



Nevada State Public Charter School Authority

Legacy Traditional Schools: Cadence Campus Site Evaluation Report: October 28, 2025

State Public Charter School Authority

775-687-9174

3427 Goni Rd, suite 103

Carson City, Nevada 89706

702-486-8895

500 E. Warm Springs Rd, suite 116

Las Vegas, Nevada 89119

Table of Contents

Executive Summary 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Challenges 6

Site Evaluation Findings: Recommendations 7

Site Evaluation Findings: Strong Recommendations 10

Site Evaluation Findings: Deficiencies11

Focus Group Participation Data..... 12

 Focus Group Summary: Governing Board 13

 Focus Group Summary: Family Members, Parents, and Guardians..... 15

 Focus Group Summary: Faculty and Staff..... 17

 Focus Group Summary: School Leadership 18

 Focus Group Summary: Students 19

Classroom Environment and Instruction Observation Rubric 20

Classroom Observations and Additional Comments 23

Measures of Progress from Previous Site Evaluation..... 25

Operational Compliance Checks..... 27

Appendix A 28

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.

Decreased chronic absenteeism rates

A notable strength for Legacy Traditional School Cadence is the consistent reduction in chronic absenteeism¹ rates, which have fallen below 10% in both elementary (9.8 %) and middle school (9.4 %). The school's proactive approach includes hiring a dedicated attendance coordinator who reviews data biweekly with leadership to monitor progress and address concerns through the Multi-Tiered System of Support² (MTSS) process. The coordinator also contacts families of students on attendance concern lists and ensures that absences are accurately coded. These intentional systems reflect the school's strong commitment to improving student attendance and engagement.

Protected Tier 1 instruction and strategic Tier 2 support

A key strength at Legacy Traditional School Cadence is the intentional protection of Tier 1³ instructional time to ensure all students receive high-quality core instruction. School leaders believe that Tier 1 instruction is where they will move the mark into increased index scores and proficiency for students. As reported by school leaders, Legacy Traditional School Cadence has strategically rescheduled Tier 2⁴ intervention blocks by staggering times within each grade level. This structure allows English Learner (EL) teachers, special education staff, and interventionists to provide targeted small-group support without interrupting Tier 1 learning. This coordinated scheduling reflects a strong commitment to maximizing instructional time, and promoting equity of support services.

Rigorous Tier 1 curriculum

Another strength of Legacy Traditional School Cadence is the adoption of the Wonders⁵ English Language Arts curriculum, which is rigorous, fully aligned with the Nevada Academic Content Standards⁶ (NVACS), and meets all indicators for effectiveness according to EdReports⁷. Educators use detailed daily planning checklists for both Wonders and EnVisions Math⁸, tailored to each day's instructional focus and lesson sequence. Additionally, school leaders utilize structured walkthrough checklists to observe instruction and provide actionable feedback on all components of the lessons.

¹ Students are considered chronically absent when they miss 10% or more days in a school year.

² Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers with onboarding and ongoing training and resources of tiered interventions and supports.

³ Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

⁴ Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.

⁵ Wonders is a comprehensive Kindergarten through fifth-grade literacy curriculum designed to enhance reading, writing, and critical thinking skills through evidence-based practices and a variety of engaging resources.

⁶ Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus of instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

⁷ Ed Reports is an independent nonprofit that reviews instructional materials to identify the highest quality materials. It is designed to improve K-12 education.

⁸ EnVisions Math is a math curriculum for grades kindergarten through 12th grade that focuses on problem-solving skills, developing deep conceptual understanding of math skills, and helps use student data to drive instruction.

Development of a comprehensive substitute support system

A notable strength at Legacy Traditional School Cadence is the leadership team's proactive response to a prior recommendation by the SPCSA of developing a structured and sustainable substitute teacher support system. School leaders implemented clear procedures to ensure instructional continuity, including pairing substitutes with lead and content-area teachers for coaching, lesson preparation, and classroom management guidance. The leadership team also strengthened recruitment efforts, resulting in the successful hiring of a permanent substitute for the entire campus.

