



Nevada State Public Charter School Authority

Site Evaluation Report Legacy Traditional School - North Campus Evaluation Date: 10/20/2021 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 20, 2021, 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. This school has been evaluated in an off-year due to the Notice of Breach of Contract with 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 – North Valley is 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) 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

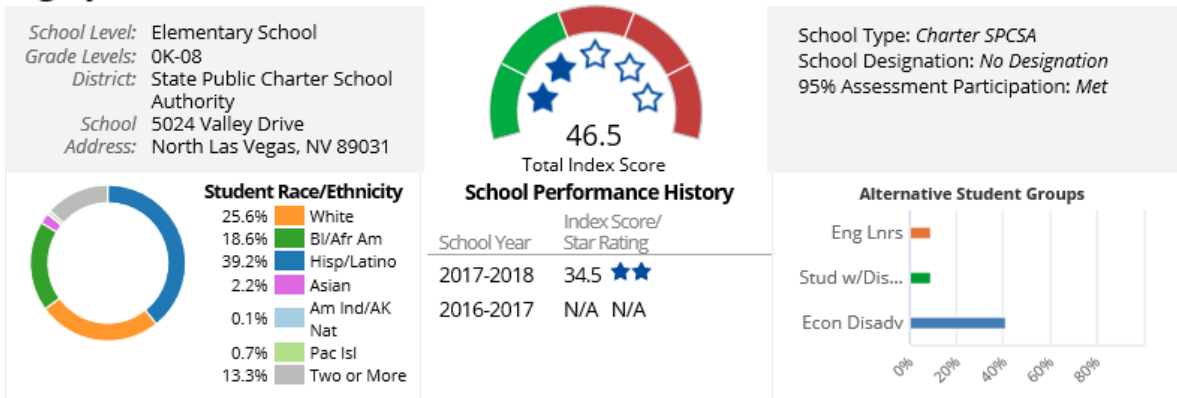
Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Legacy Traditional School - North Campus serves 1,415 students in grades Kindergarten through 8th grade.

Elementary

Legacy Traditional North Valle

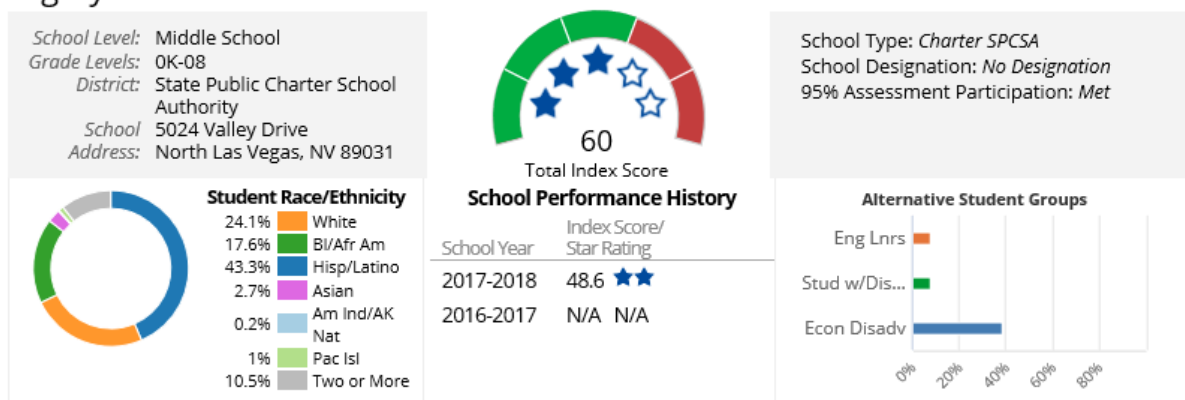
School Year 2018-2019 Nevada School Rating



Middle

Legacy Traditional North Valle

School Year 2018-2019 Nevada School Rating



Legacy Traditional School - North Campus
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	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

