



Nevada State Public Charter School Authority

Legacy Traditional Schools: Southwest Campus Site Evaluation Report: October 10, 2024

State Public Charter School Authority
775-687-9174
PO Box 19983
Carson City, Nevada 89721
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

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

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

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

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

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

High NSPF star rating

The Nevada School Performance Framework (NSPF) star rating is 5-star for elementary and middle school, with index scores of 85 and 87 out of 100 on the 2023-24 NSPF Report Card. The elementary English language arts (ELA) and math proficiency rates for students at Legacy Southwest are 64.8% and 58.8%, respectively, compared with the district average of 54.6% and 51.2%. In addition, the middle school ELA and math proficiency rates for students at Legacy Southwest are 62.7% and 47%, respectively, compared with the district average of 54.2% and 39.8%. The Pooled Proficiency rates of 56.5 and 54.3 exceed the District Rate of 48.3.

High student engagement and teacher questioning

Another strength at Legacy Southwest is the rigorous teacher questioning strategies and high level of student engagement during classroom lessons. Teachers were consistently observed asking open-ended questions such as, “What information can you find and use to support your idea?” Questions such as these prompt students to use more critical thinking skills, resulting in deeper engagement with the content. Students were observed leading the class discussions by working in small groups to write about and explain their thinking to peers.

Student-created data folders

Students at Legacy Southwest create their own data folders under the direction of their teacher, which is another strength. Students set targeted goals for themselves based on data such as Measures of Academic Progress (MAP)¹ growth from fall to winter and on summative classroom assessments. Students “own” their data and are vested in meeting their goals.

Strong Gifted and Talented program

Legacy Southwest boasts a strong Gifted and Talented program, currently supporting 165 gifted students on campus. By identifying these students and providing specialized classes, Legacy Southwest creates challenging and empowering learning environments that enable students to thrive at their learning level. Participants in the program learn alongside peers who share their abilities, following a tailored curriculum that meets their unique needs, delivered by highly skilled and knowledgeable educators.

Observation cycle and feedback loop

The leadership team at Legacy Southwest has established a consistent cycle of classroom observations and feedback to enhance teachers' effectiveness. Instructional leaders coach teachers on classroom management, differentiation, and creating individualized action plans. A thorough coaching cycle is initiated when a teacher's performance is not meeting expectations based on student data, such as the Measures of Academic Progress (MAP) assessment or grade-level summative assessments. During this

¹ The Measures of Academic Progress (MAP) assessment is designed to measure a student's academic achievement and growth over time in reading and mathematics. Together with other classroom-based information, MAP results can help teachers make instructional decisions that match the needs of each child.

process, the teacher and leadership will identify areas for improvement in classroom practices. This cycle will persist until there is an improvement in assessment scores.

Student Diversity

Diversity is a key strength at Legacy Southwest. The school's student population is 32.5% Asian, significantly higher than the district average of 8.2%. Additionally, 12.9% of students identify as belonging to two or more races, compared to the district average of 9.3%. The campus is home to 19 languages, with Mandarin being the second most spoken language after English.

Strong ELA Proficiency

Legacy Traditional Southwest earned 10 out of 10 points on their 2023-24 Nevada Report Card in the English Language Proficiency Indicator. The school rate of 66.1 exceeds the district rate of 48.4. Furthermore, the ELA proficiency rate of 54% for English Language Learner (ELL) students exceeded the district rate of 39.5%, and the Math Proficiency rate of 60% exceeded the district rate of 38.7%.

Creating a district instructional guide

The creation of an Instructional Guide is another strength for Legacy Southwest. This comprehensive tool provides teachers with the essential standards road mapped for the school year in grades k-8 for Reading, Writing, and Math. Each essential standard has a guidance document for the standard, which includes supporting standards, academic vocabulary, recommendations for curriculum and other instructional resources, unwrapping of the standard, learning targets, testing criteria, and grading criteria.

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

Site Evaluation Findings: Challenges

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

Recruiting and retaining highly qualified teachers

Leadership reported recruiting and retaining highly qualified licensed teachers is a challenge for Legacy Southwest. The leadership team emphasized the importance of "keeping talent in the building" and supporting current staff to return the following year. Six staff members were not offered a renewed contract because they needed to work toward licensure.

