2020-2021 Annual School Performance Report: Amy Biehl High School

School Name: Amy Biehl High School

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

Head Administrator: Stephanie Becker

**Business Manager:** Lisa Tayler

Authorized Grade Levels: 9-12

Authorized Enrollment Cap: 325

Current Enrollment: 270

Contract Term: 2020-2025

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.

Enrollment by Race/Ethnicity
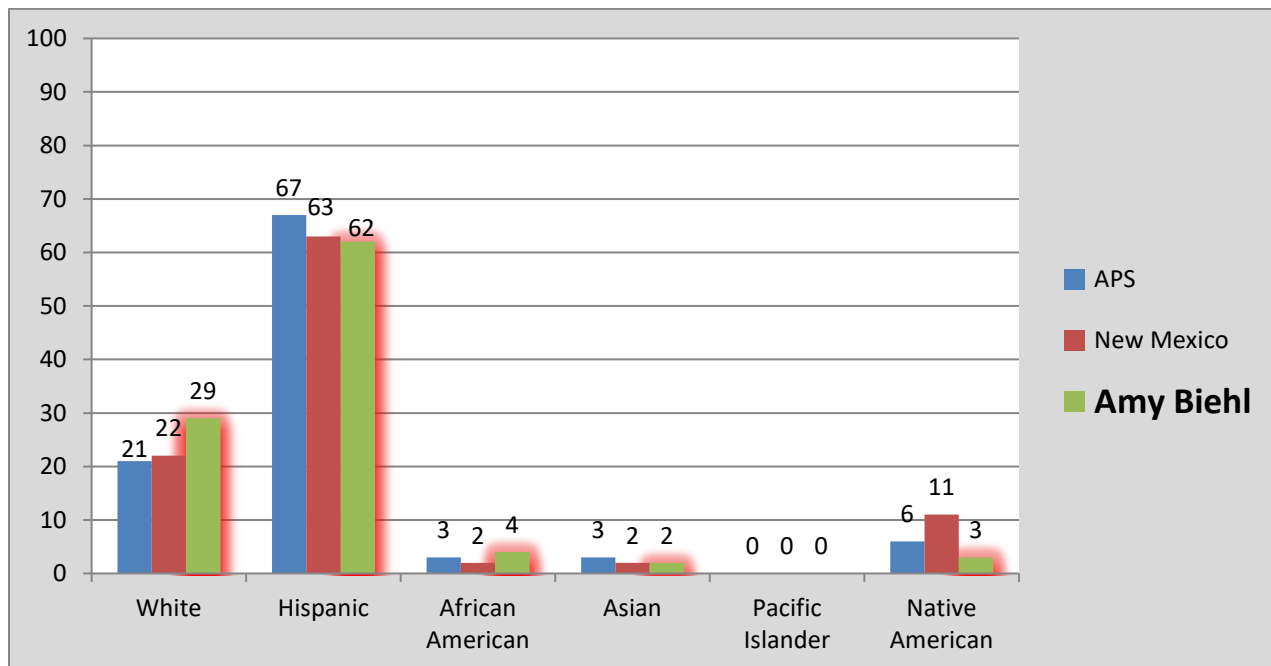
Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups
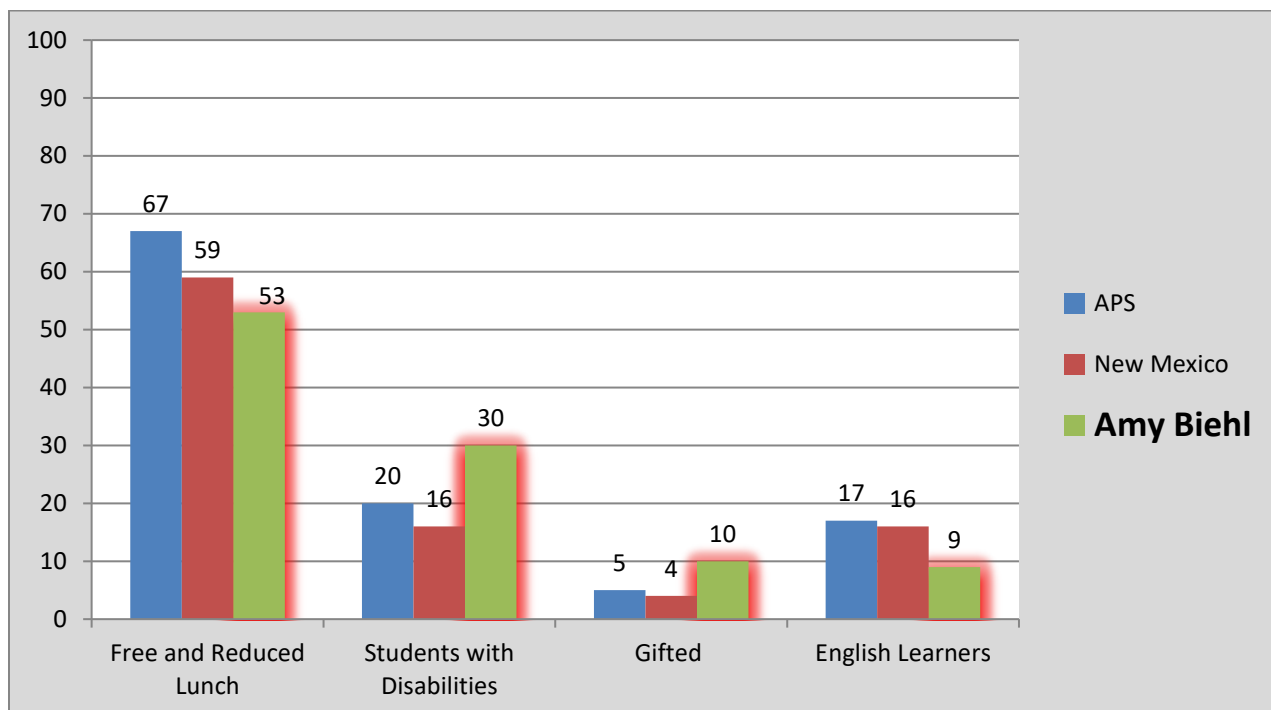
Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: May 18, 2021

