



Nevada State Public Charter School Authority

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/24/24 at Legacy Traditional School North Valley. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

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

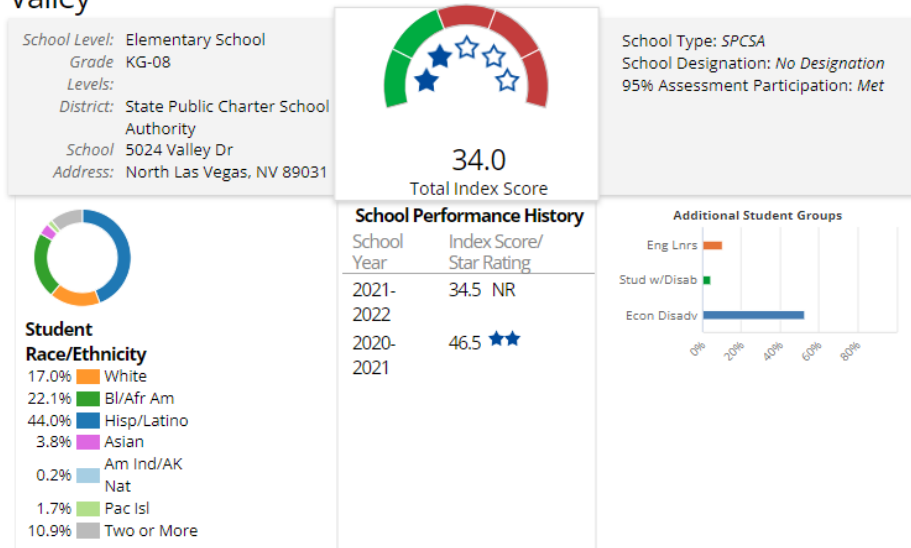
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Legacy Traditional School North
Valley

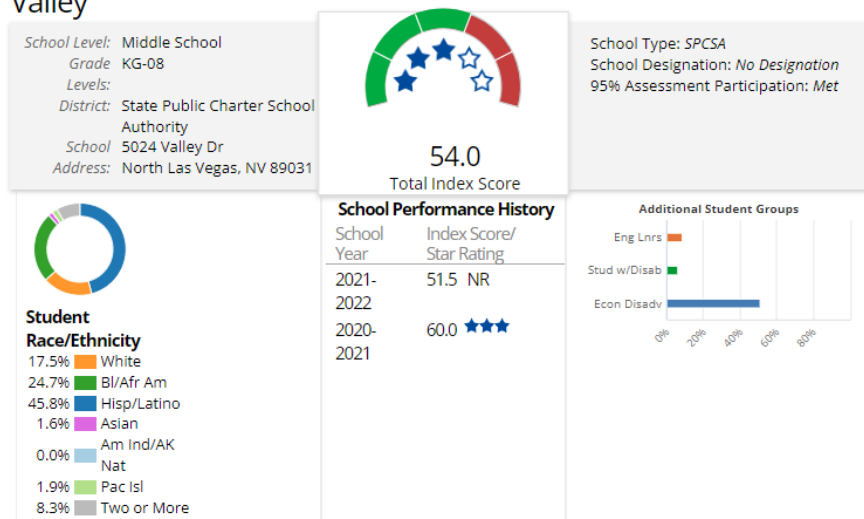
School Year 2022-2023 Nevada School
Rating



Middle School

Legacy Traditional School North
Valley

School Year 2022-2023 Nevada School
Rating



Math and ELA Results

Nevada School Performance Framework

2023

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

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

Middle School

Math Proficient

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

ELA Proficient

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

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

12/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

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

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

Middle School

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

21/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

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

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 50 to $< 60\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

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

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

Middle School

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

9/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 50 to $< 60\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

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

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	5	30 minutes
Students	5	30 minutes
School Leadership	6	30 minutes
Staff	10	30 minutes

Governing Board¹:

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

Parents/Families:

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

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

FOCUS GROUP SUMMARY continued

- Families expressed they would like to see grades updated in Infinite Campus² a bit more quickly so they can hold their children accountable for turning in assignments. Families suggested they should also receive communication from the school on inclement weather days as they impact drop-off timing. A few family members expressed concerns about their children's ability to communicate positively with other students. Some family members also requested the school implement positive behavior incentives to address ongoing discipline issues such as conflicts between students.
- At the focus group meeting, parents discussed the Parent Volunteer Organization (PVO). One parent shared her interest in volunteering in her child's classroom at the beginning of the school year but faced difficulties. Another parent expressed frustration that even though PVO already existed, it was difficult to get the group going again this school year. They expressed their willingness to help the school and lend a hand in the classroom but found it hard to get involved. These concerns were shared with the new school leader, who quickly called a meeting and provided a video link for those who wished to attend online. This helped the PVO grow and the new school leader has never missed a single meeting. Parents appreciated the opportunity to give feedback and suggestions to the school leader. The majority of parents in the focus group agreed that the school must encourage parents to volunteer now more than ever before.
- All the families in the focus group session agreed that the school is very clean and has a physically welcoming atmosphere. One person described the hallways as vibrant and inviting. The group also appreciated the consistency of some of the learning assignments such as poems, and book reports. Additionally, the families noted that the school is being run much more efficiently this year than last year, with most teachers meeting parent communication expectations and enforcing school uniforms.

