

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***

Updated August 2014



**Effective Options
for New Mexico's
Families
Charter Schools**





Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report

Amy Biehl High School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: 123 4th St SW, Albuquerque, NM 87102
 Physical Address: 123 4th St SW, Albuquerque, NM 87102
 Phone: (505) 299-9409 Ext: Fax: (505) 299-9493 Website: www.amybiehlhighschool.org
 Opened: 2000 State Appvd: Dec-09 Renewal: 2015
 School District: Albuquerque County: Bernalillo

Frank McCulloch, Executive Director Email: fmmculloch@amybiehlhighschool.org
 James Loughren, Gov Board President Email: albdjll@nmcourts.com

Mission: Amy Biehl High School was founded in the spirit of Amy Biehl, a young person dedicated to social justice. Using a thematic approach across subject areas, we teach students to apply and demonstrate skills and knowledge to analyze and address community needs. Through service, students are challenged to play meaningful roles in their communities while developing leadership skills. We are a school of choice that assists a diverse student body to acquire intellectual, social, and ethical habits to prepare for post-secondary education and life.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	9-12		300	300	29	10.3

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	C	A	A		
2. 3 Year Avg Grade		B	B		
3. Current Standing	A	A	A		
4. School Growth		C	C		
5. Highest Performing Students	C	A	A		
6. Lowest Performing Students	D	B	B		
7. Opportunity to Learn	B	A	B		
8. Graduation	F	D	C		
9. Career and College	D	A	A		
10. Reading Proficiency	57.5	71.4	65.9		
11. Math Proficiency	50	52.2	48.8		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	2.1	2.33		

NM PED Charter School Division - Renewal Snapshot Report

Amy Biehl High School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	293	278	294	292	300
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	44.4%	44.2%	44.9%	42.1%	39.7%
3. % Female	55.6%	55.8%	55.1%	57.9%	60.3%
4. % Caucasian	41.6%	41.4%	45.6%	37.0%	35.0%
5. % Hispanic	48.1%	49.3%	46.3%	55.1%	56.7%
6. % African American	3.4%	4.0%	3.7%	4.1%	4.0%
7. % Asian	1.4%	0.4%	0.3%	0.3%	1.0%
8. % Native American	5.5%	5.0%	3.7%	3.1%	3.3%
9. % Economically Disadvantaged	10.6%	13.3%	44.9%	50.3%	51.0%
10. % Title 1 TS	0.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	12.3%	14.0%	17.7%	15.8%	15.0%
15. % ELL	0.0%	0.0%	0.0%	0.0%	2.0%



Part B—Self-Report/Looking Back
(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

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 minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).

Our total school points have consistently trended upward over the last three years. We have gained 25.09 points over three years for an overall score in the school year 2013 - 2014 of 82.29. Factors that have impacted this success include the creation of an Instructional Team including one Academic Dean and two Instructional Leaders who closely collaborate in hiring, observing, coaching and evaluating teaching faculty, planning relevant professional development and using data. This restructuring has redirected our leadership energy in ensuring that teachers have strong instructional support, guidance and feedback on student learning and performance. We have also redesigned our daily schedule effectively increasing time for intervention classes – reading, tutoring and writing PODS, credit recovery, Life Skills and Financial Literacy. These opportunities not only support students in refining their skill development but also the academic behaviors that will prepare them for post-secondary work, college and community experiences.

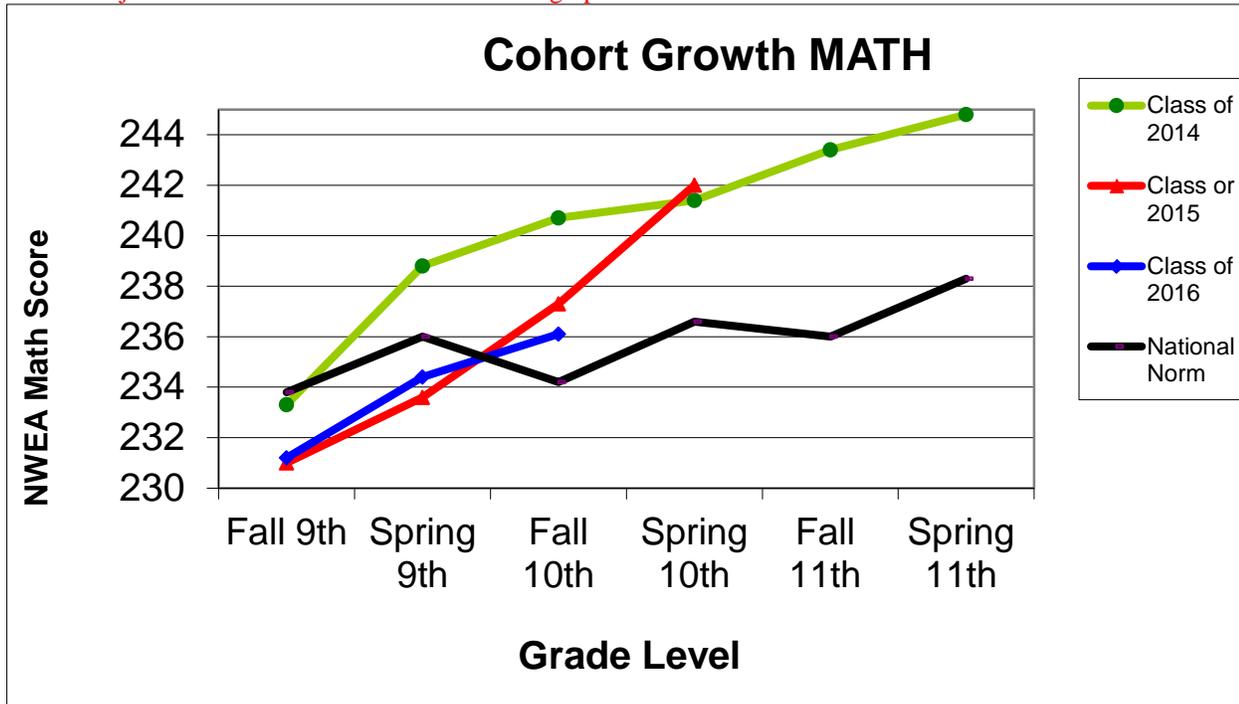
Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

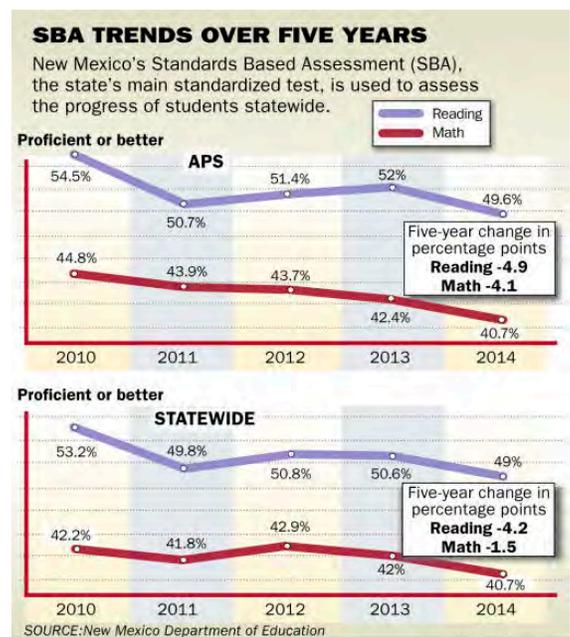
Over three years, Current Standing school points have trended upward from 18.8 to 22.04 and then 22.92 for a total three-year gain of 4.12 school points. 2013 – 2014 Reading proficiency increased 8.4% from SY 2011 – 2012. Math proficiency slightly dipped by 1.2% over this same period. However, as stated in the Current Standing descriptor, "Single-year performance will vary with differing classes of

students”. True to this statement, we saw peak performance in School Year 2012 – 2013. Interestingly, Male students consistently trended upward over three years in math as did Hispanic students in Reading. Factors for increased Reading scores includes more intentionality in supporting teachers with reading instruction, advances in monitoring at risk students via student support and grade level teams, increased fidelity for reading intervention classes and cross curricular reading strategies.

Our internal NWEA short cycle assessment data does not completely align with the results of the SBA math performance trends for the last two years. The school grade report indicates a decline in math scores from the 2012-2013 school year to the 2013-2014 school year. The NWEA data indicates stronger growth in math for juniors in the 2013-2014 cohorts than that of the juniors in the 2012-2013. Please see the graph below.



The state SBA data also demonstrates a decrease in student scores. Please see statewide and APS SBA student performance data below (from the Albuquerque Journal). There have been variations in the SBA test content, some of which include adding Common Core Standards tasks. We are anticipating that there will be some fluctuations in student performance when the full PARCC assessment is given this year. When we receive the results of this assessment we will analyze the data and then make instructional adjustments.