Virtual Site Visit Participants
School: Cliff Wintrode: GB Treasurer, Steph Becker: ED or Principal, Halley Wheeless: Dean of Instruction: Sue Perea: Director of SPED; Lisa Tayler: Business Manager

OPFD/CSD: Dolores Archuleta; Missy Brown; Melissa Sanchez

Response to COVID Pandemic

Amy Biehl Charter School serves 270 students in grades 9-12. The school was completely virtual at the start of the pandemic using Google Classroom and Zoom to provide remote learning (April 2020-April 5, 2021). This was a swift transition as the school had been using Google classroom for LMS for several years prior. By April 5th of 2021, the school used a hybrid model where teachers catered to both in-person and remote students. According to the student surveys and feedback collected by school leaders, the students who opted to come in-person reported getting more work completed. During the school's advisory time, ABHS advisors have also learned that the online students feel safer at home and can still get their work completed; however, some online students still struggle to meet the curriculum demands and the school staff has worked with those families to help support and re-engage those students. While the teachers are exhausted, they have gotten used to the rhythm and pattern of the new face of school and have adjusted.

As service learning is a major component of the school's mission, the students did complete service-learning projects in school year 2020-21; 1/3 completed the projects in-person while the rest did the services online.

Despite the challenges of the year, the school celebrated the use of many new innovative online tools such as Urban Natural Restoration, NearPod, Botjoy Projects, Kami, Zooniverse, Classlink, Padlet and Kahoot. The school also created a YouTube channel, INDABA to engage and motivate students while they were at home; it was a way of virtually meeting every two weeks and to have a "messy dinner" together.

Teaching, Learning, and Assessment

To gauge student learning, ABHS used Renaissance Star Testing, which monitors student progress (it was administered mid-year and then was given at the end of the year). The SAT was offered to juniors, ASVAB was offered on May 6th 2021, ACCESS test was administered on May 10 & 11 for EL students, and the Accuplacer was administered to all juniors and potential dual credit students.

