



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

RYAN STEWART, Ed.L.D.
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Amy Biehl High School

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Address: 123 4th St SW, Albuquerque, NM 87102

Head Administrator: Frank McCulloch

Business Manager: Lisa Taylor

Authorized Grade Levels: 9-12

Authorized Enrollment Cap: 325

Current Enrollment: 303

Contract Term: July 1, 2015 – June 30, 2020

Mission: Amy Biehl High School was founded in the spirit of Amy Biehl, a young scholar dedicated to social justice and service. We graduate diverse learners and leaders who demonstrate the intellectual, social, and ethical habits to improve their communities. Our graduates are civic-minded, college-bound and career-ready.

Analysis of Renewal Application and Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term	
PART B:	Progress Report provided by the School is attached Please see Part B for the school’s self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.	

The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October 25, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 - SY18: B, B, and B Lowest Performing Students: D in SY16, SY17, and SY18 Graduation Rate: D in SY16 and SY17	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"><u>Math Growth on ACT Aspire assessment</u> Rating for SY19: unable to rate<u>Reading Growth on ACT Aspire assessment</u> Rating for SY19: unable to rateComplete at least two dual credit classes with a C or better Rating for SY19: ExceedsComplete a minimum of 100 hours of community engagement Rating for SY19: Exceeds	<i>Meets the Standard</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During FY16-FY18, the school had five (5) audit findings, including one repeat in FY16	<i>Demonstrates Substantial Progress</i>

2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1e English Language Learners • Indicator 1f Attendance Laws • Indicator 2a Financial Compliance • Indicator 5a Facilities Requirements • Indicator 5b Health and Safety Requirements 	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

PART C:	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions <div>1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>43</u> Percentage: <u>79</u> %</div> <div>2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>211</u> Percentage: <u>78</u> %</div>
PART E:	Description of the Charter School Facilities and Assurances A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <div><div>1. A narrative description of its facilities</div><div>2. Attach <input checked="" type="checkbox"/> facility plans or <input type="checkbox"/> the school's Facility Master Plan</div></div>

	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Albuquerque</u> number <u>0401036</u> and <u>201690973</u> <u>Maximum occupancy is not listed on the first certificate for 123 4th Street and is 97 on the second certificate for 400 Gold Ave.</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The school's letter, undated, indicates an NMCI score of <u>21.08</u> % , which is below the current average of <u>23.07</u>% (lower is better with zero being perfect).
	5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. _____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR <u> X </u> school had provided the appropriate assurances form: <input type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input checked="" type="checkbox"/> Foundation (Cert C)
PART F:	Prior Amendment Requests Amendment for the temporary location of classrooms, additional classrooms for Amy Biehl High School, at the Simms Building across the street from the current facility in Albuquerque was approved on 6/17/2016.
Interviews	A summary of the stakeholder interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	The school's narrative response to the CSD preliminary analysis is attached.

Stakeholder Interviews

Stakeholder interviews were conducted on October 25, 2019 at Amy Biehl High School. The participants included five (5) parents, seven (7) students, five (5) governing council members, and four (4) staff members.

Three of the parents in attendance reported that they enrolled their child at Amy Biehl because they were concerned about how their children were doing, or would do, at a traditional public school. Social justice and college readiness, two ideas related to the school's mission, were mentioned several times throughout the interview. Parents mentioned a few weaknesses with the school. Purportedly, there was an issue regarding the math teacher during the previous school year not teaching well. This led to the son of one parent having to retake his math class at CNM. That teacher is no longer with Amy Biehl. Additionally, due to the location of the school being downtown, there are some concerns regarding safety and parking. One parent, however, did mention that Albuquerque police regularly patrol the area. All parents agreed that the staff are "amazing".

Students listed small classes, the focus on community, college preparation, and higher standards for grades as reasons why they came to Amy Biehl. Students mentioned the issue with "finding good math teacher[s]" which was also described by parents. Humanities, community service, relationships with teachers, and learning basic life skills were all named as school strengths. According to one student, there is "always an outlet" if you don't understand something and need help. Teachers, advisors, support staff, peers, and even the principal are willing to help. Students did say they wished the school focused a bit more on the civic engagement aspect of the school, both in advertising the school and as a school curriculum focus.

Two of the four board members present had children attend Amy Biehl. One of the two clarified that she did not join the board because her daughter was a student, but because she was "enamored with reconciliation" and "impressed with the school's mission." One of the board members is a graduate of the school who was excited to join as a way to give back, which is a testament to the mission of Amy Biehl. The board evaluates the head administrator using a staff survey and a report in which the head administrator evaluates himself on his performance and goals. The board evaluates itself using a form they got from PED. Monthly reports regarding academics are presented to the board. The board member who is an Amy Biehl graduate stated that Amy Biehl High School got him ready for college, the real world, and to serve the community.

The majority of staff members interviewed stated the mission of Amy Biehl attracted them to the school. One teacher was interested in the school to the point of tracking staff openings for several years before a position finally opened up. Meeting the social emotional needs of students was named as a school strength by all the teachers. The school has three social workers for three hundred students. Teachers and staff "rally around kids" and are "not going to let students fail." This is accomplished in part by sharing resources and lesson plans along with weekly support team meetings. Additionally, teachers watch videos of each other teaching and offer feedback.



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

RYAN STEWART
SECRETARY DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

**Amy Biehl High School
December 2019**

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

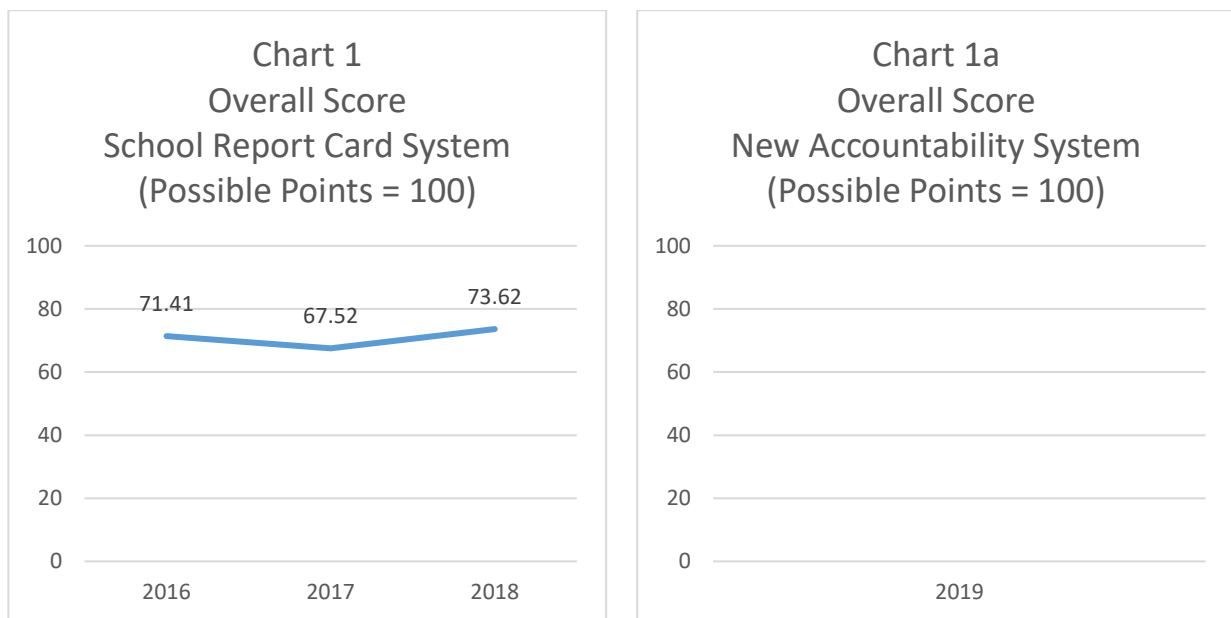
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

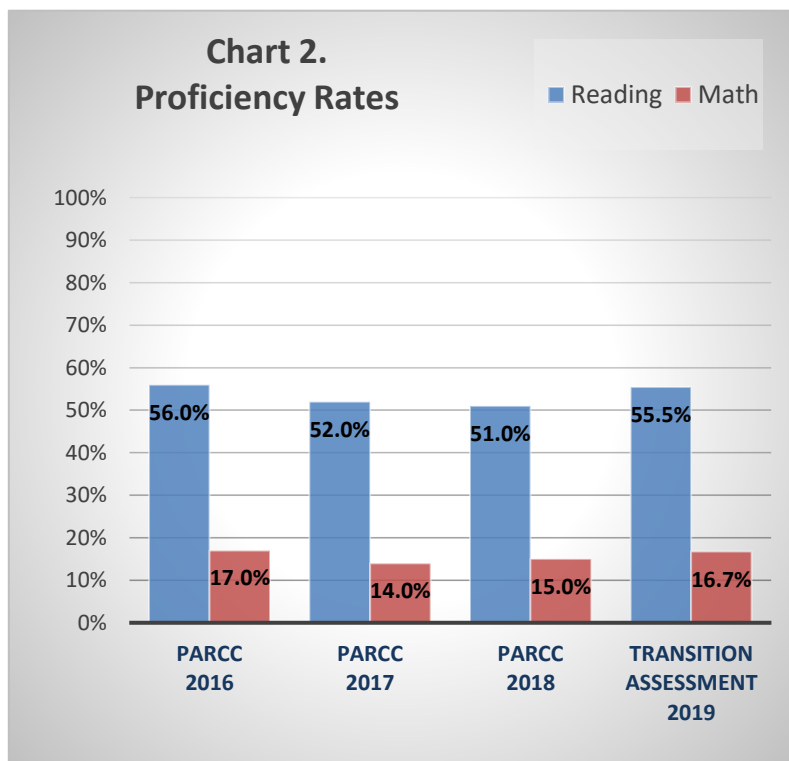
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

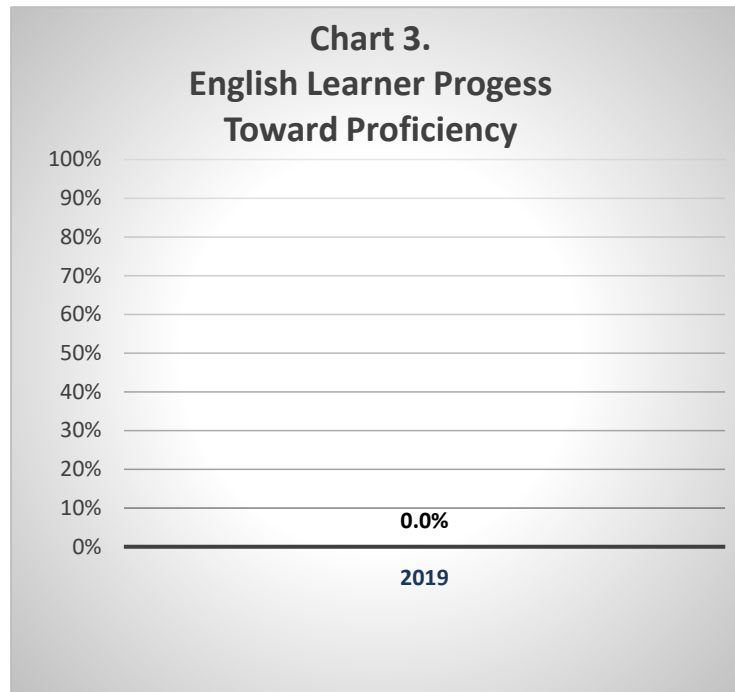
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



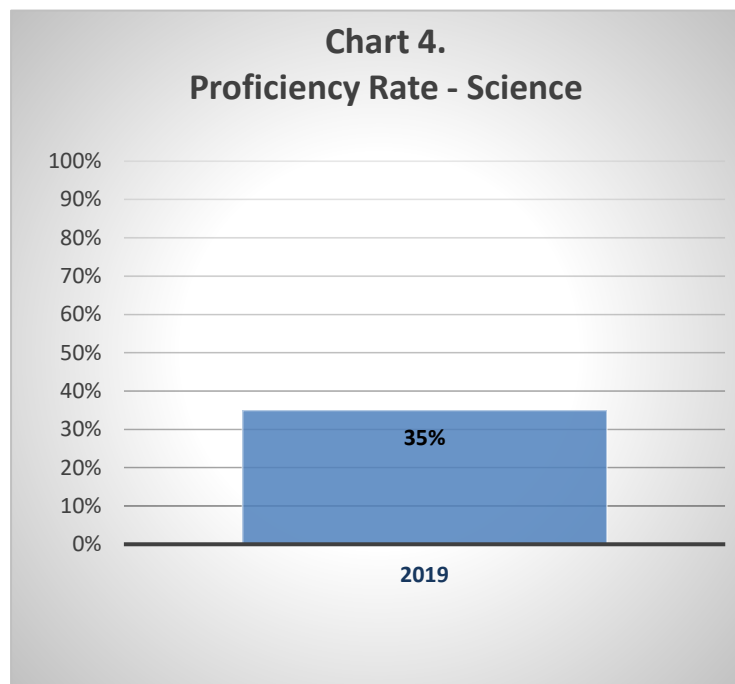
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



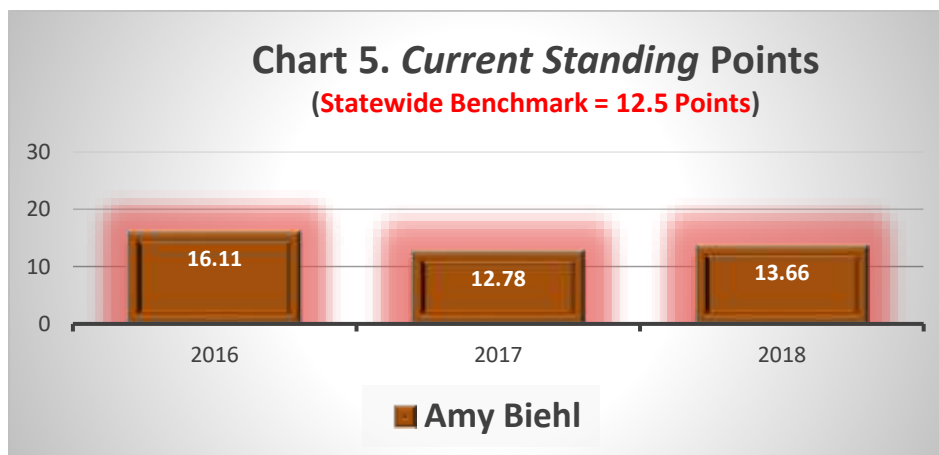
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



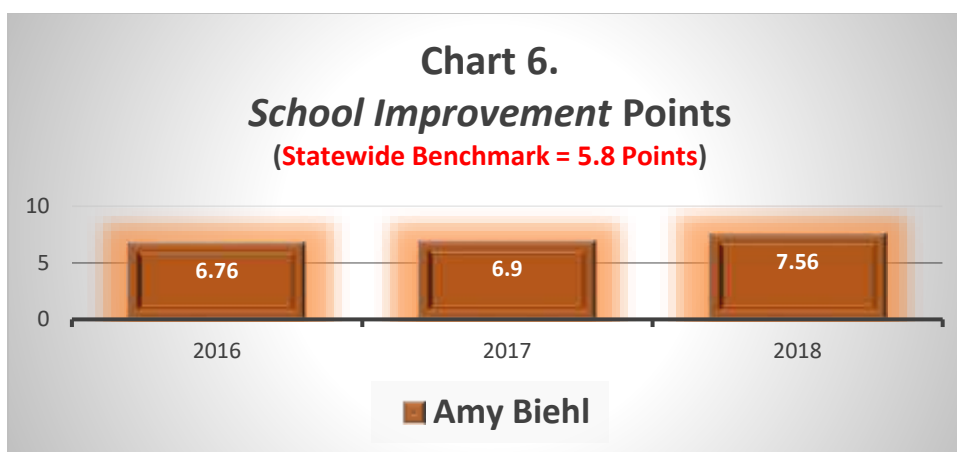
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

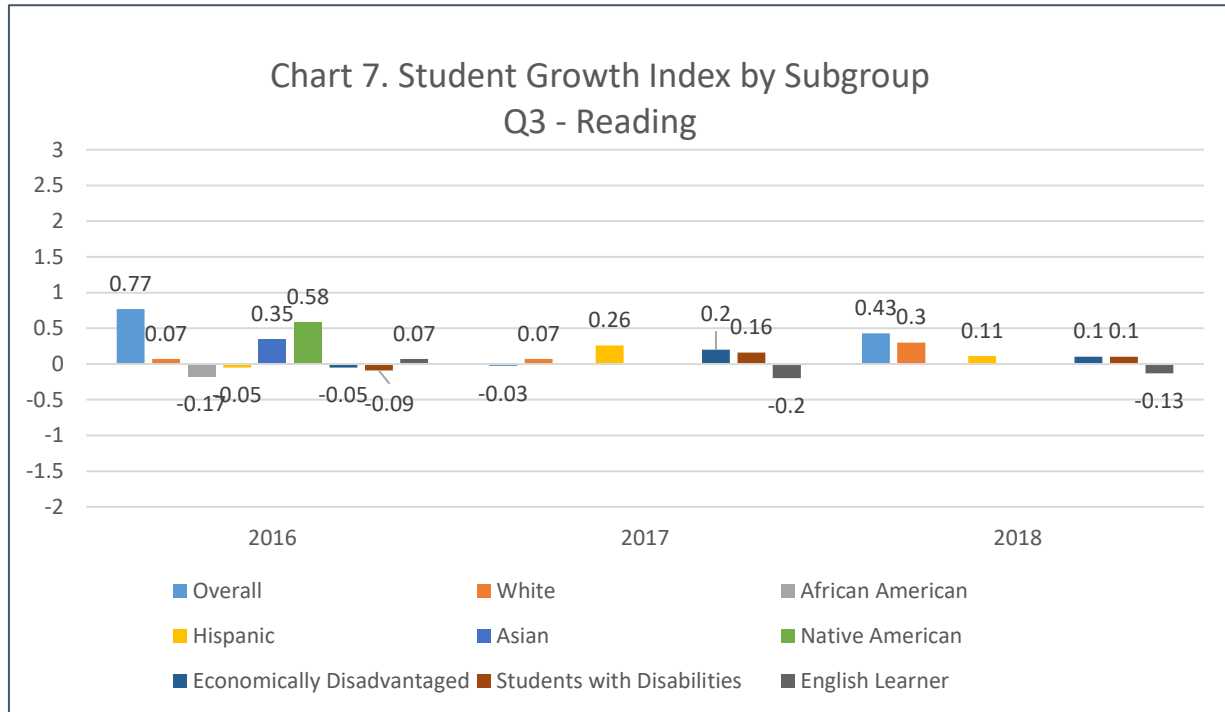


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



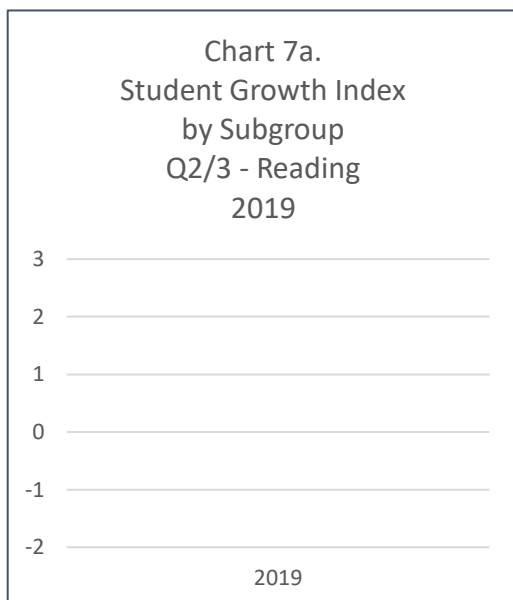
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