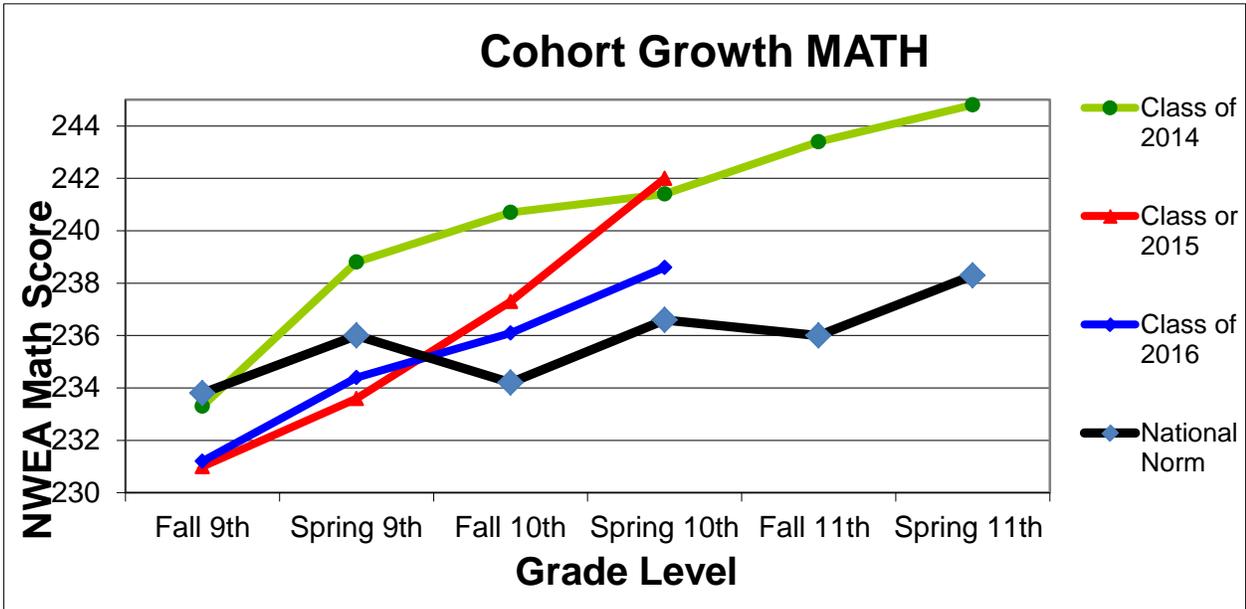
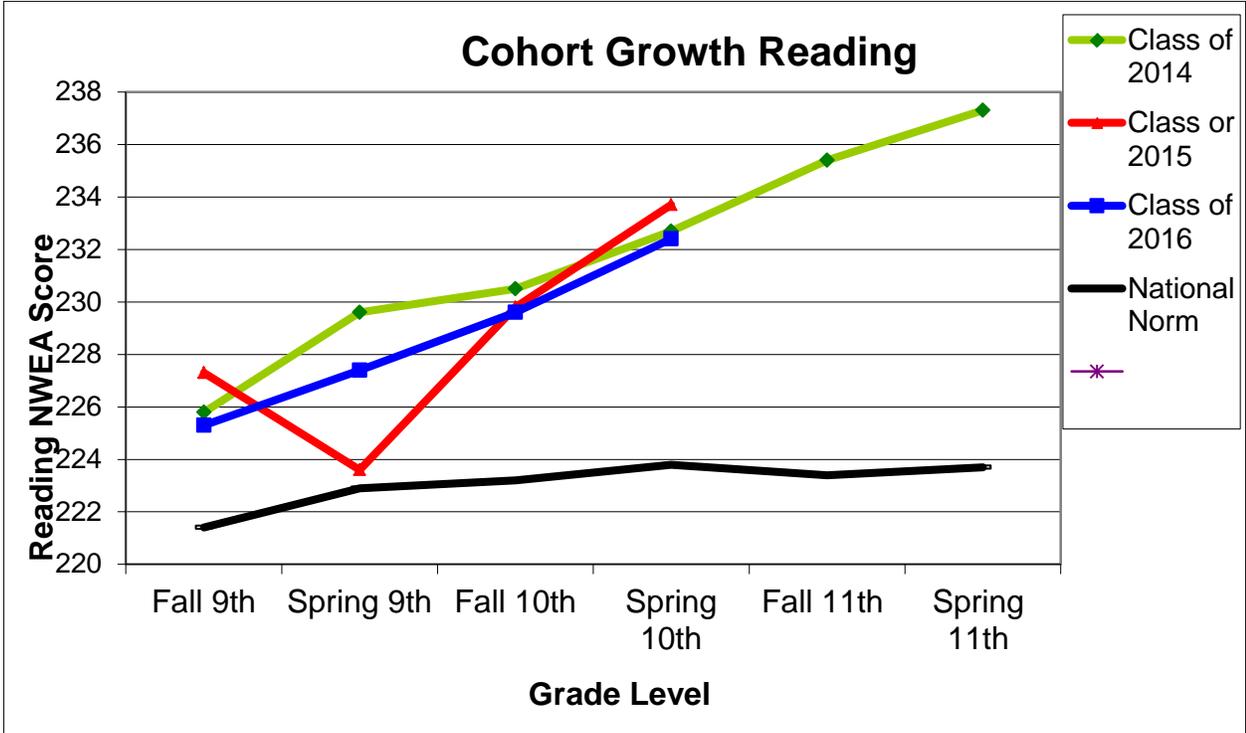


School Growth

Provide a statement of progress regarding your “School Growth” over the past three years and offer any additional information regarding this measure. The “School Growth” category of the school grade report provides the least data compared to the other categories. We are only given the “Expected Growth” and the number of points earned based on the expected growth. After further research we have identified some more specific trends in both our H2 and H3 cohorts. Please see the table below. Our H3 trend data is consistently strong each year in both Reading and Mathematics. Student achievement has increased over time. Our H2 student performance data demonstrates less growth and a little more variability. Last year we changed our math curriculum and that would account for lower performance in our H2 (sophomore) students in the 2013 – 2014 school year, since as freshmen they experienced our previous curriculum. Also, the NWEA data for this cohort, shows that this cohort entered Amy Biehl with a generally lower skill set in both Reading and Math comparatively. This cohort is indicated by the blue line in both of the graphs that follow the table. It is also worth noting that the H2 cohort of 2012 - 2013 in the tables below scored relatively lower in both math and reading but made significant gains when they were tested again as H3 students in the year 2013- 2014. This cohort had the highest percent proficient of the four years demonstrated below even though they scored generally lower in their sophomore year. The data in the tables below are from the PED website.

School Year	State H2 % proficient or above	ABHS H2 % proficient or above	% points above state average for H2	State H3 % proficient or above	ABHS H3 % proficient or above	% points above state average for H3
Reading 2010 – 2011	Not available	Not available	Not available	Reading 47.8%	Reading = 60%	12.2
Reading 2011 – 2012	Reading = 34%	Reading = 50.7%	16.7	Reading = 45.3%	Reading = 66.1%	20.8
Reading 2012 – 2013	Reading = 41%	Reading = 66.7%	15.7	Reading = 55.5%	Reading = 76.2%	20.7
Reading 2013 – 2014	Reading = 37.7%	Reading = 55.3%	17.6	Reading = 51.7%	Reading = 82%	30.3
Math 2010 - 2011	Not available	Not available	Not available	Math 38%	Math = 42.4%	4.4
Math 2011 – 2012	Math = 29%	Math = 49.3%	20.3	Math = 38.9	Math = 50.8%	11.9
Math 2012 – 2013	Math = 30.2%	Math = 44.3%	14.1	Math = 42%	Math = 60.3%	18.3
Math 2013 - 2014	Math = 30.4%	Math = 40.8%	10.4	Math = 42.8%	Math = 61.2%	18.4

The data from the graphs below were compiled using our student performance data from the NWEA short cycle assessment. The national norms are provided by NWEA.



Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.

Quartile 3 student growth gained 1.5 School Points from SY 2011-2012 to SY 2012 – 2013, then slightly dipped by .77 School Points. However, the school received grades of A in this category over the last two years and exceeded the statewide benchmark by 5.63 points. Our school has a college prep focus with rigorous curriculum, high academic expectations including 75% passing requirement for all courses and a dual enrollment requirement, and the performance of this student cohort reflects these high standards.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

Quartile 1 students consistently trended upward over the past three years with School Points improving by +2.78 between 2011-2012 and 2013 – 2014. Our school grade in this category also improved from a D in SY 2011 – 2012 to Bs in the past two years. In School Year 2012 -2013 there was a discrepancy of 15.5 pts. in reading and 15.1 pts. in math between our Q3 and Q1 students. In school year 2013-2014 this discrepancy had shrunk to 9.0 in reading and 11.0 in math. This data is evidence of ABHS closing the achievement gap between Q1 and Q3 students. Potential reasons for this student growth were the intentional creation of an Instructional Team that increased classroom observations and teacher feedback. Teachers also increased enrichment opportunities for students including the launch of the MESA program, mock trial team, institutionalizing extended day opportunities for students including Saturday school and interim school programs. As a school we have also increased Professional Development in how to best use data to inform instruction as well as using data – including student surveys - to better inform the school regarding student social and emotional support.

Opportunity to Learn

Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.

Over the past three years students ranked question 4 – “Every student gets a chance to answer questions”-as consistently high in Math and Reading. This trend highlights our school’s ingrained 7 Habits of Heart and Mind – with a specific focus on the Habit of Collaboration. The school has worked for years to integrate these Habits in to our school culture and it appears, based on the results of the OTL survey, that these efforts are beginning to show! In Reading, questions 5 and 8 – “My Teacher wants me to explain my answers” and “My Teacher gives me helpful feedback” also consistently trended high. This supports a teaching and classroom culture of attention to process and meaningful feedback. Our school received no low scores in the OTL survey, however, based on three year trend data one potential growth area/areas to focus professional development and teacher observations and feedback are making “real world”, authentic connections for students in math – Question 2, “My teacher explains why what we are learning is important.”

