Nevada State Public Charter School Authority

Site Evaluation Report
Legacy Traditional School - Cadence
Evaluation Date: 10/19/2021
Report Date: 12/13/2021

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 October 19, 2021, at Legacy Traditional School – Cadence. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. This school has been evaluated in an off-year cue to the Notice of Concern with the SPCSA and the current academic condition of the school with a two-star rating.

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 - Cadence is in Henderson, Nevada in a facility at 325 Inflection St. The school serves 1415 (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
2019

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Legacy Traditional School - Cadence serves 1415 students in grades Kindergarten through 8th grade.

Elementary

Legacy Traditional Cadence

School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 325 Inflection Street Henderson, NV 89011

Student Race/Ethnicity

38%	White
9.1%	Bl/Afr Am
31.8%	Hisp/Latino
5.5%	Asian
0%	Am Ind/AK Nat
2.5%	Pac Isl
12.5%	Two or More

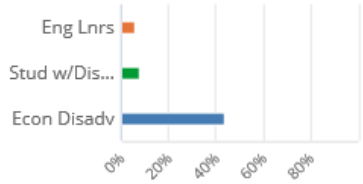
48
Total Index Score

School Performance History

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

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

Alternative Student Groups



Middle

Legacy Traditional Cadence

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 325 Inflection Street Henderson, NV 89011

Student Race/Ethnicity

43.1%	White
7%	Bl/Afr Am
32.5%	Hisp/Latino
6.7%	Asian
0%	Am Ind/AK Nat
1.8%	Pac Isl
8.3%	Two or More

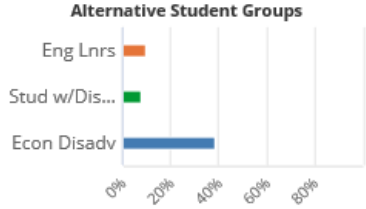
82
Total Index Score

School Performance History

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

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

Alternative Student Groups



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

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary

Math Proficient

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

ELA Proficient

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

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

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Middle

Math Proficient

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

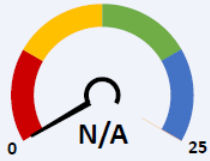
ELA Proficient

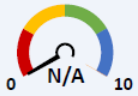
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.1	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	41.6	78.4	75.9			74.6
Black/African American	50	40.1	37.8			34.5
Hispanic/Latino	53.8	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7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

SPCSA Academic Performance Framework
Geographic Comparison Report

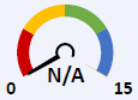
Elementary School

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





NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

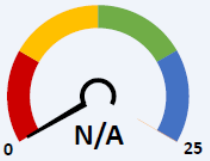


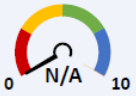
NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

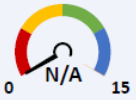
Elementary School

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





NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



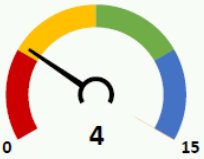
NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

Middle School

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



Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	80.4	▼	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✗

Middle School

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

^Bonus Indicator Points: 1
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	74.8	▼	✗
	IEP	≥5 and <10	11.7	▼	✓
	EL	≥5 and <10	13.7	▼	✗

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	NA	NA
Parents/Families	3	30 minutes
Students	11	30 minutes
School Leadership	7	30 minutes
Staff	9	30 minutes

Governing Board:

A Governing Board focus group was held during the site evaluation which was conducted during the 20-21 school year. This evaluation took place on 10-20-2020 and the report was published on 12-17-2020.

Parents/Families:

1. Family members shared that their children look forward to coming to school, especially after last year and the limits to in-person learning time. One parent said that her son enjoys the classroom environment at this campus and is learning a great deal this year. Another family member added that her child is enjoying the social interactions with other students.