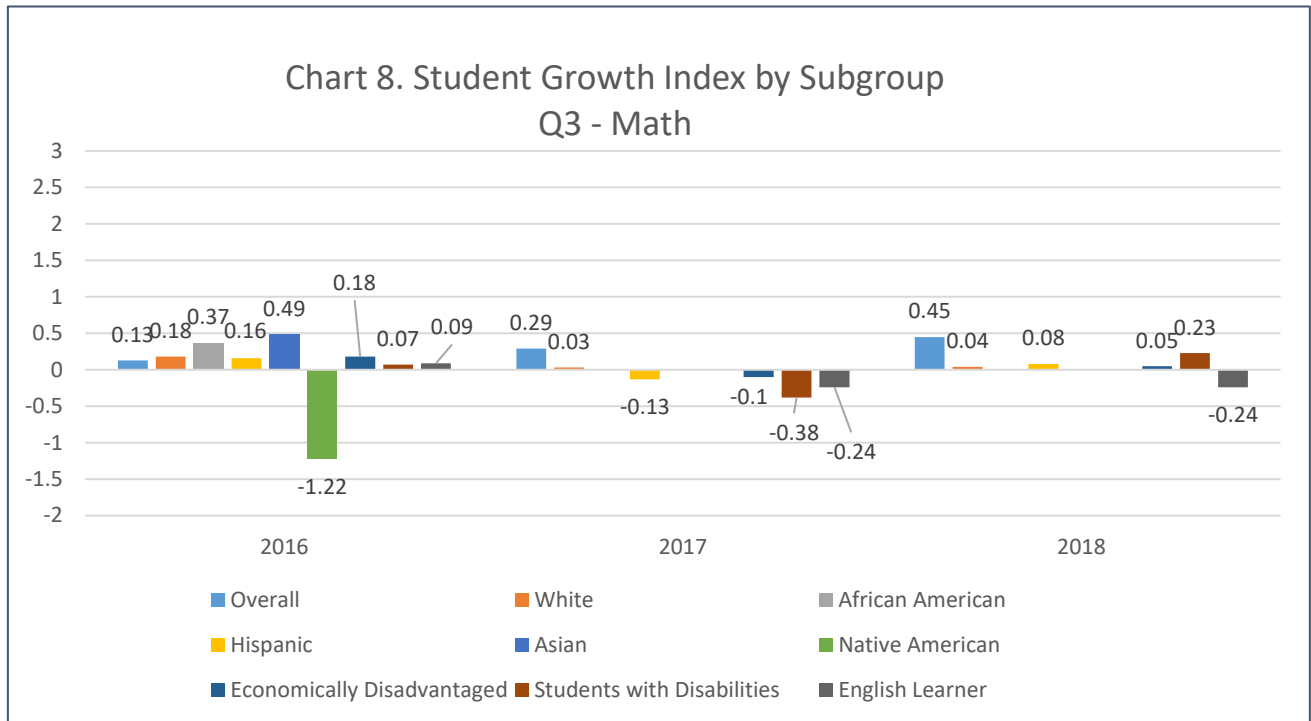
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



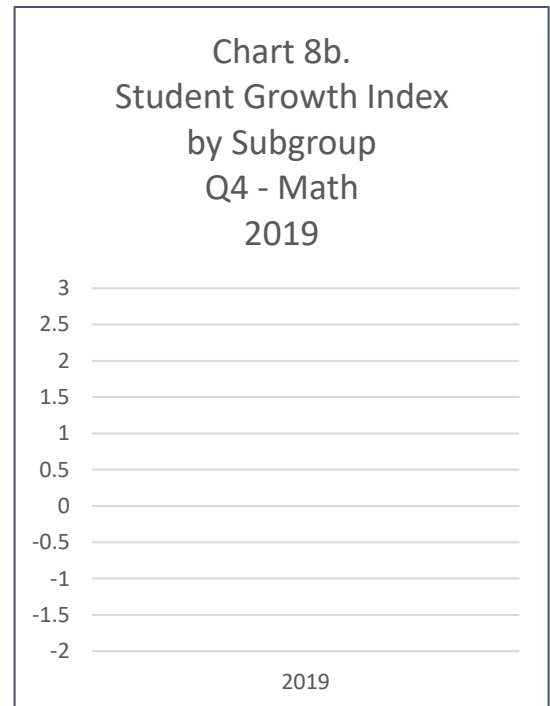
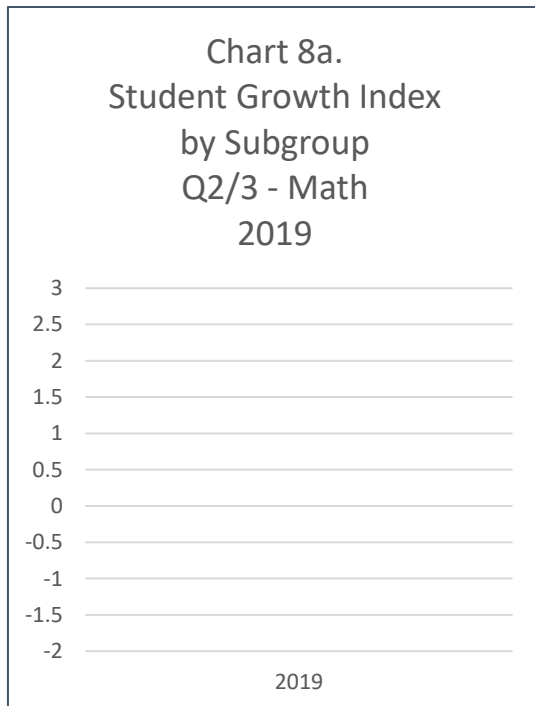
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



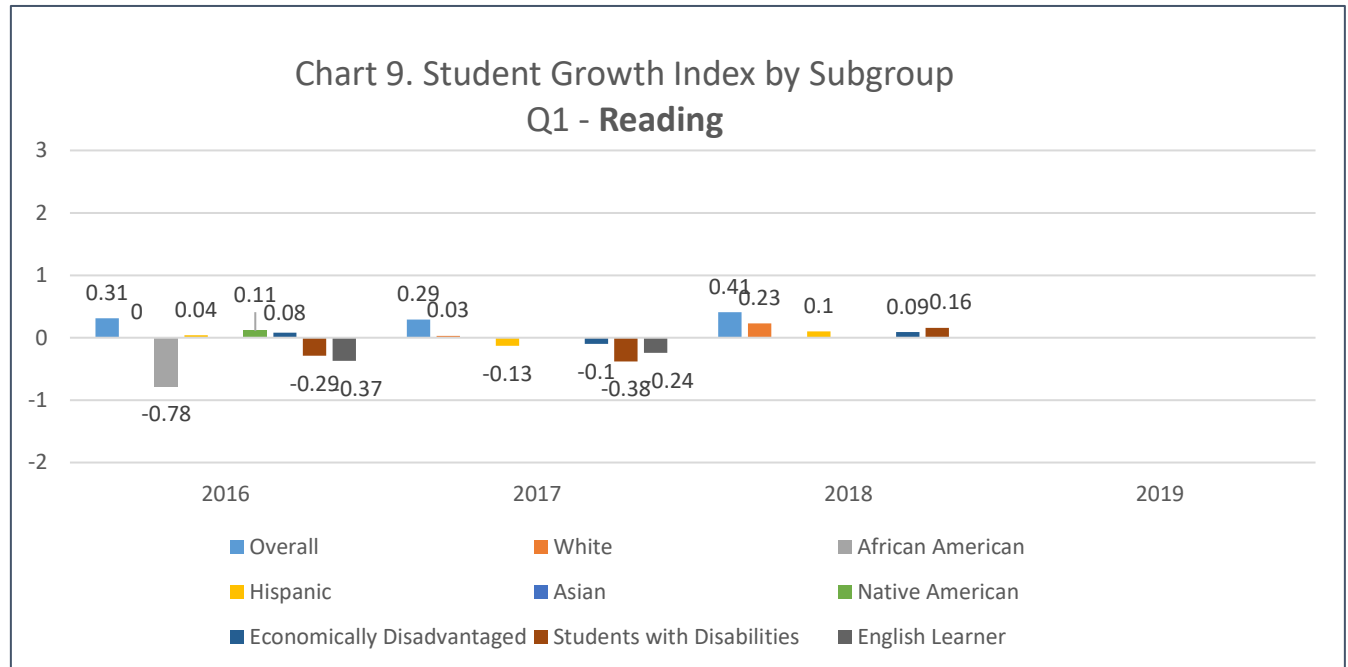
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

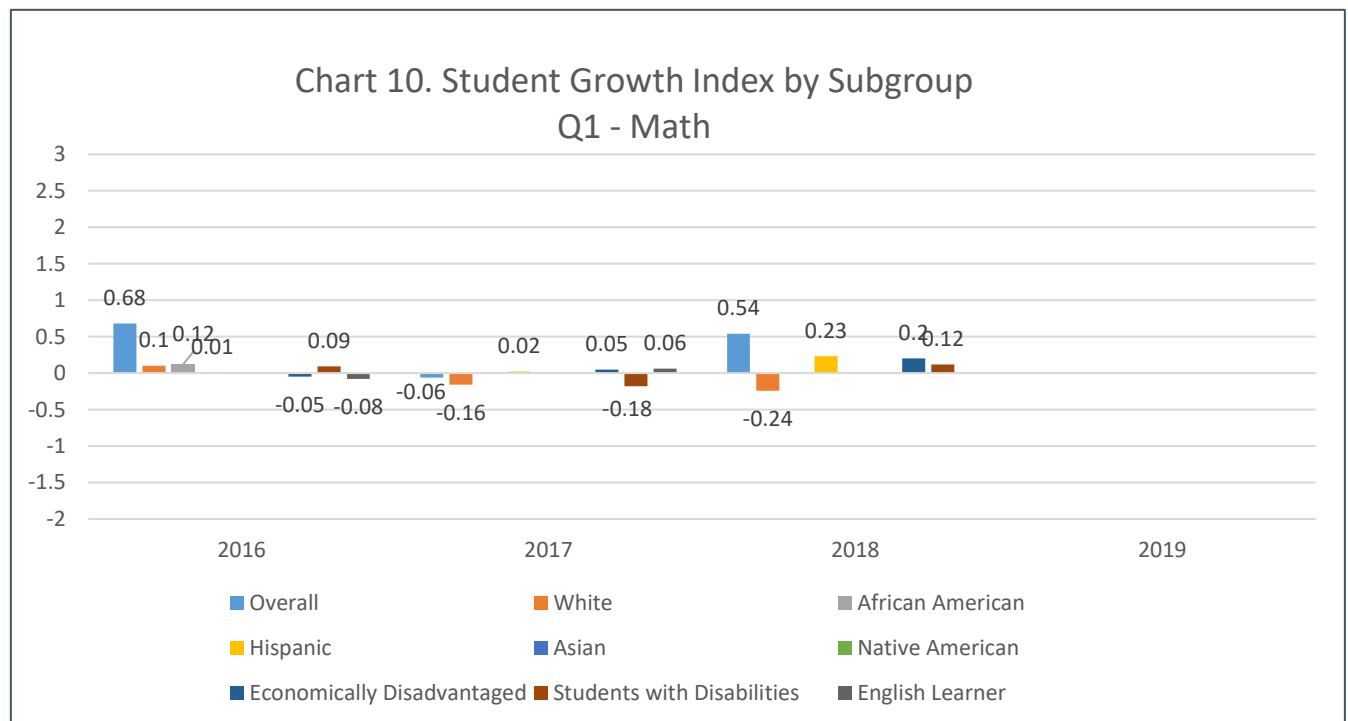


Subgroup – Lowest-Performing Students in Reading

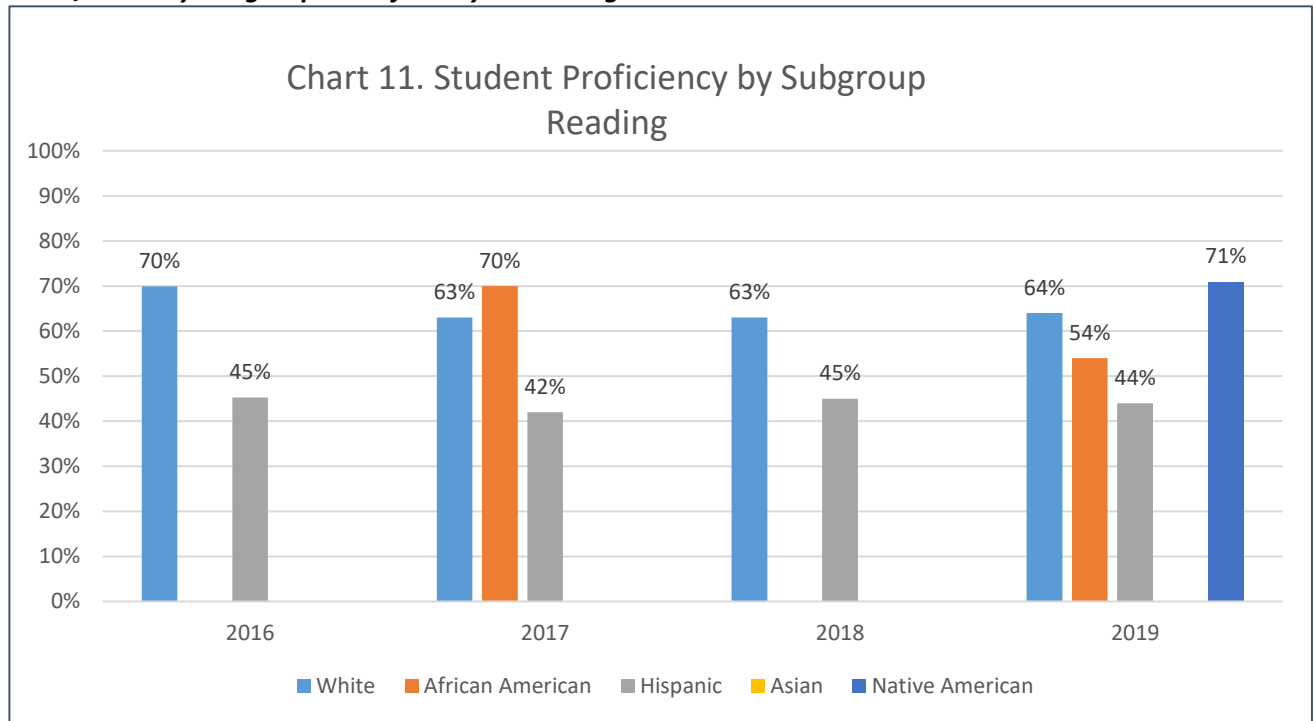
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



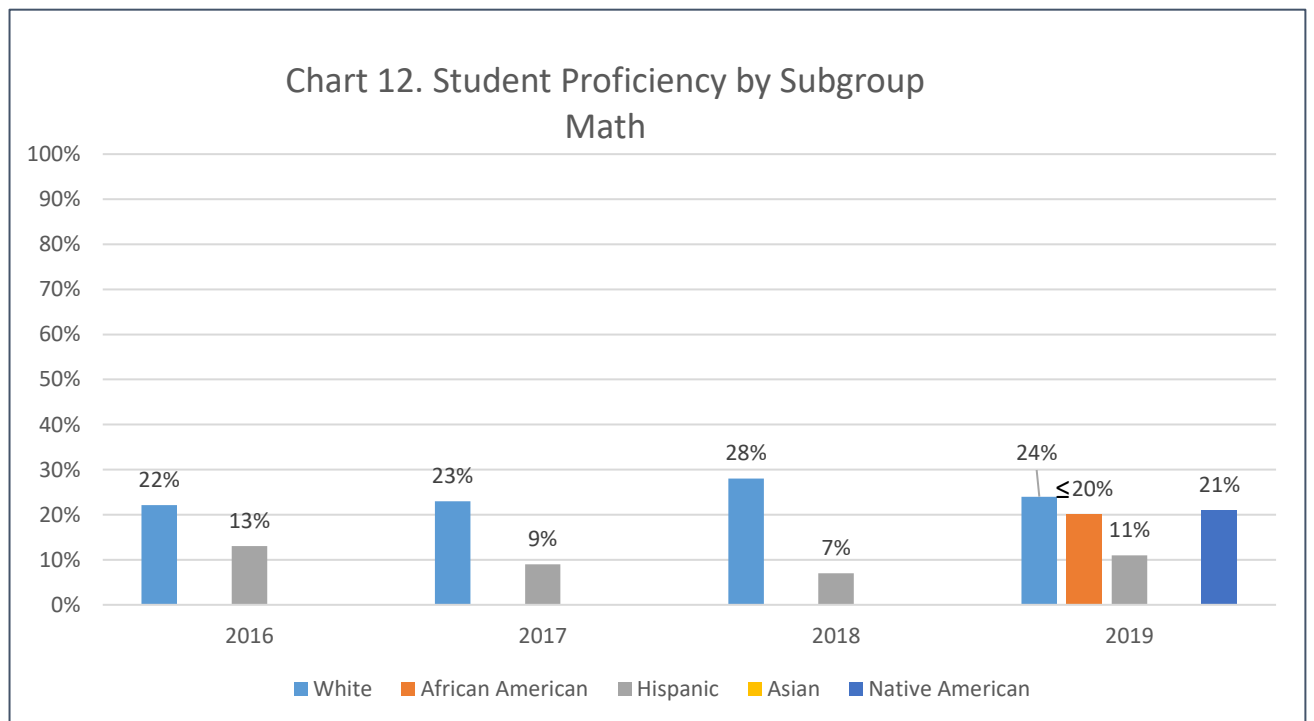
Subgroup – Lowest-Performing Students in Math