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

Graduation rates have trended consistently upward from 51.5% in SY 2011 – 2012 to 73.1 % in SY 2013 – 2014 with a total improvement of 21.6% points. The school has taken a multi-faceted approach to impact overall graduation rates including increased enrichment and intervention classes taught with fidelity and the creation of Grade Level teams that focus on specific student interventions. In addition to an overall increase in graduation rates, every identified student sub group also trended upward including males and females, Whites and Hispanics, Economically Disadvantaged and Students with Disabilities, This upward trend moved the school from an F in SY 2011 – 2012, to a D in SY 2012 – 2013 to a C in SY 2013 – 2014 for a School Points gain of over 4 points. This is strong evidence of our school’s ability to close the achievement gap. Although our school nearly doubled the graduation rate of male students over the course of three years – 31.5% to 58.5% - it’s imperative that we continue this upward trend with this at-risk population.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

CCR reflects a sharp trend upward from a grade of D for SY 2011 – 2012 to an A the following two years. Amy Biehl High School’s mission includes a college prep focus and Dual Enrollment requirements. This sharp upward trend belies better reporting regarding multiple college and career indicators that the school has consistently integrated into our school program.

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years. Bonus points displayed a sharp upward trend from a grade of D for SY 2011 – 2012 to an A the following year with continued growth as represented by an increase of School Points of 0.19 belies better reporting of student and parent involvement, community outreach and mentoring programs including ongoing parent and family nights, family meetings, multiple on and off campus sports and enrichment opportunities, Advisory program, Mentor 2.0 and community tutoring.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: Completion of Two College Classes with a Grade of C or Better
Measure Used: College-Class Grades

ABHS has collected and formatted data in the following templates.

Provide a statement of progress and additional information regarding the above data: Based on this data, ABHS has met this goal. For the last four years 100% of graduating seniors took, at minimum, two college classes and earned a grade of C or better. The data highlights ABHS's shifting student demographic of enrolling more economically disadvantaged students as well as other "at-risk" populations who are increasingly taking classes at CNM. In the following data, if students received no grade or a grade of F, they either re-took the course or completed a different dual credit course.

- 100% of the graduating class of 2014 met this goal. Graduating seniors took 146 classes over the fall and spring semesters at CNM (68%) and UNM (32%).
- 100% of the graduating class of 2013 met this goal. Graduating seniors took 104 classes over the fall and spring semesters at CNM (44%) and UNM (56%).
- 100% of the graduating class of 2012 met this goal. Graduating seniors took 90 classes over the fall and spring semesters at CNM (47%) and UNM (53%).
- 100% of the graduating class of 2011 met this goal. Graduating seniors took 87 classes over the fall and spring semesters at CNM (33%) and UNM (66%).

2010-11 Dual Credit Classes

Number of Seniors	Total Dual Credit Classes Taken	Number of Classes Taken @ UNM	Number of Classes taken @ CNM
43	87	58	29

Institution	A+	A	A-	B+	B	B-	C+	C	F	No Grade	Totals	AVG GPA
UNM	3	15	11	9	13	2	1	4			58	3.4
CNM*		9			11			8	1		29	2.93
UNM Cont. Education**										2		

*CNM does not issue +/- grades.

**Used to accommodate students' IEP constraints or alternative graduation pathway.

2011-12 Dual Credit Classes

Number of Seniors	Total Dual Credit Classes Taken	Number of Classes Taken @ UNM	Number of Classes taken @ CNM
44	90	46	42

Institution	A+	A	A-	B+	B	B-	C+	C	C-	F	No Grade	Totals	AVG ABHS GPA
UNM	5	14	6	6	7	5	0	2	1	0		46	3.47
CNM*		13			12			17				42	2.90
UNM Continuing Education**										2			
*CNM does not issue +/- grades.													
**Used to accommodate students' IEP constraints or alternative graduation pathway.													

2012-13 Dual Credit Classes

Number of Seniors	Total Dual Credit Classes Taken	Number of Classes Taken @ UNM	Number of Classes taken @ CNM
46	104	58	46

Institution	A+	A	A-	B+	B	B-	C+	C	F	No Grade	Totals	AVG GPA
UNM	7	13	6	5	10	4	2	4	6		58	3.01
CNM*		20			17			6	3		46	3.10
UNM Cont. Education**										1		
*CNM does not issue +/- grades.												
**Used to accommodate students' IEP constraints or alternative graduation pathway.												

2013-14 Dual Credit Classes

Number of Seniors	Total Dual Credit Classes Taken	Number of Classes Taken @ UNM	Number of Classes taken @ CNM
61	145 (90 Fall) (55 Spring)	47 (33 Fall) (14 Spring)	96 (55 Fall) (41 Spring)

Institution	A+	A	A-	B+	B	B-	C+	C	C-	D/F	No Grade	Totals	AVG ABHS GPA
UNM	2	9	5	8	6	5	2	4	2	4		47	2.92
CNM*		51			23			16		4	2	96	3.26

UNM Continuing Education**											0	
*CNM does not issue +/- grades.												
**Used to accommodate students' IEP constraints or alternative graduation pathway.												

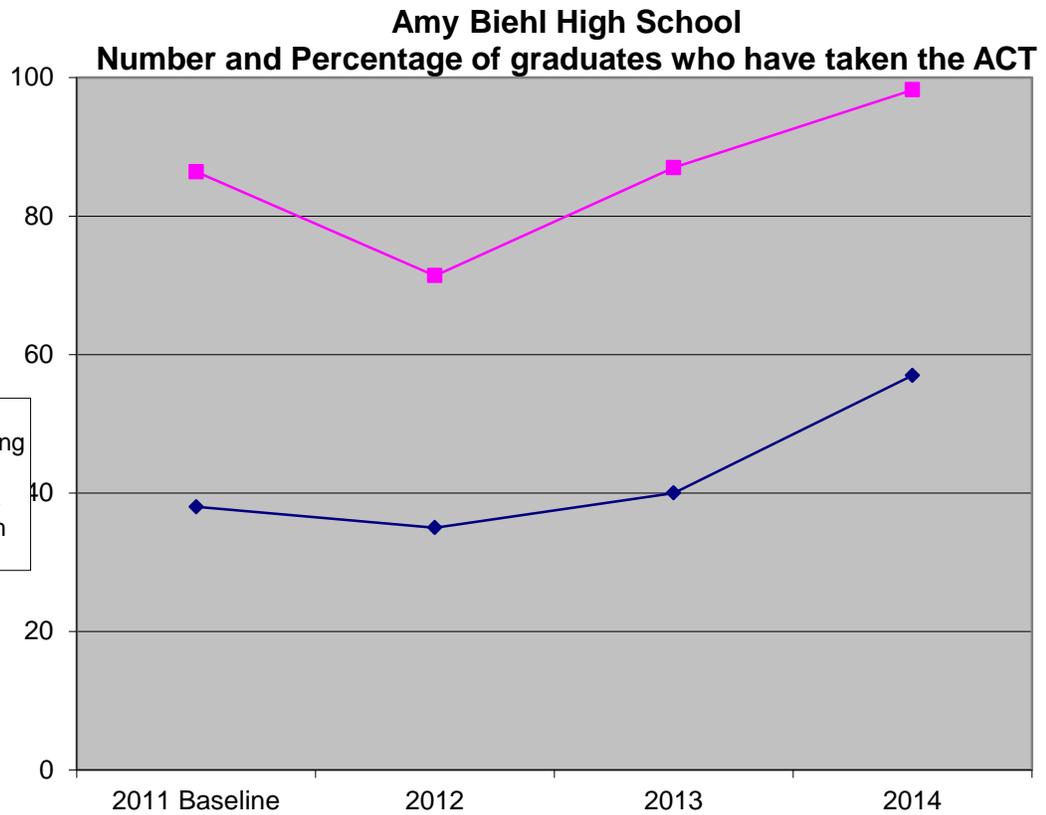
Student Academic Performance Standard/Goal #1: **A minimum of 80% students will take the ACT or Workforce Readiness as appropriate per a student's IEP.**

Measures used: **Cohort Student participation information was provided by ACT Inc.**

Data—Average Annual Data				
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
12 th Grade students	38/44 graduates took the ACT 86.4%	35/49 graduates took the ACT 71.4%	40/46 graduates took the ACT 87%	57/58 graduates took the ACT 98.3%

Provide a statement of progress and additional information regarding the above data:

Amy Biehl High School has substantially met this goal. Each year, except 2011-2012, we have met this goal, and last year's participation rate of 98% shows that we have made a lot of progress in supporting students in accessing the ACT. The graph below demonstrates a strong trend of increased participation. Structurally and organizationally we have put more support into preparing students for the ACT. We have bolstered our senior program by adding an additional position that specializes in college prep, increased the quality and magnitude of our test prep program in both the junior and senior year, included registration for the ACT in one of our senior level courses and instituted a fund through our foundation to provide financial aid for ACT registration for economically disadvantaged students.



Other Student Performance Standards/Goals from your Current Charter—as applicable

Student Academic Performance Standard/Goal #2

A minimum of 50% of Seniors taking the ACT will obtain an ACT Reading score + ACT Science score greater than or equal to 38. This performance standard will not include those students on the career and technical education graduation option or ability graduation option.

