



Nevada State Public Charter School Authority

Alpine Academy High School

Site Evaluation Report: October 15, 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 conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

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

Site Evaluation Findings: Strengths

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

Strong relationships among the school staff and the students

Alpine Academy High School offers students an inclusive education with small class sizes. The school and classroom climates are positive and foster strong student–teacher relationships. A mentoring program is offered to students through the homeroom advisory system. At Alpine Academy High School, several members within focus groups spoke about students receiving high levels of individualized instruction, tailored instruction, and a highly supportive learning environment.

Meaningful and well-planned professional development

Strong Professional learning opportunities offered to the staff are another strength. Teaching staff participate, with the support of the leadership staff, in observing each other’s classrooms four times per year. The first round of observations was completed in early fall, and the observational focus was classroom management. Staff reported high levels of learning and implementation of increased best practices which may benefit both the educator and the student. Students may be more engaged and have higher levels of achievement when sound professional development takes place. The teaching staff is exposed to best practices supporting the development of pedagogical skills and providing stronger levels of confidence.

The move to a new school building

The transition to a new school building is another strength. A new school building can impact students’ and staff’s emotional state, and help foster a positive atmosphere that encourages cooperation, creativity, and a better overall attitude toward learning. Within the student, leader, and staff focus groups, participants spoke about having ample spaces for students to learn as compared to the previous school campus.

A concerted effort to improve the education of students with an IEP¹

The school’s focus on improving the quality of education for special education students with an IEP, as reported by the school leadership team, is a strength. The school has hired additional staff to work within the special education department. For example, the Assistant Principal was hired to more closely oversee the program and is responsible for writing 504 Plans² as well as overseeing a caseload.

¹ IEP stands for Individual Education Plan which is a legal document in United States public schools that outlines services for students with disabilities.

² 504 Plan is a formal agreement between a school and family to ensure a child with a disability receives proper accommodations in the classroom.

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.

Chronic Absenteeism³ rates are high

Chronic Absenteeism has increased substantially between the 2023-24 school year, (27.6%) and the 2024-25 school year at (44%). High levels of chronic absenteeism are especially serious at the high school level because they tend to lead to higher dropout rates, lower academic achievement, and disruptions to the learning environment for all students. This lack of attendance can prevent students from building essential social skills, participating in school activities, and developing habits needed for future employment.

Funding resources have declined recently

Alpine Academy High School has reported that with recent declines in some measures of funding, the sustainability to support and grow important student programs is a challenge.

Student diversity within three populations continues to lag as compared to district average

Overall levels of diversity at Alpine High School is a challenge. With FRL⁴ (Free and Reduced Lunch) at 19.6%, IEP (students with Individual Education Plans) at 11.1%, and the EL%⁵ or English Language learner population at zero, this is a continued challenge.

Need to stay current on the Organizational Framework and submit Epicenter⁶ tasks in a timely manner

Alpine Academy High School has struggled to maintain on-time uploading of required documents. The rate of timeliness and completed tasks did not meet the standard on SPCSA's Organizational Performance Framework. This is a challenge at the school.

Lowered math proficiency rate

The overall proficiency rates for math at the high school are much lower than the district (SPCSA) average. The district average is 25% while Alpine Academy High School is 11%. Math proficiency is a challenge.

³ Chronic Absenteeism – according to the Nevada Department of Education, a student is chronically absent if they miss 10% or more of the days of school within a school year.

⁴ FRL- free and reduced lunch is a term which applies to students who qualify for free and reduced lunch based upon family income.

⁵ EL- stands for English Language Learners.

⁶ Epicenter is a management platform which supports charter schools in managing operations and compliance tasks.

Site Evaluation Findings: Recommendations

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

Improve ELA⁷ and Math Proficiency

It is recommended that Alpine Academy High School work to improve the NSPF⁸ star rating outcomes, which decreased from 4 to 3 stars. Although Alpine Academy High School is rated per (NSPF) three stars in the 2024–25 school year, SPCSA staff recommend that the school prioritize efforts to strengthen academic outcomes to progress beyond the current three-star. Specifically, attention should remain on improving proficiency in ELA and math, where ELA proficiency is currently 48% and math proficiency is 11.4%. The SPCSA averages are significantly higher with 56.9% in ELA and 25.2% in math.