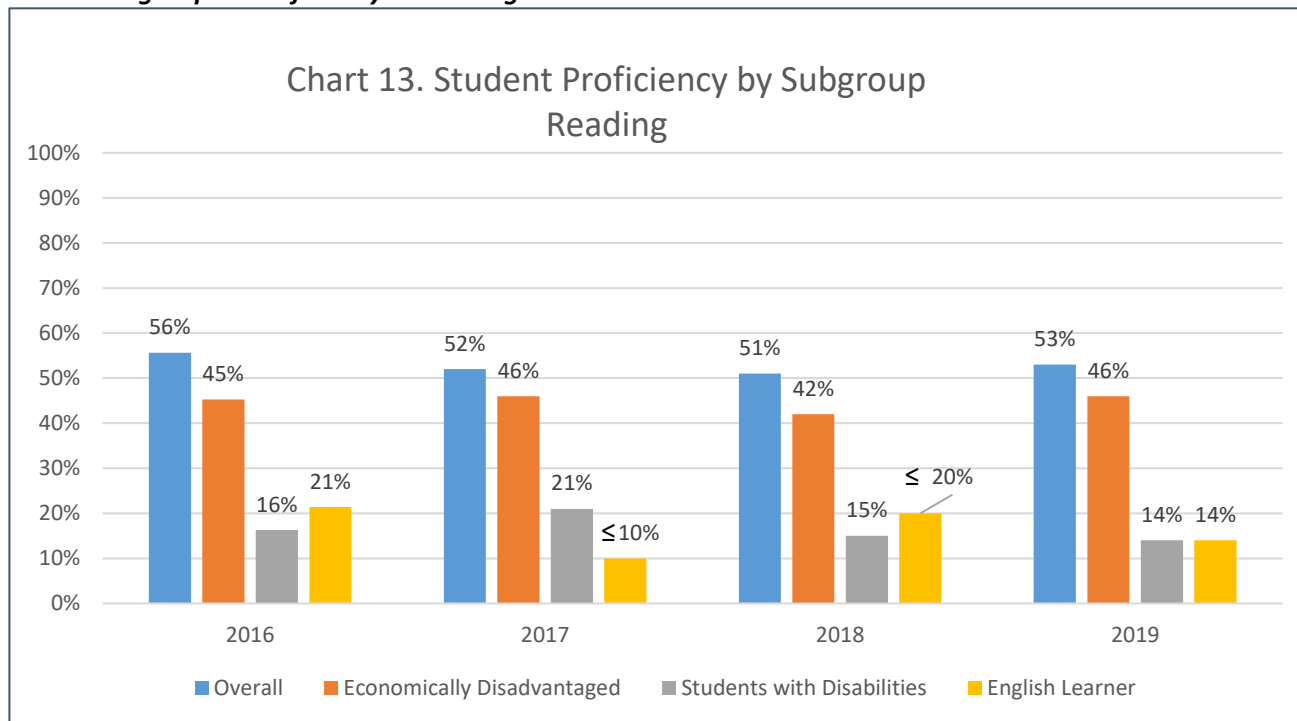
Race/Ethnicity Subgroups - Proficiency in Reading



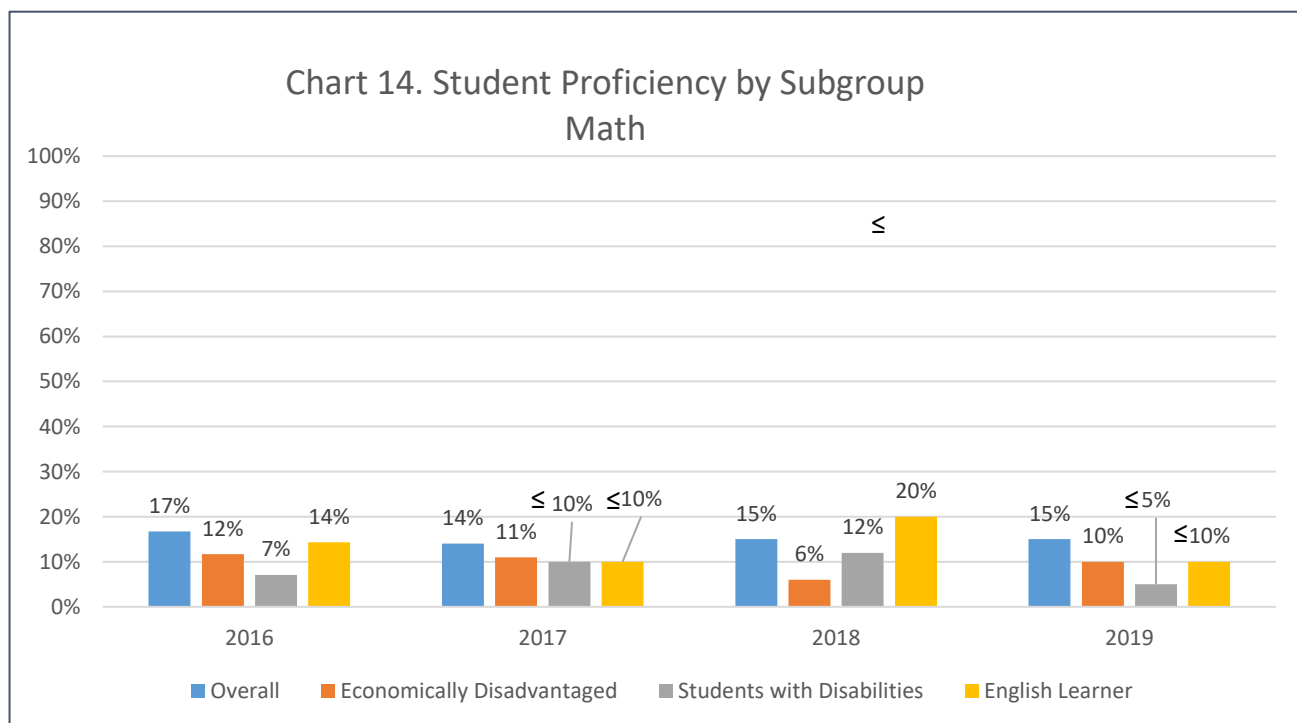
Race/Ethnicity Subgroups - Proficiency in Math



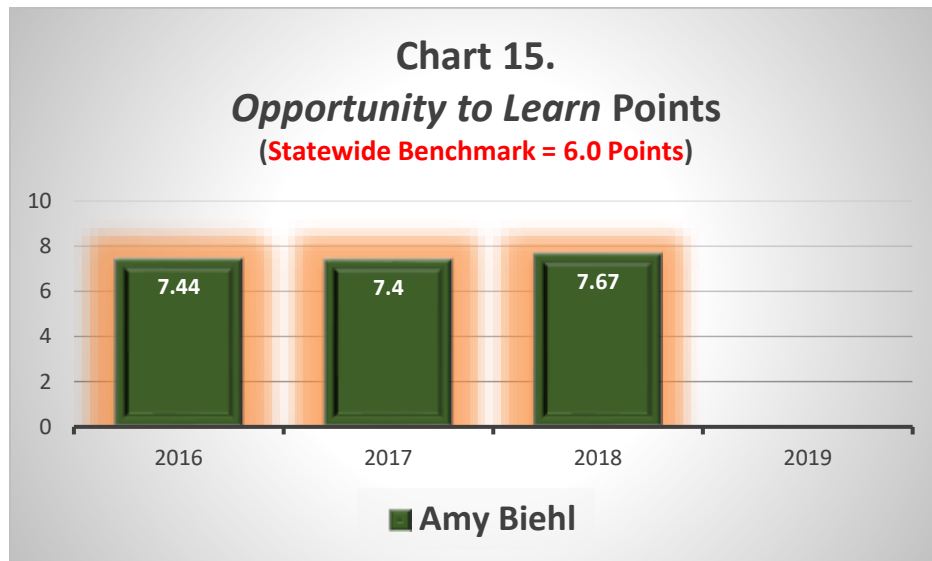
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

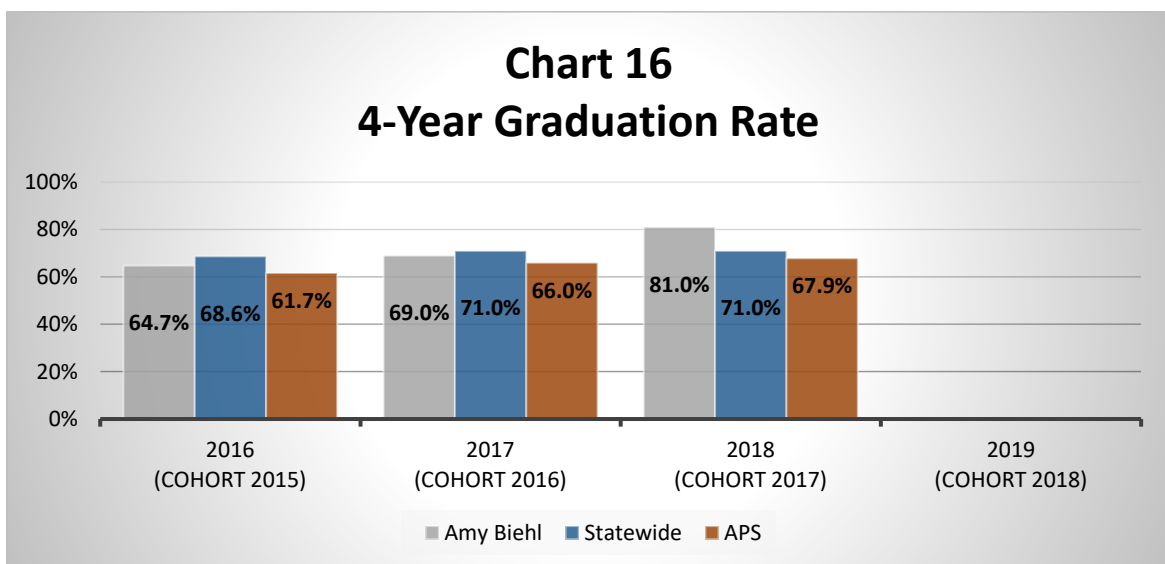


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



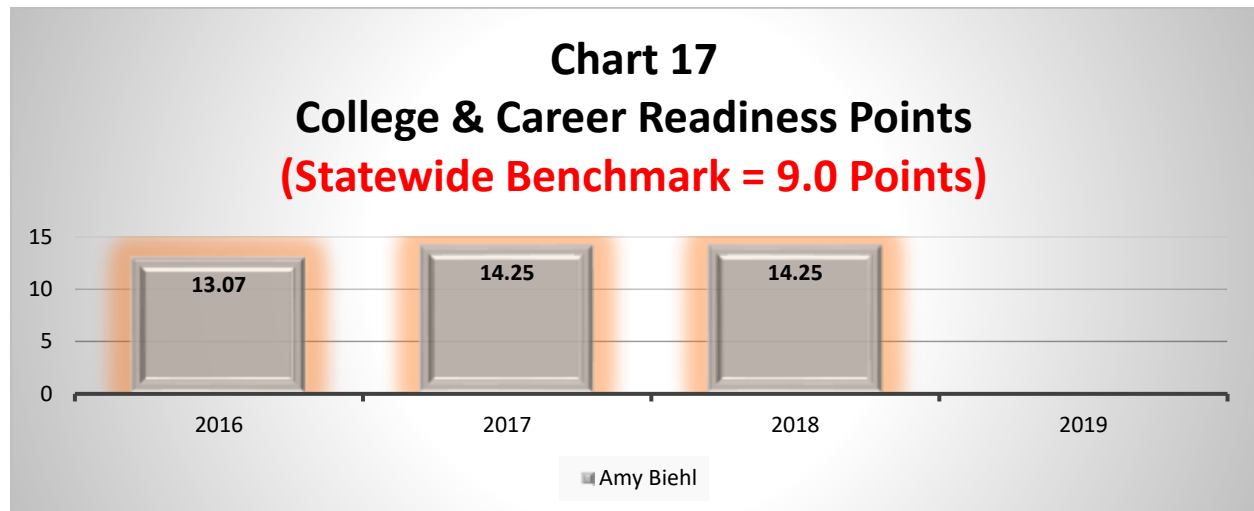
High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year’s cohort of students.



College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

1b. Specific Charter Goals

This section includes analysis of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

NOTE FROM THE CONTRACT: Amy Biehl High School and the PEC understand the two goals set forth below are using a new assessment (ACT Aspire). The school does not have either the internal or external data to support how students will perform on this new assessment. Thus, after a year of data gathering the school will reexamine and assess the student performance against national or normed data from ACT Aspire. Based on this data, the parties can discuss a renegotiation of this goal for 2016-2017.

Cohort: All students who took the previous year ACT Aspire assessment and who were Full Academic Year (FAY) students during the school year considered in this Performance Framework.

Math: The school will identify the "Student Growth Percentile" for each student in the Cohort utilizing data from ACT Aspire. The school will *Meet the Standard* if 70-79% of Cohort students are at the Average for the Nation.

Reading: The school will identify the "Student Growth Percentile" for each student in the Cohort utilizing data from ACT Aspire. The school will *Meet the- Standard* if 70-79% of Cohort students are at the Average for the Nation.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2
2016	Falls Far Below	Falls Far Below
2017	Not Applicable *	Not Applicable*
2018	Not Applicable*	Not Applicable"
2019	Not Applicable*	Not Applicable*

*The PED was unable to rate both reading and math ACT Aspire indicators due to unavailable vendor generated data/reports specific to satisfying indicator criteria. The school was advised to initiate communication with its authorizer of these challenges since the performance framework specifically includes the possibility of renegotiation of goals (see highlighted text in chart above from p. 4 of the school's Performance Framework).

² Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

Additional Information on the School's Goals

In February 2017, the school proposed goals to replace the ACT Aspire goals in the charter contract. The PEC decided not to use an amendment request to remove goals that were negotiated in to the performance framework. Instead, the school was asked to “write a letter to the PEC to provide two new goals to replace the goals in your Performance Framework. Usually, these goals are connected to math and reading proficiency and growth.”

The school followed up repeatedly via email from May through August, but the goals were apparently never presented to the PEC at a meeting. In December 2018, the school was informed that a “legal issue regarding charter contracts” was holding up the revision and that the school was “in a holding pattern” and the charter goals “will not be held against” the school.

Proposed School Goals

1. Amy Biehl High School graduates will have completed 2 dual credit classes with a C- or better or 1 dual credit class and 1 career readiness course with a c- or better.
2. Amy Biehl High School graduates will have completed a minimum of 100 hours of community engagement as measured by participation in the first semester freshmen community engagement experience, 2 quarterly advisory service projects for sophomores and juniors, and/or senior service projects.

For both goals, the proposed ratings were:

- Exceeds: 100% of graduates meet this goal
- Meets: 90% of graduates meet this goal
- Does Not Meet: 80% of graduates meet this goal
- Falls Far Below: 70% or less of graduates meet this goal

Figure 2. Progress towards Proposed Goals.

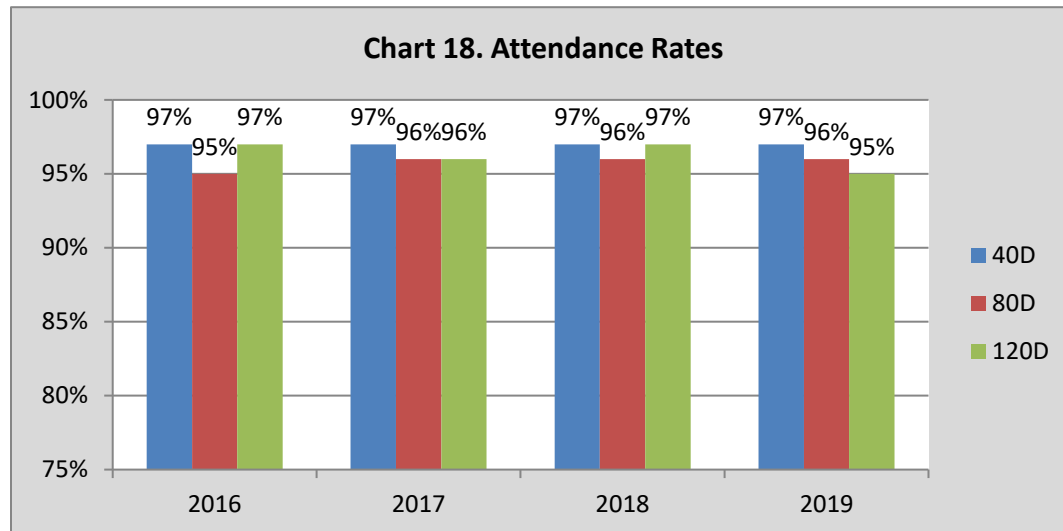
	Goal 1	Goal 2
2019	Exceeds	Exceeds

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

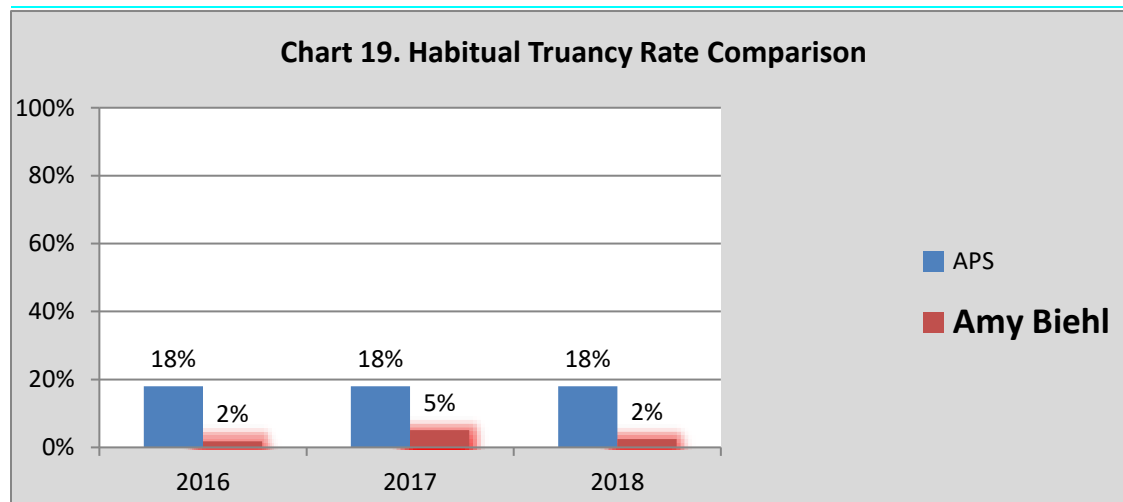
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 19 reflects the school's habitual truancy rate compared to the local district.