Measures used: ACT

Data—Average Annual Data

Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
12th Grade	68% of students achieved ≥ 38	35% of students achieved ≥ 38	47.8% of students achieved ≥ 38	86% of students achieved ≥ 38

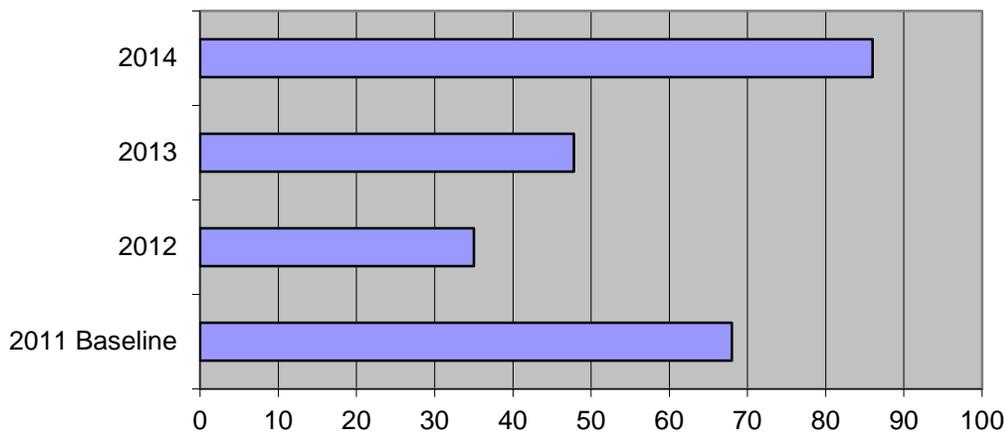
Provide a statement of progress and additional information regarding the above data:

Although Amy Biehl High School has not consistently met this goal, the last three years has shown 51% point growth. The student performance data shows that performance dipped from 2011 to 2012, however has increased overall the last several years. Last year's seniors exceeded the goal of 50% by 36 percentage points showing that the school has made progress in supporting students in meeting college readiness standards. Please see graph below.

In addition to the structural and organizational enhancements (noted in the previous goal) we have made to the senior year program, we have also bolstered our academic support for all grade levels. For students in all grade levels we have weekly tutoring each Tuesday afternoon, daily enrichment spaces in which students can access help, host "Saturday School" each quarter and host "Interim School" at the ends of Quarter 1 and Quarter 3. We have specialized tutoring for students in the senior year, in that struggling students are paired with a tutor in order to support them not only in their dual enrollment courses but their skill development as well.

Additionally, we have increased the presence of college readiness in our professional development agendas. Each quarter, our college engagement team facilitates workshops focused on enhancing teachers' understanding of college readiness standards and as a staff we analyze student performance data to inform instruction and interventions.

**Amy Biehl High School
Percentage of Seniors who obtain an ACT Reading + ACT
Science \geq 38**



Student Academic Performance Standard/Goal #3:

20% of students will score the minimum required to qualify them for non-remedial classes in two out of the four subject areas including Reading, English, Science and Math. UNM requires a 19 in Reading, 23 in English, 23 in Science and 21 in Math. This performance standard will not include those students on the career and technical education graduation option or ability graduation option

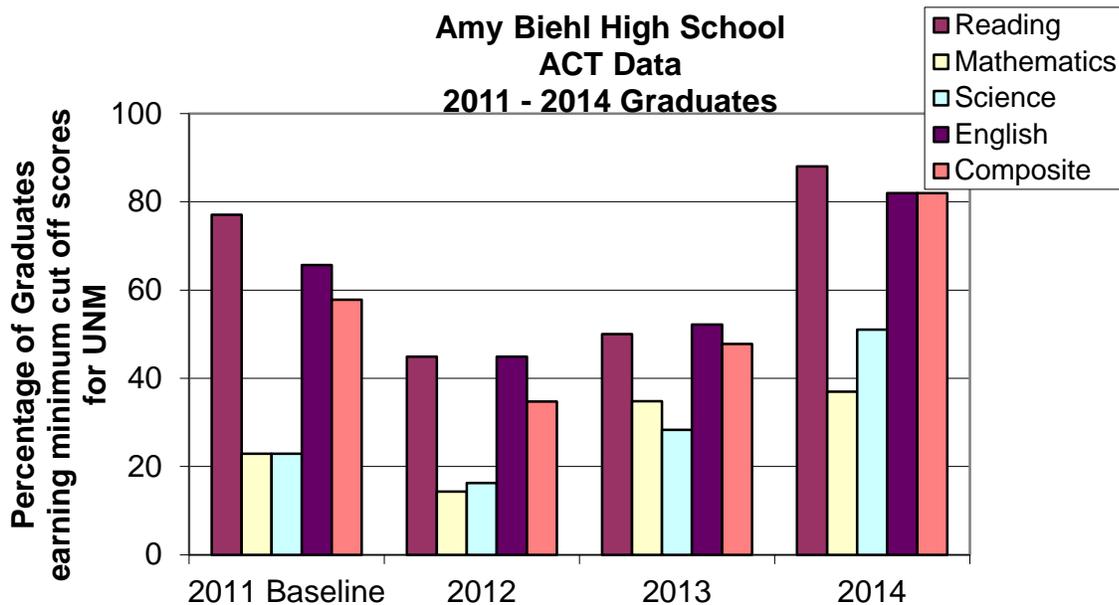
Measures used: **ACT**

Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
% at or above in Reading	77%	45%	50%	88%
% at or above in Math	23%	14%	35%	37%
% at or above in Science	23%	16%	28%	51%
% at or above in English	66%	45%	52%	82%

Provide a statement of progress and additional information regarding the above data:

Amy Biehl has substantially met this goal. Each year since 2011-2012 student performance in each subject has increased; in Reading 43 percentage points, in Math 24 percentage points, in Science 35 percentage points, and in English 37 percentage points. The structures and enhancements that were described in the previous two goals were developed and implemented with this targeted goal of increasing college readiness and opportunity for our students.

Additionally, each subject area team has had professional development time and guidance to refine, sequence and align units and lessons to be more rigorous and focused on targeting student skill needs. With the implementation of the NWEA short cycle assessment in 2010, teachers have been able to more effectively identify and monitor skill needs in their classes. Please see graph below for trends over time.



Student Performance Standard/Goal #1: 95% College Admittance Rate				
Measure(s) Used: College Attendance Rates and College Acceptance Letters				
<ul style="list-style-type: none"> For SY 2010 – 2011, 2011 – 2012, and 2012 - 2013 ABHS tracked data of college attendance rates using Clearing House results 				
Data—Average Annual Data				
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
12	39 of 42 Graduates attended College	42 of 44 Graduates attended College	44 of 46 Graduates attended College	60 of 61 Graduates were Admitted to College
				57 of 61 Graduates attended College
<p><i>Provide a statement of progress and additional information regarding the above data:</i> Amy Biehl High School has substantially met this goal – three out of four years ABHS met this goal with an upward trend over the past four years. The data below demonstrates exceeding the goal, by not just tracking admittance, but actual attendance of our graduates.</p> <ul style="list-style-type: none"> 93% of ABHS 2010 – 2011 Graduates attended College 95% of ABHS 2011 – 2012 Graduates attended College 96% of ABHS 2012 – 2013 Graduates attended College 98% of ABHS 2013 – 2014 Graduates were admitted to College and 93% are attending College 				

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Student Performance Standard/Goal #1: Completion of 100 Hour Senior Service Project
Measure(s) Used: Students are required to turn in signed time sheets weekly and they receive a grade. Hours are tallied continuously throughout the year. There is a class to support Senior Project in which students are asked to reflect and set goals for their project. The culminating public assessment is a five minute digital story presented to the entire class and at their Senior Final Review prior to graduation.

What follows is a list of the Senior Project Placements for the past four academic school years.

2010 – 2011 Senior Project Sites	2011 – 2012 Senior Project Sites	2012 – 2013 Senior Project Sites	2013 – 2014 Senior Project Sites
<ol style="list-style-type: none"> Circo Latino-NHCC Christina Kent 	<ol style="list-style-type: none"> Education/Outreach on Slave Sex Arts One Million Bones 	<ol style="list-style-type: none"> Animal Welfare Museum for 	<ol style="list-style-type: none"> Breaking the Silence Sandoval County