Differentiated instruction

A challenge at Legacy Southwest is providing differentiated instruction for all students. The leadership team provides targeted support for teachers, called "Teacher School." The targeted support includes a weekly feedback cycle and coaching to develop instructional practices, including differentiated instruction.

Low growth among high achieving students

Another challenge for Legacy Southwest is a pattern of low growth from fall to spring among some of the highest-achieving students. The leadership team focused on using MAP quadrant and learning continuum reports to ensure growth for high-achieving students.

Physical and emotional safety of students

Social and emotional learning (SEL) refers to how children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and exhibit empathy for others, maintain positive relationships, and make responsible decisions. According to the most recent Nevada School Climate/Social Emotional Learning Survey, middle school students report areas needing improvement in physical and emotional safety.

Site Evaluation Findings: Recommendations

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

Improve differentiated instruction

SPCSA staff recommends Legacy Southwest continue working with faculty on improving classroom differentiated instruction and student engagement to raise student engagement and higher-order thinking skills. Focusing on levels three and four, Depth of knowledge² (DOK) questions can increase students' ability to think strategically, assess, and apply concepts.

Build background knowledge across grade levels

SPCSA staff recommends Legacy Southwest continue to enhance background knowledge for k-8 students by focusing on foundational knowledge. Concentrating on foundational knowledge helps students connect their experiences, comprehend their readings, and cultivate critical thinking skills. One recommendation is to utilize the Instructional Guide developed by leadership to pinpoint and scaffold science and social studies topics that can be progressively explored each year of a student's learning journey.

Build number sense

SPCSA staff recommends Legacy Southwest increase the focus on number sense and mathematical processes in professional development and coaching. Strong number sense builds a foundation for mathematical awareness. Focusing on number sense in the younger grades builds the foundation necessary to compute and solve more complex problems in older grades.

Build student trust of staff

The SPCSA staff recommends Legacy Southwest leadership implement measures to foster trust between students and staff at the school. Some students in the focus group expressed feelings of distrust stemming from past interactions with teachers and administrators, a sentiment reflected in the social-emotional survey. They reported frustration with certain teachers being unresponsive to requests for emotional support and a general lack of safety. It is important for students to have the opportunity to provide meaningful feedback to their teachers and the administration without fear of retaliation. Building rapport through personalized, respectful communication and active listening can help address these concerns. Increasing daily social-emotional learning minutes could also enhance discussions and strengthen trust in this area.

Improve MS EL learners' growth percentile

SPCSA staff recommends Legacy Southwest continue to work on improving the middle school English language learners (EL) adequate growth percentile (AGP). According to the 2023-24 NSPF, the school's AGP of 23.8% is below the district average of 27.2%.

²Norman L. Webb's research on Depth of Knowledge (DOK) in the late 1990s developed it as the complexity or Depth of understanding required to answer an assessment question.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations made during the site evaluation for Legacy Southwest.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies found during the site evaluation for Legacy Southwest.

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ³	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	6
Students	15

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

Focus Group Summary: Governing Board

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

Board members said they evaluate the superintendent annually each spring. One member reported, “We review the goals she has attained and the existing goals and why she has them.” The board stated they evaluate their EMO⁴, Vertex, yearly. They reported, “We do an evaluation once per year. Our last one was just completed last week. We look at what they are doing great and how they can improve. This is achieved through a survey with a series of questions supplied by Vertex.”

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

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

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

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

Focus Group Summary: Family Members, Parents, and Guardians

This was an abbreviated site visit to Legacy Southwest. No family member, parent, or guardian group was held.

Focus Group Summary: Faculty and Staff

This was an abbreviated site visit to Legacy Southwest. There were no faculty and staff focus groups held.

Focus Group Summary: School Leadership

Six members of Southwest Legacy School participated in the leadership focus group. The principal shared that 1505 students were enrolled in the school and speak 19 languages, including Mandarin. The school has 127 staff members, including a behavior interventionist. The behavior interventionist supports the campus twice weekly by creating behavioral support plans and refining tier two and three student services, including assisting students with Individualized Education Programs (IEP).

