



Nevada State Public Charter School Authority

Legacy Traditional School North Valley Site Evaluation Report: October 29, 2025

State Public Charter School Authority

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Links to Resources:

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

Executive Summary

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

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

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

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

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

Site Evaluation Findings: Strengths

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

Increase in star ratings in elementary and middle school

One strength of Legacy Traditional School North Valley is the improvement in both the elementary and middle school star ratings and index scores. The elementary school demonstrated exceptional growth, increasing its index score by 58 points from the 2023–24 to the 2024–25 school year, which elevated the school from a one-star to a four-star rating. Most notably, the elementary school earned 30.5 out of 35 points on the Growth Indicator, illustrating gains in student performance on state assessments over time. The middle school also demonstrated growth, increasing its index score by 35 points from the 2023–24 to the 2024–25 school year, which elevated the school from a two-star to a four-star rating. The middle school also showed growth among students who were previously non-proficient in English Language Arts (ELA), with 46.1 percent of this student group meeting their growth goals toward proficiency. The school's 46.1 percent surpasses the district average of 39.2 percent.

Increase in English Language Proficiency Indicator

Another strength of Legacy Traditional School North Valley is the significant improvement in the English Language Proficiency Indicator¹ (ELP) on the Nevada School Performance Framework² (NSPF) in both the elementary and middle schools, demonstrating strong and intentional instructional practices that effectively support English Learners (ELs). In the elementary school, the ELP Indicator increased from two out of 10 points to nine out of 10 points, and in the middle school, it rose dramatically from one out of 10 points to a perfect 10 out of 10 points. These results demonstrate a schoolwide commitment to language development, where teachers intentionally integrate both content and language objectives, provide opportunities for structured student talk, and foster a learning environment in which ELs are supported to achieve at high levels.

Adherence to a Professional Learning Community process

A notable strength at Legacy Traditional School North Valley is the consistent and well-structured Professional Learning Community³ (PLC) process. As reported by school leaders and teachers, grade-level teams regularly collaborate to share best practices, analyze student data, and develop targeted reteaching plans, which support instructional alignment and student learning. School administrators are actively present in PLC meetings, promoting high levels of accountability and ongoing professional dialogue. Additionally, the use of exemplars of student work in classrooms contributes to teacher clarity and supports consistent expectations for student work across grade levels.

¹ English Language Proficiency is a measure of designated English Learners achieving English Language proficiency on the state English Language Proficiency assessment.

² 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.

³ 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.

School administration as instructional leaders

Another strength at the Legacy Traditional School North Valley is the active role that school leaders play as instructional leaders. Administrators' goal is to spend approximately 80% of their time in classrooms, observing instruction, providing support, and ensuring alignment to curriculum expectations. The use of Wonders⁴ and EnVisions Math⁵ Checklists, along with corresponding teacher self-check tools, contribute to instructional practices. Leaders also engage in calibration routines and preparation, such as carefully reviewing lesson plans before classroom visits to ensure accuracy and shared expectations. As reported by school leaders and staff, feedback is provided in a timely manner, supporting continuous improvement and teacher growth.

Improved teacher and administration communication with families

An additional strength of Legacy Traditional School North Valley is the improved communication between teachers, administrators, and families. The school's use of the Parent Square⁶ application has streamlined messaging and ensured more consistent outreach. Families shared that communication from administration has significantly improved this year, with responses typically provided within 24 hours. Teachers send weekly newsletters and individualized email updates to help families stay connected to their child's progress. This consistent approach is used across both elementary and middle school grades, supporting clear and equitable communication schoolwide.

Diverse staff

Legacy Traditional School North Valley benefits from a diverse staff whose varied cultural backgrounds, experiences, and instructional approaches contribute to a welcoming and inclusive learning environment. This diversity can enhance collaboration, help students see themselves reflected in the adults around them, and support strong relationships with families.

Proactive executive leadership team

A key strength of the Legacy Traditional Schools 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 network has also prioritized hiring a Special Education Instructional Facilitator⁷ (SEIF) for all campuses and adjusting master schedules to meet each school's unique needs.