2. Family members explained that they feel very welcome at the school, stating that the staff member at the front desk knows many parents and makes a point of acknowledging both parents and students by name. One family member remarked, “The people at this school really love and appreciate when you have time to volunteer. It is like a big family and the teachers are very open about asking for help.”

3. Family members said that the instruction and challenges at the school were, in prior years, too challenging. One parent commented, “There was such a large homework load and it felt overwhelming.” Parents said that this is no longer the case, and the homework load is more realistic. Another focus group participant said that the school is everything they have wanted for their children, noting that they especially appreciate that the school provides family members tools to help their children to succeed at home as well as at school. Family members did express concern over the large class sizes at the school. One person commented, “I’m not a fan of the class sizes and we decided not to enroll our kindergartener into the school for this reason.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students shared that they are happy to be back at school and missed being with their peers and teachers last year. When asked to describe their classrooms, students said that their teachers try their best to make every student feel welcome. One student added that his classroom is really crowded and loud.

2. Students said that they respect and appreciate their teachers. The group explained that they could count on their teachers to help them understand content and to make learning fun. They all agreed that they could privately email or speak directly to their teachers if there was something bothering them.

3. When students were asked about one change they would make at the school, there were a few suggestions. One student thought that additional elective classes would be appreciated and well attended. Some of the older students would like to change the uniform policy to allow additional days in the year for non-uniform days. A few of the students felt that there is too much homework and that the levels being sent home should be reduced a bit.

Leadership:

1. The school leaders shared background information about the school and summarized the progress the school has made over the last year. The school leaders and staff continue to have a strong system in place to ensure that instructional staff understand the Nevada Academic Content Standards (NVACS), and that there is a strong willingness and buy-in among teachers to learn about NVACS to continue to drive student achievement. The learning and working environment is positive according to leaders. Students enjoy attending class and teachers continue to focus on building relationships with students and address needs for social and emotional support

2. Other highlights shared by leadership about the Cadence campus include the ability to continue to serve the entire student population free breakfast and lunch. In addition, the Legacy school board has revised the EMO evaluation tool and is currently in the process of converting this to a rubric. The leadership team noted that the school has implemented a baseline and mid-year data collection, diagnostic assessment and added a progress monitoring tool.

3. School leaders stated that they continue to encourage the master teachers at the school to share best practices with their peers. There are additional professional development opportunities at the school including a video library of resources, and school leaders stated that there is an ongoing expectation of having the learning objectives clearly communicated and written on the board of each classroom. Leaders also explained that implementing the eight mathematical practices is a priority and remains ongoing as new staff is hired.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff was asked about how the transition back to full time in-person learning has been going so far. Staff replied that it has been a "brutal transition." Staff explained that with so many variables for students such as their home situation, parent involvement, and students having the need to socialize and re-learn school, the return has been very different. One staff member remarked, "It seems like students don't know how to act in public anymore – they think everywhere is a playground." Another educator added, "Our kindergarten through second grade students have not ever experienced a traditional school year. We keep pushing through and doing what we can. All things considered the kids are doing so much better than last year."

2. There were several concerns voiced about the large class sizes at the school by the Cadence staff. One person remarked, "Class sizes are simply too big, it is too much to expect from one adult, and part of being a great teacher is walking around the room to give students individual feedback and I can't do that." Staff went on to state that educators have strong concerns about the workload, and as a result, the limited time they must spend on everything that must be accomplished. They said that there is too much time on meetings, data, and grade level team expectations. Teachers said they are worried about their own social emotional status as according to members of the focus group, there are usually limited to no subs available if a person is out sick, no aides to assist with high levels of student within classrooms. Staff went on to share that good, passionate teacher are leaving under these conditions, and teachers want time to talk to each other as professionals and not have every second planned for them. Finally, focus group members said that they want this to happen to help each other and to provide support to each other so as to curb the teacher turnover at the Cadence campus.