Proactive executive leadership team A key strength of the Legacy Traditional Network is the proactive and well-organized approach of its executive leadership team. The leadership team has implemented structured systems that promote continuous improvement across its three Nevada campuses. This team promotes a strong growth mindset and provides individualized support to each Nevada campus, fostering consistency, collaboration, and continuous improvement across the network. Some examples of the systems are:

- **Individualized campus support:** Each campus receives tailored assistance through dedicated EL specialists, deans, attendance supports for targeted schools, instructional coaching, and network-wide teacher collaborative sessions. The Legacy Traditional Network has also prioritized hiring a Special Education Instructional Facilitator⁹(SEIF) for all campuses and adjusting master schedules to meet each school's unique needs.
- **Differentiated professional development:** As reported by school leadership and staff, professional learning is personalized for all staff, including principals, and includes book studies, targeted coaching, and calibration sessions among leaders to define and reinforce high-leverage instructional practices.
- **Collaborative planning and instructional coherence:** The Legacy Traditional Network has established a comprehensive instructional guide and a clearly defined Professional Learning Community¹⁰ (PLC) process, supported by a meticulous approach to unwrapping standards, as reported through school leadership and staff. These structures ensure instructional alignment with the Nevada Academic Content Standards¹¹ (NVACS), deepen teachers' content and curriculum understanding, and promote collaboration focused on improving student outcomes.
- **Proactive teacher recruitment:** As reported by school leadership, the Legacy Traditional Network has developed strong partnerships with organizations such as Teach For America¹² Nevada State College, and Scoot Education¹³ to attract and retain high-quality educators. These collaborations help ensure a reliable pipeline of qualified candidates who align with the network's mission and instructional vision, supporting stability across all campuses.

⁹ (SEIF) is a professional who supports special education initiatives within a school or group of schools.

¹⁰ A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or an entire teaching staff.

¹¹ Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus of instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

¹² Teach For America is an American nonprofit organization whose stated mission is to "enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational excellence."

¹³ Scoot Education is an online job portal for the education industry.

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.

Low academic achievement in elementary school

Legacy Traditional School Cadence's low academic achievement in elementary school is a challenge. The index score is currently 39 out of 100 points. In addition, according to the 2024-25 Nevada School Performance Framework¹⁴ (NSPF), in the Academic Achievement Indicator¹⁵ section, the elementary school's pooled proficiency rate of 33% is well below the district rate of 53.2%.

Low English language learner proficiency rates

Another challenge for Legacy Traditional School Cadence is its English language learner¹⁶ (ELL) proficiency rates. The elementary school earned four out of ten points on the Nevada Educator Performance Framework (NSPF) for the 2024-25 school year and an Adequate Growth Percentile¹⁷ (AGP) of 41.3%, compared to the district rate of 55.3%. The challenge exists in middle school as well, earning five out of ten points and an AGP of 20%, compared to the district rate of 28.5%.

Classroom management techniques in some lower elementary classrooms

Another challenge identified at Legacy Traditional School Cadence is the need to strengthen classroom management in some lower elementary classrooms. During the site evaluation, SPCSA staff observed transitions, lesson openings, and strategies to maintain student engagement and support a safe and respectful learning environment as areas that would benefit from some further refinement.

Teacher retention and experience levels

A continuing challenge for Legacy Traditional School Cadence is maintaining consistent teacher retention. Although there is currently only one vacancy, the school leaders reported experiencing double-digit staff turnover during the previous school year. Moreover, a significant portion of the teaching staff are new to the profession, many entering Alternate Routes to Licensure¹⁸ (ARL) programs or holding substitute licenses. By continuing to build a strong and positive school culture, staff retention can improve. While the school has implemented systems to address this concern (as noted in the strengths section), ongoing efforts to support, mentor, and retain teachers will be essential to ensuring instructional stability and long-term staff development.

Implementation of the schoolwide MTSS Framework and behavior systems

A challenge for Legacy Traditional School Cadence is implementing its MTSS framework consistently to meet the diverse needs of students while maintaining clear, consistent communication channels with staff and families. Although several members of the faculty focus group recognize efforts to improve school-wide discipline systems, several staff members shared a strong desire to improve the school's MTSS framework.

¹⁴ NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

¹⁵ The Academic Achievement Indicator is a measure of student performance based on a single administration of the state assessment.

¹⁶ English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.

¹⁷ Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

¹⁸ ARL stands for Alternative Route to Licensure. It is a teacher preparation program for individuals who wish to earn an initial teaching license who already have a degree in some other area from a university.

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.

Increase the star rating in the middle school

The SPCSA site evaluation team recommends that Legacy Traditional School Cadence implement targeted, data-driven strategies to increase its middle school index score and overall star rating. The middle school's index score decreased by 18.5 index points during the 2024–25 school year, dropping the star rating from four stars to three stars. The Closing Opportunity Gaps Indicator¹⁹ remains an area of concern, with the school earning 13 out of 20 possible points. Currently, 10.5% of students previously identified as non-proficient in math and 36.9% in English Language Arts (ELA) met their growth targets, compared to district averages of 31.2% and 51.5%, respectively. These results highlight the need to strengthen Tier 1 instruction, implement consistent progress-monitoring systems, and provide targeted interventions that accelerate learning for students who are not yet proficient in core content areas.