⁴ 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.

⁵ 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.

⁶ Parent Square is a communication tool for schools and parents. It offers two-way messaging, event reminders, attendance alerts and other benefits for communication.

⁷ A Special Education Instructional Facilitator (SEIF) is a professional who supports special education initiatives within a school or group of schools.

- **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 Network has established a comprehensive instructional guide and a clearly defined PLC process, supported by a meticulous approach to unwrapping standards, as reported by school leadership and staff. These structures ensure instructional alignment with the Nevada Academic Content Standards⁸ (NVACS), deepen teachers' content and curriculum understanding, and promote collaboration focused on improving student outcomes. Administrators closely monitor the fidelity of these processes, while teachers are trained as instructional leaders within their grade levels and content areas.
- **Proactive teacher recruitment:** As reported by school leadership, the Legacy Network has developed strong partnerships with organizations such as Teach For America⁹, Nevada State College, and Scoot Education¹⁰ 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 and excellence across all campuses.

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.

⁸ 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.

⁹ 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.

¹⁰ Scoot Education is an online job portal for the education industry.

Chronic absenteeism and tardiness

Chronic absenteeism¹¹ continues to be an area of focus at Legacy Traditional School North Valley. Current data indicate that 13.5% of elementary students and 13% of middle school students are considered chronically absent. While these rates are lower than district averages, they still represent a group of students missing important instructional time, which can impact academic progress and overall school engagement. School leadership also noted persistent concerns with tardiness, as students arriving late miss morning routines and instructional minutes that set a positive tone for the day.

Recruiting and retaining high-quality teachers

A continued challenge for Legacy Traditional School North Valley is the recruitment and retention of high-quality teachers. While the school is working to build a strong instructional culture, school leadership noted ongoing difficulty in filling vacancies with experienced, licensed educators. In addition, retaining talented teachers remains a priority, as turnover can interrupt instructional consistency, team collaboration, and student learning continuity.

Supporting teacher development and sustainability

Another challenge for Legacy Traditional School North Valley is continuing to support teacher development and long-term sustainability in instructional practice. Ensuring that all teachers receive differentiated and ongoing support is essential to building confidence, maintaining instructional quality, and fostering professional growth across the staff.

Rebuilding trust

A challenge for Legacy Traditional School North Valley is continuing to rebuild trust from previous school years with both parents and staff, as reported by school leadership. Strengthening transparent communication and consistently following through on commitments is important in fostering positive relationships and reinforcing confidence in the school's leadership and decision-making.

Safety concerns in the drop-off and pick-up lines

A current challenge for Legacy Traditional School North Valley is ensuring safety during drop-off and pick-up. School leadership and families reported that the driveline can become chaotic and unsafe, particularly when cars line up along the street or when some parents choose to drop students off outside of the proper designated areas.

Implementation of the Wonders program

The implementation of the new Wonders English language arts curriculum presents a challenge for Legacy Traditional School North Valley. Teachers are still developing familiarity with the program's instructional components, pacing expectations, and materials management systems.

¹¹ Students are considered chronically absent when they miss 10% or more days in a school year.

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.

Continue to reduce chronic absenteeism

Based on the 2024–25 NSPF results, Legacy Traditional School North Valley demonstrated positive progress in reducing chronic absenteeism. At the elementary level, the rate decreased by four percentage points to 14.5%, and at the middle school level, it declined by two percentage points to 13%. While these improvements reflect intentional efforts to promote consistent attendance, the SPCSA recommends that the school continue working to reduce chronic absenteeism to below 10% to build a stronger culture of engagement, accountability, and academic success. One possible consideration is implementing incentives for parents as they help improve attendance for their children, such as preferred parking spots or tickets to events.

Continue to support teacher development to increase skills and self-efficacy

The SPCSA staff recommends that Legacy Traditional School North Valley continue to strengthen teacher development to enhance instructional skills and self-efficacy. This may include leveraging ongoing collaborative book studies to deepen shared instructional language and expectations and refining the current lesson plan template to better align with the Wonders curriculum so that planning reflects authentic instructional decision-making rather than compliance. Another possible suggestion includes increasing opportunities for coaching through in-class modeling and guided practice.