3. The staff said they appreciate the school leader asking for feedback, noting that school leaders ask staff how they are doing, and but are not always able to provide definitive solutions to the atmosphere or know how to support teachers through their concerns even though they show they care. Staff said there is still so much that they like about the school including the people, students, families, cleanliness of the school, and the investment the community has in each other. One staff member commented, "I drive 45 minutes one way to see my students because I am invested in them and care that they succeed."

CLASSROOM OBSERVATION TOTALS

A total of 20 were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning,	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	**Total:** 14	**Total:** 2	**Total:** 1	**Total:** 0
Establishing a Culture for Learning	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: 0	**Total:** 17	**Total:** 3	**Total:** 0	**Total:** 0
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 3 & 4 **Managing Classroom Procedures**	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: 0	**Total:** 18	**Total:** 2	**Total:** 0	**Total:** 0
Managing Student Behavior	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. 11
	Total: 3	**Total:** 13	**Total:** 4	**Total:** 0	**Total:** 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **Purpose and Explanation of Content, Lesson, Unit or Classroom Activity**	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is 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: 2	**Total:** 15	**Total:** 2	**Total:** 0	**Total:** 1
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 6 **A** **Using Questioning and Discussion Techniques**	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: 0	**Total:** 6	**Total:** 8	**Total:** 0	**Total:** 6
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	**Total:** 8	**Total:** 4	**Total:** 0	**Total:** 8

CLASSROOM OBSERVATION TOTALS

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:** 13	**Total:** 6	**Total:** 0	**Total:** 0
B	Students make contributions to the representation of content.	There are appropriate activities, 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: 0	**Total:** 15	**Total:** 5	**Total:** 0	**Total:** 0
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 8 **A**	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: 1	**Total:** 13	**Total:** 3	**Total:** 0	**Total:** 3
Using Formative Assessment in Instruction **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: 2	**Total:** 9	**Total:** 0	**Total:** 0	**Total:** 9

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	The school has implemented several changes to meet the expectations of implementing the material terms of the program. The NVACS are taught at this school. Saxon math is currently being used and the staff has aligned to Nevada standards. A new math curriculum is being purchased and implemented in the upcoming 22-23 school year.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	The school updates their Special Education and ELL Handbooks routinely. The school has an employee referral program, job fairs in various states to attract new talented teachers, and a Future Administrator Program.
1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	Case managers inform all members of the IEP team by printing a copy of the IEP and sharing with classroom teachers how to best implement instruction, goals, and accommodations.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	An EL program overview was conducted in August of 2021 to help understand and support students within their performance levels. After school EL Tutoring training took place in September 2021. Aims Web helped benchmark students beginning in 2021-22 school year.

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	The school has improved oversight of the EMO and have created a rubric to conduct the formal evaluation. Board policies have been reviewed by an attorney and updated. Open Meeting Law is followed, and Code of Ethics was recently revised. The Board recently added a seventh member and there are two parents, and three teachers on the board.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	All students are accepted and LTS announces and advertises the opening and closing dates of the enrollment window to the community. Restorative Justice has been implemented.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	School has an Emergency Response Plan, Nursing Service on each campus, and offers food services with all health requirements followed and inspections done monthly.

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	
School staff ability to address previous recommendations	There is a strong system in place for Professional Learning Communities. Leaders support to making sure instructional staff is well versed in the Nevada Academic Content Standards. Curriculum specialists continue to work on design of standards for school-wide implementation.
Evidence the school can provide to support the implementation of previous recommendations.	Master teachers share best practices. Objectives are written on the board. The school staff is implementing the eight mathematical practices, a new progress monitoring tool, and a new EMO evaluation tool.
The reasons school will require additional time to fully address the recommended items.	The school has implemented each item in the deficiency plan, and it has been removed. The school faces challenges with the return to school after distance learning.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. One strength observed at the school was a new mindset and more advanced implementation of Professional Learning Communities. The school has created an Instructional Leadership Team. The team has participated in professional development and has subsequently led their grade level peers through the PLC process. Grade levels follow a systematic procedure to determine and unwrap the essential standards and write common assessments for students. The leadership team at the school is highly supportive of this process.

