offers a continuum of special education and related services. They collaborate on a weekly basis to discuss student needs, results, and compliance indicators.

- To best meet the needs of the English Learner population, leaders stated that the campus has offered support and small group enrichment activities with EL paraprofessionals. In addition, they offer virtual tutoring sessions via Google Meets. The campus has received parent emails thanking the EL Department for support students have been given.

- Leadership members shared that the Legacy system provides ELL trainings for teachers in August, September and October including the ELD Standards Framework, all of which has been helpful in preparing teachers to adequately support students.

- The North Valley Campus school leader is new and reported that she recognizes some of the challenges ahead. For example, the school must focus on closing opportunity gaps in all grades with special attention toward the special education students. The most recent MAP data indicates that the school needs additional support and resources in the area of overall Reading Proficiency scores schoolwide, especially within grades K-4 is needed. The leadership team went on to state that this is one of their priority areas moving forward.

Staff:

- The teachers within this focus group had different opinions when it comes to their perspective on distance learning. One teacher said that distance learning is not a challenge and added that, "I'm naturally engaging, and I have a warmup activity, then we go through the lesson. I share the screen and I love Google Meet. I can put questions in the chat, and I call on students in the chat, making sure I'm presenting the lesson. After that we do an exit activity and check for questions." A second teacher had a different view. She said, "I need more one on one time with my students and the distance learning is very difficult for second language learners." A third teacher shared, "This is difficult for kindergarten students and the biggest issue I have is that we are placing a great deal of responsibility on these kids to learn the content on their own." The group shared that the learning process for teachers, students, and parents has not been easy. They added that in some cases, the parents are expecting students in the middle school grades to complete the work on their own. One of the para teachers added that, "I am a para and I want to do more for the students, and it is hard to get them motivated to do more." Another concern share by instructional staff is that they have noticed that the inability to move around within the classroom, to see what students are writing down. This was identified is a barrier.

- There have been several changes in leadership at the North Valley campus over the last two school years and the staff was asked about the culture and climate at the school. One teacher remarked, "I have four new teachers in my grade-level, and I feel the responsibility to support and guide them. Last year, we were told how to run things, what to do, but this year the approach is different. We are now provided with PLC time and data, yet there is no structure. We are told to pick a standard and we don't know what MAP data is relevant. I feel blind, to just pick a standard. I feel like I'm in outer space with no guidance or structure." The staff remarked that most teachers, but especially new teachers, need more assistance and guidance in running a successful PLC meeting. Some staff members remarked that can be very disheartening. Another staff member said, "Last year we were able to pull some information to guide our teaching but this year we had one video conference call over the data and no training on what to do. We are told here it is, discuss it, fill it out- try to collaborate, yet we all need to grow in this area."

- When asked what would help improve the school, the staff remarked that it is important to realize that every teacher is a professional and to always strive to do the best individuals can with the tools that are available. Staff expressed some frustration that the MAP data is not valid due to the method in which students were tested and the PLC process is unclear despite efforts to collaborate with one another. One teacher shared that, "The positive part of this situation is that there is a social core of people teaching here that put students first." It was clear during the focus group that there are individuals that continue to operate with a student-first mindset but need additional resources and support in order to feel more successful.

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

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT

Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 1	Total: 10	Total: 1	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total:	Total: 8	Total: 2	Total:	Total: 2

Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total:	Total: 7	Total: 5	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total: 1	Total:	Total: 1

II. CLASSROOM INSTRUCTION

Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 1	Total:	Total: 10	Total: 1	Total:

Area 6 A Using Questioning and Discussion Techniques B	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 1	Total: 11	Total:	Total:
	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 5	Total: 1	Total: 1	Total: 5

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total:1	Total: 4	Total: 7	Total:	Total:
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total: 1	Total: 7	Total: 3	Total: 1	Total:

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **A** Using Formative Assessment in Instruction	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total:	Total:	Total: 11	Total:	Total: 1
B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	Total: 2	Total: 7	Total: 1	Total: 1