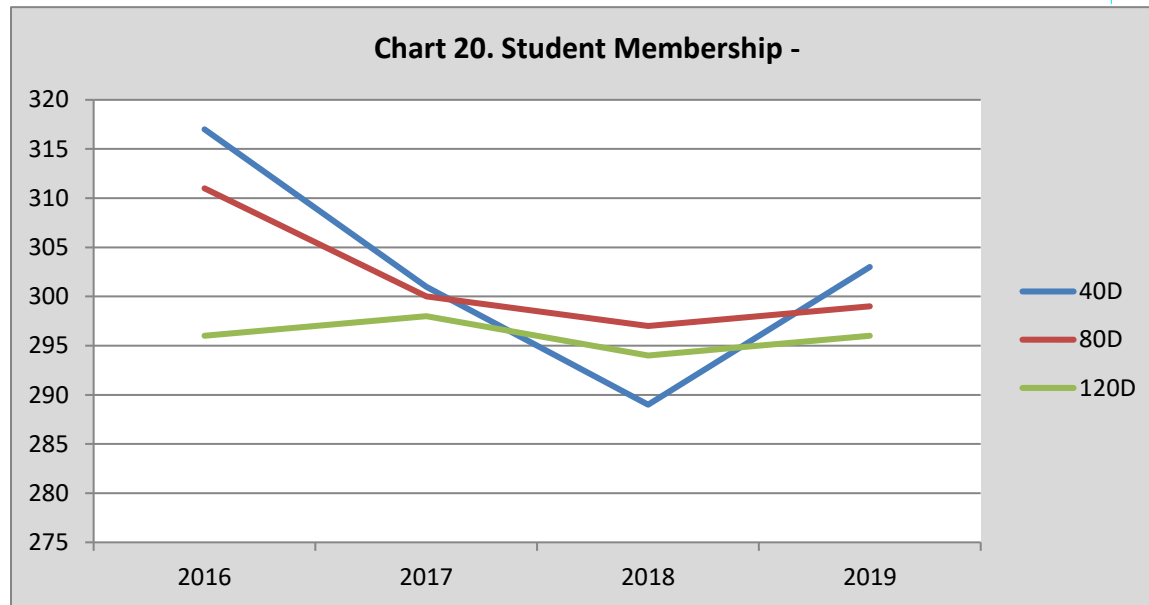
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



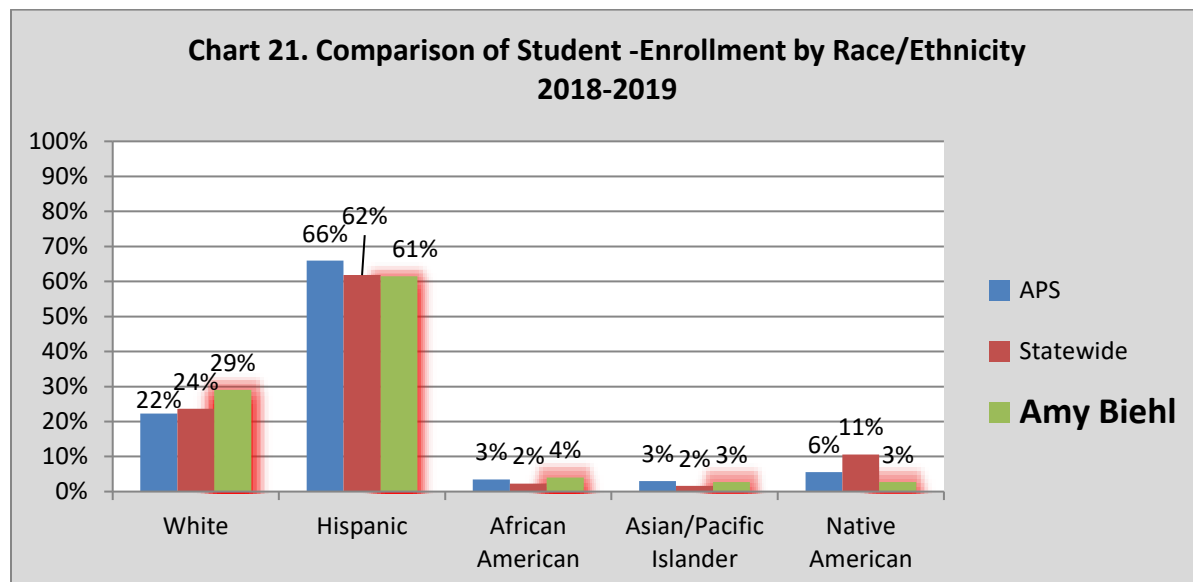
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

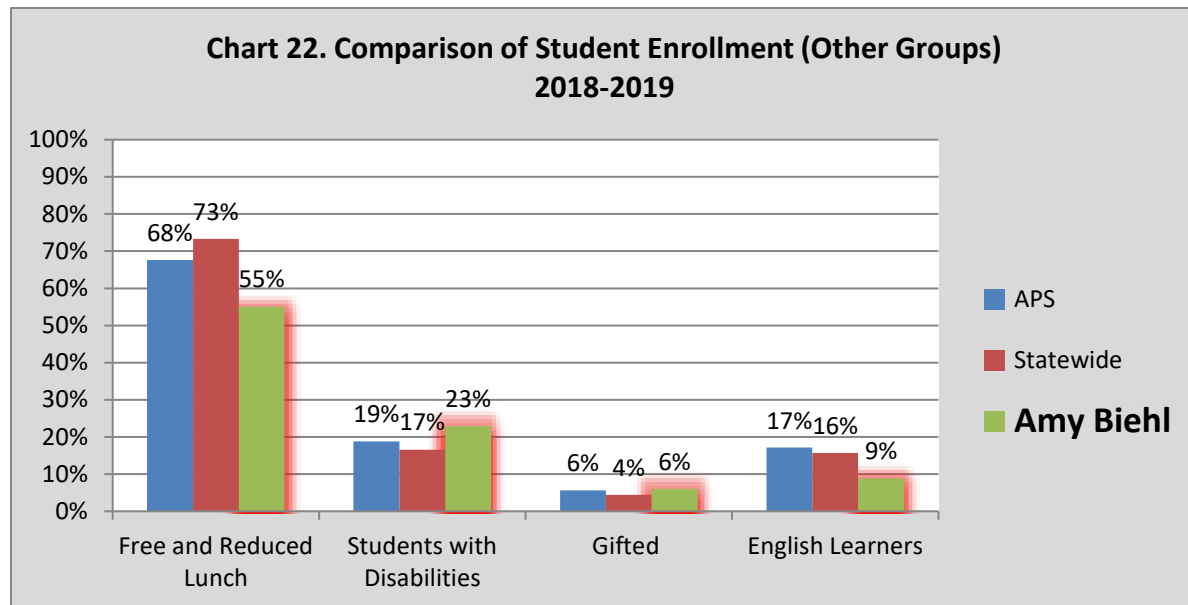


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

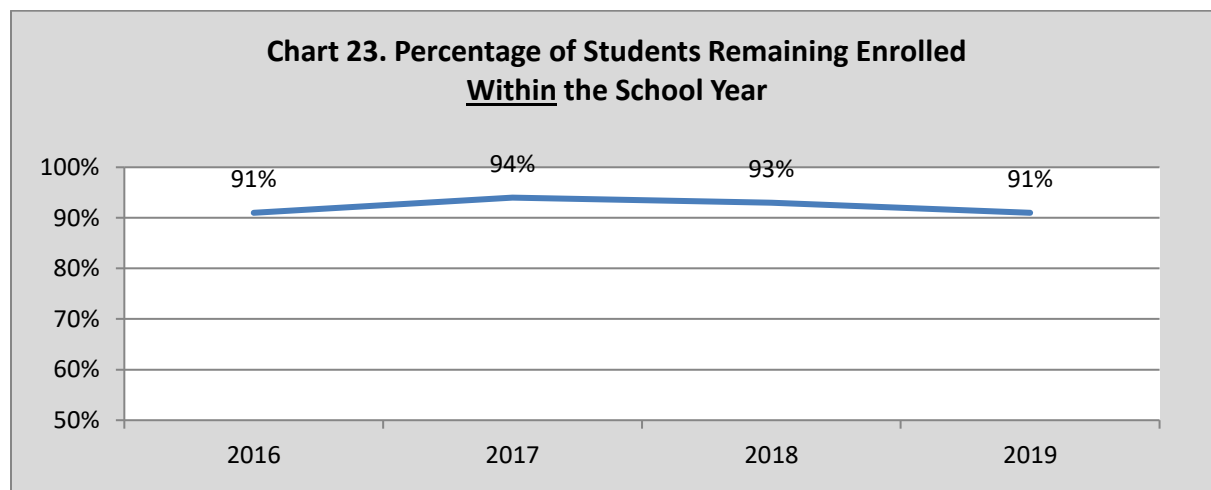


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

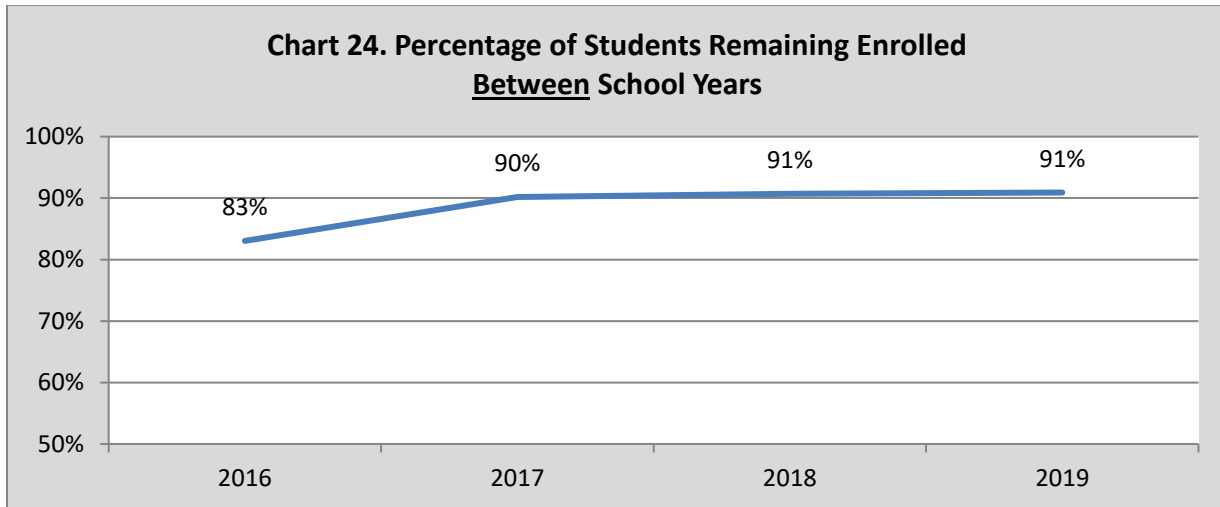
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

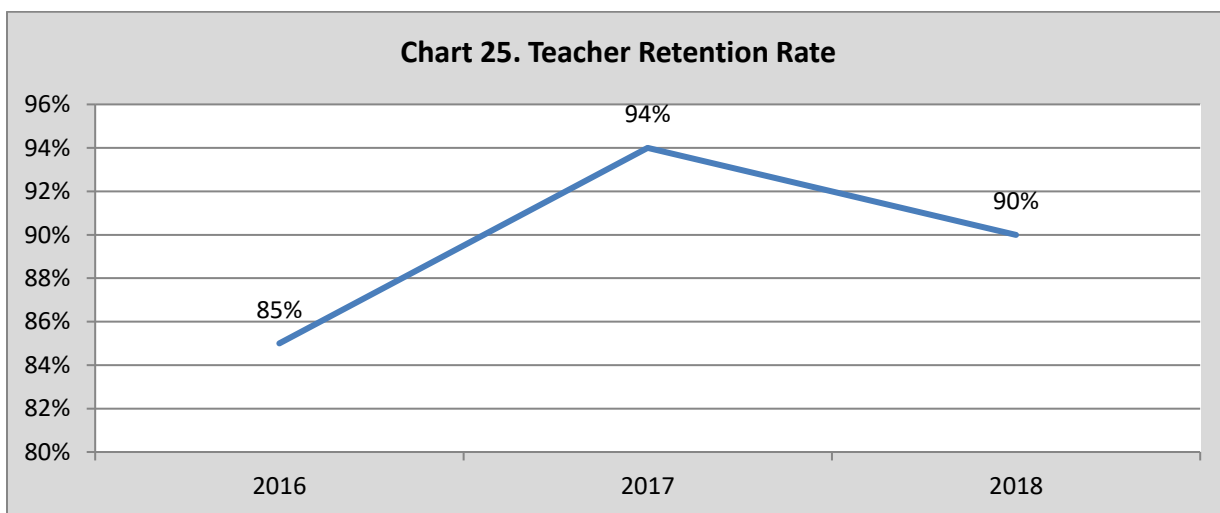


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	1	0	0
FY17	1	0	0
FY16	3	1	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit finding:

2018-001 Pledged Collateral (Other Noncompliance)

Condition/Context: During our review of pledged collateral, we noted the School did not have sufficient collateral, resulting in deficient collateral of \$49,042.54 as of June 30, 2018.

Management's Response: Amy Biehl High School agrees with this finding. The School had adequate pledged collateral with our bank through May 2018 (in excess of \$75,000 for each of the 11 previous months). However, a large one-time revenue was received at the end of the month and, combined with an unexpected larger amount of outstanding checks than anticipated, created a larger than expected bank balance at the end of June, 2018, which caused an inadequate pledged collateral situation. Once discovered, the School took immediate action and remedied the situation by working with our bank to increase our pledged collateral. We are now adequately collateralized.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Our academic program targets our mission, specifically college readiness and civic mindedness. With this focus, we intentionally cultivate a school culture that is committed to social justice and civic responsibility.

Exhibitions:

Amy Biehl High School graduates will have completed at least four public Performance Assessments. Public exhibitions are a fundamental part of our program throughout a student's four years. Community members can expect that students will participate in at least 1 public exhibition each year. Exhibitions provide avenues for students to marry their content understanding with the skills necessary for post-secondary success, including but not limited to: public speaking, research skills, critical analysis of resources, synthesis of content knowledge and project management skills.

Assessment that drives instruction

Because of our inclusive model of instruction, it is necessary to closely monitor student growth in their path to college. We administer short cycle assessments that allow teacher teams to gauge college readiness and adjust instruction accordingly. Community members can expect that students will be able to track their growth in performance on college readiness assessments such as the ACT and the Accuplacer.

Graduation Credit Requirements

Amy Biehl High School credits fall into two categories-State graduation requirements and mission specific graduation requirements

State Graduation Requirements	
Content Area	Number of Credits
Language Art (LA 9, LA 10, LA 11 and LA 12)	4
Mathematics	4
Science	3
Social Studies (NM History, US History, World History, Civics, and Economics)	3.5

Language	1
Physical Education	1
Health	0.5
Mission Specific Graduation Requirements	
Social Justice Curriculum (Holocaust and Human Behavior)	0.5
Advisory	2.0
Service Learning/Senior Project 1.5	1.5
Passage (post-secondary, college application, scholarship and	1.0
Dual Enrollment (unless noted otherwise on an IEP)	2.0
Compass (Civic Engagement and Senior Project Preparation)	0.5
Additional Elective	1.0
Total Credits for Graduation	25.5

Inclusion Model

Community members can expect a commitment from the school that students will participate in the educational setting in a way that supports communal interaction and learning, balanced with individualized and targeted instruction based on a student's IEP, academic need, and/ or language proficiency.

Advisory support

Community members can expect that every student in the building has a person (advisor) that serves as advocate, academic progress monitor, liaison between families and the school, and academic coach.

Student – Focused Term(s)

Dual Credit

Amy Biehl High School graduates will have completed 2 dual credit classes with a C- or better, or 1 dual credit class and 1 career readiness course with a C- or better. Community members can expect

curriculum and assessment programs that are aligned with college readiness, intentional support and academic monitoring of student achievement, and individualized college and work readiness advisement and support.