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

Middle

Math Proficient

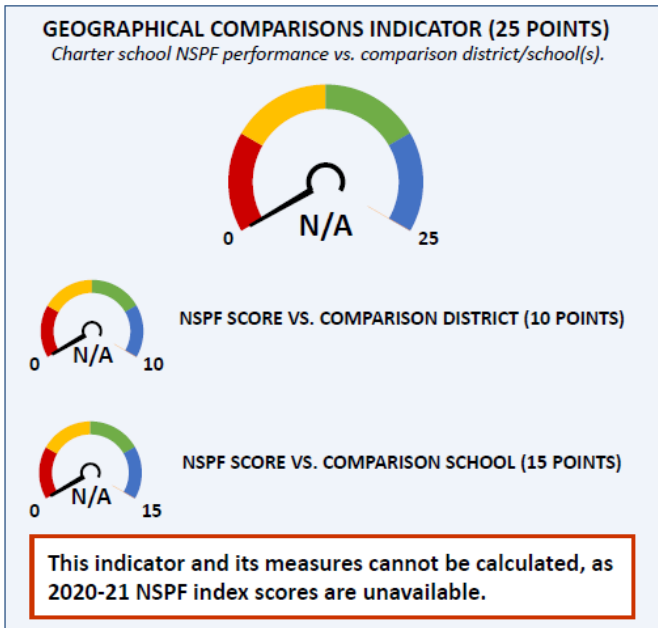
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30	42.6	36.5	32.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	21.3	24.1	23.5	31	17.7	19.5
Hispanic/Latino	27.1	31.8	29.3	23.3	26.1	25.5
Pacific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

ELA Proficient

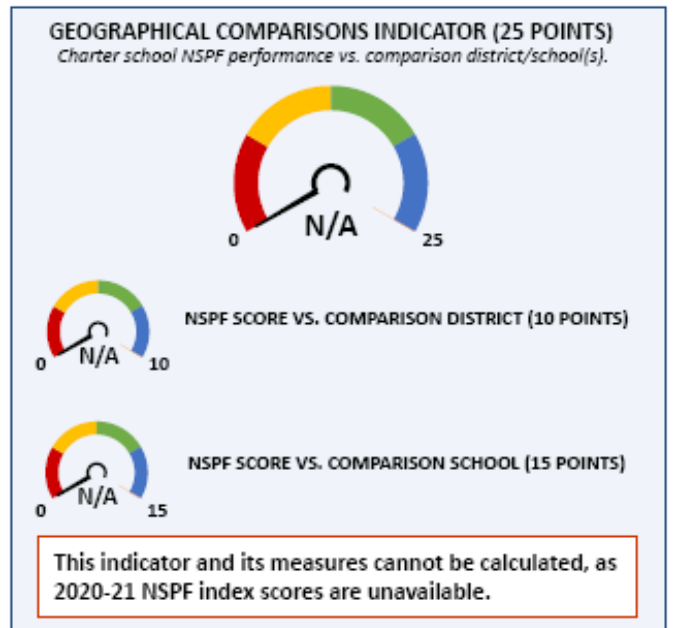
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.6	59.6	54.1	45.9	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	41	40.1	37.8	48.2	38.4	34.5
Hispanic/Latino	42.1	50.2	45.1	29.7	46.3	42.2
Pacific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