Continue to rebuild trust with parents and staff

Another recommendation for Legacy Traditional School North Valley is to continue to rebuild trust with parents and staff by strengthening transparent communication and consistently following through on commitments. “Trust in schools grows as leaders communicate openly and follow through on commitments” (Tschannen-Moran, 2014). Some suggestions include continuing to create opportunities for two-way communication, actively seeking feedback, and visibly responding to concerns.

Continue to increase student discourse and engagement strategies

To enhance student engagement and deepen learning, SPCSA staff recommend that Legacy Traditional School North Valley focus on increasing student discourse and engagement within classrooms. Some ideas include encouraging more discussions, collaborative problem-solving, and peer interactions, which can help students develop critical thinking, communication skills, and a deeper understanding of the material. Strategies such as think-pair-share¹², Socratic Seminar¹³ (especially in the intermediate grades), and structured debates can create a more interactive learning environment. The school can support higher-level thinking and overall academic growth by fostering a culture where students feel comfortable expressing their ideas and engaging in meaningful discussions.

¹² Think, Pair, Share is a strategy is a cooperative learning structure developed by Frank Lyman and his associates at the University of Maryland.

¹³ Socratic Seminar is a structured discussion format where participants engage in thoughtful dialogue about a shared topic or text.

Continue building Multi-Tiered Systems of Support Framework for discipline

It is recommended by SPCSA staff that Legacy Traditional School North Valley continue to strengthen and invest in the school's Multi-Tiered Systems of Support¹⁴ (MTSS) framework by refining discipline systems, integrating consistent social-emotional learning¹⁵ (SEL) instruction, and ensuring clear communication of expectations and procedures. Providing staff with ongoing training and aligned resources will support consistent implementation across classrooms and reinforce a safe, supportive, and predictable learning environment for all students.

¹⁴ Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

¹⁵ 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.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Legacy Traditional School North Valley during the site visit.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Legacy Traditional School North Valley during the 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 ¹⁶	2
Family Members, Parents, and Guardians	3
Faculty and Staff	10
School Leadership	6
Students	9

¹⁶ 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 PTO¹⁷. 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 Treat and the Fun Run. They also noted significant improvement in parent communication through the adoption of the Parent Square¹⁸ 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.

¹⁷ 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.

¹⁸ Parent Square is a communication tool for schools and parents. It offers two-way messaging, event reminders, attendance alerts and other benefits for communication.

Focus Group Summary: Family Members, Parents, and Guardians

There were three parents in the focus group at Legacy Traditional School North Valley on the day of the site evaluation. Parents shared that their children are currently engaged in book reports, poetry assignments, and weekly spelling words, which they felt provided meaningful opportunities for families to interact with learning at home. Several parents noted that students are particularly enthusiastic about Spanish instruction, with one parent saying, “My child shares what he learns in Spanish class and practices conversations with family members.” Parents expressed appreciation for these experiences, describing them as both enjoyable and academically valuable for their children.

Parents also shared that they have observed notable improvements at Legacy Traditional School North Valley over the past year, particularly at the middle school level. They described having a stronger, more consistent group of teachers and highlighted that communication has significantly improved. Parents noted that Parent Square has streamlined communication and that both teachers and administrators now respond consistently, often within 24 hours. Weekly newsletters from teachers and individualized email updates were also mentioned as helpful tools, with parents noting that communication practices are aligned and consistent across both elementary and middle school. Several parents commented that there has been a renewed focus on academics, supported by more structure, clearer expectations, and consistent follow-through from adults. One parent shared, “My child struggled in reading. The teacher proactively reached out, offered tutoring, and helped raise her grade from a D to a B.”

Parents shared that some of their children are involved in extracurricular opportunities such as volleyball and have had opportunities to try out for cheer; however, they noted challenges with the consistency of these programs. For example, parents explained that the cheer coach for the younger students left, which resulted in those students not being able to participate after initially expressing interest. Parents also described struggles with communication regarding sports opportunities, timelines, and expectations, which sometimes made it difficult for families to plan or support participation. Parents at Legacy Traditional School North Valley expressed a desire to expand extracurricular offerings for elementary students, particularly sports, as most athletic opportunities currently begin in sixth grade.