Increase English learner proficiency rates

The SPCSA site evaluation team recommends that Legacy Traditional School Cadence implement targeted strategies to increase EL proficiency rates. The Legacy School Network has introduced an Academic Intervention Group model that provides structured opportunities for students to set academic goals. At other network campuses where it was successful, this initiative includes weekly goal-setting sessions with seventh-and eighth-grade students during elective periods. It is recommended that this practice be adopted at the Cadence campus to support EL students in understanding their WIDA²⁰ goals, recognizing what language growth looks like, developing test-taking stamina, decoding skills, and persistence.

Strengthening the MTSS Framework

The SPCSA recommends that Legacy Traditional School Cadence continue to strengthen and refine its MTSS framework to ensure that all students receive the academic, behavioral, and social-emotional supports necessary for success. A comprehensive, well-implemented MTSS structure enables the school to proactively identify learning gaps and address barriers to student achievement, including students' social, emotional, and behavioral needs. Strengthening the school's school-wide systems of support can foster a positive and inclusive learning environment, ensuring students receive the academic, social, and emotional support they need.

To enhance the effectiveness of MTSS implementation, the school can consider:

1. Deepening Implementation of Tiered Academic Interventions:
 - Utilize ongoing progress monitoring and universal screeners to identify students needing targeted academic support early.

¹⁹ The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

²⁰ WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

- Continue to provide Tier 2 small-group interventions focused on foundational skills and Tier 3²¹ intensive individualized supports for students with learning deficits.
 - Integrate evidence-based instructional strategies aligned with the Nevada Academic Content Standards²² (NVACS) to ensure interventions address specific skill deficits and support grade-level mastery.
 - Provide professional development for teachers on differentiating instruction within Tier 1 core instruction to reduce the need for intensive interventions later.
2. Strengthen Positive Behavioral Supports²³ (PBIS):
- Continue implementing schoolwide PBIS practices that clearly define, teach, and reinforce expected behaviors across settings. Ensure clear, concise, and prompt school-wide communication.
 - Use data-driven decision-making (e.g., behavior tracking and referrals) to monitor trends, identify at-risk students, and adjust support accordingly.
 - Celebrate positive behavior and foster student ownership by recognizing it through systems that reinforce the school's core values.
3. Integrate Trauma-Informed Practices:
- Train staff to recognize and respond to the signs of trauma and stress that may impact learning or behavior.
 - Establish safe, predictable, and supportive classroom environments that help students regulate emotions and build trust with adults. Ensure the teacher's classroom management plan clearly reinforces expectations and consistently uses positive behavioral outcomes.
 - Incorporate social-emotional learning²⁴ (SEL) strategies into daily instruction to help students develop self-awareness, empathy, and resilience.
 - Collaborate with counseling staff, social workers, and community partners to provide wraparound support for students and families experiencing trauma.
4. Build a Data-Driven, Collaborative Culture:
- Maintain regular MTSS team meetings to analyze academic and behavioral data, discuss interventions, and monitor student progress.
 - Encourage collaboration between general education, special education, and support staff to align interventions and ensure continuity of support across settings.
 - Use data to celebrate growth and adjust schoolwide systems for continuous improvement.

By continuing to strengthen its MTSS framework anchored in positive behavioral support, trauma-informed practices, and targeted academic interventions, Legacy Traditional School Cadence can ensure that all students receive equitable opportunities to succeed academically and socially while fostering a safe, supportive, and inclusive school culture. The school's leaders may find it helpful to reference the

²¹ Tier 3 is the first level of intervention for students who do not show progress in Tier 2. Students are provided with Tier 3 interventions when they need support to meet academic or behavior goals.

²² Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus for instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

²³ Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.

²⁴ SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Continue to improve school communication and family trust

Another recommendation for Legacy Traditional School Cadence is to strengthen the communication systems with families and staff to ensure clarity and transparency during periods of change. Frequent updates and consistent messaging about school discipline policies, curriculum adjustments, leadership transitions, and staff turnover will help families stay informed and feel confident in the school's direction. Given the number of changes in recent years, intentional efforts to rebuild trust with families are essential

Increase student engagement opportunities

The SPCSA site evaluation team recommends that Legacy Traditional School Cadence increase opportunities for active student engagement during instruction. While some classrooms demonstrated positive practices, such as inviting students to share their thinking, observations indicated that in many classrooms, engagement remained passive, with a tendency to call on individual students rather than promote broader participation. As noted on the Classroom Observation Rubric on page 19 of this report, nine classrooms were rated as *approaching proficient* in this area, and three were rated as *unsatisfactory*. Increasing student-to-student interaction, collaborative learning structures, and tasks that promote higher-order thinking, with multiple approaches or correct responses, can strengthen overall engagement and create a more dynamic classroom environment conducive to deeper learning.