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

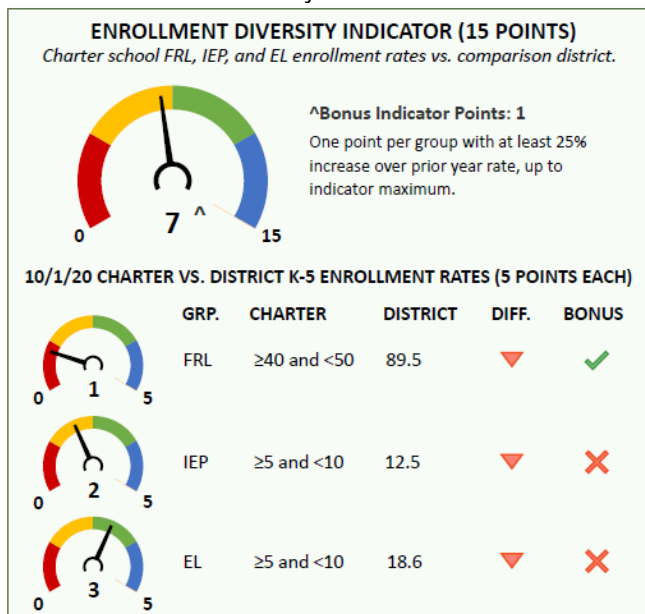


Middle School

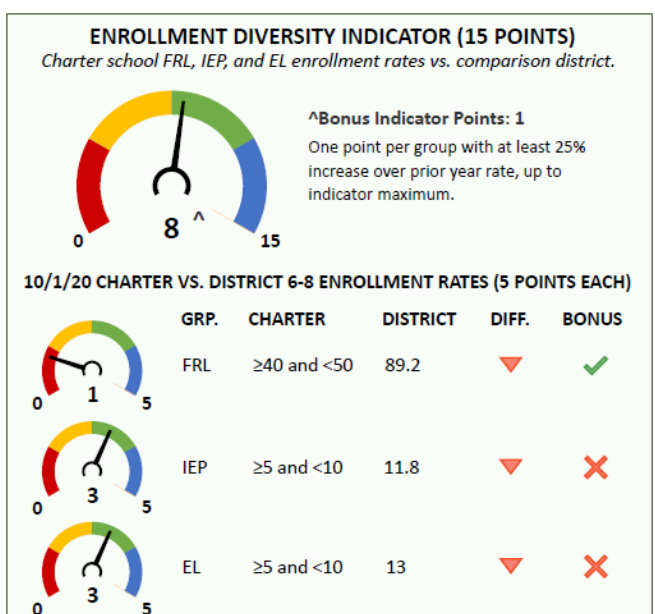


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	NA	0 minutes
Parents/Families	7	30 minutes
Students	10	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 2020-21 school year. This evaluation took place on October 20, 2021, and the report was published on December 1, 2021.

Parents/Families:

1. The family members in attendance said that their children look forward to attending school each day. Parents said that they were very impressed with the quality of instruction, both last year as well as this year. One family member said that her two children have great relationships with their teachers and have reported that they are very happy to be back to in-person learning at the school.
2. The family members said that they feel very welcome at the school. Focus group participants stated that communication between home and school is good. One family member explained that when she has questions or concerns, the teacher or a member of the leadership group responds in a timely manner. Parents said they were thankful that the school helps provide instructional tools to use at home to help their children.
3. Family members were asked if they believe their child is sufficiently challenged at Legacy North Valley. Several participants said that they are pleased with the levels of rigor and how much their students are challenged at the school. Parents and family members stated that they like that their students can reach out to their individual teachers for assistance and know that, at times, the teachers will re-teach difficult content when needed. Parents shared that they are not fans of the large class sizes at the school and hope to see the student to teacher ratio lowered in the years to come.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students said that school is great and that every day they appreciate being back at the school for in-person. Students said that their classrooms are fun places to learn, nothing that they have made several new friends this year, and like the different, special classes that are available at Legacy North Valley. Additionally, students noted that the food at the school is very good.
2. During the focus group, students reported that the teachers are kind and have already helped them to learn and grow during this school year. One student commented that the most important thing a teacher can do is to allow students to express their feelings. The student expressed their appreciation that her teacher does this.
3. Students had a few suggestions for improvement at the North Valley campus. One student remarked, "I would like to request that the administration help the students who are conducting themselves in the classroom with rude and loud remarks and prevent them from interrupting the learning of others." Students explained that, in some of their classes, there are students using loud voices and this makes it difficult to focus. Students asked that the school leaders consider having more adult supervision in the lunchroom during mealtimes.