Civic Engagement

Amy Biehl High School graduates will have completed a minimum of 100 hours of community engagement as measured by participation in the first semester freshmen community engagement experience, 2 quarterly advisory service projects for sophomores and juniors, and/or senior service projects. Community members can expect service learning and civic engagement opportunities beginning the first quarter of freshmen year. Students will experience service in a variety of settings in which they gain skills that are transferable to post-secondary settings. In the junior year, students will experience interpersonal explorations which help them design their individual self-directed service project that is supported both by school personnel and community mentors.

Teacher – Focused Term(s)

Personalized Teacher Professional Development

Our teachers experience personalized professional development by receiving support in developing a professional development plan, frequent classroom observations followed by targeted, evidence based feedback. We support teachers in utilizing student feedback as part of their growth plan.

At least 5 weeks of Collaborative Professional Development

During this time teachers analyze student performance data, collaborate in curriculum planning, receive training for differentiation, civic engagement and college readiness and plan content specific and school wide events.

This time is crucial in developing a rigorous curriculum that supports students in being college and community ready.

Grade level teams

Teams of teachers meet regularly to discuss student support needs, monitor academic performance and tend to specific grade level needs of students. Teachers are supported in this process by our student support team consisting of our Dean of Students and team of social workers.

Content Teams

Teachers that share the same content meet regularly to plan, refine and coordinate school wide public exhibitions of student learning.

Parent – Focused Term(s)

Families are asked to meet with their child's advisor to discuss academic performance, social/emotional health, their child's assessment data, civic engagement experiences, pathway to college and post-secondary goals.

Families are asked to attend all public performance assessments and are asked to provide feedback on their child's work. We also ask community members to serve as panelists.

PLT - Parent Leadership Team will meet on a regular basis to serve as an advisement board to the Dean of Students, raise funds, and support school functions including staff appreciation.

Families can expect to be invited to the school at the beginning of each school year to learn about their child's classroom experiences, meet their child's teachers face to face, learn about the school's most recent performance data and gain clarity on school wide expectations and responsibilities.

We provide multiple volunteer opportunities for parents and community members. Volunteers support the work of the school by facilitating literature circles, editing essays in writing workshops, participating as judges and panelists in public performance assessments and by mentoring students.

We have multiple college, business and nonprofit community partnerships that support our model of civic engagement and post-secondary preparation. These partnerships exist both within the walls of the school and beyond.

3b. Organizational Performance Framework

Amy Biehl High Charter	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Not Applicable	Not Applicable
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has nine (9) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Leslie Andrews	Vice Chair	9/22/2011	Active	8	0	8
Melanie Lewis		8/10/2017	Active	8	8	0
Rachel Berenson		7/31/2007	Active	8	8	0
Sarah Mandala		8/10/2017	Active	8	0	8
Scott Fliegel		1/19/2019	Active	8	4	4
Cesar Miranda	Chair	4/20/2017	Active	8	8	0
Cliff Wintrose		1/1/2003	Active	8	8	0
Emily Darnell-Nunez		8/29/2006	Active	8	8	0
Finnie Coleman		11/20/2014	Active	8	8	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

1. Innovative and Distinctive Education Program

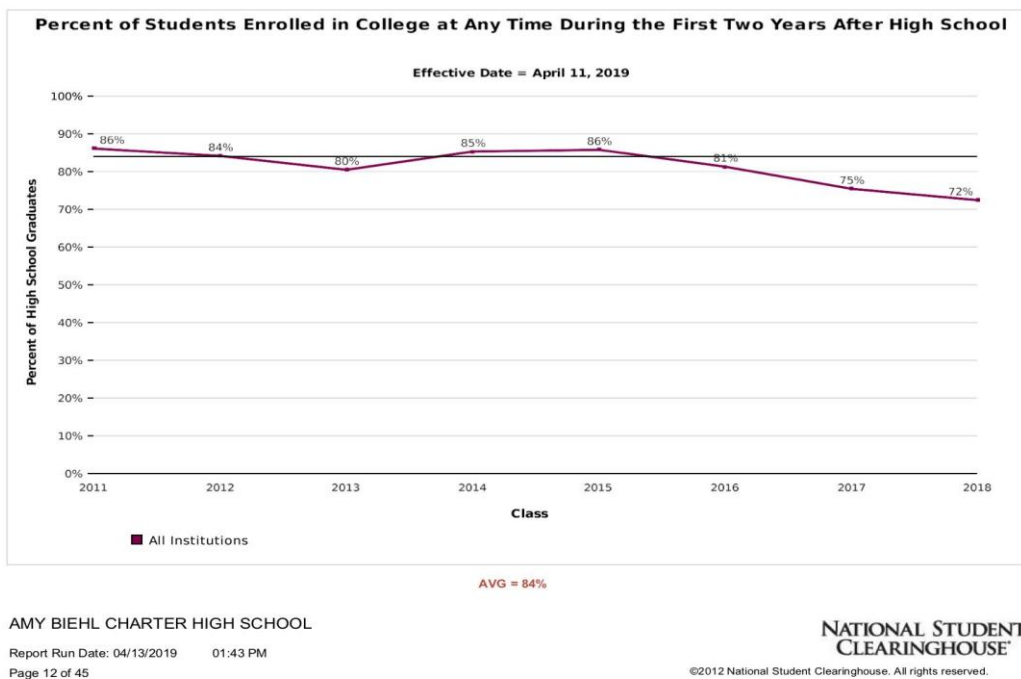
The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

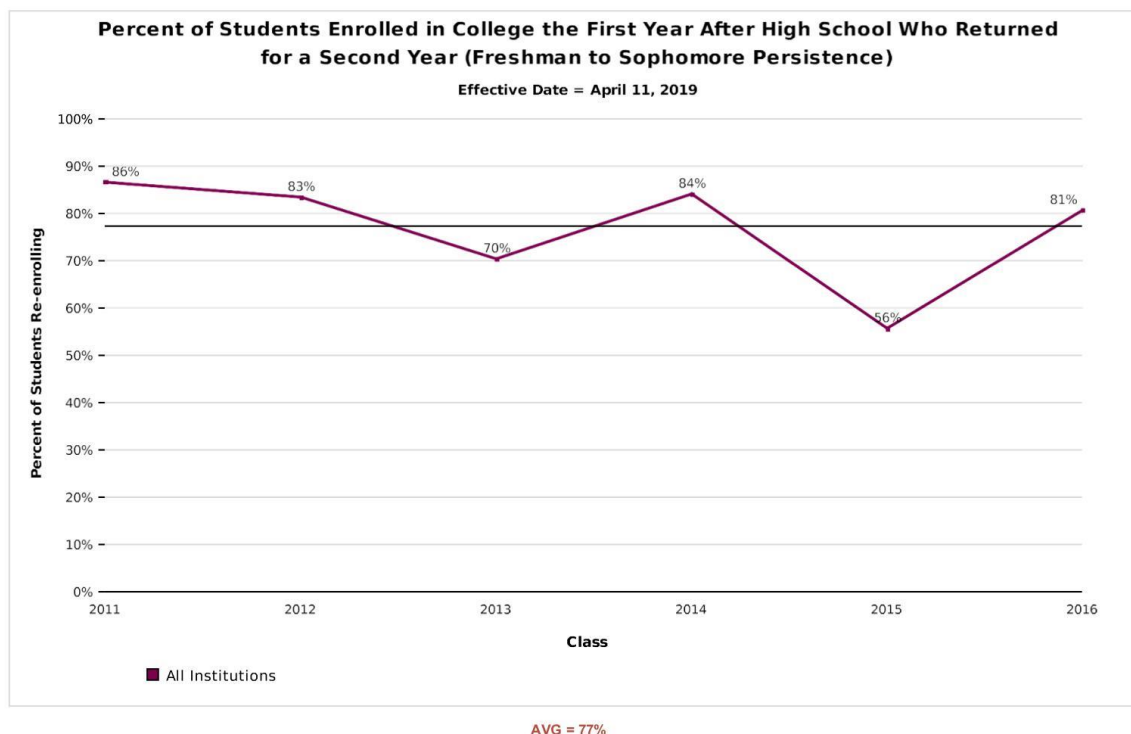
School Response:

Teaching Methods and Measures of Student Achievement

As one of the first public schools in New Mexico to require the successful completion of two dual credit courses as a graduation requirement, Amy Biehl High School faculty and staff foster and facilitate a “college-going identity” amongst the students. National Clearinghouse Student Data shows that between 2011 - 2018, 84% of ABHS graduates were enrolled in college during the first two years after graduating (Graph A, National Clearinghouse Aggregate reports), and that 77% of these students persisted in college into their sophomore year. (Graph B, National Clearinghouse Data, see next page)



Graph A



AMY BIEHL CHARTER HIGH SCHOOL

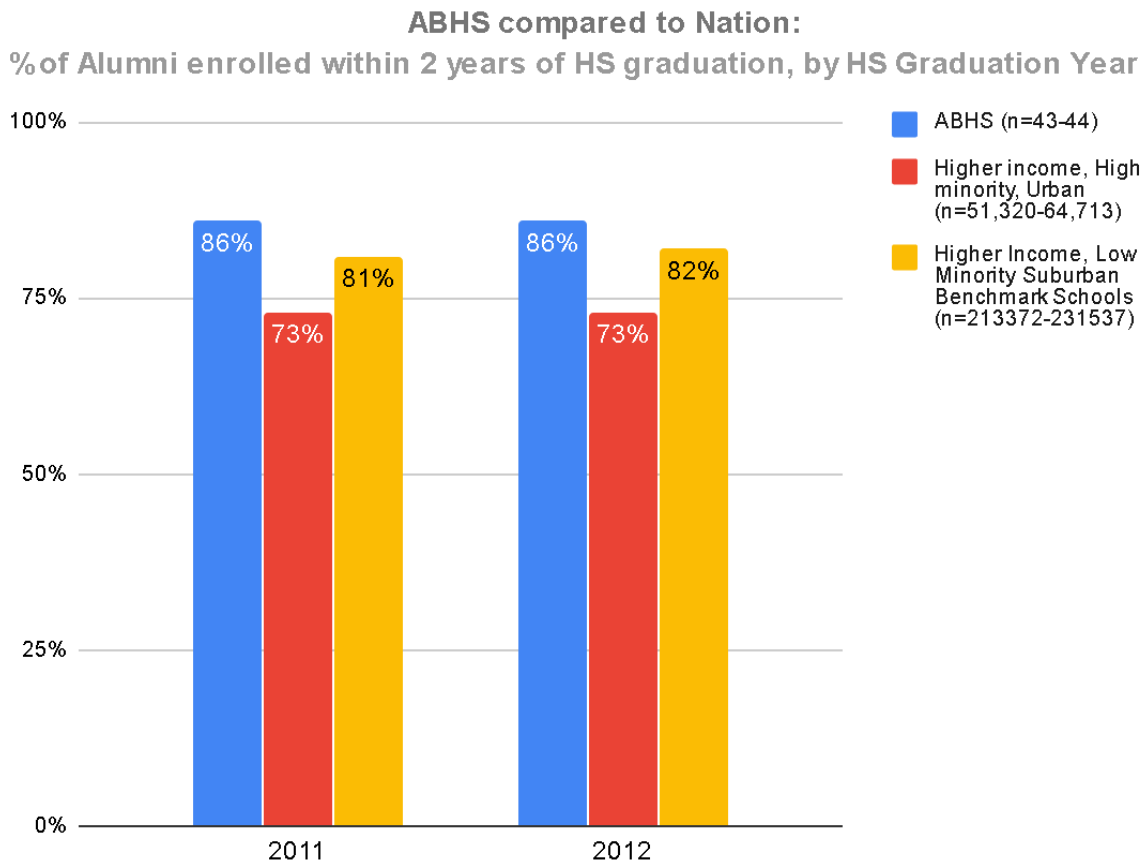
Report Run Date: 04/13/2019 01:43 PM
Page 17 of 45

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Graph B

The first pillar of ABHS' mission is college readiness, and ABHS teachers choose, create and refine course curriculum in order to best prepare students for college. In Humanities classes - combined ELA and Social Studies blocks - ABHS utilizes a Facing History and Ourselves (FHAO) curriculum and is a partner in this international network including presenting at, attending trainings, and employing FHAO regional and national representatives to provide professional development sessions at ABHS. FHAO conducted a National Study of over four million students and found that ABHS - classified as a low income, high minority urban school - graduates outperformed graduates from high income, low minority suburban schools in the area of college persistence (Graph C, see next page). It is notable that ABHS is the only school in the southwest that is a FHAO partner school.

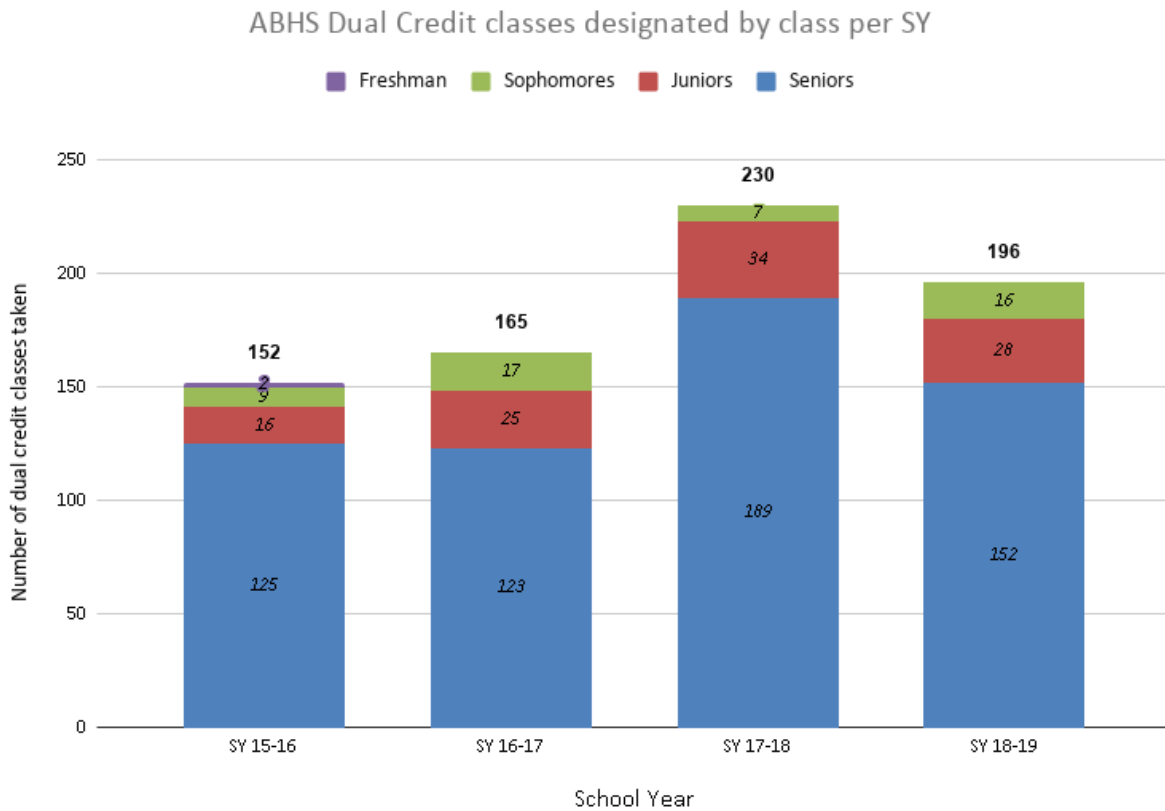


Graph C

Dual Credit

Additional evidence of ABHS’ college mission is dual credit access for students as early as the sophomore year, college trips to ENMU, St. John’s, NM Tech, NM State, UTEP, and a yearly full school “Road to College” walk to both CNM and UNM.

On average, ABHS graduates complete 3.18 dual credit classes before graduating. Graph D (on next page) shows the trend over the last four years for dual credit classes taken. Dual credit classes are not only part of the ABHS mission, but also a key component of differentiation for students who want to push themselves further. One student, for example, who started as a freshman in dual credit (SY 15-16) completed a total of thirteen dual credit classes while at ABHS and graduated (2019) not only with a diploma from ABHS, but with an EMT license. The student’s senior project was with a local fire department where this student is now a full-time firefighter.