Continue to learn and use i-Ready⁹

It is recommended that the Alpine Academy High School team continue to develop a strong understanding of i-Ready. There are a multitude of features the program has to offer. It is suggested that the school team discover new ways to use the data outcomes to improve overall student performance. For example, it may be beneficial to consider a more in-depth use of student goal setting and intervention lessons to address skills students may require in both ELA and math.

Strengthen levels of board engagement

Another recommendation for Alpine Academy High School is to strengthen governing board engagement and oversight. By deepening the board's active involvement, the school can enhance strategic decision-making, ensure strong financial stewardship, and continue advancing its mission to effectively serve all students. When boards are not fully engaged, schools risk experiencing stalled academic progress, weakened accountability systems, financial mismanagement, and diminished alignment with the school's core mission and values.

Continue to seek increased funding, grant opportunities, and community partners

The SPCSA recommends that the Alpine Academy High School continue its efforts to seek funding opportunities and add prospective community partners. The school's leadership team and its board are also encouraged to work with Opportunity 180¹⁰ to explore resources that may assist the school and its programs. Additionally, the leadership team may find it useful to review the weekly SPCSA update for available grant opportunities.

⁷ ELA-English Language Arts

⁸ NSPF- Nevada School Performance Framework

⁹ i-Ready is a digital instructional resource assessing and providing instruction to students with grade level materials in reading and math.

¹⁰ Opportunity 180 is an organization launched to partner with schools to sustain and or replicate great schools that ensure every student, especially those most underserved has access to high quality education.

The SPCSA recommends Alpine Academy High School become up to date with compliant tasks within all aspects of the SPCSA organizational framework.

It is recommended that the school leadership team continue to focus on becoming up to date with Epicenter tasks and monitor all other compliant task items. Consider the Executive Director/Leadership Team to share responsibility for task completion. A team approach to this role and responsibility may ensure required tasks are completed accurately and in a timely manner.

Site Evaluation Findings: Strong Recommendations

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

Decrease chronic absenteeism

The SPCSA staff strongly recommend that Alpine Academy High School lower chronic absenteeism rates. The school's rate of chronic absenteeism is 44%, which is significantly above the SPCSA rate of 19.3%. It is strongly recommended the school team continue to provide incentives for students with excellent attendance and for those students who have improved their on-time arrival and overall attendance rates. Continue to closely monitor outcomes on a regular basis. The school's Leadership may find helpful resources on the Nevada Department of Education website (Chronic Absenteeism) or the SPCSA Canvas Repository best practices (<https://spsa.instructure.com/courses/72>). A continued decrease in the chronic absenteeism rate can improve students' access to instruction, positively impacting academic achievement and engagement rates.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified during this site evaluation for Alpine Academy High School.

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 ¹¹	2
Family Members, Parents, and Guardians	4
Faculty and Staff	7
School Leadership	5
Students	12

¹¹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Alpine Academy High School governing board met virtually to discuss the school. Participants were asked to explain how they evaluate the school director. One board member explained that the group utilizes an administrative evaluation rubric. Staff are asked to fill out a form to provide the board with feedback about the school leader. The board completes a survey as well. One board member explained, “We come together as a board to view the results and determine a rating for each domain on the evaluation. The board then creates goals for the school leader and highlights accomplishments.”

In terms of accomplishments at the school, board members were pleased with the recent move to the new facility. One participant commented, “This is such a big success, and there are some growing pains, but we can serve many more students than we did before. We are thrilled to provide our current students with classrooms and spaces where they can engage in hands-on activities during the school day.” The board discussed other strengths at the school. A board member commented, “Our Director and staff are very focused on family engagement and hold open houses to expose those in the community to the building.”

