



Nevada State Public Charter School Authority

Legacy Traditional Schools: Cadence Campus Site Evaluation Report: October 9, 2024

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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.

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 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 conduct 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.

Chronic absenteeism

Legacy Cadence has successfully decreased chronic absenteeism rates from the 2022-23 school year, lowering elementary school rates from 30.5% to 13.4% (a 56% reduction) and middle school rates from 28.8% to 15.1% (a 47.5% reduction). Leadership reported conducting monthly meetings with the district coordinator and offering attendance incentives. The leadership team also reported they organized regular attendance meetings and introduced an attendance report card focusing solely on all families' attendance. Teachers and leadership indicated they consistently share this information during parent conferences.

Teacher assessment tool

Another strength of the Legacy Cadence leadership team is how they utilize the Nevada Educator Performance Framework (NEPF) as its teacher assessment tool. The tool concentrates on the evidence teachers present for their ratings, enhancing the evaluation system's specificity. Nevada's Educator Performance Framework primarily aims to identify effective instruction and leadership. Its goals include fostering student learning and growth, improving educators' instructional practices, informing human capital decisions, and engaging stakeholders in the ongoing improvement and monitoring of a professional growth system.

Science proficiency increase

Science proficiency in middle school increased from 41% in the 2022-23 school year to 54% in the 2023-24 school year. This is well above the Nevada State Charter School Authority's average of 48%. The principal said, "Last year, our teachers in middle school implemented more hands-on science lessons which was a major contributor to the science proficiency rate."

Creation of Legacy-wide instructional guide

The creation of an Instructional Guide is another strength for Legacy Cadence. 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 contains a document for the standard, which includes supporting standards, academic vocabulary, content limits, 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 Cadence anticipates improving the content of the guide each year.

Leadership as dedicated instructional leaders

The principal and assistant principals are dedicated to serving as instructional leaders across the school, which is a significant strength at Legacy Cadence. The SPCSA evaluators noted instances of school leaders present in hallways and classrooms, tending to operational items, and communicating effectively with other members of the leadership team.

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.

Quality Tier-1 instruction

High-quality Tier-1 instruction poses a challenge at Legacy Cadence. Tier-1 instruction provides all students with high-quality, initial classroom instruction tied to a guaranteed and viable curriculum powered by research-backed strategies. While leadership has a clear vision of what this instruction should entail, the SPCSA site evaluation team did not observe tier-1 instruction being effectively implemented during the site evaluation. Members of the leadership team reported they were actively working on increasing their teachers' capacity to allow for better tier-1 instruction through targeted professional development (PD) sessions. These PD sessions provide teachers with strategies such as leveraging real-time data for immediate student feedback. Leadership reported Legacy Cadence is dedicated to improving instructional methods and moving student achievement outcomes. Consistency in the high levels of instructional best practices presents a challenge, and there was room for improvement. There was ample opportunity for the Legacy Cadence campus to increase learning outcomes and for teachers to move from "Approaching Proficient," as noted on the Classroom and Evaluation Rubric beginning on page 17 of this report, to "Highly Proficient."

Emotional and physical safety of students

Another challenge was that some students commented that they sometimes feel unsafe emotionally or physically on campus. Some of the students said they do not have a staff member with whom they feel comfortable going to, should a situation arise. When questioned further, students mentioned that there were fights on campus and they are fearful of being made fun of by peers. According to James Ford, the 2015 North Carolina State Teacher of the Year and the program director for the Public School Forum of North Carolina, "Our first job as teachers is to make sure that we learn our students, that we connect with them on a real level, showing respect for their culture and affirming their worthiness to receive the best education possible" (Sparks, 2024). Fostering high-impact teacher-student relationships often promotes safety and student agency, leading to increased classroom engagement and cooperation. For further information on this topic, refer to the student focus group on page 17.

Teacher retention

Teacher retention was a significant challenge at Legacy Cadence. There are currently five vacant positions, down from 32 at the beginning of this school year. While the number of vacant positions has improved, there is still work to be done regarding their sustainability, as reported by leadership.