The school staff made sure student grades were updated weekly. Advisors and students work together in the Advisory period to discuss grades and get support. Progress reports were emailed to families every 4-5 weeks. If a student was not attending or engaged, the school staff called home and advisors would then record the contact in SIS as an event. One-hour meetings with families are also held twice a year, and as needed, and advisors have always been in close contact with parents/guardians if a student is failing a class.

To continue to implement the school's mission and material terms, the school leaders found service opportunities online. The service-learning program continued robustly and now several students are finally working in-person. The College and Career Readiness component hasn't stopped at all; seniors were offered more than $2 million dollars in scholarships this year. Students still completed the 100-hour senior project requirement and 2 dual credit classes with a C- or better. The only material term that was modified was the school's pass rate of 75%. For this year only, ABHS chose to lower it to the traditional 60%.

Student and Family Support and Engagement

ABHS has a robust Social and Emotional Learning (SEL) curriculum and uses operational funds to ensure that three social workers are on staff. The social workers were available to all students as well as managing their normal caseload during the pandemic. In addition, ABHS uses SEL in Action lessons with follow-up surveys by PEAR/HSA to measure resilience. The Gender Sexuality Alliance at the school is very active and they meet weekly. Finally with grant funds from Obama's "My Brother's Keeper" the school is able to best support young men of color and others to meet their particular needs. In September of 2020 ABHS students gathered outside to paint a mural in support of the Black Lives Matter movement. The students also built a skateboard ramp and table that students could use on their lunch breaks. https://www.krqe.com/news/albuquerque-metro/students-from-amy-biehl-high-school-create-social-justice-mural/

The school maintained frequent communication and outreach with families and their community partners in service activities. With weekly emails and updates to the website and news and information, the school was quick to respond to any needs during the difficult year.

To support ABHS staff, the faculty would still meet and plan weekly. Extra PD was offered throughout the year from highly qualified organizations (Facing History and Ourselves, Education Week, Teaching Lab, and Rio Grande Mindfulness Institute). The school also continued the mentoring faculty opportunities during the year. In general, the school leaders explained the ABHS community is a very collaborative group and so working together during this time was still a priority.

Performance Framework Indicators (school-specific questions)

1.d. Is the school protecting the rights of English Learner students? Has the school reviewed and corrected the 120-day ELP Error Report?

The school will investigate the students on the 120-day ELP error report. We also provided information on how to determine ELL Eligibility of Students with a template to document information and keep in student cum file.

2.a. Is the school meeting financial reporting and compliance requirements? Is Lisa Tayler still the school's CPO? Is her certification still current? The last annual registration of the school's CPO on the State GSD website was on 4/19/2019. Please have CPO register for the current year and remember that it must be done annually.

Lisa Tayler will register as school's CPO on the GSD website, CSD routed the link to Ms. Tayler for registering via *email on 5/18/2021.*

2.b. Is the school following Generally Accepted Accounting Principles?

2020-001 Budgetary Compliance - Fund 26187 exceeded budget authority by $377

2020-002 Lack of Procedures - travel per diem - incorrect reimbursement $4.94

2.c. Is the school responsive to audit findings? When does your audit committee meet?

At the entrance conference, then as appropriate until the exit conference in July.

3.a. Is the school complying with governance requirements?

S. Becker has requested the GC and the Equity council be added to the website. Members are taking PCSNM training to complete the required hours. The board does complete an annual OMA resolution but does not normally post them on website.

Mission-Specific Goals:
Either: 1) The school was unable to implement and assess mission-specific goals due to the pandemic. or 2) The school provided the following information about their mission-specific goal accomplishment.

School Response:
Dual credit goal: Exceeds standards.
The graduating class of 2022 included 44 individuals all of whom had passed two or more dual credit classes unless the IEP dictated alternative coursework. Hence 100% of our graduating seniors passed their dual credit classes.

Service-learning goal: Exceeds standards.
To measure the success of the mission specific goal for service, we pulled the data for our student enrollment for the 120th day, eliminated any student who wasn't present for the 40th day and checked their grades for advisory. Advisory is the space where students are assessed for their participation and engagement in Service. 90% of students present for 40th and 120th day passed their service component for advisory with a C or better which exceeds the standard.