3. YDI	3. Other Paths	Nuclear Science	Fire Department
4. Bernalillo HS	4. Chihuahua Rescue	4. Harwood Arts/Escuela del Sol	3. American Sign Language Academy
5. Watermelon Mountain Ranch	5. BEMP	5. YDI Mentoring Initiative	4. Museum for Nuclear Science
6. PACA	6. Creative Albuquerque	6. Off Center Arts and Gallery	5. Martin Luther King Jr. Elementary School
7. Kids Cook	7. Big Brothers Big Sisters	7. NM Forum for Youth	6. Alvarado Urban Garden
8. Rape Crisis	8. Alvarado Urban Gardens	8. Railrunner	7. Global Leadership Adventures
9. Dolores Gonzales ES	9. Leukemia Foundatio Race for Life	9. Presbyterian Child Life	8. Sand Hill Mental Health Facility
10. Museum of Nuclear Science	10. Explora	10. New Mexico Youth Rugby	9. Harwood Art
11. Jefferson Discovery Day	11. Coronado ES	11. Explora	10. YDI Mentoring Initiative
12. Library	12. NACA	12. One Million Bones	11. Senator Tom Udall's Office
13. Cuidando los Ninos	13. Cuidando los Ninos	13. Kids Cook	12. Off Center Arts and Gallery
14. BEMP	14. Other Paths	14. Ronald McDonald House	13. CREW-Community Renovation Empowering Women
15. Coronado ES	15. NM Law and Poverty	15. NM Family Legal Assistance Group	14. Warehouse 508
16. Encuentro	16. Kids Cook	16. Play Conservatory	15. PB&J family services
17. Explora	17. NM Forum for Youth and Community	17. Calvary Apostolic Temple	16. Personal Fitness Trainer
18. Congressional intern	18. Carrie Tingley Center Garden	18. Enlace Comunitario	17. Carrie Tingley
19. ABQ-IQ—Albuquerque local magazine	19. Barelmas Senior Center Garden	19. Albuquerque Police Dept.	18. NM Cancer Center Foundation
20. Ronald McDonald House	20. Enlace Comunitario	20. Inez ES	19. Presbyterian Child Life
21. Kids Cook	21. Circo Latino-NHCC	21. National Hispanic Cultural Center	20. Albuquerque Biopark
22. Lew Wallace ES	22. Loving Thunder Hippotherapy	22. Walking Circles Horse Rescue	21. Loving Thunder Hippotherapy
23. NM Forum for Youth and Community	23. Rico Music	23. Special Spaces	22. New Mexico Youth Rugby
24. Theater in the Making	24. Barelmas Soccer Organization	24. Wheels Museum	23. Griegos ES w/PE Teacher
	25. Rugby in the schools	25. Hogares	24. La Plazita Farm
	26. Roadrunner Food Bank	26. NM Museum of Natural History	25. Albuquerque Museum of Art and History
	27. Boy Scouts of America	27. Sandia Mountain Natural History Museum	26. Explora
			27. United Blood Services
			28. Kids Cook
			29. Watermelon Mountain Ranch
			30. Cielo Azul ES, writing coach
			31. Coronado ES
			32. Ronald McDonald House

			33. Sagebrush Community Church 34. The Storehouse 35. The Safe House 36. South West Organizing Project—Feed the Hood 37. Other Paths 38. State Public Defenders Office 39. Dolores Gonzales ES, tutor 40. ABHS-special needs tutor 41. R & M Auto Shop 42. Leonard’s Auto Restoration 43. The Shop 44. UNM Hospital 45. Metropolitan Homelessness Project/photography
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Provide a statement of progress and additional information regarding the above data:
Amy Biehl has met this goal. 100% of Amy Biehl graduates have completed a 100 hour Senior Service Project. The table above lists all of the community partners and service sites. During the second semester, student progress is closely monitored and any student that is not making adequate progress toward this goal enters into a graduation contract during a family meeting to support an on time graduation.

a. Organizational Performance Standard/School Goal #1:		Increase of cohort graduation rate to 75% by 2015					
Measure(s) Used:		A-F School Report Graduation Rates					
Data:							
School Year	Grad Rate	Gender Male	Gender Female	Race Hispanic	Race White	Econ. Disadvantaged	Students With Disabilities
10 - 11	69%	61.9%	76.9%	70%	64.2%	65.7%	70.6%
11-12	51.5%	31.5%	67.1%	56.5%	47.1%	30.3%	30.6%
12-13	63.5%	49.8%	72.9%	64.6%	58.6%	59.6%	53.6%
13-14	73.1%	58.5%	85.5%	73.4%	62.9%	71.2%	69%

Provide a statement of progress and additional information regarding the above data: ABHS is currently on track in meeting this goal with a current graduation rate of 73.1%. There seems to be an anomaly with the cohort of 2011 - 2012. Their ACT participation, ACT performance, academic performance and as seen in the table above, the graduation rate is significantly below trend. While this cohort demonstrated the least amount of growth during the last four years, we have increased the graduation rate of each subgroup. The percent increase of each subgroup, comparing the lowest percent to the highest percent, follows below.

Male graduation rates increased → 31.5% to 58.5%

Female graduation rates increased → 67.1% to 85.5%

Hispanic graduation rates increased → 56.5% to 73.4%

Caucasian graduation rates increased → 47.1% to 62.9%

Economically Disadvantaged graduation rates increased → 30.3% to 71.2%

Students with Disabilities graduation rates increased → 30.6% to 69%

B. Financial 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 generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

Yes **No** Is the school meeting financial reporting and compliance requirements?

Yes **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1 (09–10)	6	Budgetary –Non compliance	
2 (10–11)	4	3 Compliance; 1 Significant Deficiency	
3 (11–12)	1	1 Compliance	
4 (12–13)	1	1 Compliance	

Audit Findings Detailed Below:

Amy Biehl High School			
Audit Findings			
FY 09-10 to FY 12-13			
Year	Findings	Nature of Finding	School's Response
09-10	6	1. Budgetary Condition	Final BAR was overlooked; will complete year end BAR's in a timely manner
		2. Final RFR submitted late	Due to communication problems with PED, an RFR was submitted late. RFR was paid in full, no funds were forfeited.
		3. BAR was not submitted	The school failed to submit an adjusting BAR to decrease the FY 08-09 carryover cash for the PNM Foundation Grant. The school will implement procedures to assure all BAR's are submitted on time.
		4. Mileage was reimbursed at An incorrect rate	Mileage was reimbursed at the incorrect rate, the school used the rate increase prior to implementation. School will be sure to reimburse per the state audit rules.
		5. Depreciation schedule error	The school disputed this finding. We submitted an old version of our schedule to the

auditors, and when discovered submitted the correct version. The auditors would not remove the finding when the correct version was submitted.

6. Documentation of Time & Effort

On Federal Grants

The school was not aware that this documentation was required. The school's prior authorizer did not inform the school and this requirement was never discussed in any training the school's finance director had attended. The school is now documenting Time and Effort on Federal grants.

10-11 4

1. Budgetary condition

BAR's were not submitted due to a late analysis of a new funding source and a spending decision late in the year, after the deadline to submit adjusting BAR's. School will more closely monitor end of year spending to assure adjusting BAR's are made. The school also disputed a portion of this finding as they received advice from the PED on how to handle a reimbursement and the advice was incorrect.

2. Depreciation schedule error

The school disputed this finding. The auditor's and the Finance Director disagreed on whether or not an item should be placed on the depreciation schedule. The auditors did not communicate with the Finance Director that they removed an item from the depreciation schedule, so the Auditors schedule and the School's schedule did not agree. The school changed their depreciation schedule to agree with the auditor.

3. Budget Report error

The Finance Director uploaded an old version of the revenue and expenditure report at year's end, the report uploaded was created before a final adjusting entry was made. The Finance Director will delete obsolete version of reports to assure correct reports are uploaded into the PED OBMS system.

4. Revenue was not properly

Recorded

The school unexpectedly received the 2% of ARRA funds that the district withheld from the school the previous year. The school was not aware that this refund was to be made, so the expenditures that would have been covered by this 2% had been transferred to the

operating fund in the previous year. As directed by the school's budget analyst, a cash transfer was requested, and approved by the PED, to pay back the operating fund. Subsequently a BAR was submitted and approved, to gain spending authority on these funds.

11-12 1

The school did not do an RFR

For food services

The school relied on direction from the Student Nutrition Bureau that stated an RFR was not required for contracts under \$100,000. This direction was written into the Student Nutrition Application form. These procedures were affirmed by the Student Nutrition Bureau during the audit. This directive was found to be in error. The school subsequently signed a JPA with New Mexico ACES, who went out for an RFR on behalf of member charter schools.

12-13 1

Budgetary Conditions

A final adjusting BAR to reallocate funds between functions was not completed at year end. Also, the school received a final payment on HB-33 funds at year end. The fee charged to the school by the County created an over expenditure of \$3.00. This situation was created at the end of June, too late to submit an adjusting BAR. The over-expenditure was not predictable as the amount the school receives each month is not consistent. The school will increase the expenditure line for the county fee beyond the 1% of estimated collections to assure enough funds are budgeted in this line item.

Identify any changes made to fiscal management practices as a result of audit findings. 1) A governing board member of the finance and audit committees has access to the schools accounting system as a reviewer only so that he can assist in monitoring potential budget adjustments. 2) A new internal report has been created that is presented to the governing board, creating this report will show any budget to actual variances that will need to be adjusted. 3) Obsolete reports are being deleted to prevent erroneously uploading the wrong report to OBMS or transmitting obsolete reports to the auditor. 4) The school has hired a part-time business office assistant to relieve some of the day to day duties from the Finance Director so that she can focus her time on the higher functions of the finance office.

C. Organizational 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...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 at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

- 1) X Yes No The school complies with instructional days/hours requirements.
- 2) X Yes No The school complies with graduation requirements.
- 3) X Yes No The school complies with Promotion/Retention requirements.
- 4) X Yes No Next-step plans are completed for applicable grades.
- 5) X Yes No The school has an approved EPSS Plan.
- 6) X Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) X Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) X Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) X Yes No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) X Yes No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) X Yes No Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) X Yes No Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) X Yes No The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) X Yes No The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the ESEA relating to English language learner requirements.
- e) X Yes No The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

- a. **Yes** **No** The school meets teacher and other staff credentialing requirements
- b. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable.
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.
- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

- 1) **Yes** **No** The school complies with governance requirements? Including:
- 2) **Yes** **No** All required School Policies

- 3) X Yes No The Open Meetings Act
- 4) X Yes No Inspection of Public Records Act
- 5) X Yes No Conflict of Interest Policy
X Yes No Anti-Nepotism Policy
- 6) X Yes No Governing Body Organization and Membership Rules (i.e., Bylaws)
- 7) X Yes No Required Committees (Finance and Audit) and submission of appropriate documentation
- 8) X Yes No Governing Body Mandated Trainings
- 9) X Yes No Governing Body Evaluates Itself

X Yes No Is the school holding management accountable?