Leadership:

1. School leaders explained that they are continuing to focus on improving achievement levels at the school, especially in math. One leader said, "Our fall NWEA MAP data shows that all grade levels have a proficiency level of 50% or higher in Reading." Another area of focus is building the Special Education Program to better meet the needs of this group of students. Leaders said that they have a staff of six special education paraprofessionals, along with a full-time speech language pathologist and a full-time psychologist. The Leadership Team explained that their instructional coach has created a professional development program called, Professional Learning in a Box, which allows teachers the opportunity to participate in learning about a variety of teaching and learning topics.
2. In cooperation with the other two Legacy campuses, North Valley has made major changes to how they implement the curriculum. Leaders noted that the Spalding, Journeys and Study Sync curriculums are common core aligned. The Saxon math has been modified to fit within the Nevada Academic Content Standards. The PLC process and grade level teams identify essential standards, unwrap, and define mastery levels and create common assessments. In addition, a curriculum adoption process has begun effective October 2021 for the upcoming 2022-23 school year. The process will ensure that there are supports for English Language Learners, and that the curriculum is in alignment with the Nevada Academic Content standards according to the leadership team.
3. Other important changes communicated by school leaders include moving away from the accelerated program except kindergarten, an enhanced focus on math and reading in all

content areas, and an agreed upon plan of I do, we do, you do. The school leaders said they offer interventions including tutoring, Saturday school, intersession camps, and an intervention/enrichment block.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff members said that they like working at the school. One person said, “Although the transition back to in person learning has been difficult, we rely on each other, and the leadership team is very supportive of us.”
2. The educators in the focus group said that they appreciate some of the recent changes at the school. One teacher said, “We aren’t expected to teach to the script any longer and this makes teaching more meaningful.” Another person added, “We are now encouraged to offer some small group instruction and to be creative with how the standards are taught. I feel like I’m a much better teacher than I was two years ago.”
3. The staff said that the return to school has been challenging and there are large gaps in levels of student achievement. One person commented, “The students need a social outlet and at the same time, need to learn how to conduct themselves while they are at school. But the leaders are continuously checking in on us and making sure we are supported during this difficult transition.”

CLASSROOM OBSERVATION TOTALS

A total of 24 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 Establishing a Culture for Learning	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: 7	Total: 13	Total: 4	Total: 0	Total: 0
	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: 6	Total: 14	Total: 4	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: 6	Total: 13	Total: 5	Total: 0	Total: 0
	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: 5	Total: 13	Total: 6	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: 3	Total: 13	Total: 4	Total: 0	Total: 4
	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: 13	Total: 7	Total: 4	Total: 0
B	Students assume responsibility for the participation of most students in the discussion.1	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: 1	Total: 9	Total: 5	Total: 0	Total: 9

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: 7	Total: 12	Total: 5	Total: 0	Total: 0
	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.
B	Total: 6	Total: 13	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: 4	Total: 9	Total: 6	Total: 1	Total: 4
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: 3	Total: 10	Total: 5	Total: 1	Total: 5

Additional information about the classroom observations shared here when applicable

1. One observed classroom was working on spelling words. Each child had a paper and pencil and was writing as the teacher modeled. Students were observed to be very engaged, and the teacher purposefully gave out stickers to students to acknowledge their work. She provided verbal praise. A parent volunteer helped with this process. **High engagement**
2. Another teacher involved students and used dry erase boards for students to follow along in math instruction. **High engagement**
3. A teacher was seen providing clear feedback to each student individually while walking around the room in one classroom. Students were engaged and focused on their work. **High engagement**
4. A teacher used student's names and included them in the example another class. She posed a problem and students turned and whispered to their neighbor. The teacher then asked them to help explain the content. **High engagement**
5. One teacher was highly focused on using the "Spaulding Method". During a classroom observation, she asked students four times to use this method, yet when they did there was very little practice with the letter sounds. The climate was not determined to be comfortable for students. For example, the teacher said, "When you are done, sit in Spaulding position" several times. Young students were found to be **not engaged** in this classroom.
6. One teacher used exit tickets for end of lesson during a classroom observation. Students were asked to write down one thing to recycle and reuse. Teacher shared some of the student responses and used music to signal class is over. **High engagement**
7. A teacher was seen using a written problem on the white board, students did the work on their papers. This teacher went on to provide feedback during the observation. **High engagement**
8. One teacher was teaching math, going through the content with all students while they followed along by doing the work on their paper. One student had the addition problem wrong, and the teacher said to try again. The student did and got it right. **High engagement**
9. Students were in groups and played a game (one group) drawing conclusions in another classroom. Students were observed talking, reading, and thinking. Another group was with the teacher and small group instruction was taking place. **High engagement**
10. A classroom was broken into student groups working on many different math tasks including greater than, less than, word problems, and practicing multiplication. **High engagement**
11. A middle school teacher was observed to be calm, clear in their instructions, and involved students and their contributions in the lesson. **High engagement**