Students:

- During the student focus group, five students ranging from third through eighth grade shared their mixed thoughts regarding attending school. One student expressed their liking towards the school, stating "I like the school because I like to work hard and get good grades." Another student expressed their dislike, stating, "I don't like it here because it takes too much work to get good grades. Although, I do enjoy playing with my friends and having a good relationship with my teacher." A different student shared their perspective, stating, "I don't like this school because there are a lot of people who judge you based on silly things, and sometimes even the teachers judge the students too."
- According to students, their relationships with teachers were varied, and multiple teachers have different approaches toward their students. One student said their favorite teacher supports all students by telling them to come to him if they need academic help on any subject. Another student appreciated that one of his teachers did not play favorites and called out to students who were not paying attention. A third student said, "Some teachers push you in a good way." However, some students reported dissatisfaction with teachers who tried to scare them and imposed group punishments for the actions of one student. Some students mentioned that their peers are sometimes disrespectful toward teachers, which was frustrating for teachers who want students to learn. One student said, "The teachers here do the best they can with what they are given."

FOCUS GROUP SUMMARY continued

- The students reported various issues at the school. Among them were bullying, disrespect towards teachers, fast-paced instruction, and a fear of asking questions in class. Students were highly concerned about non-compliance with rules both schoolwide and within individual classrooms, high levels of favoritism, particularly for the children of staff members, and students not wanting to attend school due to mean teachers.
- Many students felt that certain things needed to change at the school. For instance, they disliked waiting in long lines during lunchtime. They also wanted other students to stop bullying students and making derogatory comments about other people's cars, financial status, facial features, hair color, or cultural backgrounds. One student pointed out that some students were being mistreated because of their ancestry or cultural heritage, and this was a major issue that needed to be addressed. Another student agreed and added that this kind of behavior made it difficult for students to focus on their studies.

Leadership:

- Six school leaders, including the new principal, participated in a focus group aimed at improving the school's culture. The new school leader had previous experience in school turnaround districts and was implementing a program to recognize students who displayed noteworthy behavior. The program involved publicly acknowledging students who exhibited positive characteristics and providing them with gift certificates to nearby restaurants. Classroom teachers selected the students every week, and the new school leader hoped the program would encourage more students to display positive behaviors.
- School leaders recently indicated that their top priority was to recruit high-quality teachers and align their entire teaching staff in terms of vision and mindset. To achieve this goal, teachers were required to meet weekly to review assessment data and identify any misconceptions that students may have had about learning. One leader mentioned that the teachers at the campus were getting a better understanding of teaching in a way that helped students grasp essential standards. The school is currently in its second year of using a new math curriculum called Envisions, and the progress made so far has been encouraging for leaders and staff.
- The leaders of Legacy North Valley School discussed some positive changes they have implemented. They have developed strong goals to reduce chronic absenteeism and were rewarding students and families who attended school regularly. Vertex, an Arizona-based Educational Management Company is providing significant support to the school. A Vertex representative visits Las Vegas every week to offer assistance, including providing support to teachers of grades three, four, and five.

Staff:

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

FOCUS GROUP SUMMARY continued

- During the discussion, several challenges were identified. These included high levels of staff turnover, student behavior, and staff members lacking the capacity to support English Language Learners (ELLs) and students with special education needs. Some staff members mentioned that the school climate becomes tense when issues are left unresolved or when there are sudden changes to schedules that disrupt daily routines. Staff said they believe that reducing the size of individual grade-level classes, particularly for kindergarten and first grade, would be beneficial. To achieve this staff have proposed increasing the number of employees per student. They have also suggested that educators should communicate with teachers both above and below their grade level to better understand the trajectory of student learning.
- At the junior high school, staff members have recommended more adults be positioned in the hallways during passing periods. They have also proposed paid tutoring opportunities for staff members and Saturday school for students who are struggling. Staff members suggested the school invest in dedicated computer carts to better meet the technological needs of students and staff.
- To address chronic absenteeism, staff members have suggested having a dedicated person on campus to tackle this issue, as well as providing transportation to and from school. Aligning the Legacy North Valley calendar with the local school district calendar was another suggestion to improve chronic absenteeism. Finally, staff members recommended that the school purchase a washing machine and dryer to support families in need, including homeless students.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

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

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 8	Total: 10	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 8	Total: 10	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 9	Total: 9	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 7	Total: 10	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	Total: 16	Total: 1	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 1	Total: 13	Total: 3	Total: 0	Total: 1

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 3	Total: 14	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 3	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

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

ORGANIZATIONAL PERFORMANCE

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

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

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

Measures of Progress from Previous Site Evaluations

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

Summary of recommendations from most recent site evaluation having taken place during the 2022-2023 school year.