Substitute support system

Due to the frequent presence of substitute teachers at Legacy Cadence, a systematic support system is needed to help substitutes integrate into the school and classroom. This may enable them to teach effectively throughout the day or week and possibly minimize student interruptions. The high turnover of substitutes also poses challenges for parent communication, as reported by parents. This highlights the importance of ensuring that quality substitutes are available to deliver effective instruction and maintain stability when licensed staff are absent.

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.

Targeted Observations and Feedback

SPCSA staff recommend Legacy Cadence consider conducting targeted observations as a leadership team to calibrate high-leverage practices in tier-one instruction. Consider delivering this information to teachers in bite-sized pieces over time and monitoring each piece for sustainability. By embarking on this process, the school community will create models for these practices. In turn, professional development opportunities for teachers will naturally be more differentiated.

Substitute Support System

SPCSA staff recommend Legacy Cadence create a system in which substitute teachers, whether at the school for one day or long term, have the support and systems in place to be successful in teaching and effectively reaching students. In addition, consider maintaining campus leadership presence in classrooms with substitute teachers to ensure quality.

Site Evaluation Findings: Strong Recommendations

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

Increase School Star Rating through Student Achievement

SPCSA staff strongly recommend that Legacy Cadence continue to address the challenges noted in their school leadership presentation, further evidenced in their Nevada School Performance Framework results. Specifically, in the Academic Achievement Category Indicator, the pooled proficiency school rate of 31.3% is below the district average of 48.3%. This school has operated at a two-star level for several years and is trending downward, according to the newest NSPF ratings. Implementing high-quality, standards-based, differentiated lessons with meaningful text-dependent student discourse opportunities will be essential to their goal of increasing the quality of tier-1 instruction.

Positive Culture for Staff and Students

As stated in the previous site evaluation report on January 23, 2024, it is fundamental that the school creates a more positive culture for staff, students, and parents. Therefore, it is strongly recommended that Cadence Legacy work to improve the school's PBIS¹ and MTSS² systems and structures to improve the school's overall culture significantly. The SPCSA strongly recommends that the Legacy Cadence Administration use the Nevada Student SEL Survey data and consider using scientifically based social-emotional student perceptual surveys. The recommendation is also to use behavioral referral data as well as staff, student, and family feedback to ensure that PBIS and MTSS are provided to all students to promote a safe (emotionally and physically) and respectful environment.

According to data from focus groups with students, teachers, and parents, as well as the Nevada School Climate Social Emotional Survey, a significant number of students do not feel physically or emotionally safe at school. Key recommendations suggest implementing action steps to address the overall scores of 330 for physical safety, reported by 5th graders (with 376 considered adequate), and 306 for emotional safety, as indicated by the Middle School Survey (with 342 considered adequate).

Data from the faculty focus group indicate an over-emphasis on academics, which has left little room to create relationships with students and provide social, emotional, and behavioral support.

¹ Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate.

² MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies issued for Legacy Cadence during this site evaluation.

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	10
Faculty and Staff	9
School Leadership	7
Students	13

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 serving 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 was 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 being 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 received 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 the learning and looking at using it through whatever subject students are learning, instead of in isolation.

Board members at Legacy reported that staff morale was 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

Ten family members participated in the focus group on the day of the site evaluation. When asked about the communication at Legacy Cadence, parents reported that it happens through Infinite Campus, Class Dojo⁵, and emails. One parent said her child's teacher reached out and suggested tutoring, and the teacher provided the tutoring. One parent reported that she is unsure whether she is going to the right person to have issues handled. Some parents reported that communication was not timely and indicated they would like more platforms for communication from the school. One parent said, "There was very little communication about some teachers leaving. I found out because the new teacher emailed me."

Family members unanimously said they feel welcome at the school and were invited to go into any classroom. Families were grateful for those who volunteer at the school and appreciated the front office staff for trying to remember everyone's names. Parents at Legacy Cadence said there were many opportunities to volunteer on campus.

One parent stated, "The principal does not tolerate bullying and has clear expectations." Others said many teachers at Legacy Cadence care about students and teach well. Parents reported feeling encouraged that field trips were allowed following the pandemic.

When asked about suggestions to improve the school, family members spoke about feeling there were too many substitute teachers on campus. One person said, "There are many subs in classrooms. They are all so different. This impacts children because students are crying and upset for being in trouble with the substitute." Parents added that students may not complete assignments because the substitute does not always give assignments to students. Parents suggested that regular parental volunteers at the school may help substitutes maintain a more cohesive classroom, therefore diminishing classroom problems.