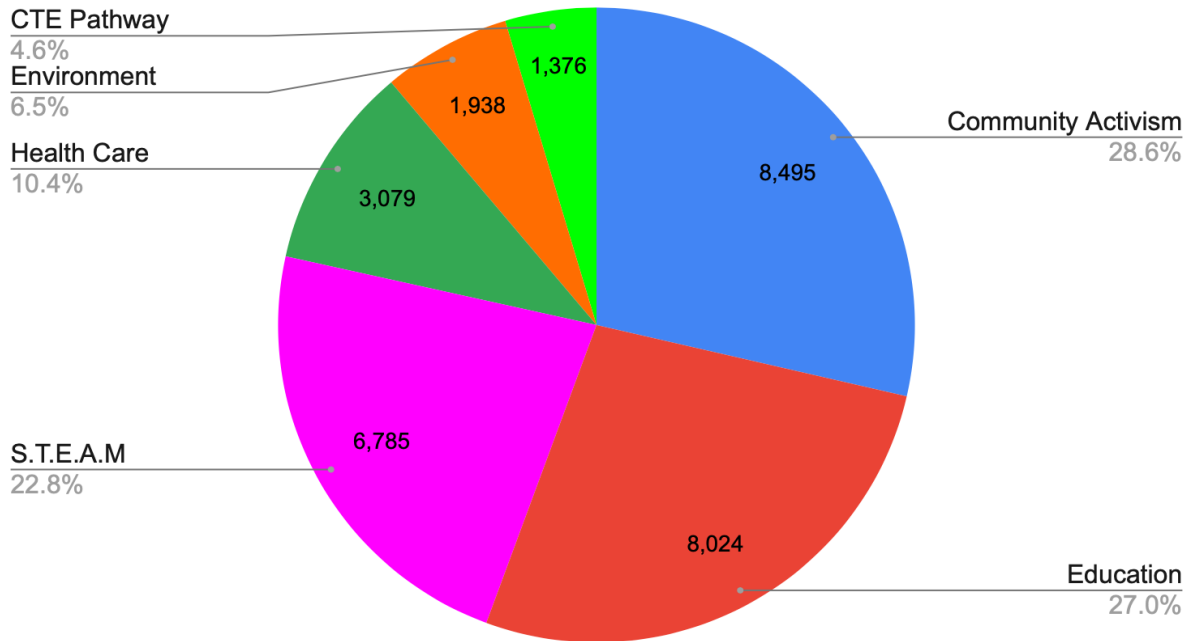
Graph D

Civic Engagement

The second pillar of ABHS is civic engagement. Currently, ABHS students have provided over 125,000 hours of service to the community. From working in community gardens like Cornelio Organic Farms to monitoring the ecology along the Bosque with BEMP to bagging enough food at Roadrunner Food Bank to feed thousands of New Mexicans, ABHS students continue to make an impact that can be seen throughout the community. Over this most recent charter term, ABHS seniors in their projects have served at 144 organizations with 234 students contributing 29,697 hours throughout the city of Albuquerque. (Chart A, see next page)

125,000 hours of service in the 505

ABHS Senior Project Hours for SY 2016-2019 = 29,697 hours



Examples in the Career Fields					
Community Activism	Education	S.T.E.A.M	Health Care	Environment	CTE Pathway
Public Defender	Lew Wallace ES	Maxwell Museum of Anthro	Ronald McDonald House	La Plazita	Hollister work exp.
Bern. Co Animal Shelter	Kids Cook!	NM Museum of NH	Hospice	Cornelio Farms	Stylistic Ink
The Epicenter	Gil Sanchez ES	Reignite Studios	Pres Child Life	BEMP	Starbucks
Young Women United	Working Classroom	OffCenter Arts	United Blood Services		BioPark Concessions

Chart A

Digital 1 to 1

Beginning in SY 2017-2018, Amy Biehl High School achieved 1-to-1 digital device access for every student where each student receives a Chromebook. Students use Chromebooks in ABHS classes and dual credit courses. ABHS staff also utilize specific lessons and assignments for students to complete in class, as well as in school sponsored study halls and tutoring sessions, and at home. Chromebooks also support differentiation for our students on a more precise level using adaptive technology.

Career Readiness

The third pillar of ABHS is career-readiness. ABHS utilizes a Career Readiness rubric (see Appendix 11) which was collaboratively created by staff, school alumni, student mentors, and community members. The rubric serves as a guide, a reflective tool for students, and an assessment tool for teachers. Starting in

freshmen year, students use the rubric to reflect on their service experiences. The rubric is interwoven throughout all four years leading to the capstone 100-hour senior service project and senior review exhibition.

Several ABHS seniors have seamlessly transitioned from volunteering at various agencies and businesses, to part-time paid positions.

Implementing Best Practice

Amy Biehl High School has a professional culture that includes teachers being mindful of guiding principles: 1) *pictures in the head*; 2) *highly effective teacher collaboration*; 3) *high stakes public assessment*. Teachers are mindful of providing students with “pictures” of excellent work through student exemplars to set classroom expectations for work quality. ABHS also recognizes and embraces the crucial role that public assessments play regarding meaningful assessment and each year students are required to participate in a minimum of one public assessment.

“*Provoke and Support*” is also a guiding principle meaning that “intellectual provocation” must be accompanied by equal levels of support—particularly for at-risk students. High expectations/intellectual provocation includes a C grade (75%) or better to receive credit for a course. Teachers are mindful of making environments “predictable” for students by posting agendas and “I Can” statements based on common core standards. Teachers also utilize Kagan Learning and Collaboration strategies. And in-line with a “small school” philosophy of intentional relationship building, teachers intentionally engage students in team and relationship building activities. Predictable environments, appropriate relationships and clear academic and behavioral expectations create safety for students which in turn fosters academic risk taking and increased student achievement.

Student Geographic Diversity

Due to ABHS’ unique focus on social justice issues, small school environment, and reputation as a civic-minded and college/career ready school, the student body hails from 31 different zip codes. This diversity adds to the richness of institutional perspective as students who live in very different geographical areas have chosen to come learn at ABHS together. One sophomore, for example, travels each day from Las Vegas, NM, to attend ABHS. (Please see Appendix 1 & 2 for student address scatter plot.)

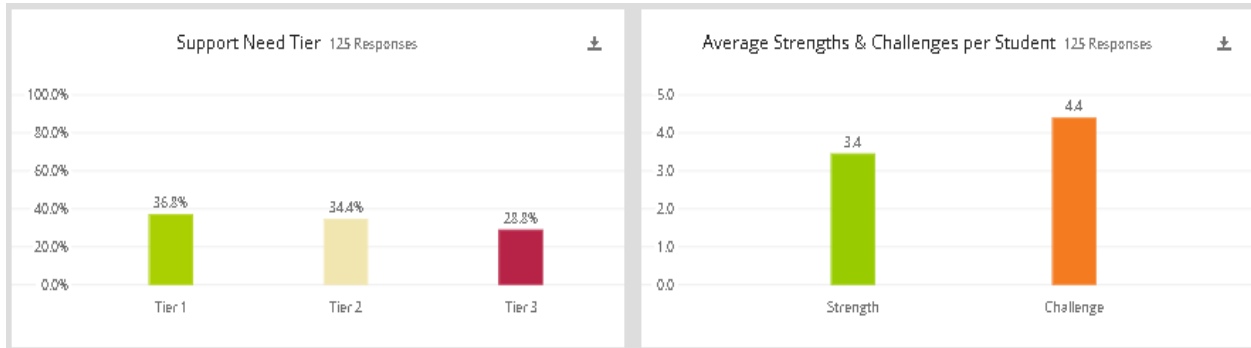
Social-Emotional Learning

Early in ABHS’ development leadership was introduced to the adage, “High levels of academic achievement by students must be accompanied by equally high levels of socio-emotional support.” This includes a student support center staffed by three social workers and a Dean of Students, four-year student advisories, and an overall awareness of socio-emotional support including intentional relationship building, lessons in Mindfulness, and a SEL Curriculum (School Connect).

ABHS uses a Holistic Student Assessment (HSA), created by the PEAR Institute (a collaboration between the Harvard Medical School and the Harvard Graduate School of Education) to survey students’ social-emotional challenges and strengths. The following data (Graph E &F, see next page) supports the efforts that ABHS has made to support the socio-emotional learning and growth mindset of ABHS students. The

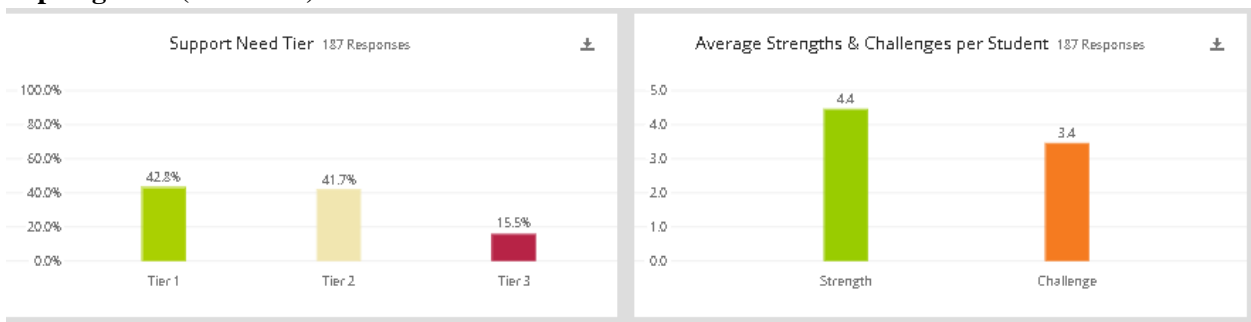
data shows the reduction from Tier III “at risk” student self-reporting from 28.8% to 15.5%. Students’ growth in individual, specific strengths increased from 3.4 in the Fall of 2018 to 4.4 in the Spring of 2019 on a five point scale, a testament to Amy Biehl High School’s SEL work with students.

Fall 2018 (Pre-Test)



Graph E

Spring 2019 (Post-Test)



Graph F

Inclusion

ABHS is an inclusive school where student needs are primarily met in the regular education classroom. Pull out classes occur when ABHS teachers, in collaboration with the inclusion teachers, determine student needs can be better met by a smaller environment with more focused instruction on that particular lesson. Out of a staff of 22 full-time teachers, seven are dual certified. Additionally, one more teacher is in the process of being Special Education certified so that ABHS can appropriately meet the needs of the large SWD population. ABHS’ 1 to 1 Digital Device program further allows for differentiation for all students by increasing access to Universal Design tools. Furthermore, ABHS currently has four Educational Assistants to support regular education teachers in the classroom. ABHS is widely known to maintain a safe and small environment which draws in a higher than normal percentage of students with IEPs (Table 1, see next page). Finally, all SWD also successfully complete at least one Dual Credit class (per IEP accommodation) in order to graduate.

	ABHS 120 Day STARS Count		
	Students with IEP	Total MEM	Overall SPED %
SY 2015-16	65	296	22%
SY 2016-17	69	298	23.10%
SY 2017-18	63	294	21.40%
SY 2018-19	85	296	28.70%
SY 2019-20*	97	305	31.80%
* Count as of Sept 30, 2019			

Table 1

Professional Development for Teachers

This current school year, Amy Biehl High School teacher contracts require twenty days of professional development. This includes eight days in July before students arrive for the new school year, and one week each before quarters two, three, and four. For SY 15-19, contracts included 25 days of PD. ABHS applied and was accepted to the Extended Learning Program for 2019-2020. ABHS converted five professional development days to instructional days.

These weeks are spent building staff culture to facilitate highly effective teacher collaboration which includes intentional relationship building, team-planning and preparation time, classroom video reflection of best practices, and various other trainings that often focus on marginalized students, including special education, English Language Learners (ELL), and other vulnerable populations.

Each of the PD sessions offer mission specific share-outs from the College Engagement and Community Engagement teams. Additionally, in each PD week the Special Education department works with faculty and staff to ensure programmatic compliance; moreover these facilitations help to make sure that our students with IEPs are served with excellence. ABHS often invites outside experts to facilitate collaborative curricular planning, long term goal setting, grade level alignment, and growth in learning. ABHS teachers consistently have access to the conferences and PD opportunities offered by Facing History and Ourselves. Staff is offered access to the most current student data with respect to special education, dual credit, senior project service learning, as well as current student failures and plans to help recuperate credits. Finally, teachers work on the ABHS commitment to Social Emotional Learning during these sessions as the SEL committee continues to update, facilitate, and share student successes in supporting marginalized and emotionally at risk students.

ABHS teachers have been actively engaged in professional development off campus as well. Line items in the ABHS Title II grants include support for TESOL endorsements, Special Education certification, Acellus trainings, and Carnegie Math. Additionally, the school supports growing school leaders and administrators by allowing staff members to be released once a month on Fridays to attend the Professional Leadership Development program offered by CES.

2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

School Response:

Amy Biehl High School (ABHS) has received an overall B letter grade for the past four school grade cycles (2015-2018) including A grades in the subcategories of "Opportunity to Learn" and "College & Career Readiness."

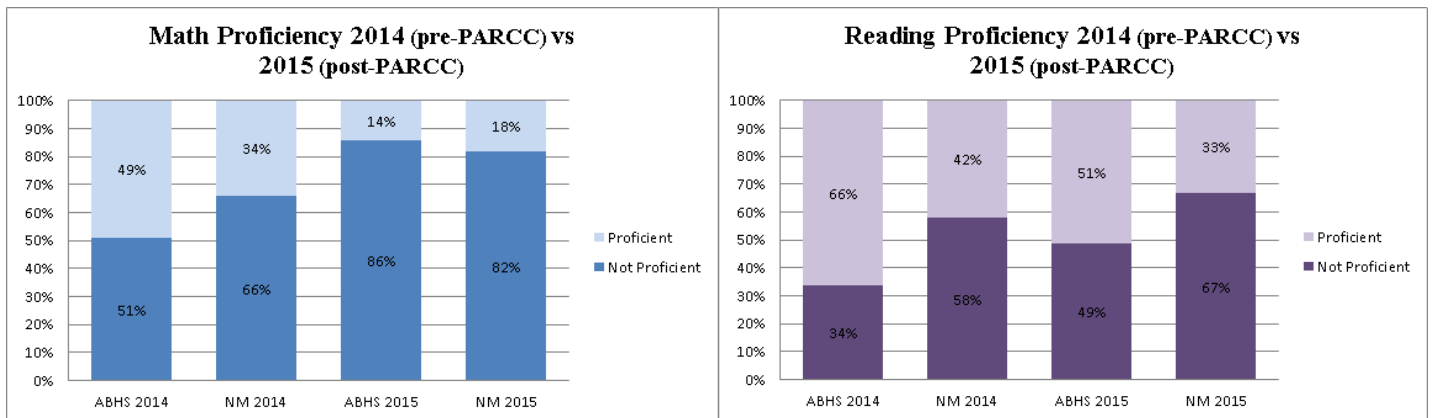
Amy Biehl High School is closing the achievement gap!

Amy Biehl High School sets high academic standards preparing students to pursue college and career after graduation. Our student body is diverse and, though many face barriers to college, they are succeeding; 84% of graduates enroll in college within two years and 77% of these students persist from freshman to sophomore year. College persistence data led a 2016 Facing History Innovative School Network study

which compared data from schools across the nation to conclude that Amy Biehl High School is closing the achievement gap.

Grade Indicators

ABHS received a D grade in the subcategory of “Student Growth of Lowest Performing Students” (2016, 2017, 2018). We believe that this drop was due primarily to the change in assessments. Common Core Standards were implemented in 2013-2014 and PARCC was first given in 2015 and this negatively impacted both reading proficiency (-15%) and math (-35%) as indicated below.



Additionally, the performance of these students is based on a one day “snapshot” assessments that does not truly measure what these students can do. For example, most of this “lowest performing quartile” have met our mission driven indicators including:

- Completion of a 100-hour service project;
- Passing rigorous, college prep courses with a 75% or above;
- Successful completion of two dual credit courses at CNM or UNM; and
- Completion of at least four public performance assessments.

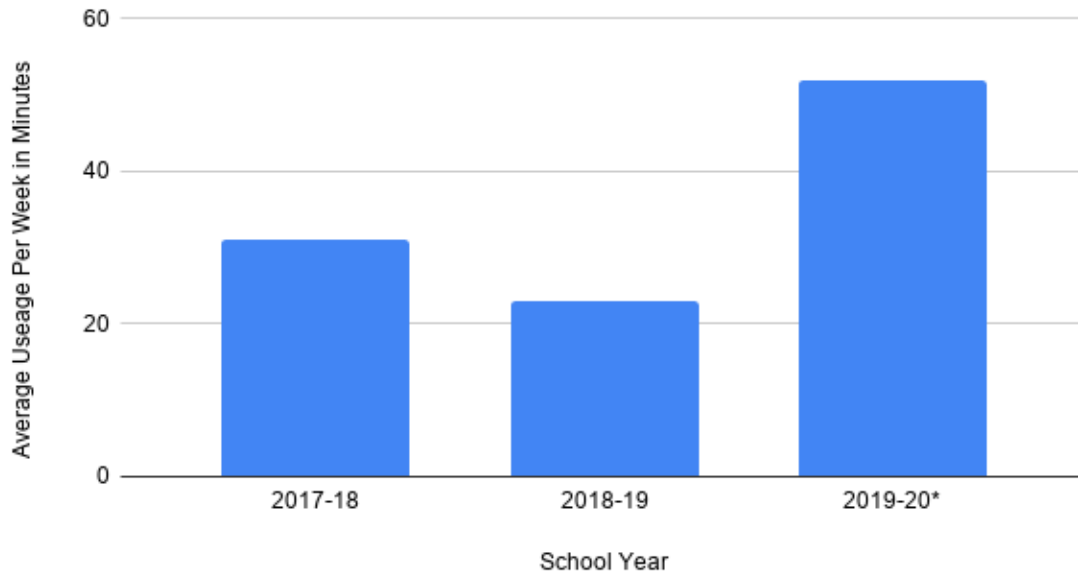
Improvement Actions

Because of its reputation as a safe and inclusive small school, the ABHS Special Education population has grown to over 30%. To further ABHS support of the lowest performing quartile of students, the school has adopted math and reading interventions and implemented these remediation classes initially in the 2017-2018 school year. Additionally, over the last four years, ABHS has offered after school tutoring, content specific Saturday school, differentiated instruction, and highly predictable learning environments.

Math

ABHS adopted the Carnegie Math (Mathia) curriculum which tracks student progress and math teachers have attended three days of professional development training in how to best help low performing students improve their math skills. Summer courses focused on math through an online Acellus program are also offered.

Average Mathia Useage Per Week in Minutes By School Year



Graph G

Carnegie Math’s Mathia program is an online intervention ABHS is using to help individualize instruction and meet ABHS’ lowest performing students where they are in their numeracy skills. Graph G (above) shows the increase in Mathia usage as the school and teachers expand implementation and are now trained to use it more effectively as a differentiation tool. Additionally, last year ABHS applied and received a renewable three year Direct Student Services (DSS) grant specifically to help address the needs of ABHS’ lowest quartile students in math, but the state rescinded the grant and ABHS lost the .75 FTE tutor. ABHS is currently trying to recruit outside volunteers to try to recover that loss in order to continue to support our lowest quartile students.

A data point that can point to success with recent interventions is the one that shows ABHS exceeding the statewide average for percent proficient in Geometry on the TAMELA 2019. It shows ABHS Geometry students performing at 24% proficient while the state average is at 14%. ABHS exceeds the state average by 10%.

More data that can be connected to our interventions is the data in Graph H (see next page) that shows ABHS has exceeded the state percentage of students who are proficient in Algebra 1 in the past three out of four years (2016, 2018, and 2019). The graph shows a direct comparison of ABHS Algebra 1 percent of students proficient (blue column) compared to the state Algebra 1 percent of students proficient (red column).