- 1) X Yes No The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) X Yes No The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Amy Biehl High High School Charter School and hereby certify that: the attached petition in support of the Amy Biehl High High School Charter School renewing its charter was circulated to all employees of the Amy Biehl High High School Charter School. There are 42 persons employed by the Amy Biehl High High School Charter School. The petition contains the signatures of 40 employees which represents 95 percent of the employees employed by the Amy Biehl High High School Charter School.

STATE OF NEW MEXICO)

ss.

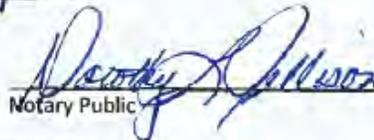
COUNTY OF Bernalillo)

I, Frank McCulloch, being first duly sworn, upon oath state:

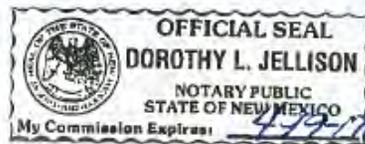
That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 22nd day of Sept 2014.


Notary Public

My Commission Expires:
4-19-17



E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection I of 22-8B-12 NMSA 1978.

Include, as Appendix C, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Amy Biehl High School Charter School and certify that: the attached petition in support of the Amy Biehl High School Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 252 households which represents 88 percent of the households whose children were enrolled in the Amy Biehl High School Charter School.

STATE OF NEW MEXICO]

ss.

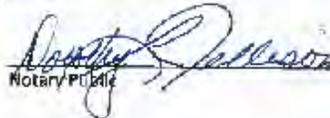
COUNTY OF Bernalillo

I, Frank McCulloch, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 2nd day of Sept 2014.


Notary Public

My Commission Expires:

4-19-17



F. Facility

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.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the

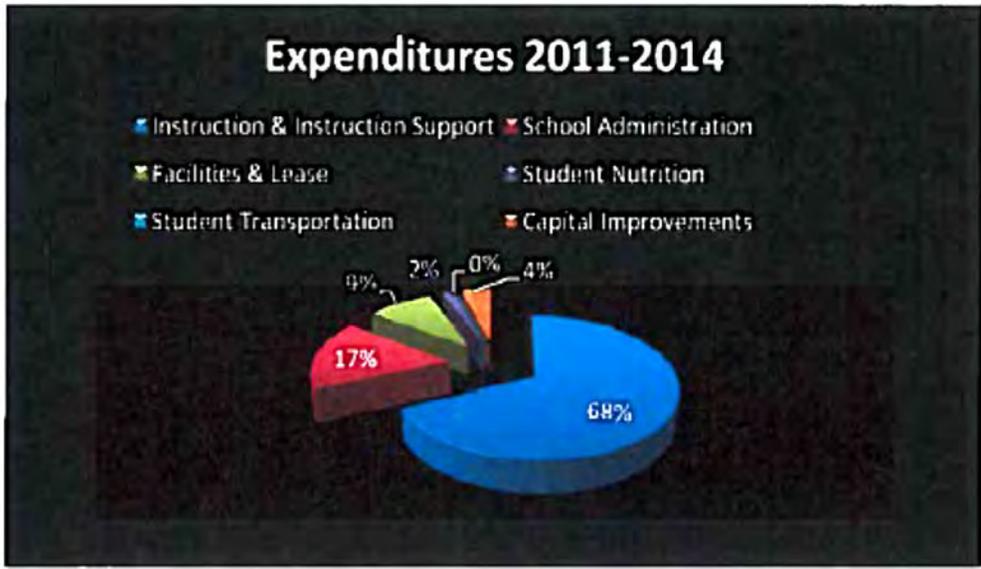
average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

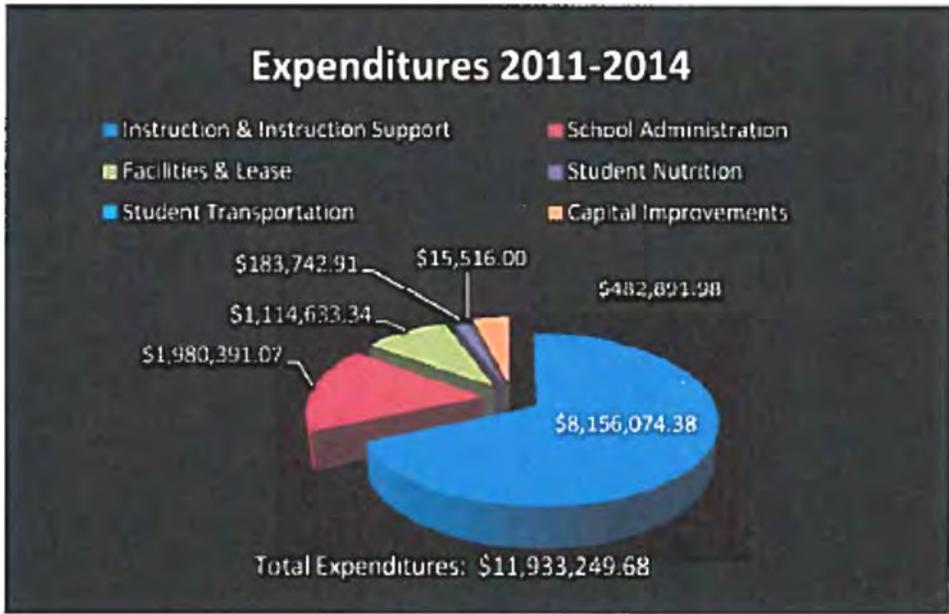
Certificate of Occupancy	
City of Albuquerque Planning Department Building Safety Division	
<i>This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.</i>	
Building Address	123 4 th St SW
Zip	
Portion of Building	Amy Biehl High School
Use Classification	Commerical Project
Bldg. Permit No.	0401036
Occupancy Group	E1A2.1 A3B S1
Type of Construction	II 1 Hr Sprklid
Land Use Zone	SU 1
Owner of Building	General Services Administration
Address	517 Gold Ave SW Albuquerque, NM 87103
By:	<i>Bob Williams</i>
Date:	May 8, 2006
Chief Building Official	
POST IN A CONSPICUOUS PLACE	

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist		Attached (Check if Yes)
Appendix A	Financial Statement	X
 <p>Expenditures 2011-2014</p> <ul style="list-style-type: none"> Instruction & Instruction Support: 68% School Administration: 17% Facilities & Lease: 9% Student Transportation: 2% Student Nutrition: 0% Capital Improvements: 4% 		



Appendix B	Petition of Support from Employees Affidavit	X
Appendix C	Petition of Support from Households Affidavit	X
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	X
Other	Describe:	<input type="checkbox"/>

Attachment(s)		
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Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Our school's academic results over the past four years display a high level of effectiveness in multiple areas. This data supports the need for the school to continue maintaining focus on post-secondary readiness and civic engagement. This will include continued work on ensuring student proficiency in both reading and math, as well as growing graduation numbers. An additional two priorities are the continued growth of our "Road to College" four-year student pathway to post-secondary education and the growth and refinement of career – readiness specifically grounded in the school's civic engagement program. An academic priority within our school is the elevation of the role of Public Performance Assessments as a college and career readiness strategy.

2. What main strategies will be implemented to address these priorities?

- Maintenance of effective school structures and student supports including highly-effective faculty/staff collaboration and professional development
 - On-going refinement of transition specialists roles and responsibilities
 - On-going PD/collaboration weeks (5 throughout the SY)
 - On-going Grade Level collaboration

- A continual focus on classroom instructional practice and the explicit teaching of academic habits
 - IST Team Collaboration
 - Observation and Teacher Feedback
 - PD Classroom Video reflection
 - Student Surveys
 - On-going PD Focus on Academic Habits

- High-levels of social and emotional support for students including intentional relationship-building strategies
 - Further data gathering in Student Support
 - Intervention groupings including 1) Identifying, intervening and supporting students with 2 or more failures 2) Male students
 - Ongoing community mentorship through Mentor 2.0

- Further refinement of highly meaningful performance assessments
 - Work with PED re: EEP Charter Flexibility and Performance Assessments
 - Content team calibration between student Performance Assessment artifacts and assessment rubrics

- Focused interventions for academically struggling students paired with academic enrichment opportunities for students who are excelling
 - Ongoing F and G block 4-days per week classes including Reading, POD Tutoring, Credit Recovery and Community Enrichment class offerings

- Ongoing Saturday and Interim school extended day programs
- PD focus of staffing students with 2 or more failing classes

- Ongoing growth and development of our four-year post-secondary pathway(s) including the strategic development of a documented “Road to College” programmatic plan in UBD - Understanding by Design – format that considers the diverse needs of our diverse student body

- Ongoing community and civic engagement, and the continual use of data to assess programmatic effectiveness. These school practices will be applied to the further development of career-readiness
 - Director of Community Engagement, Community Mentor and Mentee focus groups to establish programmatic benchmarks and goals
 - Documentation of our four-year civic engagement pathway(s) including the strategic development of a documented “Civic Engagement and Career readiness” programmatic plan in UBD - Understanding by Design – format that considers the diverse needs of our student body

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

Data has been used in multiple ways including...