When asked if there were suggestions for improvement at Legacy Traditional School North Valley, parents suggested increasing opportunities for parent involvement and engagement in school activities. They also expressed concerns about the safety and organization of the driving line, noting that it can become chaotic and that some parents are dropping students off on the street. Additionally, parents requested attention to outdoor facilities, sharing that the field often leaves students very dirty after recess and that sections of the playground have been broken since last year and may need repair or replacement.

Focus Group Summary: Faculty and Staff

Staff at Legacy Traditional School North Valley highlighted several key practices that contributed to recent increases in star ratings. They noted that dedicated intervention and enrichment time supported students in engaging more deeply with academic content, including thinking critically about prompts and explaining their reasoning. Staff also emphasized the use of higher-level questioning strategies, which encouraged students to take an active role in discussions and extend their thinking. To support state assessment readiness, teachers aligned classroom questions with SBAC¹⁹ formats and facilitated SBAC “bootcamps” that focused on error analysis and building test-taking confidence.

Staff described using data intentionally to guide instructional decision-making. They reported aligning lessons to standards and tasks, reviewing assessment results to form intervention groups, and specifically monitoring the lowest 10 to 20 percent of students for additional support. In addition to academic data, staff also examine behavior and attendance trends, noting that this has “opened our eyes to how attendance directly impacts learning.” They shared that tutoring is implemented when needed, and student groupings are regularly “spot-checked” to ensure students are placed appropriately. As one staff member stated, “We let the data tell us how to proceed.”

Staff reported several ongoing challenges and described how they are working to address them. In the middle school, teachers noted that student behavior concerns are often tied to gaps in academic skills, with some students struggling to complete grade-level work. Staff shared that providing opportunities such as sports participation has helped motivate students and reinforce accountability for both behavior and academics. In the elementary grades, teachers emphasized the impact of last year’s staffing instability, particularly in second grade, where multiple long-term substitutes left students entering third grade with unfinished foundational skills. One staff member said, “I am concerned about sustaining staffing, supporting new teachers, and rebuilding trust with families who are unsure whether teachers will remain at Legacy Traditional School North Valley long-term.”

Staff shared mixed perceptions regarding the communication style of the school’s administration team. They expressed that administrators show care and individual support for teachers, which is appreciated. However, staff noted inconsistencies in messaging and expectations, explaining that guidance may differ depending on which administrator is providing it. Teachers also reported that responses to student behavior are sometimes unclear or inconsistent, such as students being sent back to class without clear follow-up, which can feel unfair to students who are trying to learn. Staff indicated a desire for a more consistent feedback loop and greater alignment within the leadership team so that expectations and responses are communicated uniformly across the school.

¹⁹ The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.

Focus Group Summary: School Leadership

School leaders at Legacy Traditional School North Valley emphasized the importance of intentional instructional planning and collaborative professional practices. They noted that the use of clear learning targets and backward planning is foundational for ensuring that students understand core content, and that common assessments support consistency and alignment across classrooms. Leaders highlighted the essential role of PLCs in allowing teachers to collaborate, share best practices, develop reteaching plans, and engage in high-level discussions to internalize lessons. They also described biweekly professional development that includes opportunities for teachers to observe each other and learn from strong instructional models, fostering an open-door culture where high-quality teaching is visible and celebrated schoolwide.

School leaders expanded on their goal to sustain the school's high star ratings from the 2024–25 school year into the current year, emphasizing sustainability as the primary focus. One leader described, "We have a continued commitment to strong instructional leadership, clear accountability structures, and the use of high-quality instructional materials to ensure district-wide equity and to level the playing field for both teachers and students." Leaders noted that they aim to be present in classrooms approximately 80 percent of the school day to support instruction and provide real-time feedback. They shared that the school's approach is intended to be transformational rather than simply maintaining the status quo, focusing on strengthening one component at a time to ensure each practice is implemented effectively and with fidelity.