Create classroom teambuilding routines

Another recommendation for Legacy Traditional School Cadence is that the school strengthens classroom teambuilding and collaborative learning practices to create a more supportive and engaging environment. Implementing consistent teambuilding strategies can help foster a stronger sense of community among students, increase collaboration, and promote mutual respect. This approach is likely to enhance academic performance while also improving social skills, self-esteem, and positive student behavior. Some possible suggestions include Kagan²⁵ teambuilding structures (Fan-N-Pick, Team Charades, Placemat Consensus, Find Someone Who, Corners etc.)

Provide coaching and professional development on classroom management

The SPCSA site evaluation team recommends that Legacy Traditional School Cadence provide targeted coaching and professional development focused on effective classroom management practices, particularly in the elementary grades. Training should emphasize the establishment of clear expectations and consistent routines, strategies for building strong and trusting relationships with students, and the use of authentic positive behavior reinforcement. Other suggestions include supporting teachers in offering appropriate student choices to build autonomy, using non-verbal cues to maintain student engagement, and responding to behavior calmly and consistently. Strengthening these practices will help cultivate a positive, structured, and respectful learning environment across all classrooms.

²⁵ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

Site Evaluation Findings: Strong Recommendations

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

Improve the star rating and index score in elementary school

The SPCSA strongly recommends that Legacy Traditional School Cadence prioritize improvement in its elementary school's academic performance and overall NSPF rating. For the 2024–25 school year, the elementary school received a two-star rating, with an index score of 39 out of 100 points, marking the third consecutive year at this star level. This pattern signals an ongoing need for targeted academic interventions and strategic instructional improvement. In particular, the school earned seven out of 25 points on the Academic Achievement Indicator, reflecting proficiency rates of 37% in mathematics, 37.8% in English language arts, and 7.3% in science, all below SPCSA averages. These results highlight the urgent need for focused data-driven instruction, enhanced Tier 1 teaching practices, and consistent monitoring of student progress.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Legacy Traditional School Cadence during this site visit.

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 ²⁶	2
Family Members, Parents, and Guardians	7
Faculty and Staff	12
School Leadership	9
Students	11

²⁶ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Legacy Traditional Schools network board met in person at the Cadence campus on the day of that site evaluation. The board represents a diverse range of professional expertise, including law, finance, accounting, and education. Currently, seven members serve on the board, and all seats are filled. The board meets approximately six to eight times per year and maintains three active subcommittees: finance, legal, and curriculum.

Board members shared pride in the network's recent achievements, particularly the strong academic performance across multiple campuses. They noted that Legacy Traditional Southwest Middle School earned a perfect index score of 100 and a five-star rating, while Legacy North Valley demonstrated exceptional growth, improving from a one-star to a four-star rating in the elementary school, an accomplishment the board noted as unprecedented in the state of Nevada. One board member said, "Lessons learned from Legacy Traditional North Valley's improvement process are now being applied to Legacy Traditional Cadence. Efforts continue to move the school in a positive direction."

Board members also noted a high level of parent engagement across campuses, citing strong attendance at board meetings, even when discussions centered around practical matters like driveline logistics. The rotation of board meetings among the three campuses, as well as teacher participation, has further strengthened transparency and collaboration within the network.

The board discussed how increased student familiarity with technology has become a priority, recognizing that comfort with digital tools is essential for success on state assessments. "One major investment for Legacy Traditional Schools is our one-to-one technology initiative," shared a board member.

Board members expressed confidence in the current initiatives aligned with the superintendent and associate superintendent's three strategic pillars and priorities: academic achievement, professional practice, and culture and climate. They also shared appreciation for the executive leadership team's collaborative approach, highlighting their commitment to fully supporting board decisions, even when those decisions differ from their original viewpoints.

The board identified several ongoing challenges, including attendance and staffing. All campuses currently have waitlists, and while the board aims to expand access for families, it remains committed to maintaining a high-quality education across schools. Transportation continues to be an area of investment to support attendance and access. With new leadership transitions, some staff turnover has occurred, creating what board members described as "natural growing pains" as each campus refines its culture.

Board members are regularly present on campuses, with one member visiting Southwest approximately every two weeks and actively participating in the PTO²⁷. The board praised the Southwest campus for its high level of parent engagement, often recruiting 30 to 50 volunteers for school events such as Trunk or

²⁷ PTO stands for Parent Teacher Organization, which is a school-based group made up of parents, teachers, and school staff who collaborate to support the school community.