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	<p>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.</p> <p>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.</p>	<p>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 2022-23 school year.</p>
1b	<p>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</p>	<p>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.</p>
1c	<p>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.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>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.</p>
1d	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>An EL program overview was conducted in August of 2021 to help understand and support students within their performance levels. After school EL instruction is also available.</p>

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>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.</p>	<p>The school has improved oversight of the EMO and has created a rubric. 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.</p>
4a	<p>The school protects the rights of all students.</p> <p>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.</p>	<p>All students are accepted and Legacy announces and advertises the opening and closing dates of the enrollment window to the community. Restorative Justice has been implemented.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>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.</p>	<p>School has an Emergency Response Plan, Nursing Service on each campus, and offers food services with all health requirements followed and inspections done monthly.</p>

Measures of Progress from Previous Site Evaluations

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

<p>School staff ability to address previous recommendations</p>	<p>The Legacy schools are in the process of redesigning the EMO evaluation tool utilized by the board. It will be converted to a rubric. An open seat on the board has been filled with a Legacy parent from the Southwest campus. There is a multi-year plan for the school transformation of standards- based instruction. There is implementation of baseline and mid-year data, diagnostic assessments as well as an added progress monitoring tool.</p>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<p>The school allows master teachers to share best practices. Several Professional Development session opportunities have been provided. There is a video library. Standards are now clearly communicated via lesson objectives and there was evidence of these as they were written on the classroom boards. The school has prioritized the implementation of the eight mathematical practices and this work is ongoing as new staff comes on board.</p>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>School leadership noted that this will be an ongoing process as new staff is hired.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

1. The school leader at Legacy North Valley Campus has been successful in creating several positive changes at this campus which appear to have strengthened the school's foundation and direction since the last evaluation. The school leader has created a strong leadership team that emphasizes supporting great teachers and staff so that they may continue to learn and become better instructional leaders. SPCSA staff notes that the principal has been successful in creating goals in support of the school's mission and vision. The school staff are focused on what is important which is the academic achievement of students. This school leader was found to be facilitating systemic change and leading faculty to adopt new attitudes and new practices. Evidence of this includes:
 - The staff, students, and family focus groups had a consistent pattern of appreciation for the school leader, leadership team, and teachers.
 - Several observations of the school operating with student-centered best practices were identified such as smaller group instruction, higher levels of teachers supplying important feedback to students, standards-based objectives written on the board, PLC Meetings, and a very visible and dedicated group of leaders at the school.
 - A highly supportive environment for teachers and staff which encourages risk-taking and a focus on data analysis and more importantly response to the data.
2. The levels of student engagement appear to have increased significantly since the last evaluation. This is important because it is linked to increased student achievement. Hundreds of studies have found that when teachers use strategies designed to capture student's attention and actively involve them in the learning process, student achievement improves. During the observations of classrooms, there was a clear pattern of intentionally including students in the learning process, providing feedback, and using thoughtful teaching practices such as small groups, games, white boards, and students talking to each other to produce higher levels of student engagement. There are ten examples of "High engagement" written in this report—see page 14 for more details. The importance and the strength in this cannot be understated. The teaching staff is to be commended for this intentional improvement.
3. Legacy North Valley is a diverse, Title I school and has begun to focus on an understanding of the unique needs of Title I students to maximize success. The goal of Title I is to provide a fair and equal opportunity for all students to access high quality education and to attain proficiency levels on state achievement tests. 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 go above and beyond in a few cases. SPCSA staff found that North Valley staff make a point of analyzing and responding to student level data of all types to become more effective at meeting the needs of every student. Examples include PLC meetings, strong and responsive leadership team, teachers developing relationships with students and offering small group instruction, tutoring, and after school support for students needing additional instructional time and practice to reach grade level standards. School educators are using the results of the data obtained from summative.