Leaders discussed intentional efforts to strengthen teacher retention and mitigate a "revolving door" of staffing. They emphasized that consistent coaching should occur at the teacher and administrative levels, and that clear communication of instructional and cultural expectations is critical. Leaders noted that hiring for passion and willingness, combined with supportive coaching structures, allows the school to build capacity and skill over time. They shared that the school's culture is continuing to grow, with more teachers expressing that they feel supported and want to come to work consistently.

School leaders at Legacy Traditional School North Valley described their revised school-wide positive behavior intervention system as focused on teaching and reinforcing expectations rather than simply issuing consequences. They emphasized explicit training for students on appropriate behavior and outlined how discipline is approached consistently across classroom, school, and the Legacy Network levels. Leaders noted an emphasis on avoiding power struggles with students. The school has implemented training for all staff, including a full day dedicated to time management and defining what consistent expectations should look like. Additionally, leaders conduct family meetings to review expectations with students, and the school has added a dean position to further support behavior systems. Leaders shared that strong, ongoing relationships with families are anticipated to strengthen the effectiveness of these efforts over time.

Focus Group Summary: Students

Students shared that they enjoy attending Legacy Traditional School North Valley for several reasons, particularly highlighting the supportive and caring teachers who help them learn without simply giving answers. They noted that teachers and staff are available when students need help academically or when they feel lonely or are experiencing conflict with peers. Students also spoke positively about the extracurricular activities offered, such as volleyball, football, STEM²⁰ club, and student council, as well as the engaging activities in Physical Education and at recess. They appreciated schoolwide community events like movie nights and celebrations for academic achievement, which allow them to spend time with friends and family.

Students shared that they have experienced several recent successes at school. They described being recognized for positive behavior through reward systems such as earning “X’s and zero strikes,” maintaining green on classroom behavior charts, and receiving treats for participation and correct answers. Several students noted earning citizenship awards, Honor Roll, and A/B Honor Roll for consistently completing work, showing effort, and demonstrating responsible behavior.

Students at Legacy Traditional School North Valley generally reported feeling safe at school, noting that they have friends and teachers whom they trust and can talk to about their feelings. They shared that staff members respond quickly when concerns are reported, and locked doors and clear communication during drills help them feel protected. However, some students had perceptions that not all classmates take safety drills seriously and that there are times when issues occurring in the classroom are noticed but not addressed by teachers. Students also shared that they generally feel they have trusted adults at school whom they can go to when they have a problem. Several students described teachers who listen, provide comfort, and take action when concerns arise. One student explained, “I have three teachers I can talk to, and one of them will take action right away.” Students also mentioned strategies such as a “tattle tale box” that allows them to share concerns privately, as well as aides who step in to address issues when needed.

Students shared several ideas for improving the school environment. They expressed a desire for teacher aides to be more proactive when issues arise, noting that aides sometimes redirect students to report concerns to someone else rather than addressing the situation immediately. Students also mentioned wanting teachers to better understand individual student needs and to ensure consequences are fair and equitable, particularly noting frustration when “whole class” punishments result in lost recess due to the actions of a few. Additionally, they would like to see more consistent follow-throughs when behavior concerns occur.

²⁰ STEM represents an interdisciplinary approach that integrates these subjects to prepare students for future careers. It emphasizes real-world applications and problem-solving skills, aiming to create a workforce adept in these critical areas. STEM education is hands-on, often project-based, and encourages meaningful, practical learning experiences.

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 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: 16	TOTAL: 6	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 11	TOTAL: 10	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 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's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 1	TOTAL: 14	TOTAL: 8	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.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 1	TOTAL:11	TOTAL: 8	TOTAL: 1	

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary 7 and 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:11	TOTAL: 9	TOTAL: 2	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: 1	TOTAL: 13	TOTAL: 8	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

In a primary classroom, students worked with the teacher to compare two versions of the same story. The teacher directed students to move to different areas of the room based on whether they were discussing similarities or differences between the stories. Within their groups, students engaged in discussion to provide thoughtful feedback to the teacher about each version.