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

<p>School Assessment of progress made against recommendations and evidence provided, or reasons the school believes that additional time may be necessary to fully address past recommendations.</p>	<ol style="list-style-type: none"> 1. School staff report that positive attendance incentives are being implemented to encourage all stakeholders to support getting students to school every day. 2. School staff report that assessment data is reviewed weekly by all grade-level teams during math and ELA. Through this process, teachers are better able to understand student learning deficits and support mastery through reteaching. 3. The school staff report Math teams still meet weekly to unwrap standards, review assessments, and ensure that students are receiving rigorous grade-level math instruction utilizing the Envisions curriculum. The school is in the second year of a standards-based approach to teaching, and educators are beginning to understand teaching to the standard and not the curriculum. The school has implemented an ELA team to support standards-based ELA instruction. 4. The school staff report North Valley has one teacher vacancy and made a committed effort to only recruit and hire highly qualified licensed teachers. Moving forward, only licensed teachers will fill vacancies.
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<ol style="list-style-type: none"> 1. SPCSA staff note that chronic absenteeism at Legacy North Valleys has improved from the previous school year. The most recent data from the NSPF are from the 2022-2023 school year and reflect definite improvement over the previously posted 2021-2022. The elementary school had a chronic absenteeism rate of 26.3 and the middle school had a chronic absenteeism rate of 24.8. Progress in this area is noted; however, the previous recommendation remains a high concern as this rate directly impacts the index score of both the elementary and middle schools, and students may have deficits in learning exasperated by poor school attendance. 2. The SPCSA staff applauds the efforts of the school staff to improve the overall index score. Improvement is noted; however, the elementary school has a 34-index score equating to a two-star. The middle school has a 54-index score equating to a three-star school. 3. The standards-based approach to both the ELA and math teaching of Envisions curriculum is noted and was observed on site. The SPCSA continues to recommend the learning coaches and the teaching staff foster students' ability to verbalize math strategies and problem-solving with one another for deeper levels of math conceptualization. 4. The SPCSA notes Legacy North Valley strong efforts to improve the quality and knowledge of teachers at the school. The SPCSA continues to recommend the school staff enlist additional adult presence to support teachers and students within classrooms to better meet the behavior and instructional needs of all students. Families, staff, and students have voiced this concern and request for the last four years.

SITE EVALUATION FINDINGS

STRENGTHS

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

- **Cultural Diversity**

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

- **Highly Motivational New School Leader**

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

- **Planning for and teaching of Essential Standards**

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

- **Some Distinguished Master Teachers**

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

- **A Clean and Bright School Structure, Hallways, and Staircase**

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

CHALLENGES

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

- **Need to improve Chronic absenteeism levels**

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

- **Numerous new teaching staff and staff turnover**

With high levels of staff turnover, consistency in curriculum knowledge, classroom behavior implementation, and quality T-1, T-2, and T-3 lessons have not yet been achieved. More consistency is needed in the following areas:

- Consistently communicating learning objectives
- Consistently asking some high-level questions
- Consistent positive feedback for when behavior expectations are met
- Newer and less experienced teachers learning about and implementing the curriculum
- Some instances of misbehavior interfering with classroom instruction
- Large numbers of student-to-adult ratios inhibit the school from fully and consistently offering individualized instruction and small-group learning opportunities at this time.

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

Stakeholders—including families, staff, and students—agreed that there is a need to improve the social-emotional health of students. Within the staff, student, and family focus groups, the topic of student misbehavior was discussed. The consensus is that some students have a high need for receiving additional types and quantities of social-emotional health support.

- **Need to Improve in index score and star rating**

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

Improve student enjoyment of coming to school and learning

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

RECOMMENDATIONS

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

- **Improve the chronic absenteeism rate**

With a chronic absenteeism rate of 26.3% for elementary and 24.9% for middle school, these chronic absenteeism rates are important opportunities for improvement. The SPCSA recommends the school continue its current work to improve the overall number of students attending school daily. The absenteeism rate has a direct effect on the index score. Both rates result in a school’s inability to earn any points toward the index score. The PAT, Point Attribution Table, for chronic absenteeism rates, has been provided below. The school index ratings (displayed on page 4 of this report) could have been higher and up to a total of 10 points as opposed to zero points if absenteeism rates were improved.

ES Chronic Absenteeism Point Attribution Table

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

- **Implement a Multi-Tiered System of Support**

SPCSA staff recommend Legacy North Valley implement a Multi-Tiered System of Support (MTSS) opportunity through the SPCSA. MTSS opportunities through the SPCSA have the potential to provide staff, students, and school leaders access to Tier 1, 2, and 3 training and resources to address the social-emotional well-being of students. Additionally, improvements within the area of consistent behavioral expectations within all grade levels are possible. Because some learning gaps remain, either due to the loss of learning time during previous years and the pandemic or due to newer and less experienced teachers, continued work toward a school-wide consistent set of policies and procedures about behavior management, rules, and expectations has the potential to provide staff resources and training to address these challenges.

- **Add adult presence within classrooms**

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

- **Place a strong emphasis on improving the overall culture of the school**

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

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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