- Creation and refinement of intervention groupings based on NWEA math and reading scores
- Modifying daily schedule for additional credit recovery, intervention and enrichment classes based upon analysis of student grade data and student attrition data
- Creating and refining grade-level teams and agendas based on student grade data and student attrition data
- Creating and evolving school Instructional Team with focus on highly-impactful instructional classroom practice informed by NWEA reading and math data, School Grade Report including OTL survey and student demographics, and teacher feedback
- Adding/reassigning staff including 2 transitional specialists and 1 social worker based on student grade data and student attrition data
- Refining school Professional Development (5-weeks per year) offerings with an increased focus on classroom practice including teacher video reflections and naming of student academic habits based on teacher observations and teacher feedback
- Creating and revising student survey based on teacher observation and analysis of student grade data and student attrition data

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

Quartile 1 Student Performance

Quartile 1 students consistently trended upward over the past three years with School Points improving by +2.78 between 2011-2012 and 2013 – 2014. Our school grade in this category also improved from a D in SY 2011 – 2012 to Bs in the past two years. During school year 2012 -2013 the discrepancy between Q3 and Q1 students in reading was 15.5 and in math this discrepancy was 15.1. In school year 2013-2014 the gap between Q3 and Q1 students was less with a discrepancy of 9.0 in reading and 11.0 in math. This is evidence of a closing achievement gap between Q1 and Q3 students.

Graduation

3-year graduation trends for economically disadvantaged and special needs students are vastly improved.

Economically Disadvantaged/Reading

2013-2014 School Grade Report identified economically disadvantaged student proficiency in reading at 58.1% compared to all student reading proficiency at 65.9% - a difference of -7.8%. 2012-2013 reading proficiency for economically disadvantaged students was 68.3% compared to all student reading proficiency was 71.4% - a difference of -3.1%. 2011-2012 economically disadvantaged student reading proficiency was 63.8% while overall student reading proficiency was 57.5%, a difference of +6.3%. This group performance documents a growing achievement gap in Reading and necessitates increased monitoring and potentially scheduling of students in to audio-supported reading intervention classes.

Economically Disadvantaged/Math

2013-2014 School Grade Report identified economically disadvantaged student proficiency in math at 44.6% compared to all student reading proficiency at 48.8% - a difference of -2.2%. 2012-2013 math proficiency for economically disadvantaged students was 54.7% compared to all student math proficiency was 52.2% - a difference of +2.5%. 2011-2012 economically disadvantaged student math proficiency was 50% while overall student math proficiency was also 50%.

In summary, our sub-category grade in current standing was an A with ABHS earning almost twice as many points (22.9) compared to the statewide (12.5) benchmark. Regardless, ABHS will continue to monitor this group.

Special Needs

Overall reading proficiency for special needs students has trended upward over the last 3 years from 20.8% in 2012, 27.8% in 2013, to 31.3% in 2014. This is an encouraging trend that reaffirms programmatic effectiveness.

Overall math proficiency for special needs students was at 25% in 2012, dipped to 15.8% in 2013, then climbed back to 25% in 2014.

In conclusion Q1 growth compared to Q 3 growth is highly encouraging with trend data over the last two years showing a closing achievement gap. Graduation rates for all subgroups is also very encouraging. This data supports the ongoing maintenance of an effective academic program.

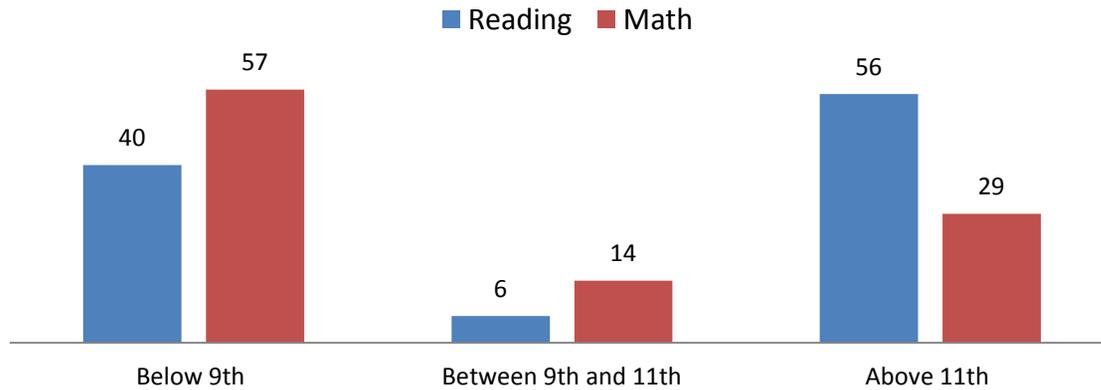
Economically disadvantaged students require ongoing monitoring in order to differentiate data trends as tied to parent income reporting as captured through free and reduced lunch rates, and cross referencing NWEA, ACT Plan/Access and SBA/NMHSGA reading and math scores are accurate assessments for accurate student placement in math classes and reading intervention groups.

Overall reading proficiency for special needs students shows an effective program while this population also requires ongoing monitoring to ensure proficiency trends continue to climb.

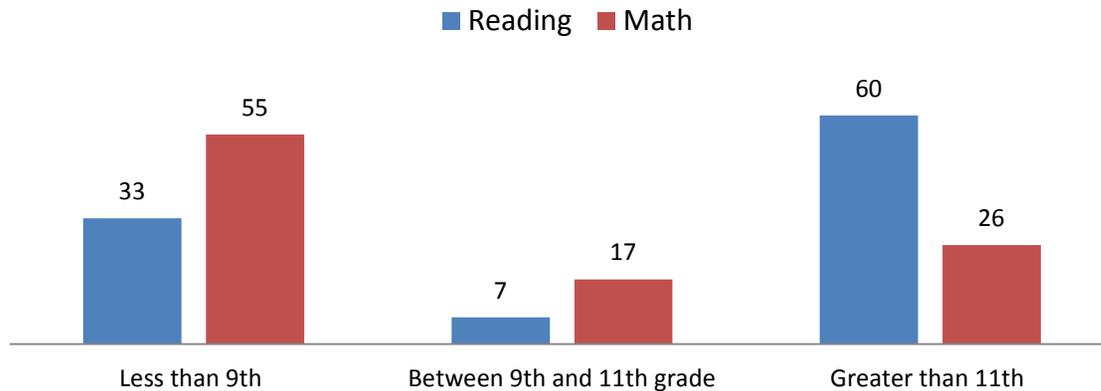
While the SBA student performance data is helpful in identifying overall school trends, our cohort data for incoming 9th grade students is variable from year to year.

Tracking the short cycle assessment (NWEA) student performance data over time has revealed that our incoming freshman class each year has close to a bimodal distribution-we have a large subset of our incoming 9th grade cohort performing at an elementary school level and a large subset performing at a college level. In both reading and math, a small percentage of incoming students are actually performing at the high school level. In the 2013-2014 school year 55% of 9th grade students were performing below the high school level in math while 26% of those students were performing above high school level; leaving only 17% actually performing at the high school level. Similar results hold for Reading but the results are even more astounding. For this cohort, 33% of students were performing below high school level, 60% performing above the high school level, leaving 7% of students performing at the high school level (please see graphs that follow). This is a significant challenge within the classroom to serve such a diverse skill set.

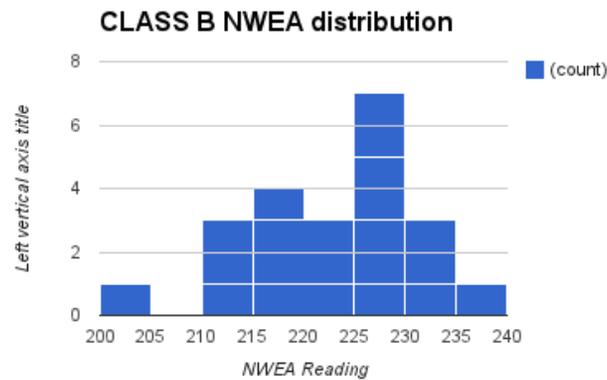
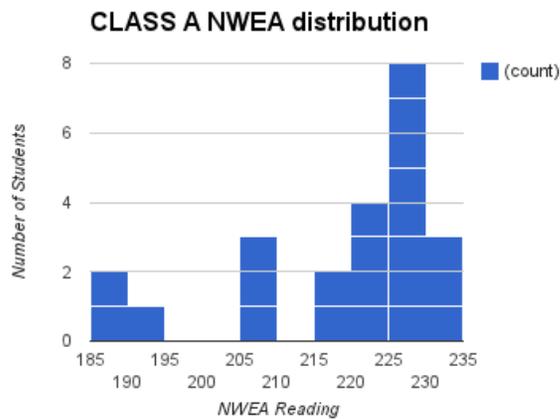
2012-2013 - Percent of incoming 9th graders below, at, or above grade level (based on NWEA student data cross referenced to national grade level norms)