Secondary elementary students engaged in a writing task focused on summarizing the contributions of women in preparing for the Revolution. Students worked diligently to draft and refine their paragraphs while the teacher actively monitored progress and provided targeted feedback. The learning targets were clearly displayed on the screen, emphasizing key skills, areas of focus, and relevant academic vocabulary. The classroom environment supported the lesson's objectives, fostering a sense of independence and commitment among students as they worked to complete their writing assignment.

In an upper elementary grade classroom, there were 29 students and two adults. Several best practices were observed: (1) a student explained how to complete the work to a classmate, and said "good job", (2) the teacher asked several open-ended questions, "what is the pattern in the table", (3) the teacher used sticks to randomly call on students, (4) when a student was answering a question, the teacher insisted on the student re-state the question and answer in full sentences, and (5) there was an example of high quality work for students to know what is expected.

Students in a primary classroom were working in their Wonders workbooks, making predictions about the story. Only one student was allowed to share a prediction. As the teacher read aloud, she asked students to follow along with their fingers; however, several students were off task and not following directions. The teacher did not address or redirect this behavior, and the pattern continued throughout much of the instructional period. Overall, classroom expectations and routines appeared lax, resulting in limited time on tasks and low levels of student engagement.

Middle school students explored the Four Noble Truths²¹ during a social studies lesson. The teacher began by introducing the topic and projecting sentence starters on the screen to guide students in writing responses about the advice they would offer based on the text. Students promptly began the task, seated in rows, and referred to their reading materials to support their written responses. The teacher circulated the classroom, providing feedback and checking for understanding. The activity concluded with a Think-Pair-Share²², during which students discussed their ideas in pairs and shared insights with the class. The

²¹ The Four Noble Truths are fundamental to Buddhism, explaining that suffering exists, is caused by craving and ignorance, can cease, and that the Noble Eightfold Path is the way to achieve this cessation.

²² Think-Pair-Share is a collaborative learning strategy where students first think individually about a question, then pair up with a partner to discuss their ideas and finally share their combined insights with the larger group.

lesson plan highlighted Depth of Knowledge²³ (DOK) questions to promote higher-order thinking and deeper understanding of the content.

Students were working independently in their Wonders workbooks to answer the question, “Which map shows the names of the streets?” based on a grade-level text they had just read. The teacher reminded students to use spacing sticks and to write neatly with proper letter formation. Although students were encouraged to persevere and locate text evidence on their own, many responses were incorrect. The teacher used a harsh tone when redirecting students, which, at times, affected the classroom climate. Nonetheless, students demonstrated good effort and actively referenced the text to support their answers.

In a special education pull-out classroom, there were four groups. Group one had one teacher and two older students working on word sounds and reading. A second group had one adult and one student working on reading, another with one teacher and one student editing a paper. The final group had one teacher, one aide, and five young students working on word recognition and letter sounds. Students in this group were young, and a few were moving around quite a bit. Both adults supported the students and focused on what the students could do. One lively student was encouraged and read a sentence very well, and was praised for his effort and accomplishment.

Several high-quality instructional practices were observed in a middle-grade elementary classroom. The teacher asked one student to read the math problem aloud and then invited another student to the front of the classroom to write the problem and model the solution for classmates. When several students raised their hands with answers, the teacher noted, “I see we have at least one person at every table with an answer. In your table groups, discuss it, and the person who raised their hand will start.” Throughout the lesson, multiple students explained their thinking and problem-solving approaches, and the teacher routinely paraphrased and affirmed students’ explanations to reinforce understanding.

²³ DOK stands for Depth of Knowledge, an educational framework developed by Dr. Norman Webb to categorize learning tasks by the complexity of thinking required.