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

Evidence of adapted materials/assessments: Area #5

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

Evidence of questioning and discussion techniques: Area #6

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

Evidence of engaging students in learning area: Area #7

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

Evidence of Formative Assessment During Instruction: Area #8

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

ORGANIZATIONAL PERFORMANCE

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

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

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

1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	On-campus support for ELL Students is offered Monday-Thursday, 8-11am while the school is operating in a hybrid manner. Small group enrichment activities with EL paraprofessionals is ongoing. Virtual tutoring sessions via Google Meets. Elevation Platform- Individual Language Learning Plans and digital Progress Monitoring surveys is also ongoing. ELL Trainings for teachers occurred in August, September, and October 2020, including ELD Standards Framework. Quarterly Schoology Parent Help Sessions in Spanish have been implemented.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Per school presentation, Legacy Traditional Schools and its Nevada Board, serve in the best interest of all students. The Board ensures that teachers, staff, parents/guardians, and other stakeholders interested in an investment of education in Nevada have an opportunity to improve the learning of students within the state and ultimately improve the system of public education. The Board recognizes the realization of this philosophy will happen through collaboration with the community, State of Nevada Department of Education, the Nevada State Board of Education, and the Nevada State Public Charter School Authority.
3b	The school holds management accountable.	School Presentation	All school leaders and CMO are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Per school presentation, the school is full inclusion, offers free tutoring, specific EL tutoring, special intervention time set aside daily, parent university, free field trips, interpreters & translation services. Restorative Justice trainings are offered in Spanish, and SEL is integrated into content lessons.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	**Emergency Response Plan:** Reviewed/updated annually by EMO, Admin teams, Local Law Enforcement, Fire and Rescue and on file with LV Metro PD, RUVNA technology to help track/roster students in emergencies. **Covid-19 Mitigation Plan/Response:** Developed as a tiered approach to return to school. Plan was approved by the Charter Authority and reviewed by SNHD. Extensive training for staff, and the school has received positive feedback on the response, documentation and contact tracing. **Social Emotional Needs Curriculum:** Adopted a SE curriculum last year and are currently delivering this material in the distance platform. The school also has social workers to help check on students.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. The instructional staff and leadership team at the North Valley Campus, both those returning for the year and those new to the campus, are clearly dedicated and passionate about improving achievement levels at the school. Teachers were observed presenting an upbeat, positive learning environment to students despite the significant challenges of delivering instruction in a virtual setting. It is clear that the majority of staff are committed to putting students first. Specifically, the North Valley campus instructional staff has worked both independently and with each other to personalize the virtual learning experience for students. For example, students are greeted by name as noted in several instances during classroom observations. Other forms of positive body language and communication were observed including thumbs up, eye contact, and smiling directly at students. The staff also appeared to have a strong understanding that learners grow more academically when they have positive relationships with their teacher. Evidence of these interactions were noted during the classroom observations and the staff focus group.

2. The chronic absenteeism and English Language indicators, according to the most recent NSPF report for both the elementary and middle school programs, show improvement over the prior year. These gains are a positive development, and North Valley staff and leadership should continue to work to maintain this positive trajectory at both the elementary and middle school levels.

3. Legacy Traditional Schools have employed a full time School Psychologist and have begun to implement Restorative Justice philosophy and practices.

CHALLENGES

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

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

2. The North Valley Campus has the primary challenge of improving achievement outcomes for all students in both ELA and Math. While the middle school program earned a three-star rating, according to the most recent NSPF report card, the school team will be required to continue to work together to create and ensure the best outcomes for all students and strengthen the professional teaching practices, especially at the elementary level. It is imperative that the school team work to motivate and empower each other to implement additional best practices in teaching in both the virtual setting and the in-person learning setting. This will require students to have more opportunities to take part in deeper learning and more rigorous learning activities. These learning activities include problem solving and using higher order thinking skills.

3. The following processes are in their initial phases of implementation and require further development in terms of professional learning, communicating the "why", and developing stronger levels of support. Processes include: Professional Learning Communities (PLCs), standards-based implementation, common assessments, and sharing of best practices. These challenges are priorities of the current staff and leadership teams.

4. As indicated in focus groups and within the school presentation, this campus must develop and implement a more cohesive plan to meet the needs of students with special needs.

RECOMMENDATIONS

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

1. The school board currently conducts an annual evaluation of the EMO, Vertex, through a survey. While this may meet the minimum requirements of the annual evaluation, the Legacy Board should adopt a more robust tool to more fully evaluate the performance of the contracted EMO. SPCSA staff suggests that the school adopt a formal rubric, or another transparent tool that includes specific goals and measures of success.

2. At the time of the site evaluation, the Legacy Nevada board consisted of 6 members. SPCSA staff recommends that the current Board consider expanding to seven members and consider filling an additional seat with a member with an education background, and/or a board member that is a current Legacy parent. While there is already one parent on the board, additional perspectives from other campuses may help the Board in efforts to provide oversight and continue to drive improvement.

3. There have been several changes put into place at the North Valley Campus during the last few school years. It is recommended that the new leaders develop a multi-year plan which shows how the school leader will transform the school and the community served. SPCSA staff suggests that any plan include teaching and performance targets, recruiting new staff, and a focus on ways to increase levels of parent engagement. Additionally, the leadership team should continue to be mindful that the buy-in of instructional staff will be critical in the success of any path forward.

4. To improve current levels of student learning and instruction, SPCSA recommends the following:
   a. Determine a way to implement baseline and mid-year testing, such as MAP, common formative assessments, daily formative assessments, and diagnostic assessments so as to create a more data-driven environment, particularly at the elementary level. .A strong and robust plan to create a testing environment for MAP and diagnostic testing which is free from outside assistance but provides a safe platform for students to test is essential. This data will be critical in measuring the current levels of student achievement and for recognizing areas of need. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student is learning and when they are not.

   b. Enable the master teachers and those with a unique talent for guiding students to mastery to share best practices with one another. With the current use of technology, it is possible to review ones teaching and instruction if recorded with the purpose of looking for ways to improve student learning. At this campus there were some excellent examples of mastery in teaching. SPCSA staff believes that some teachers could greatly benefit from opportunities to learn from their peers.

   c. Consider creating a system that more clearly communicates learning objectives so that students know specifically what they are expected to learn on a daily basis. This is very important in distance learning because students may get lost in the tasks and forget what they are supposed to be learning. From the Distance Learning Playbook, pg. 81- consider asking the following questions to create clarity: How have I established learning expectations for students? How do I ensure students know what success looks like? How do I align tasks with learning expectations? How do I design assessments of learning expectations?

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

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

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

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

DEFICIENCIES

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

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