The board was unaware of major initiatives but spoke about expanding the number of students enrolled at the high school. One board member explained, “We are working to bring in more students, the right teachers, and use our new facility to the full extent.” Another board member added, “We offer students the ability to take classes through TMCC.¹² We support dual enrollment for high school students at Alpine Academy High School.”

Challenges were shared by board members. One person remarked, “Student enrollment numbers are too low, and another high school just opened nearby. We are looking for ways to make Alpine Academy High School stand out.” When asked about chronic absenteeism, a board member said, “The star rating looks at daily average attendance, and the rate is from the previous school year. The director and staff have come up with ways to encourage students to attend school more regularly. We are still seeing the benefits of this, and things are improving this year.”

Board members were asked to share their thoughts about their current understanding of academics. One person commented, “Academics are not that different than at other high schools, and we need to keep students motivated and attending the classes so they will receive their diploma. It can be challenging. Over the last few years, students have been offered electives and incentives to be here. We have an upward trend with the graduation rate still increasing. This is positive.”

¹² TMCC- Truckee Meadows Community College located in Reno Nevada.

Focus Group Summary: Family Members, Parents, and Guardians

There were four family members included in the discussion on the day of the evaluation. Families spoke about their personal experiences with Alpine Academy High School. One family member said, “They know our high school students, every single one. It has a small community feel, and the students know each other, even within grade levels above and below their own.” Another family member added, “I love the four-day per week schedule. It makes it easier if I need to schedule an appointment or if the family must travel.” One family member said the school “ticks the boxes for her family as they have one high schooler requiring high levels of challenging materials and another with an IEP.” The parent said, “My child with an IEP is learning alongside his peers and enjoys getting to know the school community while my daughter takes dual college credit courses at TMCC.”

Several families said they view the dual credit option at local TMCC to be a major benefit. One family member shared, “Here at Alpine Academy High School, the leaders and staff are very accommodating. The close-knit part of it is wonderful for my daughter. I was amazed that my daughter, who is very shy and a bit insecure, offered to read out loud to her classmates because her teacher had a raspy voice one day. My daughter’s confidence has grown here.”

Family members spoke about a few challenges at Alpine Academy High School. One person shared, “For me, a challenge is the location of the school as it is a long way from our home, and the traffic has been terrible.” Another family member pointed out, “My son attended a very large middle school, and behavior problems were common, but here, if there is a problem, it becomes well known and all students are aware of it. For my son, it has been a challenge to deal with some of the behavior challenges of other students because it is not diluted.” A different parent said, “For me, the change in building size of the school was difficult for my daughter. She had to start fresh in a new building, and the staff turnover rate last year was difficult. My daughter thrives on consistency.”

There were a few suggestions for improvement shared by family members. One person suggested they answer the phone more often, rather than a recording option, by leaving a message. The family member stated, “When a parent is trying to get an urgent message through to the staff, it is a bit frustrating to have no option other than to leave a message.” A second parent added, “There were a few instances of student vaping in the bathroom. I am happy to report that the school leaders took care of that behavior right away.”

Focus Group Summary: Faculty and Staff

Seven members of the staff focus group participated in the discussion on the day of the site evaluation.

Staff shared several success stories. One person said a recent student graduate commented on her high school experience at Alpine Academy High School. The teacher was impressed with what the student said, “Being at Alpine Academy High School has helped me to clarify my values. I feel safe to explore my perspective and at the same time listen and learn about what others think.” A second staff member said that she had previously taught at a nearby mental health hospital, and some of her previous students attended Alpine Academy High School. “What I feel is important is that these students are thriving and doing very well both socially and academically. They are comfortable because this is a warm, student friendly school.”

Staff spoke about what they like about the school. One person commented, “I love getting to know students. We have small class sizes, and I enjoy getting to know students on a more personal level.” A second staff member shared, “We have an eclectic staff. I love it because the people here are dynamic and have a strong passion for teaching. I admire our team and feel strong levels of support from others.” Another teacher commented, “We have three doctors on staff, three-dimensional printers, and a sign language class. Alpine Academy High School offers French, Spanish, and archery. As teachers, we can modify the curricula and include the standards to provide students a choice, such as college algebra or contemporary math.”