Leadership members shared their emphasis is on continuous improvement, including a schoolwide goal of 80% math proficiency for elementary and middle school. One leader stated they created a system of feedback cycles for teachers every other week with specific teachers to meet with the administration. Topics include effectively using the Measure of Academic Progress (MAP) assessment quadrant report, ensuring rigorous lessons, and utilizing Common Summative Assessments to plan for instruction.

According to the NSPF, Southwest Legacy is a 5-star elementary and middle school. Leadership team members highlighted the school's success, noting that Professional Learning Community (PLC) meetings are held weekly and supported by instructional coaches. Emphasis is placed on the effective use of data to drive instruction and to provide a student-centered climate led by kind teachers who hold firm boundaries and expectations. One leader shared that the school implements a pay-for-performance based on proficiency and growth on the MAP assessment and the Smarter Balanced Assessment Consortium⁵ (SBAC), and that several teachers qualified for the incentive. Additional noteworthy items discussed were the school's 93% staff retention rate, two teachers supporting the school's 165 gifted students, and working with Southern Nevada's Regional Professional Development Program (RPDP) as they implement their new math curriculum.

Legacy Southwest's leadership team shared that they are implementing a house system like the Ron Clark model⁶ and are excited to launch the program soon. The leadership group also discussed utilizing a buddy classroom system, which provides buddy rooms that offer students a place to fill out a counseling sheet, where students can receive counseling on the spot. The sheet asks students, "What happened?" and "What could I have done differently?" This engages students in a reflection process regarding their actions and prompts their thoughts on what they can do to improve.

A priority for Legacy Southwest is to assist other Legacy Campuses with academic improvement plans. These methods provide highly effective teachers, coaches, and administrators opportunities to share expertise. For instance, highly effective teachers work with other teachers from the two other campuses by providing modeled lessons and co-teaching opportunities. Administrators from the Southwest campus collaborated with different administrators on effective practices that assisted in improving instruction, leading to a five-star rating.

⁵ SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests ("adaptive online exams") for use in several states, including Nevada. Smarter Balanced tests measure student achievement and growth of students in English Language Arts and math in grades 3-8 and high school.

⁶ The Ron Clark Academy House System is a feature that creates smaller, supportive communities within the larger school.

Focus Group Summary: Students

Members of the student focus group shared their recent personal learning goals. One student reported that he would like to become better at playing violin, another would like to stay focused on learning, one would like to get better grades, and another would like to be less distracted. One student said, "I would like to be more involved with the school by showing school spirit."

Students reported on how they interact with their peers in classroom activities. One student said, "In groups we multiply decimals. I am a leader, and my teacher wants me in partner work". Another student shared, "We get to socialize and understand other people's thoughts." Another group member added, "In math, we share answers and explain them." Lastly, one student shared, "We have groups of two or four, and sometimes it helps us understand how other people think. We discuss the main idea of the story, the theme."

Students were asked what forms of feedback they provided their teacher about what was going well and what could be improved. One student said a seventh-grade teacher asked for input on her lessons. She solicited feedback from her students verbally through a class discussion. The student stated, "Sometimes, she asks for it through an essay." One other student said another teacher did ask for feedback regarding whether students were ready to move on in a unit or whether they needed assistance. A few other students said this was also the form in which their teachers asked for feedback.

The participants were asked if they were talking to a friend about the school, what would they tell them to make them want to attend or not? One student mentioned, "That they should come here for the learning opportunities; we have great teachers." Another added that the teachers are supportive. Other responses included the fun runs, specials, computer classes, Spanish, Mozart, and music classes. A student stated that students know their SBAC scores and why they are important. Lastly, a student mentioned that the teachers adapt to what students need, saying, "We have a speech person, and we can place students where they need so they can learn; our teachers are a superpower- they are here for everyone."

The group shared mixed reviews when the students were asked if they felt comfortable going to an adult at school if they had a problem. Several students said yes, they had an adult on campus to go to if they needed help, emphasizing they could talk to teachers. Some more students said they at least felt they had an adult they could trust and talk to. Several students said they could speak to the counselor about their problems. One student said he felt more comfortable with the teachers than the administration. Several focus group members shared that the school heavily emphasizes test scores and that problems outside of test scores are not treated as a high priority. A student stated, "I would like to be able to talk with the administration instead of writing a report about what happened."