Family members said they would like to see teachers appreciated more often because they see the teachers working so hard. Parents suggested that leadership listen more to the teachers. One parent noted, "They are the ones doing the work. Teachers are very under-appreciated and overloaded. Teachers have a list of parent volunteers. I would like to see them use it more often." Some ideas suggested for more teacher appreciation were surprise treats, ordering lunch, and recognizing teachers' effectiveness and effort in front of the school.

⁵ ClassDojo is a platform designed to connect primary school teachers, students, and families through communication features such as a feed for photos and videos from the school day.

Focus Group Summary: Faculty and Staff

When asked how teachers ensure that students understand and internalize the learning targets during a lesson, one teacher shared that she begins with an engaging activity. She explained that the purpose of this activity is to help students recognize the learning targets and, by the end of the lesson, be able to explain the content to someone else. Students should be able to answer the following questions: What are we learning? Why are we learning it? How will I know when I've learned it?

Teachers were working on giving students context for their learning. They were aware of the vertical alignment⁶ across grade levels. For example, they let students know they must write quality essays to gain access to college. Some teachers send the learning target home and have parents ask their students about it. One teacher used formative assessment to ensure student understanding. If a student is absent, the teacher has other students explain the missed content.

Teachers reported feeling overwhelmed and under pressure to ensure the school's star rating increases. Processes to improve have changed at the school, so some teachers feel as though they are teaching to a test. As the administration delineates, teachers spend less time teaching material because they feel specific instruction needs to be delivered. Teachers indicated they would like long blocks of time devoted solely to planning lessons.

One teacher reported, "All of our data discussions are about grades. The social-emotional needs of the students are put aside." One teacher has decided to add "creating relationships" as one of her goals to increase social-emotional support for her students. Another teacher said, "There is a lost focus on what matters to kids because of the focus on academics." Teachers reported what they believe to be the root causes of students not wanting to be at school. They said students cannot just have fun, that there is increased time with technology, the consequences for behavior are inconsistent, and students don't feel safe at school. It was reported by one teacher that one student was verbally and physically attacked, and she was in as much trouble as the student who was bullying her.

Some middle school teachers reported that students are treated like elementary students on campus. One stated, "Sometimes, these students are not allowed to talk at lunch. There is no bell system or lockers. These things are developmentally appropriate practices for middle schoolers." They suggested that leadership implement tardy sweeps to ensure that more middle school students get to class on time each day. Teachers reported that they are working on giving students more freedom in their classes to combat the freedoms they cannot have on campus.

⁶ Vertical alignment describes what teachers want students to know as they move through each grade in a content area linking concepts from grade to grade to create a long-term plan for teaching.

Focus Group Summary: School Leadership

Seven members of the Legacy Cadence leadership staff met to discuss relevant topics. The school principal was asked how the school's science proficiency increased in middle school from 41.7% last school year to 54.2% this year, above the charter district average of 48%. She stated, "It is due to higher staff capacity, the level of instruction, and a more hands-on approach."

The middle school index score increased by 31 points over the course of the 2023- 2024 school year. Leadership reported a focus on clear learning targets in the classroom and having fully licensed teachers in classrooms really made the difference. They stated several teachers are working on an Alternate Route to Licensure to become teachers.

The leadership at Legacy Cadence understood the urgency of improving the star ratings in elementary and middle school. To increase the ratings, they focus on quality tier-1 instruction in grades three, four, and five, as well as middle school. Leadership team members were asked to comment on the increased quality of tier-one instruction in classrooms. They reported positive increases in the instruction and that the Nevada Educator Performance Framework has helped provide teachers with more specific feedback. One member of leadership stated, "Teachers are looking for feedback on our campus." Leadership also spoke about how professional development at Legacy Cadence is planned for teachers based on evidence from classroom observations. Sometimes, it is differentiated based on various teacher needs and strengths. Instructional coaches are being used more intentionally to assist teachers in understanding how to increase the quality of their tier-one instruction.