AMY BIEHL
HIGH SCHOOL

COURAGE | SCHOLARSHIP | COMMUNITY
123 4ᵗʰ Street SW, Albuquerque, NM 87102 Ph: 299-9409

Jul 28, 2021

TO: New Mexico Public Education Commission

FROM: Stephanie Becker, Executive Director, Amy Biehl HS

RE: Charter Performance Report Narrative

Amy Biehl Charter High School navigated a particularly challenging school year 2020-2021 during COVID as 75% of our school year was online and the final 25% we delivered in a hybrid format. We did administer short cycle assessments in the second half of the year but did not offer PSAT. We did offer the SAT to juniors. Despite the pandemic and a long part of the year online we were able to not only meet our mission specific goals, yet exceed them. As of this date, 94% of our graduating class completed their dual credit classes meaning we have exceeded the standard.

ABHS has the distinction of holding a mission with two very distinct charter goals: scholarship (dual credit requirements) and service. Imagine the creativity it required for our Director of Community Engagement and the entire staff and student body to create service opportunities online! And yet, they did it. The data show that a little over 90% of students present at 40th and 120th days were engaged in service on our service afternoons, including the MLK day work we did. We managed to slowly create in-person service projects so that some students could participate safely at a variety of organizations in the city.

ELLs--The LEA sent corrections to the Language and Culture Bureau asking the ELL STAR system to be updated as there was evidence of misidentification by the state of students as ELL, when in fact, they were not ELL. The LCB response was that these students will always be on the error report and to keep sent documentation as evidence for the next audit.

All Governing Board minutes and agendas are posted on the ABHS website with the appropriate amount of time to allow the public to review and request a time to attend and speak. Foundation Board members and the Equity Council members are also posted on the website.

Assurances:
The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standard
If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance: The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.

Amy Biehl High Charter School	2020-2021
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	Unable to Review - COVID
Indicator 2 Subgroup Performance	Unable to Review - COVID
Indicator 3 Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Working to Meet Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Working to Meet Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES
Indicator 5d School Environment: handling information appropiately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

2016-2019 Contract Term

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	**57.83 Points (Spotlight)**
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			
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	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

NEW MEXICO
Public Education Department

Charter School Name	Amy Biehl High School

In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

☑ **The school protects the rights of students with special needs, by:**
- ✓ Providing services per individual IEP,
- ✓ Maintaining both direct service and ancillary support logs,
- ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.

☑ **The school protects the rights of English Learner (EL) students:**
- ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.

☑ **The school complies with federal and state grant program requirements.**

☑ **The school meets Governance and reporting requirements:**
- ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
- ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
- ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).

☑ **The school protects the rights of all students:**
- ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
- ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
- ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
- ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
- ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
- ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
- ✓ School updates Next Step Plans annually for all high school students.

☑ **The school's attendance policy aligns with the Attendance for Success Act** NMSA § 22-12A-1.

☑ **The school protects employee rights:**
- ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
- ✓ School has an employee handbook that includes discipline and grievance policies.
- ✓ School has a salary schedule that complies with minimum teacher salaries.
- ✓ School has a documented mentorship program for first year Level One teachers.
- ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.

☑ **The school complies with facility requirements in NMSA § 22-8B-4.2.**

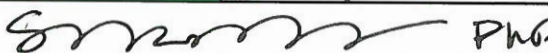☑ **The school complies with transportation requirements, including all inspections and insurance, if applicable.**

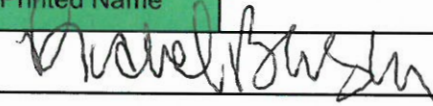☑ **The school complies with health and safety requirements:**
- ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21.
- ✓ The school maintains immunization records, including a master immunization log.
- ✓ All staff complete training on reporting child abuse and neglect.
- ✓ The school has a Diabetes Management plan.

☑ **The school handles information appropriately:**
- ✓ School completes all STARS reporting requirements on time.
- ✓ School follows proper security procedures, including keeping student files locked.
- ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
- ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	Stephanie Becker, PhD		
Signature	_[signature]_ PhD	Date	7·22·21

Board Chair Printed Name			
Signature	_[signature]_	Date	7·29 21