Classroom Environment and Instruction Observation Rubric

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

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 17	TOTAL: 1	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 15	TOTAL: 1	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

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

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher’s explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don’t understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 5	TOTAL: 15	TOTAL: 1	TOTAL: 0	TOTAL: 1
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another’s ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 5	TOTAL: 10	TOTAL: 7	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

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

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 5	TOTAL: 13	TOTAL: 4	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 6	TOTAL: 13	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

Students in an upper elementary classroom worked in groups on anchor charts to determine the standard, distributive, area model, and partial product for a given multiplication problem. The teacher used high-level questioning in groups to help students unpack the content. There was a lot of student discourse, all about learning. Students led the class through their interactions.

Students used manipulatives as they worked in small groups of four and multiplied whole numbers by decimals. When they progressed through several problems, the teacher asked specific questions of the class. Students would volunteer. In some questions, students could model the process and the answer, and others called for the students to provide an explicit example and explain their reasoning. Every time a student volunteered, the class clapped, encouraging the student. Students were engaged and eager to share in the learning.

In one upper elementary classroom, students were working in groups to conduct a science experiment in which they decided which liquid would melt the color off a piece of Candy Corn the best. Students were highly engaged, sharing their ideas. They recorded their predictions and ideas in writing.

Students in one upper elementary classroom were asked to work in pairs with another to create a map listing characters' traits from a text they were reading. Students listed the traits, discussed them, and found evidence in the text to support their answers.

In one middle-level math class, students worked with the teacher as a whole class, calling out processes and procedures for completing mathematical word problems. All students in the class were engaged and participated in the learning.

In one middle-level English language arts class, students volunteered to read parts of Lewis Carol's "The Jabberwocky". The instructor projected some guided questions on the whiteboard, and students readily shared their thoughts and participated in the lesson.

In one elementary school classroom, the teacher reviewed the learning target with student input. She asked them why they would need to use multiplication in real-world scenarios. She gave all students appropriate wait time to think of their answers and pulled sticks with students' names on them to elicit responses.

In one elementary school classroom, the students were actively engaged (taking notes, working on solving the problem, asking questions, and sharing verbal responses). At the same time, the teacher completed the "we do" portion of the math lesson.

In one elementary school classroom, the students were highly engaged in group work, completing details about the setting, characters, and events. The teacher actively monitored the group and provided feedback. In an elementary school classroom, the teacher started the class with a breathing/focusing activity with the learning targets posted on the board: "I can explain and describe who the monsters are in Percy Jackson" and "I can write an opinion essay."

Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommended Legacy Traditional School – Southwest continue its efforts to increase enrollment with special populations.	Legacy Southwest earned 6 out of 15 points in elementary school for the Enrollment Diversity Indicator on the 2022-23 Academic Performance Framework. In middle school, 5 out of 15 points were earned on the same metrics.	SPCSA recommends Legacy SW continue to work on this process.
SPCSA staff recommended Legacy Traditional School Southwest formalize and present a ‘communication trust’ plan (Reina 2006) between a) school leadership and families with a suggestion box and b) school leadership and faculty by creating listening platforms.	Expanded Parent University sessions	SPCSA recommends Legacy SW continue to work on this process.
SPCSA staff recommended Legacy Traditional School – Southwest continue working with faculty on improving the pacing of instruction and student engagement to alleviate downtime and opportunities for off-task behavior.	Legacy SW hired a behavior interventionist that they share with other Legacy campuses. Increased professional development and targeted observations.	According to classroom observation comments and the number of Distinguished and Highly Proficient classrooms as indicated on pages 15 through 19 of this report, this recommendation has been addressed by Legacy SW leaders.
SPCSA Staff noted that although learning targets and objectives were posted in most classrooms, teachers did not refer to them during the lessons. SPCSA staff recommended staff refer to the posted learning targets and objectives.	Legacy Southwest leaders report increased teacher capacity in lesson planning using the network-wide Instructional Guide as well as professional development and targeted classroom observations on the topic.	According to classroom observation comments and the number of Distinguished and Highly Proficient classrooms as indicated on pages 15 through 19 of this report, this recommendation has been addressed by Legacy SW leaders.

Operational Compliance Checks

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

Appendix A

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