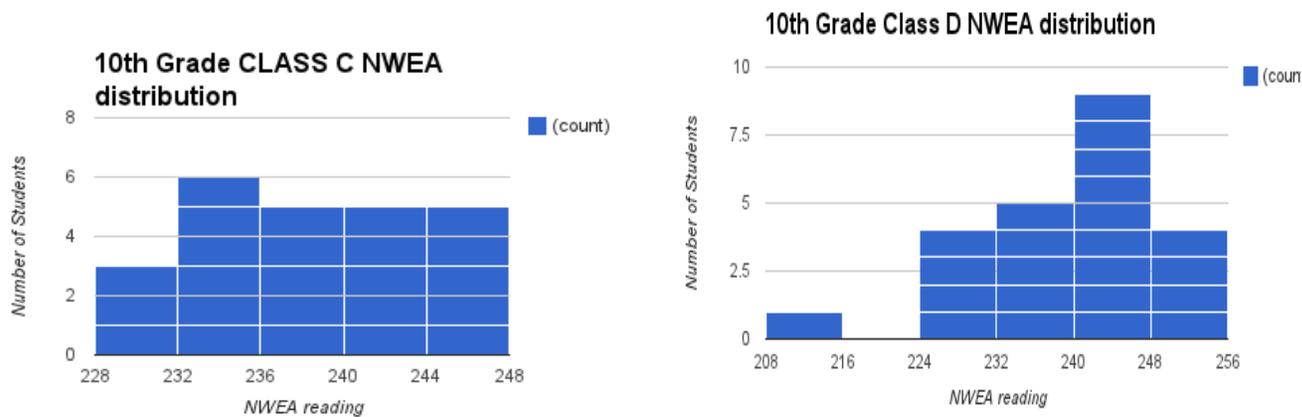


2013-2014 - Percent of incoming 9th graders below, at, or above grade level (based on NWEA student data, cross referenced to national grade level norms)



We have attempted to address the need for substantial differentiation for our cohorts has been both structural and programmatic. We have, for the last two years, constructed Math and Humanities classes so that the skill sets in the classroom are more balanced. We use student performance data and G.P.A. data to construct class rosters that still demonstrate diversity, but balance in terms of skills and habits (please see graphs below). Designing classes that still have a spread in terms of skill sets creates a stronger middle allowing more authentic differentiation. The distribution of skills in each class is still diverse, as you can see in the classes demonstrated below, however they are not bi-modal. This avoids tracking as well as polarized classes; eliminating classes that have heavier weightings of students that are performing above or below the high school level. This allows teachers to more effectively implement differentiated lessons, allow for more effective groupings within the classroom and allow us to more equitably address the needs of students in the classroom. All of our charter goals and school standards apply to every student in our diverse population.





An additional strategy that we have implemented more recently is the creation of grade level specific teams to monitor and intervene regarding specific student needs. This allows us to more closely monitor student needs by having teams of teachers meet and have a moderated discussion that focuses on individual student's needs as well as brainstorm strategies and interventions.

Both of these structures are designed to address the diversity we are seeing in our student population. Though we have always had several support structures in place such as advisory class, student support and skills remediation and intervention; we now have initiated more targeted methods of addressing these needs in the classroom, monitoring by teams of teachers, and deliberate class placements.

An additional initiative we have begun this year is the deliberate instruction of academic behaviors. Though this initiative is designed to support students in how they navigate their academic day and help them make positive academic decisions while in class, there is direct link to college bound, civic mindedness, and career readiness. An ultimate goal is for students to transfer these specific skills to the work force, their college classes and their senior projects when they are working among adults and are experiencing adult responsibilities. The three skills of focus, preparation, and listening are transferable to any job/community setting.

A structural strategy that was begun a few years ago has been that of study hall spaces within the day. Students have a designated time and space several times a week built into their schedule in which they can complete work and ask for assistance.

What has been consistent and will remain consistent in our approach to serving such a diverse population is the concept of providing tasks, meaningful explorations and assessments that provide low threshold, high ceiling pedagogies. Meaning that our project based units and performance assessments will continue to allow any student of any skill level to access and perform while providing opportunities for any student to navigate depth in their thinking, analysis and synthesis; this a programmatic, pedagogical framework that will continue to exist at our institution.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

Governance council – both as a whole council and within a committee structure-regularly review both qualitative and quantitative data including the school report card, NWEA short cycle assessment data and school goals. In addition, this Spring members of the Governance Council engaged in a rigorous hiring process for the ED/Principal that required a thorough analysis of student performance data including potential strategies on how the head administrator would incorporate this data in developing and supporting school initiatives. The school administrator is consistently held accountable by the school's governance council through the monthly presentation and review of student performance data. This also takes the form of regularly prepared and presented school reports by the ED/Principal. And finally, the ED/Principal is evaluated yearly by the Governance Board/Executive committee that includes faculty and staff feedback on the ED/Principal's overall performance.

B. Mission-Specific Indicators/Goals

Mission-Specific College and Career Readiness Goal

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.

Exceeds Standard: Cohort 1 – 100% of graduates meets this goal.

Cohort 2 – 100% of graduates meet this goal; each student not meeting this goal will receive individualized remediation

Meets Standard: Cohort 1 – 90% of graduates meets this goal.

Cohort 2 – 90% of graduates meet this goal; each student not meeting this goal will receive individualized remediation

Falls Below Standard: Cohort 1 – 80% of graduates meets this goal.

Cohort 2 – 80% of graduates meet this goal; each student not meeting this goal will receive individualized remediation

Falls Far Below Standards: Cohort 1 – 70% of graduates meets this goal.

Cohort 2 – 70% of graduates meet this goal; each student not meeting this goal will receive individualized remediation

From our Mission: “Our graduates are college-bound and career-ready”. College and career readiness are overarching state standards included on school grading reports as well as integrated in to the Common Core Curricular Standards. College-preparation is a cornerstone of our mission and school, thus, we have chosen this goal as a true “performance assessment” by having our students fully engage in the college/post-secondary experience. Over the last five years 100% of our graduates have met this goal. By early identification of struggling students, we have implemented intensive and individualized remediation including reading intervention, expanded tutoring spaces, writing workshops, expanded and extended school day, and intensive one on one tutoring with community members. Based on 2014 data 97% of our graduates enrolled in 2 and 4 year institutions. Some of these 2 year institutions, as well as the additional 3% of ABHS graduates are specifically focused on career preparation, training and readiness. And finally, 23% of our student population are students with IEPs (Individualized Education Plans) and this includes students on the career and technical pathways. This goal applies to all ABHS students and also specifically aligns with the needs of our diverse population.

Mission - Specific Civic Engagement Goal

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.

Exceeds Standard: Cohort 1 - 100% of graduates will meet this goal

Cohort 2 – 100% of graduates meet this goal; each student not meeting this goal will receive individualized remediation

Meets Standard:	Cohort 1 – 90% of graduates meets this goal.
	Cohort 2 – 90% of graduates meet this goal; each student not meeting this goal will receive individualized remediation
Falls Below Standard:	Cohort 1 – 80% of graduates meets this goal.
	Cohort 2 – 80% of graduates meet this goal; each student not meeting this goal will receive individualized remediation
Falls Far Below Standards:	Cohort 1 – 70% of graduates meets this goal.
	Cohort 2 – 70% of graduates meet this goal; each student not meeting this goal will receive individualized remediation

From our Mission – “Our graduates are Civic-Minded”. ABHS yearly school calendar includes 2 afternoons per-quarter (8 per year) for school-wide, off and on-campus service. In addition, ABHS seniors partner with a community agency or business where they engage in a year-long community mentorship. This mentorship is supported by a Senior Project class for credit. Seniors are required to turn in signed time sheets weekly and hours are tallied continuously throughout the year. Students are also asked to reflect and set goals for their project. Student, student mentor and Amy Biehl staff member agree to enter into a Memorandum of Understanding. This includes regular site visits, ongoing communication and interventions when necessary to uphold the agreed upon expectations in the Memorandum of Understanding. The culminating public assessment is a five minute digital story presented to the entire class and at their Senior Final Review prior to graduation. During the second semester, student progress is closely monitored and any student that is not making adequate progress toward this goal enters into a graduation contract during a family meeting to support an on time graduation.

Student Retention Organizational Goal

Amy Biehl High School, as measured by student enrollment between grades 9-10 will improve student retention.

Exceeds Standard: Cohort 1 - 85% of 9th graders (H1) will continue to be enrolled at ABHS based upon year-to-year student

counts.

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% pts. from the baseline year 2014 – 2015.

Meets Standard:

Cohort 1 - 75% of 9th graders (H1) will continue to be enrolled at ABHS based upon year-to-year student counts.

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% pts. from the baseline year 2014 – 2015.

Falls Below Standard:

Cohort 1 - 70% of 9th graders (H1) will continue to be enrolled at ABHS based upon year-to-year student counts.

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% pts. from the baseline year 2014 – 2015.

Falls Far Below Standard:

Cohort 1 - 65% of 9th graders (H1) will continue to be enrolled at ABHS based upon year-to-year student counts.

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% pts. from the baseline year 2014 – 2015.

Amy Biehl High School has high and rigorous standards regarding academic and civic-engagement. Due to these expectations, we as a school have struggled with student attrition. Often, this attrition occurs in lower – 9th and 10th – grades. Based on our school grade report, our Graduation rates have trended consistently upward from 51.5% in SY 2011 – 2012 to 73.1 % in SY 2013 – 2014 with a total improvement of 21.6% points. The percentages presented in the metrics are based on our attrition data from the 2011 – 2012 H1 cohort, the 2012 – 2013 H1 cohort and the 2013 – 2014 H1 cohort. Our data shows that H1 retention is variable from year to year however, our average retention percent for this three year period is 84%. This goal is based on the state graduation standard.

Student Retention Organizational Goal

Amy Biehl High School, as measured by student enrollment between grades 10-11 will improve student retention.