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
Prioritize job-embedded professional development. This approach may significantly enhance the efficiency and fluidity of middle school classrooms.	School leaders reported that teachers receive instructional coach support, professional development on high-leverage practices, as well as after school professional development led by school leaders.	It was observed by the site evaluation team that school leaders were instructional leaders during 80% of their day, providing job-embedded professional development to staff during observations. This recommendation has been met with satisfactory progress.
Focus on helping teachers improve in writing clear, quantifiable objectives that effectively assess student mastery.	School leaders relayed that there is training in identifying and unwrapping standards and in writing specific learning targets to describe learning for each lesson. Teachers also develop curriculum maps that include learning targets, common assessments, and use checklists during observations to ensure objectives are standards-based and measurable.	During classroom observations, it was observed that clear, quantifiable objectives that effectively assess student mastery were posted in classrooms and present in lesson plans. This recommendation has been met with satisfactory progress.
End each lesson with a closing activity.	School leaders stated that professional development has been given on engagement strategies. School leaders have walkthrough observation tools focused on lesson closure and feedback cycles, reinforcing exit tickets, reflections, and quick formative assessments.	During classroom observations, it was observed that lessons had closing activities. SPCSA staff find that this recommendation has been met with satisfactory progress.

Create an action plan to improve the Adequate Growth Percentiles (AGPs) of English Language Learners in Elementary and Middle Schools. According to the 2023-24 Nevada Report Card, the Elementary school rate of 34.3 is below the district rate of 48.4, and the Middle School rate of 5.5 is well below the district rate of 27.2.	The school leadership reported that gains were made by implementing dedicated EL tutoring, professional development on EL strategies, required progress monitoring through the Measures of Academic Progress (MAP) ²⁴ and AIMSweb ²⁵ , and targeted interventions integrated into MTSS cycles.	According to the 2024-25 NSPF results, the elementary school received nine out of 10 points on the English Language Proficiency Indicator, with an elementary school rate of 54.6% of students reaching their growth. In middle school, a significantly larger portion of students reached their target on the Indicator, 43.2%, earning the middle school 10 out of 10 points. This recommendation has been met with satisfactory progress.
Continue refining a plan to improve chronic absenteeism at both elementary and middle schools.	School leaders cited that although they have decreased chronic absenteeism numbers by a few percentage points in both elementary and middle school, more intensive work is needed to get the numbers below 10%.	Based on the 2024–25 NSPF results, chronic absenteeism at the elementary level decreased by four percentage points to 14.5%, while the middle school rate declined by two percentage points to 13%. It is recommended that Legacy North Valley continue efforts to further reduce chronic absenteeism to below 10%.
Continue to communicate ways in which family members, as integral partners in their child's education, can assist their students at home.	Parents shared that their children are currently engaged in book reports, poetry assignments, and weekly spelling words, which they felt provided meaningful opportunities for families to interact with learning at home.	The SPCSA acknowledges satisfactory progress in communicating with family members and productively interacting with student learning activities at home. The SPCSA encourages Legacy North Valley to leverage these practices to deepen trust with their families.
Deficiency: SPCSA staff recommend continuing to focus on improving Tier-1 ²⁶ instruction, and Tier-2 targeted interventions, as noted in the school presentation in the challenges section. According to the 2023-24 Nevada School	Leaders cited index score gains as being attributed to a cohesive leadership team that prioritizes high-impact actions and demonstrates strong transformational leadership, resulting in measurable gains in	According to the 2024-25 NSPF results, Legacy North Valley Elementary School is a four-star rated school with a 72 total index score. Middle School is a four-star rated school with a 73 total index score. Both scores show a

²⁴ Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

²⁵ AIMSweb is a comprehensive k-12 benchmark and progress monitoring system based on direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing. AIMSweb supports Response to Intervention (RTI) and tiered instruction.

²⁶ 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.

Rating, Legacy North Valley Elementary School is a one-star rated school with a 14 total index score. The Elementary School's pooled proficiency of 23.5 percent is below the district rate of 48.3 percent. The Middle School is a two-star rated school with a 38 total index score. The Middle School's pooled proficiency of 28 percent is below the district rate of 47.3 percent.	student outcomes, robust intervention and enrichment programming that is adaptive to student learning levels and responsive to individual needs, and an intentional focus on cultivating a positive student experience.	significant increase in proficiency, therefore the deficiency is removed.
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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.