The leadership team reported that the lack of foundational skills in students K-5 is addressed during intervention and enrichment time. Teachers provided targeted intervention for the skills students are missing. Teachers must give at least one hour per week of after-school tutoring. They tutor the students struggling with grade-level standards. Students have IXL⁷ skills and MAP⁸ (Measures of Academic Progress) skills pinned to their dashboards, and teachers will continue to pin skills in math and ELA.⁹

One improvement the leadership reported was a shift so that staff members, grade-level teams, and individual teachers now use data to drive instruction. They work closely in the PLC meetings process, focusing on lesson planning and learning targets. The Instructional Coach attends all PLC meetings to ask targeted questions and assist in analyzing data. Teachers are creating quality lessons. They have created an instructional guide based on the Nevada Academic Content Standards. The guide spans grades K-8 in math, reading, and writing. The document unwraps all standards, gives learning targets, provides relevant Common Formative Assessments and Performance Tasks, and is aligned with the Smarter Balanced Assessment Consortium (SBAC)¹⁰ in rigor and depth.

⁷ The IXL platform is a personalized digital learning space that covers K-12 curriculum.

⁸ 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.

⁹ English language arts

¹⁰ Smarter Balanced tests measure student achievement and growth of students in English Language Arts and math in grades 3-8 and high school.

The principal reported that staff were sent a monthly survey asking about the type of support they are being given across all areas of instruction. The principal analyzed the results and followed up with every teacher every month, identifying places where teachers need help. This information provided a starting point to have even more targeted conversations regarding student success at Legacy Cadence.

Some initiatives were discussed to help provide positive behavior support to students. The team implemented a Knight Award for two students in each class each week who show the character traits encouraged at the school, such as integrity and responsibility. Students were regularly awarded based on low chronic absenteeism rates. Leadership also implemented a positive behavior system in the lunchroom.

The leadership reported a significant number of behavior issues that detract from learning. They have received support through a behavior interventionist, and their EMO, Vertex¹¹ concerning this issue. The team at Legacy Cadence implemented behavior intervention plans for students who benefit from them. Through targeted professional development, leadership brought awareness to staff about how to reframe and rethink their behavior strategies. In addition, the team worked on having the district-wide behavior interventionist from Legacy North Valley and Legacy Southwest on campus more often.

Focus Group Summary: Students

Thirteen students in grades three through eight participated in the focus group. Students were asked how comfortable they felt bringing a topic of concern to an adult on campus. One student reported, “I don’t have an adult that I feel comfortable sharing my problems with on campus.” Another stated, “One of the teachers helped me with some anger issues.” A majority of the students reported not feeling safe emotionally or physically at the school. This feedback was confirmed through The Nevada School

¹¹ Vertex is the school’s Charter Management Organization.

Climate and Social Emotional Learning Survey taken by students attending Legacy Cadence in grades five, six, seven, and eight in the fall of 2023. Overall, in both elementary and middle school, students' ratings fell in the "needs improvement" category, providing data for the overall unsafe feelings of students.

Most students reported feeling comfortable sharing their ideas in class; however, some reported that they don't because "Sometimes the other students are mean." Students reported that they cannot give their teachers feedback about what is going well and what needs to be improved because teachers do not ask them.

One student reported that the best aspect of the school is the teachers because they help students with their work. One stated, "My teacher doesn't want to rush us with our work because she knows some students get upset." Another said, "It's fun when we create stories and get to write them in our classroom." Another student indicated that his teacher gives him a high five when he accomplishes something and that almost all the teachers are nice. One student said that after-school tutoring has helped him understand content better.

Several students commented about having many substitute teachers. When polled in the student focus group, over half of the students said they had a substitute already during the week. They reported that when there are substitutes, the class is hard to run, students can be disrespectful, and sometimes little schoolwork is completed. One student relayed, "Why would I connect with my teacher if she is going to leave?"

When asked about the hardest part of school, one student reported, "It's hard to maintain grades because we have no time to do assignments, but sometimes our teacher lets us work on them in class. It's also hard to do the homework."

Classroom Environment and Instruction Observation Rubric

A total of 17 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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 14	TOTAL: 12	TOTAL: 0	TOTAL: 1
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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 16	TOTAL: 12	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 17 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	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	
	TOTAL: 0	TOTAL: 16	TOTAL: 12	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	
	TOTAL: 0	TOTAL: 13	TOTAL: 12	TOTAL: 2	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 17 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: 0	TOTAL: 14	TOTAL: 11	TOTAL: 3	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: 0	TOTAL: 13	TOTAL: 12	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

In one lower elementary classroom, students were disengaged as the teacher read a book to students. Students made distracting sounds, disrupting the class, and little learning was accomplished.