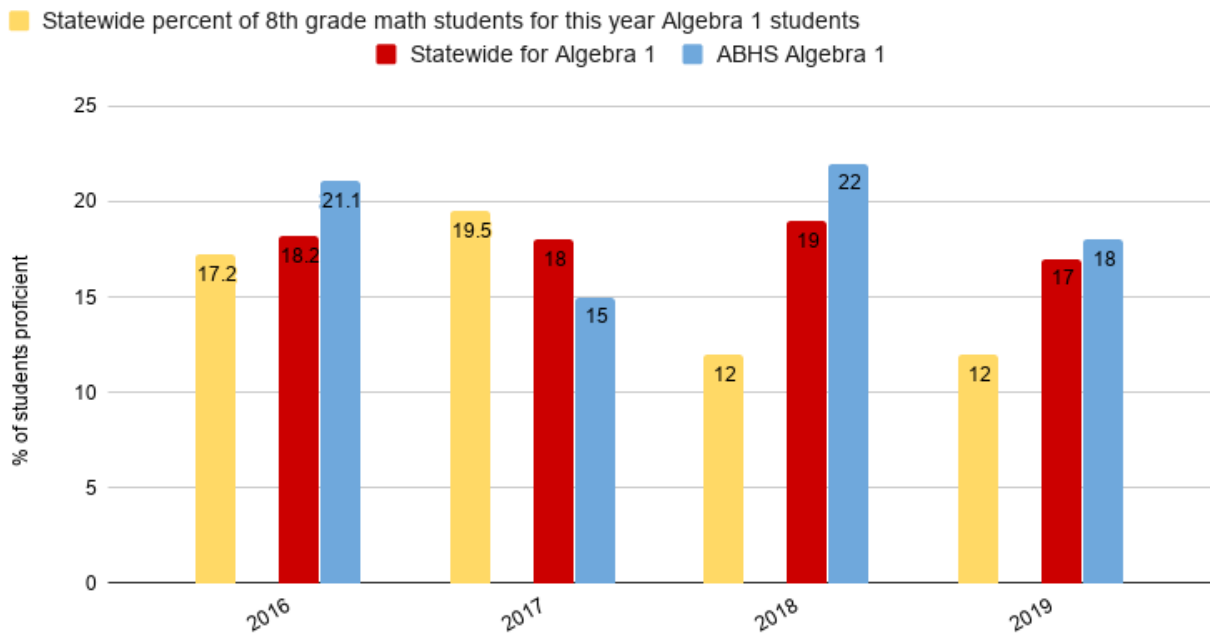
Graph H can also be used to show ABHS is demonstrating growth in student math proficiency in connection to math interventions. The growth is shown by using the percent of 8th grade students statewide

who are proficient in math compared to the percent of students at ABHS who are proficient in Algebra 1. ABHS draws students from 31 different zip codes in New Mexico, so the state data on 8th grade proficiency is then compared to what students from that cohort demonstrate the following year as Algebra 1 students at ABHS. The data shows the percent of students proficient in Algebra 1 at ABHS as an increase over the previous year statewide 8th grade math proficiency for years 2016, 2018, and 2019 with increases of 3.9%, 10%, and 6% respectively.

An important data point to remember is that over 75% of the students in statewide math assessments are rated as non-proficient in math (from PARCC and TAMELA results). Approximately 20% are in Level 1 performance. Interventions are targeted for all 75% of the students in the non-proficient classification.

Note: ABHS understands that the PARCC test and TAMELA test that high school students take in math measures a different discipline of math (i.e. typical progression is 9th - Algebra 1, 10th-Geometry, 11th-Algebra 2) each year. The math test for middle school grades does not test disciplines of math but comprehensive math abilities.

Percent of statewide 8th grade students proficient in math and the following year 9th grade Algebra 1 percent proficient scores statewide and ABHS



Graph H

Reading

ABHS is using the Reading Plus program which is a computer based intervention program that tracks improvements in reading comprehension and fluency. All incoming students are assessed via Reading Plus and those who score at least two grade levels below 9th grade are targeted for reading support.

Chart B (shown below) illustrates the results of last year's implementation of Reading Plus. Thus far, overall the program has shown success in addressing the immediate literacy challenges of ABHS students as a supportive intervention because 75% of the participants gained more than two grade levels in their reading proficiencies in one year of program participation.

Reading proficiency growth SY 2018-19 (Reading Plus®)

- gained more than 2 grade levels
- gained one grade level
- gained 0.4 grade levels
- did not make measureable gains

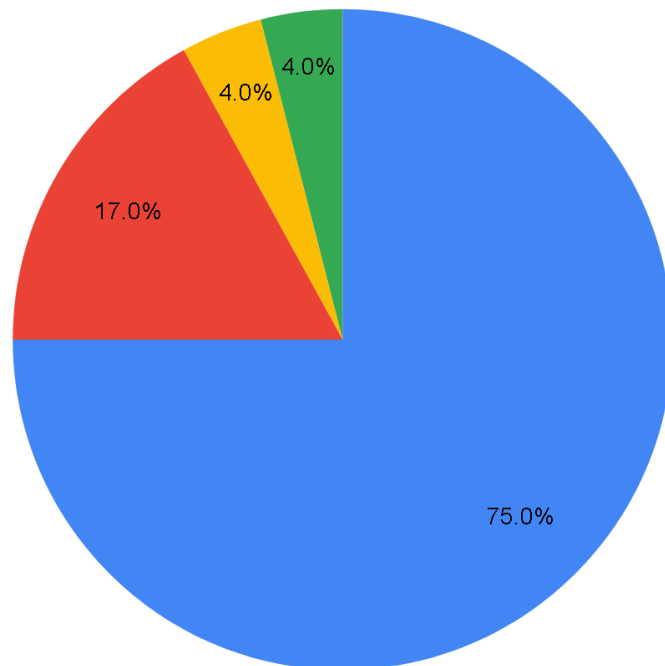
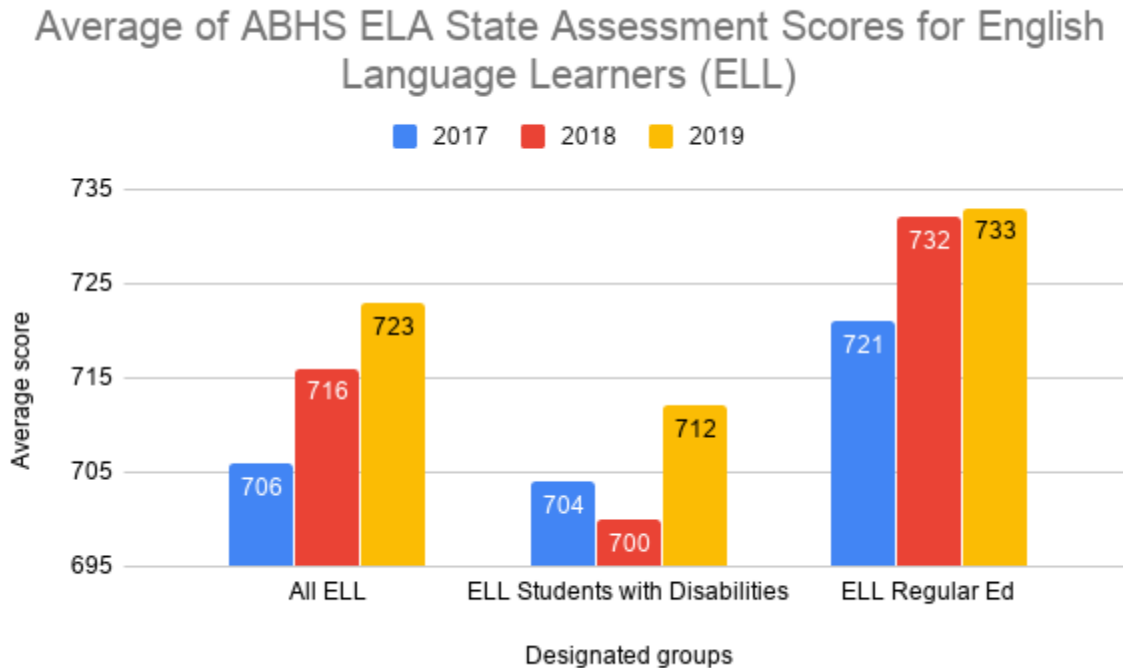


Chart B

Bookshare, a universal access tool, is provided to all ABHS students through their Chromebooks to support their learning. The school has embraced an inclusion model to support lower performing students and lessons are co-planned with inclusion teachers for groups of students and individual learning. ABHS has hired tutors and Educational Assistants to work with vulnerable populations including ELL students. And ABHS has dedicated Professional Development sessions to focus on best teaching and learning practices for ELL students.

As with all schools, many ABHS ELL students are double identified as both ELL and SWD. When examining ABHS’ ELL data (see Graph J below), ELL students show trending improvement on the state assessment. Regular education ELL students have averaged nearing proficiency (a 725 or above) for the last two years. Therefore, although ABHS received a “D” on the 2018 report on student growth for the school’s lowest quartile, ABHS is confident that these most recent interventions are supporting literacy acquisition and will continue to do so.



Graph J

Graduation

Amy Biehl High School also received a D letter grade in the subcategory of “Graduation” in 2016 and 2017. However, ABHS received a B in 2018 and leadership believes this improvement was largely due to mentoring programs implemented in the school. ABHS targeted specific high risk students and paired them with a school staff mentor. ABHS also began partnering with the Big Brothers Big Sisters Mentor 2.0, an online based one-to-one mentoring program with monthly in person events at the school, during the 2014-2015 school year. The program began with just freshmen and added a class every year. The class of 2018 was the first class to be paired with a mentor for the entirety of their school career. Some of these students are now part of the Mentor 3.0 program which provided support in their first year of college and now into their second year by continuing the supportive connection with their mentor. ABHS believes these school and community connections, along with the interventions mentioned above, helped improve the graduation rate.

ABHS believes that creating stigma and shame about taking five or six years to finish high school does not fit the ABHS mission driven ethos of inclusion and respect for all students. Students need different accommodations and levers to be successful, and for some students that includes time and understanding. ABHS sets rigorous and high expectations for all students, but additionally, the school does not see a five year graduate as a failure for the school or the student. ABHS looks at a five year graduate with pride. Leadership believes that New Mexico should reconsider penalizing schools for not forcing students into a lockstep life plan.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term. Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.** The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School Response:

Amy Biehl High School Charter Goals

1. Mission Specific Goal: College & Career Readiness – Amy Biehl High School graduates will have completed two dual enrollment courses with a C- or better, or one dual credit class and one career readiness course with a C- or better.

<i>Exceeds Standard:</i>	<i>Cohort 1 – 100% of graduates meet this goal Cohort 2 – 100% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>
<i>Meets Standard:</i>	<i>Cohort 1 – 90% of graduates meet this goal Cohort 2 – 90% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>
<i>Falls Below Standard:</i>	<i>Cohort 1 – 80% of graduates meet this goal Cohort 2 – 80% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>
<i>Falls Far Below Standard:</i>	<i>Cohort 1 – 70% of graduates meet this goal Cohort 2 – 70% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>

ABHS has Exceeded the Standard on this goal as 100% of ABHS graduates have met this goal. The Executive Director gathered vendor-generated CNM and UNM dual credit grades and cross referenced those grades with the list of graduates. On average, ABHS graduates take at least 3 Dual Credit classes in their school career (see Graph D in previous section “Dual Credit”).

2. Mission Specific Goal: Civic Engagement – Amy Biehl High School graduates will have completed a minimum of 100 hours of community engagement as measured by participation in the first semester freshmen community engagement experience, two quarterly Advisory service projects for sophomores and juniors, and/or senior service projects.

<i>Exceeds Standard:</i>	<i>Cohort 1 – 100% of graduates meet this goal Cohort 2 – 100% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>
<i>Meets Standard:</i>	<i>Cohort 1 – 90% of graduates meet this goal Cohort 2 – 90% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>
<i>Falls Below Standard:</i>	<i>Cohort 1 – 80% of graduates meet this goal Cohort 2 – 80% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>
<i>Falls Far Below Standard:</i>	<i>Cohort 1 – 70% of graduates meet this goal Cohort 2 – 70% of graduates meet this goal; each student not meeting this goal will receive individualized mediation</i>

ABHS has Exceeded the Standard on this goal as 100% of graduates have met this goal. The Senior Project/Community Engagement Director compiled a master list of student service project hours

based upon student weekly service hour time sheets. These time sheets are validated by community mentors as well as site visits conducted by the two senior project managers. On average, ABHS students provide 125 hours their senior year (see Chart A in previous section “Civic Engagement”).

3. Organizational Goal: Student Retention – Amy Biehl High School, as measured by student enrollment between grades 9-10, will improve student retention.

<i>Exceeds Standard:</i>	<p><i>Cohort 1 – 85% of 9th graders (H1) will continue to be enrolled at ABHS based upon year to year student counts</i></p> <p><i>Cohort 2 – 85% of 9th graders (H1) will continue to be enrolled at ABHS or if less than 85% there will be an increase of retention of 5% points from the baseline year 2014-2015</i></p>
<i>Meets Standard:</i>	<p><i>Cohort 1 – 75% of 9th graders (H1) will continue to be enrolled at ABHS based upon year to year student counts</i></p> <p><i>Cohort 2 – 75% of 9th graders (H1) will continue to be enrolled at ABHS or if less than 75% there will be an increase of retention of 5% points from the baseline year 2014-2015</i></p>
<i>Falls Below Standard:</i>	<p><i>Cohort 1 – 70% of 9th graders (H1) will continue to be enrolled at ABHS based upon year to year student counts</i></p> <p><i>Cohort 2 – 70% of 9th graders (H1) will continue to be enrolled at ABHS or if less than 70% there will be an increase of retention of 5% points from the baseline year 2014-2015</i></p>
<i>Falls Far Below Standard:</i>	<p><i>Cohort 1 – 65% of 9th graders (H1) will continue to be enrolled at ABHS based upon year to year student counts</i></p> <p><i>Cohort 2 – 65% of 9th graders (H1) will continue to be enrolled at ABHS or if less than 65% there will be an increase of retention of 5% points from the baseline year 2014-2015</i></p>

ABHS has Exceeded the Standard on this goal as over 85% of 9th graders continue to be enrolled at ABHS. The ABHS registrar compared two student lists in Powerschool – 9th grade students enrolled on the last day of the school year and these same students as 9th and 10th grade students enrolled on the first day of the following school year. The following table references the re enrollment numbers and percent.

	Transitioning to		
	9th in Spring	10th in Fall	Percent Retained
Spring 2015 to Fall 2015	101	88	87%
Spring 2016 to Fall 2016	96	90	94%
Spring 2017 to Fall 2017	74	65	88%
Spring 2018 to Fall 2018	79	73	92%
Spring 2019 to Fall 2019	95	86	91%

4. Organizational Goal: Student Retention – Amy Biehl High School, as measured by student enrollment between grades 10-11, will improve student retention.

Exceeds Standard: Cohort 1 – 80% of 10th graders (H2) will continue to be enrolled at ABHS based upon year to year student counts
Cohort 2 – 80% of 10th graders (H2) will continue to be enrolled at ABHS or if less than 80% there will be an increase of retention of 5% points from the baseline year 2014-2015

Meets Standard: Cohort 1 – 75% of 10th graders (H2) will continue to be enrolled at ABHS based upon year to year student counts
Cohort 2 – 75% of 10th graders (H2) will continue to be enrolled at ABHS or if less than 75% there will be an increase of retention of 5% points from the baseline year 2014-2015

Falls Below Standard: Cohort 1 – 70% of 10th graders (H2) will continue to be enrolled at ABHS based upon year to year student counts
Cohort 2 – 70% of 10th graders (H2) will continue to be enrolled at ABHS or if less than 70% there will be an increase of retention of 5% points from the baseline year 2014-2015

Falls Far Below Standard: Cohort 1 – 65% of 10th graders (H2) will continue to be enrolled at ABHS based upon year to year student counts
Cohort 2 – 65% of 10th graders (H2) will continue to be enrolled at ABHS or if less than 65% there will be an increase of retention of 5% points from the baseline year 2014-2015

ABHS has Exceeded the Standard on this goal as over 80% of 10th graders continue to be enrolled at ABHS. The ABHS registrar compared two student lists in Powerschool – 10th grade students enrolled on the last day of the school year and these same students as 10th and 11th grade students enrolled on the first day of the following school year. The following table references the re enrollment numbers and percent.

	10th in Spring	Transitioning to 11th in Fall	Percent Retained
Spring 2015 to Fall 2015	84	76	90%
Spring 2016 to Fall 2016	77	76	99%
Spring 2017 to Fall 2017	79	76	96%
Spring 2018 to Fall 2018	64	56	88%
Spring 2019 to Fall 2019	67	64	96%

5. Organizational Goal: College, Career, and Civic Engagement – Amy Biehl High School will have completed four public performance assessments.

<i>Exceeds Standard:</i>	<i>Cohort 1 – 100% of ABHS students will have completed a minimum of one public performance assessment per grade Cohort 2 – 100% of students will meet this goal or if less than 100% the number of students meeting this goal will increase by five percentage points from the baseline year of 2014-2015</i>
<i>Meets Standard:</i>	<i>Cohort 1 – 90% of ABHS students will have completed a minimum of one public performance assessment per grade Cohort 2 – 90% of students will meet this goal or if less than 90% the number of students meeting this goal will increase by five percentage points from the baseline year of 2014-2015</i>
<i>Falls Below Standard:</i>	<i>Cohort 1 – 80% of ABHS students will have completed a minimum of one public performance assessment per grade Cohort 2 – 80% of students will meet this goal or if less than 80% the number of students meeting this goal will increase by five percentage points from the baseline year of 2014-2015</i>
<i>Falls Far Below Standard:</i>	<i>Cohort 1 – 70% of ABHS students will have completed a minimum of one public performance assessment per grade Cohort 2 – 70% of students will meet this goal or if less than 70% the number of students meeting this goal will increase by five percentage points from the baseline year of 2014-2015</i>

ABHS has Exceeded the Standard on this goal as 100% of graduates have completed at least four public performance assessments. Parents and community members are invited to Amy Biehl High School to judge students' work and learn from students as well. A public audience creates an atmosphere similar to a college and/or career setting. In 2019, 97% of ABHS graduates completed all 11 performance assessments. In 2018, 93% of ABHS graduates completed all 11 performance assessments. The table below shows 11 opportunities students have to complete public performance assessments at ABHS.