Treat and the Fun Run. They also noted significant improvement in parent communication through the adoption of the Parent Square platform and the introduction of “Data Universities,” where parents are guided through student performance data.

Overall, the board expressed optimism about the direction of Legacy Traditional network of schools, emphasizing continued commitment to academic excellence, culture building, and strong family and community partnerships.

Focus Group Summary: Family Members, Parents, and Guardians

Seven parents shared a few positive reflections about their experiences at Legacy Traditional School Cadence. Some expressed appreciation for the school's welcoming environment and opportunities to be actively involved in their child's education. Families noted that they value the challenging and well-structured curriculum, which they believe promotes academic growth and high expectations. When discussing recent success stories, one parent highlighted, "My child has thrived through participation in theatre and drama. These programs build his confidence and creativity." Another parent praised a middle school history teacher who dedicates time twice a week to help students strengthen their note-taking skills. Parents described the middle school teachers as excellent, caring, and supportive, which were attributes they believe contribute directly to their children's academic and personal success.

Parents expressed that their children had been engaged in a variety of meaningful learning experiences at Legacy Traditional School Cadence. They noted that students were working on spelling, memorizing poems, and celebrating big academic milestones. Families appreciated the support provided by teachers, particularly those who helped make learning more accessible and meaningful, as well as the organization of weekly homework packets. Parents also discussed extracurricular opportunities, noting that participation in the school musical had significantly boosted students' self-esteem. They mentioned additional enrichment activities such as the Lego Club and the program for gifted and talented students, both of which were described as excellent. Several parents said, "We would like more clubs and activities for younger students, as well as continued access to tutoring, which we find very beneficial."

Parents shared that communication from teachers and school administration at Legacy Traditional School Cadence was generally positive and effective. Many noted that ParentSquare²⁸ was a helpful tool for receiving updates and staying informed. They appreciated that teachers communicated openly and face-to-face when concerns arose, including giving advance notice if a student was struggling. However, some parents mentioned that families who are not regularly on campus can feel left out of communication loops. One parent noted, "Large class sizes make individualized communication more challenging, and the school continues to face difficulties in recruiting and organizing parent volunteers."

When asked about suggestions for improvement, parents at Legacy Traditional School Cadence had several ideas. Some expressed concern about the transition from elementary to middle school, noting that communication and teacher engagement appeared to decrease at that level. They felt that middle school students would benefit from more structured guidance in managing both academic responsibilities and social interactions. One parent suggested, "The school should hold meetings to clarify expectations and address behavioral concerns, as incidents such as hallway conflicts had been reported."

²⁸ Parent Square is a communication tool for schools and parents. It offers two-way messaging, event reminders, attendance alerts, and other benefits for communication.

Families also emphasized the importance of creating a more positive and engaging school culture. They suggested increasing student incentives and opportunities for fun activities such as dances, spirit days, and special events to make students more excited to attend school. Several parents raised concerns about the possible removal of recess for grades three through five due to low test scores, noting that teachers were quick to take recess away as a consequence, with one parent saying, “Taking away recess is counterproductive and more attention should be given to understanding the underlying causes of student behavior.” They expressed a desire for the school to address core issues proactively and rebuild a culture focused on support, motivation, and student well-being.

Focus Group Summary: Faculty and Staff

During the staff focus group at Legacy Traditional School Cadence, 12 teachers expressed a sense of fulfillment and pride in their work, emphasizing that the most rewarding aspect of teaching at Legacy is building relationships with students and witnessing their growth over time. Several teachers shared stories of students who had made significant academic progress, noting how meaningful it was to see students transform from struggling learners into confident achievers. Staff also highlighted the strong sense of community and collaboration among colleagues, describing the environment as welcoming and supportive, particularly for new teachers. Overall, staff described Legacy Traditional School Cadence as a collaborative and caring environment where both students and teachers are supported to grow.

Staff shared concerns about student behavior and overall school climate, noting that morale has been affected by the ongoing challenges of maintaining discipline and safety. Several teachers described situations where classrooms sometimes felt unsafe, including an incident in which a student threw pencils with enough force to injure another student. One staff member said, “Consequences for inappropriate behavior are inconsistent.” Teachers also noted a lack of communication and transparency from administration regarding discipline decisions, which has led to uncertainty about expectations and procedures. A staff member shared, “We have a behavior interventionist, but the current level of support is insufficient to meet the growing needs of students, resulting in escalating behavioral issues.” Several participants suggested implementing a dedicated social skills class or structured intervention period to help students learn appropriate behaviors, self-regulation, and conflict-resolution strategies.