Staff provided feedback about recent professional development. Staff said they enjoy and use the i-Ready training that has recently taken place. One teacher commented, “I use what I learned in the i-Ready training weekly. Now I know where students are achieving when they first start the semester.” Another teacher commented, “We recently conducted observations of our peers, and it was amazing to watch other professionals teach. We have pre-and-post meetings and talk about how to implement some of the strategies we would like to improve in our own classroom.”

Teachers said they use data to drive their instructional plans, decisions, and next steps. For example, a teacher commented, “By reviewing and using the curriculum, I can see how quickly my students progress.” Another educator added, “I use i-ready three times per year and am constantly tracking the progress of my students based on test and skills outcomes. I appreciate the ability to both remediate and challenge students.”

Suggestions for improving the school included new carpeting, truancy enforcement, and having a real lunchroom for high schoolers. One staff member commented, “I would like school leaders to consider having a closed campus for student lunchtime rather than students leaving the school and returning after lunch is over.” Some staff members would like additional training to support homeless students as well as a school-wide focus on improving family involvement.

Focus Group Summary: School Leadership

There were five members of the Alpine Academy High School leadership team who participated in the focus group on the day of the evaluation. The school leader spoke about recent changes. He noted that students are now creating and publishing the weekly newsletters for the school, and the school's website has been improved with new content and will go live soon. Regarding i-Ready, the leader said, "i-Ready is evolving, and we have monthly meetings with the staff to look at data and work together to fine-tune instruction. The program, i-Ready, has made improvements to the high school program, and most students are used to it, having used the program in elementary or middle school years. I'm pleased and impressed that some staff are better at knowing all that i-Ready can offer."

Another implementation at the school is the reflective practice professional development. Members of the leadership team explained that peer observations are conducted each quarter of the school year. Each member of the leadership team facilitates groups of teachers to go into another person's classroom. For example, during the first quarter, the educational practice observed was classroom management. In the second quarter, it will be student engagement. The school conducts department meetings and has time on Fridays, with no students at school, to talk about curriculum and work individually with students to support the success of students enrolled for dual credit at TMCC.

The school team spoke about recent improvements to their special education program. The school has hired an Assistant Principal who oversees the Special Education department and has his own caseload. The school has evolved to being one hundred percent inclusive. The leader commented, "Our special education teacher push into the English language arts and math classes and co-teaches to meet the service minutes written into the IEP." Leaders explained that the caseloads continue to grow, and "the word about our special education program has gotten into the community. People prefer a small environment like Alpine Academy High School has, and the families are pleased with the program."

The discussion shifted to speaking about current NSPF scores, which have dropped from a 4-star to a 3-star. The school leader acknowledged that chronic absenteeism is a problem and has an impact on the rating. He said they run a report every week to check chronic absenteeism levels, send emails to parents, and have created new policies. The principal stated, "We have a small class of seniors, and if just a few students drop out and don't finish, it harms our graduation rate. We work to provide interventions to get students back and on track and on the road to graduation." Regarding credit deficiency, the school leader stated, "On Fridays, students with poor grades come into the school and work on assignments. Some teachers come and support that group of students. We are becoming known for taking care of students who are credit deficient."

Focus Group Summary: Students

There were twelve students attending grades nine through twelve who participated in the student focus group. Students were asked to share information about their learning. Items included the legislative process, the United States president, physics, different types of forces, algebra, and French. One student said, “In biology, we just finished learning about invertebrates and about a Jumbo Jelly Fish.” Another student said, “I am learning to create a TED Talk, which has required research and creating a presentation.”

High school students were excited to talk about some of their recent accomplishments. One person described the leadership class and said the students planned a homecoming dance, which was attended by more than half of the school’s students. Another student said, “In our archery class, we just completed a mental management lesson which taught us about the power of thinking positively. We learned to re-frame negative thoughts to outcomes that are favorable.”