Grade	Public Performance Opportunities
9th	Social Action Carnival
10th	John Brown Trial My Lai Trial Science Fair Writing Portfolio
11th	Civics Exhibitions Turning Point in History Science Fair
12th	Best Fit Senior Final Review Senior Project Digital Story

3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
2014	1	5 mileage reimbursements tested for YE 6/30/16 the school reimbursed employees for mileage at a rate equaling 100% of the IRS standard mileage rate.	The school received a new determination from the OSA stating that we are required to pay 80% of the IRS rate, not 100% per a prior determination. The school is now paying 80%.
2016	2	A physical therapist was paid at a rate of \$75 per hour, the contract in place for this service indicates a compensation rate of \$70 per hour.	The overpayment was refunded to the school; the school's bookkeeper has been given a schedule of contractors' rates to verify we are being billed correctly. The Finance Director will be more diligent when approving invoices for payment.
2016	2	Cash receipts were not deposited by the end of the next business day; receipts not fully completed when money is collected.	1. A retraining was held for all staff in January, 2017 regarding correct procedures to follow when collecting money and how to correctly complete a money receipt. 2. The part-time bookkeepers hours were changed to assure funds are deposited within statute regulations and a backup person was designated to go to the bank on days the bookkeeper is not working 3. Additionally, an alternate bank deposit policy was recently submitted to the PED for approval.
2017	1	Invoice amount exceeded purchase order amount (non-compliance). School personnel improperly calculated the estimated purchase order amount.	The Finance Director, who is also the Chief Procurement Officer, is meeting with staff who submit purchase orders for hotel accommodations when they submit said purchase orders to assure that the intent on the purchase order is the intent of the cost of the hotel accommodations. Additionally, the Finance Director will provide a full staff training at a staff meeting during the 4 th Quarter to review how to accurately complete purchase orders.
2018	1	The school did not have sufficient collateral on 6/30/18, resulting in a deficient collateral of \$49,024.54	The school increased their pledged securities at their bank to \$700,000.00 to ensure sufficient collateral during times of higher than expected bank balances.

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School Response:

Amy Biehl High School has maintained all Board of Finance authority during this contract term.

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received "working to meet" or "fall far below" in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated "working to meet" ratings or any "falls far below" ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School Response:

Amy Biehl High School received three "Working to Meet Standard" ratings and one "Area of Concern" on the most recently completed organizational performance framework evaluation (2018-2019).

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
III-A.04 Education Plan <i>Working to Meet Standard</i>	Identifying English Language Learners	ABHS provided PED with the requested evidence showing that the school has investigated the EL status of all students on the ELP Error Report, annual parent notification template letters, updated internal procedures for correctly identifying EL students and assessment notification template letters.
IV-A.00 Business Management /Oversight <i>Working to Meet Standard</i>	Financial Compliance: Pledged Collateral	ABHS provided PED with its financial corrective action plan to address the audit finding it received along with providing evidence of implementation of its financial corrective action plan. Specifically, the school provided documentation from the banking institution showing the accounts holding the pledged collateral.
VII - A.01 <i>Working to Meet Standard</i>	School Environment: Health & Safety	During its visit, PED reviewed the ABHS staff files and found one staff member was missing evidence of child abuse and neglect training. ABHS has since provided that evidence to PED.
V-A.00 Governance	Is the school's Governing Body complying with	SY 2018-2019 six of nine GC members met their training requirements. Recognizing that three GC

& Reporting: OMA, Policies, & Training <i>Area of Concern Identified</i>	governance requirements?	members did not receive the required amount of training, the Executive Director will add a “Training” standing agenda item for all regularly scheduled GC meetings. This will heighten the overall board’s awareness of training requirements and more closely monitor that board members are completing the required training. See Appendix 5 for Governing Board agenda.
--	--------------------------	--

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School Response:

Amy Biehl High School received two repeat “Working to Meet Standard” ratings on the most recently completed organizational performance framework evaluation (2018-2019).

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
<p>III-A.05 Education Plan: Attendance Laws</p> <p><i>Working to Meet Standard</i></p>	<p>PED team observed the school's 3, 5, and 10-day absence notifications letters. The school has a 10-day unexcused absence letter asking for the parent to contact the school. However, the 10-day letter did not indicate the habitual truant status of the student and that future unexcused absences would result in a referral to the local CYFD or JPO offices. The school's non-compliant 10-day unexcused letter appears to be a repeat find from the previous site visit.</p>	<p>ABHS has provided PED with a revised 10-day unexcused absence letter that aligns with the NM Compulsory Attendance Law.</p>
<p>V.II-A.05 School Environment: Facilities & Emergency Drills</p> <p><i>Working to Meet Standard</i></p>	<p>ABHS was found to be out of compliance with all required emergency drills during the 2017-18 academic year. However, the school responded with a corrective action plan to ensure all emergency drills were conducted appropriate to type of drill and frequency.</p> <p>At the time of the site visit, the PED reviewed the school's 2018-19 emergency drill log (to the date of the site visit), which included two fire drills and two lock down drills during the first four weeks of school. The PED team explained the first four emergency drills must be fire drills, per state regulation. It appears the school has completed a monthly emergency drill each month thereafter (to the date of the site visit), including an evacuation. The PED team encouraged the school to continue conducting monthly emergency drills to include an evacuation before the end of the school year. 2018-19 fire drill compliance will rated within the 2019-20 site visit report.</p>	<p>ABHS has conducted the required drills to comply with state standards. PED did not request any additional follow-up.</p> <p>The 2017-18 site visit indicates that ABHS was out of compliance for Emergency Drills in the 2017-18 academic year.</p> <p>The correction requested was to submit the tentative dates for the Emergency Drills for the rest of the 2017-18 school year and for the following 2018-19 school year. The dates and Emergency Drill types were submitted and approved by the 2017-18 review team.</p> <p>The 2018-19 site visit cited that ABHS was out of compliance with the beginning of the year Emergency Drills in 2018-19 school year by following the Emergency Drill schedule that was approved by the 2017-18 site visit team.</p>

*** On December 8th, 2015 the Office of Civil Rights opened an investigation based on a parental complaint filed against ABHS. On June 3rd OCR and ABHS entered into a resolution agreement which the school entirely met. Please see the attached resolution (Appendix 3 and 4).

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School Response:

Please see the following table documenting ABHS Board Membership, terms, officers, committees, and training hours. Board membership never fell below the minimum of 5 members and the board has maintained membership of the required committees. Also included is a document contesting one vacancy over 45 days (see Appendix 10).

Recognizing that not all board members completed the required training required over the term of the contract, ABHS has added "Board member training" as a standing agenda item to Board meeting agendas. ABHS is committed to more closely communicating and tracking training hours for board members.

2015-2016 GC Board Members	Term	Status	Committee(s)	Training Hours Completed
James Loughren	7/1/03 – 7/24/15	Outgoing President	Executive, Finance, Audit	NA
Kevin Hoover	8/15/09 - 10/12/2016	New President	Finance	5
Leslie Andrews	8/12/11 - still active	Vice President/Former Parent	Executive, Audit	5
Eduardo Martinez	3/29/2012 - 8/10/16	Secretary	Executive	5
Cliff Wintrode	2003 - still active	Treasurer	Executive, Finance, Audit	5
Rachel Berenson	2007 - still active	Board Member/Parent	Ad Hoc	5
Finnie Coleman	11/11/2014 - still active	Board Member	Ad Hoc	5
Emily Darnell Nunez	2005 - still active	Board Member/Former Parent	Ad Hoc	8
Miriam Rand	11/13/2014 - 6/30/2017	Board Member/Parent	Ad Hoc	10
Gabrielle Uballez	9/22/2014 - 12/8/2016	Board Member	Ad Hoc	5

2016-2017 GC Board Members	Term	Status	Committee(s)	Training Hours Completed
Kevin Hoover	8/15/09 – 10/12/2016	Outgoing President	Executive, Finance, Audit	NA
Eduardo Martinez	3/29/12 – 8/10/16	Outgoing Secretary	Executive	NA
Gabrielle Uballez	11/20/14 – 12/8/16	Outgoing Board Member	Ad Hoc	NA
Rachel Berenson	2007 - still active	President/Former Parent	Executive, Finance, Audit	8
Leslie Andrews	8/12/11 - still active	Vice President/Former Parent	Executive, Audit	8
Finnie Coleman	11/11/2014 - still active	Secretary	Executive, Ad Hoc	8
Cliff Wintrode	2003 - still active	Treasurer	Executive, Finance, Audit	8
Miriam Rand	11/13/2014- 6/30/2017	Board Member/Parent	Ad Hoc	5
Scott Fliegel	11/3/16 - deceased 9/19	Board Member/Parent	Ad Hoc	8
Emily Darnell Nunez	2005 - still active	Board Member/Former	Ad Hoc	8

		Parent		
--	--	--------	--	--

2017-2018 GC Board Members	Term	Status	Committee(s)	Training Hours Completed
Rachel Berenson	2007 - still active	President/Former Parent	Executive, Finance, Audit	8
Leslie Andrews	8/12/11 - still active	Vice-President/Former Parent	Executive, Audit	8
Finnie Coleman	11/11/2014 - still active	Secretary	Executive	8
Cliff Wintrode	2003-still active	Treasurer	Executive, Finance, Audit	8
Scott Fliegel	11/3/16 - deceased 9/19	Board Member/Parent	Ad Hoc	8
Melanie Lewis	7/1/2017- still active	Board Member/Parent	Ad Hoc	10
Sarah Mandela	5/10/17 - 6/30/19	Board Member/Parent	Ad Hoc	3
Cesar Miranda	2/22/2017 - still active	Board Member/Alumni	Ad Hoc	NA
Emily Darnell Nunez	2005 - still active	Board Member/Former Parent	Ad Hoc	8

2018-2019 GC Board Members	Term	Status	Committee(s)	Training Hours Completed
Rachel Berenson	2007 - still active	President/Former Parent	Executive, Finance, Audit	8
Leslie Andrews	8/12/11-still active	Vice President/Former Parent	Executive, Audit	0
Finnie Coleman	11/11/2014 - still active	Secretary	Executive, Ad Hoc	8
Cliff Wintrode	2003 - still active	Treasurer	Executive, Ad Hoc	8
Scott Fliegel	11/3/16 - deceased	Board Member/Parent	Ad Hoc	4
Melanie Lewis	7/1/2017 - still active	Board Member/Parent	Ad Hoc	8
Sarah Mandela	5/10/17 - 6/30/19	Board Member/Parent	Ad Hoc	NA
Emily Darnell Nunez	2005 - still active	Board Member/Former Parent	Ad Hoc	8
Cesar Miranda	2/22/2017 - still active	Board Member/Alumni	Ad Hoc	8

2019-2020 GC Board Members	Term	Status	Committee(s)
Rachel Berenson	2007 - still active	President/Formers Parent	Executive, Finance
Leslie Andrews	8/12/11 - still active	Vice President/Formers Parent	Executive
Finnie Coleman	11/11/2014 - still active	Secretary	Executive, Ad Hoc
Cliff Wintrode	2003 - still active	Treasurer	Executive, Finance, Ad Hoc
Scott Fliegel	11/3/16 - deceased 9/19	Board Member/Parent	
Melanie Lewis	7/1/2017 - still active	Board Member/Parent	Ad Hoc
Emily Darnell Nunez	2005 - still active	Board Member/Formers Parent	Ad Hoc
Cesar Miranda	2/22/2017 - still active	Board Member/Alumni	Ad Hoc

**School Response
to the Preliminary Analysis by CSD**

Parent Involvement - Parents, guardians and families meet with their child and Advisor twice yearly in hour long student led conferences. The focus of the conference is the Personal Learning Plan and accompanying work artifacts. The PLP is a template completed by the student in Advisory that documents the students goals and passions, areas of interest, challenge and growth areas.

Parents and guardians are also encouraged to attend student exhibitions and serve as judges.

Parents and guardians are also regularly recruited to serve on both the schools Governance Council (GC Bylaws require a minimum of two board members to be parents/guardians of current students.) and ABHS Foundation Board.

The Executive Director communicates with all Parents, Guardians and Families through quarterly newsletters included in student grade reports regarding current school events. Communication with Parents, Guardians and Families is also maintained through School Reach, an auto messaging system.

Grade Level Teams (page 24) - DELETE

We no longer have grade level team meetings - they are replaced by the SAT process.

Civic Engagement (page 24 update)

Amy Biehl graduates will have completed a minimum of 100 hours of community service in order to receive credit for their Senior Project, a graduation requirement at ABHS. Prior to Senior year, students participate in community engagement activities for a total of eight times a year, beginning the first quarter of Freshman year. Students experience service in a variety of settings in which they gain skills that are transferable to post-secondary settings. In junior year, students experience interpersonal explorations which help them design their individual self-directed service project that is supported both by school personnel and community mentors.

Personalized Teacher Professional Development

Our teachers experience personalized professional development by receiving support in developing a professional development plan, frequent classroom observations followed by targeted, evidence based feedback. We support teachers in utilizing student feedback as part of their growth plan. At least 20 days of collaborate professional development, over a five week period of Collaborative Professional Development. During this time teachers analyze student performance data, collaborate in curriculum planning, receive training for differentiation, civic engagement and college readiness and plan content specific and school wide events. This time is crucial in developing a rigorous curriculum that supports students in being college and community ready.

Assessment that drives instruction

Because of our inclusive model of instruction, it is necessary to closely monitor student growth in their path to college. We require that 10th, 11th, and 12th graders (as needed) take the Accuplacer and this can allow teacher teams to gauge college readiness and adjust instruction accordingly.

Timeline of ABHS Performance Framework goals communication

- Spring 2015 – Performance Framework Negotiation leading to ACT Aspire Reading and Math Goals
- School Year 2015-2016 – Data gathering year. ABHS, per Performance Framework, assessed all FAY 9th, 10th and 11th grade students in the Spring of 2016 and received the results in summer 2016
- School Year 2016-2017 – ABHS reassessed all FAY 9th, 10th and 11th grade students in the Fall of 2016. Received this data in January of 2017. The school then realized that ACT would not provide comparative ACT Aspire growth data for 10th to 11th and 11th to 12th grades. (ABHS 9th to 10th grade growth data exceeded standards in reading and met standards in math.)
- February 2017 - CSD/PED rated Performance Framework goals as “Falls Far Below” in WebEpss at annual site visit. ABHS provided CSD staff with the following information: ·
 - ACT aspire was first administered in SY16 and so a year’s worth of data was not available.
 - The school could not provide growth in SY16 because only one year’s worth of data was available.
 - ACT Aspire does not provide Student Growth Percentile for grades 11-12.
 - ACT Aspire does not provide “Average for the Nation” benchmarks.

From CSD: The school is concerned that they will be unable to meet their goals going forward because of the final two bullets and is concerned that they failed to meet SY16 goals because lack of data. The school wants to know if it should pursue renegotiation as discussed in the performance framework

- February 2017 - Executive Director reached out to Charter Schools Director Katie Poulos (see email) explaining the issue. ED sends a follow up email to Ms. Poulos.
- April 2017 – Executive Director sends an amendment request to Ms. Poulos, PEC Chair Patricia Gipson and Beverly Friedman. Ms. Friedman informs ABHS that the request will be on the May 12th PEC agenda.
- April 2017 – Becky Kappus requests the GC’s meeting notes authorizing the change in PF goals. Executive Director sends this documentation to CSD/Ms. Kappus.
- May 2017 – Katie Poulos informs ABHS that the PEC will not include the amendment request on their May agenda. The PEC instead requests that “they asked that they school write a letter explaining what goal the school would like to include in lieu of the current goal or how they would like to revise the goal.”
- May 2017 – Executive Director sends the letter stating the desire to change their PF goals to Ms. Gipson, Ms Poulos, Ms. Kappus and Ms. Friedman.
- July 2017 – Executive Director follows up with Ms. Gipson, Ms. Poulos, Ms. Kappus and Ms. Friedman.
- July 2017 – Executive Director followed up again with Patricia Gipson and received the following response: “Good morning Frank, I apologize for the delay. Unfortunately, I do not have the authority to change goals all on my own. this would have to be something that the entire

commission voted on. Our July meeting was very brief and intended to clean up some business as long as we were in ABQ for new applications. I was hoping we would have legal counsel on board by now to help us through some of these issues but that will not happen until October at best. I will discuss this with our EC and wills what we need to do to possibly proceed at the 9/1 meeting. I will keep you posted as to what the EC recommendation is and we can go from there. Once again, I apologize for the delay. We are in the midst of new applications and this large project of revising the PF through a collaborative project with Public Impact. If you have any questions, please don't hesitate to contact me."

Pattie

Patricia Gipson, Chair NM PEC

Becky Kappus also responded: "We are still waiting direction from the PEC. We will be evaluating the 2017 performance framework based on the current language; if given direction at a later date we will be able to change that evaluation."

"Director Poulos is working with the PEC to create policies that will facilitate changes in goals and to ensure schools are developing effective and meaningful goals"

- December, 2017 – Executive Director spoke directly with Commissioner Gipson at the NMCCS conference. From the Executive Director's report to the GC: a "legal issue regarding charter contracts" is what is holding up this revision. When I asked her for guidance she said "remain in a holding pattern" and this goal "will not be held against us".
- February 2018 – Executive Director again explains the dilemma to the PED/CSD site visit team.
- July 2018 – Executive Director meets with Baylor del Rosario (site visit team) and explains the current status of the PF goals. Baylor rates this portion of WebEPSS as "NA".
- Spring 2019 – Executive Director meets with Karen Woerner at a Renewal workshop and explains the current status of PF goals. Karen adds additional information in to WebEPSS.
- September 2019 – Executive Director meets with Karen Woerner to review PART A of the renewal packet and revisit PF goals. ED provides Ms. Woerner email communication and ED GC reports for review. Ms. Woerner states she will "revise Part A" and send the ED a draft before submission.