Staff shared that recent professional development at Legacy Traditional School Cadence has been practical and directly applicable to classroom instruction. Teachers highlighted the valuable support provided by the school’s instructional coach, who regularly meets with staff to share effective strategies and tools that can be immediately implemented to enhance student learning. One staff member noted, “The coaching sessions are relevant, they are focused on real classroom needs and include constructive and positive feedback.”

Staff described the administration’s communication style as generally open and accessible. They noted that school leaders are effective at sending out timely and informative emails, and that responses from the leadership team vary depending on the topic. Teachers appreciated that administrators maintain an open-door policy and are approachable when staff members need clarification or support. However, some expressed a desire for greater consistency and a clearer overall communication strategy to ensure alignment across the school.

Staff shared several suggestions for improving operations and culture at Legacy Traditional School Cadence. Some emphasized the need for clearer communication and a more unified disciplinary plan that includes consistent consequences for student behavior. One teacher said, “I would like to see citizenship grades in middle school to help reinforce expectations for responsibility and respect.” Participants also expressed a desire for a more cohesive, campus-wide focus, noting that too many small or changing initiatives can create confusion and reduce instructional consistency. Additionally, staff felt that frequent curriculum changes have made it difficult to build mastery and momentum.

Focus Group Summary: School Leadership

During the leadership focus group, school leaders emphasized several initiatives they are working on implementing this school year. One leader said, “Tier 1 instruction serves as the foundation for academic growth at Legacy Traditional School Cadence. Teachers require consistent schedules, structures, materials, leadership support, and professional development that all align with Tier 1 instructional priorities.” Leaders noted the importance of using the Legacy Network Instructional Guide as a central resource, explaining that it provides teachers with clarity and direction, reduces uncertainty in lesson planning, and promotes alignment across classrooms.

The leadership team also recognized the staff as the school’s greatest asset. They reflected on the resilience of their team, noting that despite challenges such as the pandemic and ongoing staffing turnover, the focus remains on ensuring stability, structure, and support for both teachers and students. Leaders also acknowledged that maintaining the emotional and physical safety of students continues to be a priority, emphasizing the need for all members of the school community to feel safe, supported, and valued.

School leaders at Legacy Traditional School Cadence described the significant efforts made to strengthen support systems for both substitute and novice teachers. Over the summer, leaders dedicated time to developing structures that ensure substitutes are set up for success. A permanent substitute has provided consistent coverage throughout the year, offering greater stability during periods of staff transition. “The leadership team closely monitors teacher and substitute absences, requiring notification by the evening before an absence to ensure sufficient time to secure reliable coverage,” stated one school leader. Leaders also noted that this proactive system has improved consistency and reduced disruption to student learning. This included building strong grade-level teams around absent teachers, modeling instructional practices aligned with the curriculum, and providing assistance with grading and classroom management. Leaders also worked intentionally to recruit new teachers who were well-informed about the instructional expectations and culture of the school before entering their classrooms.

When school leaders at Legacy Traditional School Cadence were asked about their success in the past year with chronic absenteeism rates, they spoke about a dedicated attendance coordinator who was appointed, whose primary responsibility is to oversee attendance follow-up and documentation. This individual is supported by an assistant and ensures that all absences are properly verified and that communication with families is timely and consistent. The attendance coordinator also participates in grade-level MTSS meetings, where she provides data updates, develops individualized action plans with teachers, and outlines next steps for students with attendance concerns. Additionally, collaboration between the EL coordinator and the attendance officer has added another layer of targeted support, ensuring that interventions address both academic and engagement needs among these students. These coordinated efforts have contributed significantly to the school’s continued progress in reducing chronic absenteeism.

Focus Group Summary: Students

Students shared a variety of academic successes and positive experiences at Legacy Traditional School Cadence. Several students described recent accomplishments, such as completing challenging math assignments during class and writing multi-paragraph essays on historical topics, including Paul Revere and the Chinese Exclusion Act. They expressed pride in their progress and in meeting academic expectations.

When discussing what they enjoy most about attending Legacy Cadence, students highlighted the welcoming and friendly school community. They shared that their peers are outgoing and easy to talk to, and that friend groups generally get along well. Many students praised their teachers for being supportive, patient, and skilled at explaining difficult concepts in ways that made learning easier to understand. Extracurricular opportunities such as football, basketball, track, musical theatre, and art were mentioned as favorite parts of the school experience. One student noted, “Staff members are kind, approachable, and willing to help.”