The teacher attempted to connect with individual students in one classroom, but student reactions indicated that these attempts were unsuccessful. The teacher's explanation of the content consisted of a monologue, with minimal participation or intellectual engagement by students. Specifically, the discourse and student engagement levels were minimal when explaining the Magna Carta.

Students began the day with a social-emotional video. The teacher stopped the video from time to time to ask students questions like, "How would you feel if that happened to you?" Students were asked to turn and talk about it.

When the math lesson in one upper elementary class began, the teacher reviewed the learning objective, asking two students to explain in their own words why the lesson objective was important. The teacher then asked students how they would know if they had learned it.

In one lower elementary classroom, students were asked to turn and tell a partner two sets of rhyming words. Approximately one-fourth of the class completed the task. Many students were off task and distracting to other students.

In a middle school social studies class, students learned about the people of the fertile crescent. The teacher provided a discourse opportunity for students to summarize and describe the phonetician people. However, half of the students did not actively engage in discussing their thoughts with their partner.

An upper elementary classroom, the teacher did not state the learning target but had a slide that displayed "Subject Verb Agreement" the teacher asked low level yes or no questions of students. The students were asked to copy a sentence off the board and supply if the answer was "is" or "are". This was a low level of intellectual engagement and a poor use of instructional time.

In an upper elementary classroom with one teacher and 29 students, the teacher did not want students to talk during a read-aloud. Students were invited to follow along in their own books, but few did. The teacher stated the objective for the read aloud. The teacher stated she was trying something new and had students talk in groups of two or three for two minutes.

In one lower grade classroom, students were working on a packet by coloring. They were also writing letters. Students were loud and off task. The teacher was able to quiet the students down in about five minutes.

In another upper elementary classroom, there was no target for learning posted. The focus was on taking a spelling test and completing a worksheet. After 5 minutes, the teacher centered instruction. The teacher called on one student at a time, asking low level questions. For example, "What kind of animal?" Answer by the student, "A horse."

In a middle school science class about atomic structure, the students were provided with a review of the learning target. What, why, and how of the lesson were posted on the board. Students engaged by taking notes in their notebooks while the teacher presented details about the atomic structure. However, more evidence was needed to ensure that the students understood how the work was evaluated or that the teacher knew the students understood the content.

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
Reduce chronic absenteeism rates.	Legacy Cadence has successfully decreased chronic absenteeism rates from the 2022-2023 school year, lowering elementary school rates from 30.5% to 13.4% (a 17.1% reduction) and middle school rates from 28.8% to 15.1% (a 13.7% reduction). Leadership conducts monthly meetings with the district coordinator and offers attendance incentives. They also organize regular attendance meetings and have introduced an attendance report card focusing solely on all families' attendance. Teachers and leadership consistently share this information during conferences.	SPCSA notes improvement in the submission of required items and notes that additional work in this area is needed.
Continue building a strong staff and student culture.	Positive staff and student culture have been addressed through professional development, supervision and lunchroom organization, and improvement of the overall levels of student social-emotional health.	SPCSA staff reports that this recommendation remains open.
Add adult presence in classrooms.	Adult presence within classrooms is being improved by utilizing academic paras to provide classroom support to help monitor students.	While adult presence in classrooms has improved some, SPCSA notes it still needs some work.
Improve tier-1 instruction.	To improve tier-1 instruction, Legacy Cadence holds weekly PLC meetings that focus on lesson planning. In addition, there are	SPCSA notes improvement in submission of required items and

	professional development sessions held every other week, and the campus has implemented a focus on student engagement strategies.	notes that additional work in this area is needed.
Implement a Multi-Tiered System of Support.	An MTSS system has been implemented in which students are progress monitored both academically and behaviorally.	SPCSA notes improvement in submission of required items and notes that additional work in this area is needed.

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

References

Sparks, S. D. (2024, October 10). Why Teacher-Student Relationships Matter. *Education Week*.
<https://www.edweek.org/teaching-learning/why-teacher-student-relationships-matter/2019/03>

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.