Students appreciate attending the school for several reasons. They enjoy the camaraderie with friends during events like the archery competition, and the opportunity to travel to Las Vegas. Students reported their involvement with TMCC dual credit and said they appreciate the opportunity to earn college credit at the high school level. Additionally, students commented on the supportive teachers who take the time to notice when students are upset and offer to sit down and talk. Students said these actions contribute to a positive and caring school environment. One student commented, “We have a break room area where students can go and hang out if they need a quiet space. Teachers are open-minded and accept all cultures. Since we have Fridays off from school, we can always go to the school and get support, which makes it easier if we have a job or are taking college classes.”

Some of the challenges from the student perspective include times when other students talk loudly, which can make it hard to focus, and some students not being quiet during emergency practice drills. Students said they feel safe while attending school at Alpine Academy High School. One student said, “We have done a lot of work to make sure we practice Code Red Drills,¹³ and the majority of students are really good with it.” When asked, students said there is an adult at the school they can confide in should a school-related or home-related issues take place.

Students offered the following suggestions to improve Alpine Academy High School which included creating more small group learning opportunities, additional clubs, and more field trips.

¹³ A Code Red Drill is a type of lock down drill in schools where students and staff practice responding to an immediate threat.

Classroom Environment and Instruction

Observation Rubric

A total of 0 elementary, 0 middle, and 16 high 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: 13	TOTAL: 2	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: 1	TOTAL: 10	TOTAL: 5	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 0 elementary, 0 middle, and 16 high 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:0	TOTAL: 15	TOTAL: 1	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	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: 0	TOTAL: 9	TOTAL: 5	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction

Observation Rubric

A total of 0 elementary, 0 middle, and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 9	TOTAL: 7	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 8	TOTAL: 4	TOTAL: 0	TOTAL: 4

Classroom Observations and Additional Comments

In a high school physical education classroom, students learned about the rules of soccer. The teacher presented a short video focused on the rules and terms used in soccer. The teacher paused the video intermittently to emphasize key concepts (goal line, penalty kick, and mark) and asked students if they had any questions. During the presentation video, the students remained engaged and answered the teacher's questions.

High school students in a social studies classroom learned about states. The teacher displayed an article on the screen and discussed the concept of rights. The students followed along and took notes. The lecture then focused on formal systems of government and the various levels, emphasizing to students the importance of highlighting key information and details. Although the teacher emphasized key points of the lesson, there were minimal checks for student understanding or opportunities for students to engage in student discourse.

High school students worked on a written response in their English Language Arts classroom. The teacher presented the learning objective (I can discuss the American Dream) on the screen, the reading prompt, which was How would you describe the writing and why, and the vocabulary word "condescending."

A teacher tested a student one-to-one in American Sign Language, checking the student's understanding of when, why, and how, as well as numbers up to one hundred. Then the next class (English Seminar) transitioned into the classroom, and the focus was on teaching students prefixes and homophones. The class size (five students) allowed individualized attention. The pace of instruction seemed supportive of student learning with frequent checks for understanding and for students to share their answers.

In a computer science class, students worked on their assignments. The teacher actively monitored the room and each student's progress, asking assignment-specific questions and providing feedback. All students seem to be working productively on their assignments.

In an archery class, students practice their technique by shooting at a target from approximately 10 meters away. The teacher guided them through the activity, providing feedback and ensuring procedures were followed.

Several high school students in a class were supposed to be engaged in an activity. More than half were unengaged and sitting and waiting for the teacher to pass out supplies.

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
Board Strategies: support for new school leader, board members visit the school, board retreat, follow through with board training	Partially met	The SPCSA confirms that board training has taken place. Continued levels of board engagement are still a work in progress at this time.
Reduce teacher turnover by providing meaningful pd, improved school discipline, and positive relationships	Partially met	Although the school provides meaningful PD, teacher turn over continues to be a challenge.
SPCSA MTSS	Not Met	The SPCSA MTSS grant funded program was not adopted by Alpine.
Improve school culture	Met	The school culture at Alpine has improved and there were several positive statements made about this as noted in the focus group summaries.

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 type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" 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.