Students shared that teachers at Legacy Traditional School Cadence provide regular and meaningful feedback to help them improve academically. They explained that after quizzes or writing assignments, teachers return their work with comments and often allow opportunities for revision or retakes to support mastery of the content. Students explained that feedback is given in multiple ways, including written notes on assignments, one-on-one conversations, and reminders to check Infinite Campus²⁹ for updated grades and progress. Students appreciated that teachers offer after-school tutoring sessions and make themselves available when extra help is needed, which they felt demonstrates the staff’s commitment to their success.

When asked whether they have a staff member they can go to if they experience a problem, most students at Legacy Traditional School Cadence said yes, noting that they have at least one adult on campus they feel comfortable approaching for academic support or personal concerns. Several students shared that their current or previous teachers are helpful when they need assistance with schoolwork or understanding assignments. However, some students expressed hesitation about seeking help for social or behavioral issues, particularly related to bullying or peer conflict. A few students reported past experiences in which they felt their concerns were not addressed or that consequences for inappropriate behavior were inconsistent. Others mentioned a fear of retaliation or a lack of anonymity when reporting issues. One student said, “I am not sure about how effectively the administration follows up on reports of bullying or fights.”

When asked about ways their campus could be improved, students at Legacy Traditional School Cadence expressed a desire for more access to technology. Also, they would like a health education class to better prepare them with practical life and wellness skills. Some students recommended that the school place greater emphasis on hiring experienced teachers through a more in-depth recruitment process to ensure high-quality instruction across all grade levels. In addition, a few students mentioned that playground equipment should be made more stable and safer for daily use.

²⁹ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary and 12 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	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.	The teacher successfully responds to disrespectful behavior among students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.	This criterion was not observed or rated.
	When necessary, students respectfully correct one another.	Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.	The teacher attempts to respond to disrespectful behavior among students with uneven results.	Students' body language indicates feelings of hurt, discomfort, or insecurity.	
	Students participate without fear of put-downs or ridicule from either the teacher or other students.	The teacher makes general connections with individual students.	The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher displays no familiarity with, or care about, individual students.	
	The teacher respects and encourages students' efforts.				
	TOTAL: 0	TOTAL: 17	TOTAL: 9	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	The teachers' energy for the work is neutral.	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.	This criterion was not observed or rated.
	Students indicate through their questions and comments a desire to understand content.	The teacher conveys an expectation of high levels of student effort.	The teacher conveys high expectations for only some students.	The teacher conveys to at least some students that the work is too challenging for them.	
	Students assist their classmates in understanding the content.	Students expend good effort to complete work of high quality.	Students exhibit a limited commitment to completing the work on their own.	Students exhibit little or no pride in their work.	
			The teacher's primary concern appears to be to complete the task at hand.		
	TOTAL: 1	TOTAL: 15	TOTAL: 10	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary and 12 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: 1	TOTAL: 16	TOTAL: 9	TOTAL: 0	TOTAL: 0
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: 0	TOTAL: 14	TOTAL: 10	TOTAL: 1	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary and 12 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: 1	TOTAL: 13	TOTAL: 9	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: 15	TOTAL: 7	TOTAL: 0	TOTAL: 4

Classroom Observations and Additional Comments

Students in a primary classroom practiced writing the letter C on their whiteboards while repeating its sound under the teacher's guidance. The teacher then wrote a simple sentence on the board that included words beginning with the letter C, and students were instructed to copy the sentence and circle the two words that started with the C sound. However, there was a missed opportunity for students to read the sentence aloud to reinforce phonemic awareness and fluency.

The teacher engaged students in a discussion about situations in which people make lists, calling on one student at a time and providing frequent hints to guide their responses. Students then took out their whiteboards to create a collaborative class list about getting ready in the morning, contributing ideas such as brushing teeth, packing a backpack, and eating breakfast. The teacher maintained an upbeat, encouraging tone throughout the activity, and students appeared motivated and enthusiastic as they worked together to build the list.

During the observed science lesson, middle school students engaged in an assessment activity focused on the rock cycle. The teacher began by providing a concise review of the packet students had completed in the previous class session, emphasizing that it could serve as a reference while completing the quiz. After distributing the quiz, students began working promptly and demonstrated appropriate use of their learning materials to support their responses. The classroom environment was structured and conducive to learning, characterized by focused student engagement and a collective commitment to task completion.

The teacher in a primary classroom questioned students about a new story, asking them to identify the title and use the pictures to describe what was happening. She asked, "Does the dog like to chase animals?" which reflected a missed opportunity for higher-level questioning. The teacher called on one student at a time before having students work in partnerships to answer a question. Some students actively participated, while others did not.