2. The school leaders and instructional staff have responded to previous gaps in student learning and have scheduled daily intervention time in math and ELA. In addition, the staff provides before and after school tutoring as well as Saturday School sessions. A new monitoring system called Aims Web has been implemented this school year.

3. The school has placed an emphasis on highly effective Tier1 instruction with a focus on attainment of the NVACS. It is expected that the lesson objective is clear and a system of I Do, We Do, You Do have been implemented and was observed throughout the school during the site evaluation. Legacy Traditional Schools – Nevada has also added a Leadership Coach and Counselor positions at each campus.

4. The Cadence campus has reached a level of being considered 100% Free and Reduced and all students receive both breakfast and lunch. This school has provided a highly diverse teaching staff, breakfast, and lunch daily, as well as a clean and up to date facility. However, these educators were observed to be doing even more, going so far as to analyze and respond to student level data of all types to become more effective at meeting the needs of every student. Examples include PLC meetings, ensuring there is a strong and responsive leadership team, teachers developing relationships with students and offering small group instruction, tutoring, and offering after school support for students needing additional instructional time and practice to reach grade level standards.

5. The school leaders have established themselves as a caring team and are working to support the changes at the school as well as the return to full time learning from the hybrid model last year. Teachers have acknowledged that the leadership team has asked for feedback is committed to checking in with the staff.

CHALLENGES

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

1. The return to school this year has been a big challenge. Overcoming the setbacks in students' academic and social emotional growth in relationship to the pandemic, and time out of school over the past 18 months, has been more difficult than anticipated. The leaders and staff of Legacy Cadence have responded with trying to build and maintain relationships with students and to practice SEL (Social Emotional Learning) methods in the classroom. However, the return to normal has not yet been established.

2. The high numbers of students in each classroom have surfaced as an additional challenge. During the family, student, and staff focus groups there was a pattern of uneasiness about the current number of students. A portion of this was attributed to having enough space. Another piece of this which was communicated to SPCSA staff is that one adult has difficulty engaging and meeting the academic, and social emotional needs during this school year for each individual student.

3. The challenge of engaging each student in learning was evidenced throughout the classroom observations. In many cases, one teacher generated a question and 15 of 32 students raising their hands to respond. With one student asked to respond, this leaves 31 students in a more passive stance. In other instances, students were asked to raise their hands during independent work if they had questions. Teachers did their best to circulate through the classroom to provide valuable independent feedback, however, in many instances were not successful with so many students waiting for feedback. In some classrooms there were expectations for the students to complete tasks while direct instruction was taking place, such as using the white board or whispering thoughts to their neighbor. But in many classrooms, students were expected to sit and listen only while the teacher talked and instructed. The direct instruction model does not have to be conducted in this way as it can be disengaging for students and levels of learning, in those cases, are more likely to not be high.

4. In some cases, student learning was interrupted during classroom time by minor instances of students shouting or misbehaving. Additionally, a bit of pushing or shoving in the hallways was observed by the SPCSA evaluation team. These types of concerns were mentioned in the student, family, and teacher focus groups.

5. Another challenge is the levels of stress experienced by teachers and staff at the school. Staff shared that they are overwhelmed by the level of gaps in student achievement. During the staff focus group, they continue to work within the constraints of the pandemic such as masks, distance, and students out in quarantine status. There are frequent absences from students. Teachers are doing their best to manage and address increased student misbehavior and provide Social Emotional Learning for their students.

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.

1. It is recommended that 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 a sharing of staff between Legacy campuses. One other consideration may be to hire additional teachers and employ co-teaching methods, especially in the lower elementary grades.

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. Try as a staff, to lower the levels of students who are quietly sitting and not engaged or learning.

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. In addition to adding adult support to classrooms, 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.

DEFICIENCIES

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