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. As Legacy North Valley returned to school this fall, there were several challenges to be confronted because of the ongoing COVID-19 pandemic. Most notably, students in many at-risk communities who participated in online or hybrid learning during the previous school year were lacking brain and social development skills. This is particularly true for the young students. Students of all ages may have experienced several emotions in response to changes including anxiety, disappointment, and anger. Families may have been uneasy and uncertain with the changes in schooling. The first look at data may have been difficult to review and a response plan had to be created.
2. This school has been designated as a 2-star school per the Nevada School Performance Framework with low proficiency levels, especially in math. For this reason, they are currently under a Notice of Breach for academic performance by the State Public Charter School Authority. The pandemic during the last school year and the absence of star ratings continues to be present at the school and this is challenging.
3. School leaders and staff continue to transition to a more student-centered approach to learning. However, some previously implemented programs and methods continue. Examples include an overemphasis on the Spauling method and a continued need for school leaders to keep encouraging some of the teaching staff to break away from following a script in the teacher manual.
4. While the leadership team and educators have implemented several strategies to overcome the school's identified needs for improvement, it remains challenging to continue to diagnose, plan, implement, and monitor the school improvement plan. It is challenging and important to make informed decisions, hire excellent teachers during this time of teacher shortage, and purchase resources which will best lead to overall high levels of academic success.

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. The educational community is working hard to improve student learning outcomes. It is recommended that the school leaders and educators continue to learn and improve their skills:
 - Continue to expand the Professional Learning in a Box that has already been developed and implemented. If possible, complement the learning by providing interactive, real-time discussion among the participants and an expert.
 - Encourage and make a schedule and time for teachers to look outside of their own classrooms. One of the best things a teacher can do to improve their teaching is to observe other teachers. Consider the many highly effective educators at the campus and determine what special strategy or skill they are willing to share. Another effective method of professional development is to ask a teacher to observe other teachers with their students and within their classroom. Observation is a great way to meet and collaborate with other educators and reinforce how amazing the teacher profession really is.
 - Consider a school-wide focus on analyzing math instruction and explore the roles of teachers, coaches, and school leaders in math coaching cycles.
2. It is recommended that the school continue to meet the social emotional needs of students and offer support for those classrooms struggling to maintain a quieter learning environment. Some of the students in the focus group were highly concerned about the levels of loud voices and interruptions taking place in some of the classrooms. This may be an opportunity for teachers with expertise in this area to share their strategies. Consider encouraging students to participate in school activities by providing additional opportunities for students to decorate hallways, provide displays, greet guests, and deliver messages.
3. As the school year progresses, consider increasing academic rigor. The students performing at or above grade level in core content areas may be entirely ready for a challenge. Provide extended learning opportunities for these students as well as those within the intervention groups.
4. Consider expanding the parent volunteer group to include additional family members. This will help increase the number of involved parents and support classroom teachers as well. Consider conducting a family needs survey in Spanish and English to better determine what family members need to support their children.
5. Class sizes appeared to be on the larger size overall. Consider the possibility of additional adult support in terms of co-teaching, substitute teachers, ARL candidates, hiring teacher aides to support the students and the teachers, and/or increasing volunteer opportunities. This may allow for additional small group opportunities for teaching and learning.

DEFICIENCIES

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