A middle elementary grade classroom had 22 students and one teacher. The class read a story from the Wonders textbook. The teacher did a great job of asking one open-ended question and then having students answer. When students did not know or struggled, the teacher did not move on to another student; instead, the teacher encouraged the student to answer. There was high student participation.

During an English Language Arts lesson in the middle school, the teacher used a Venn diagram comparing the traits of teenagers and parents to engage students in critical thinking about perspectives and relationships. Students were seated attentively in rows and actively participated as the teacher solicited responses to complete the diagram, identifying individual and shared characteristics. The class maintained a positive level of interaction, with students contributing relevant ideas and demonstrating engagement throughout the activity. There were brief moments when the teacher could have further deepened students' reasoning by incorporating more open-ended questions to promote higher-order thinking. Overall, the lesson's pacing was appropriate, and students remained focused and responsive to the instructional task.

In a middle school classroom, the teacher led a discussion about the parts of a paragraph. Students appeared excited and eager to participate as the teacher called on one student at a time, maintaining a positive and energetic pace. Following the discussion, students were instructed to complete a class assignment in Class Companion, where they wrote an introductory paragraph for an argumentative essay. The program provided immediate feedback, allowing students to revise their writing in real time and make it more effective. Students demonstrated strong effort on the assignment, applying the skills and concepts they had learned during the lesson to strengthen their writing.

In an English Language Arts lesson, the teacher referenced the essential question, “What can we learn from love and loss?” to frame the learning objective and guide student discussion. The teacher integrated a short video to build context and periodically referenced specific textbook paragraphs, prompting students with text-dependent questions and inviting volunteers to read aloud. Students appeared engaged and demonstrated commitment to the lesson’s objective, responding thoughtfully to the teacher’s inquiries. Throughout the lesson, the teacher emphasized the importance of identifying and highlighting key sections of the text to help students develop evidence-based responses.

During the observed middle school mathematics lesson, students practiced solving one-step equations involving addition and subtraction to find the value of the variable. The teacher guided students through a series of word problems displayed on the screen during the guided practice portion of the lesson, modeling problem-solving strategies and reinforcing key concepts. Students were seated in rows and demonstrated active engagement by completing their worksheets, asking clarifying questions, and checking their work for accuracy. The classroom environment was orderly and conducive to learning.

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
Conduct targeted observations as a leadership team to calibrate high-leverage practices in tier-one instruction.	According to school leadership, targeted observations and feedback to teachers are conducted by administrators, instructional coaches, and central office staff using a systematic cycle to allow follow-up on recommendations provided to teachers. Observations during Tier 1 instruction are prioritized, and specific strategies are used to ensure curriculum usage.	SPCSA staff find that this recommendation has been met with satisfactory progress.
Create a system that supports substitute teachers, whether at the school for one day or on a long-term basis, with the necessary resources and systems in place to ensure their success in teaching and effectively reaching students.	As reported by school leadership, a comprehensive approach to a Substitute Support System has been established and maintained. The system engages every staff member to ensure timely reporting of absences, a strong partnership with the substitute agency, clear tracking of staff absences and matching effective substitute teachers to open positions each day. Substitute retention has been very high with many returning and seeking full time employment at Legacy Traditional Cadence.	SPCSA staff find that this recommendation has been met with satisfactory progress.
Strong recommendation: CI continue to address the challenges noted in the school leadership presentation, further evidenced in the Nevada School Performance Framework results, specifically to improve pooled proficiency of 31.3%.	School leadership reported that there is a strong emphasis on professional development and Tier 1 instruction, with the star ratings remaining a high priority. Instructional observations are a regular practice to improve instruction in the classrooms.	On the NSPF for the 2024-25 school year, pooled proficiency in the elementary school increased marginally, from 31.3% to 33%. The elementary school is still rated 2 stars, with an index score of 39 points out of 100 points. The middle school's index score

		decreased by 18.5 index points. The strong recommendation will continue for Legacy Traditional School Cadence.
Strong recommendation: Work to improve the school's PBIS and MTSS systems and structures to improve the school's overall culture significantly.	According to school leadership, an increased presence of supervision has been implemented schoolwide. Several new safety structures have been enhanced or added, such as hallway/restroom monitors. Intentional efforts to build relationships with students are modeled and encouraged to provide students with adults they trust while on campus.	On the Nevada School Climate Social-Emotional Survey, results for engagement, physical safety, and emotional safety remained similar to those from the 2023-24 survey for middle school, indicating little change. There were, however, increased levels of physical and emotional safety indicated for elementary school students, which was an improvement. However, due to feedback in family and student focus groups, this is still a recommendation.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> 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.