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Part A: Preliminary Data Report and Current Charter Contract Terms

Amy Biehl High School updated January 31, 2020

Charts with additional data are marked with  .

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

Head Administrator: Frank McCulloch

Business Manager: Lisa Taylor

Authorized Grade Levels: 9-12

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.

SECTION 1. ACADEMIC PERFORMANCE

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

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

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

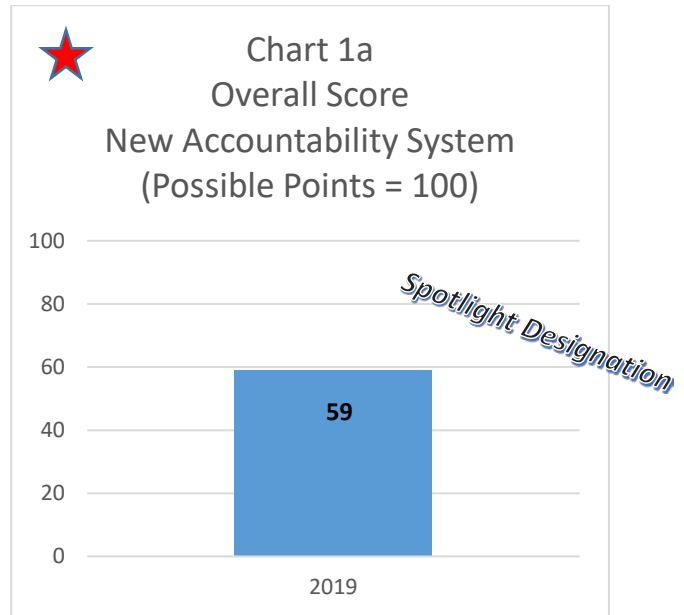
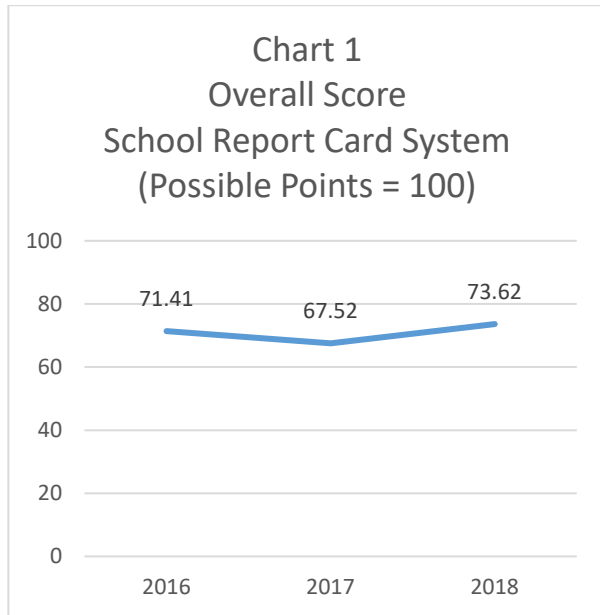
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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

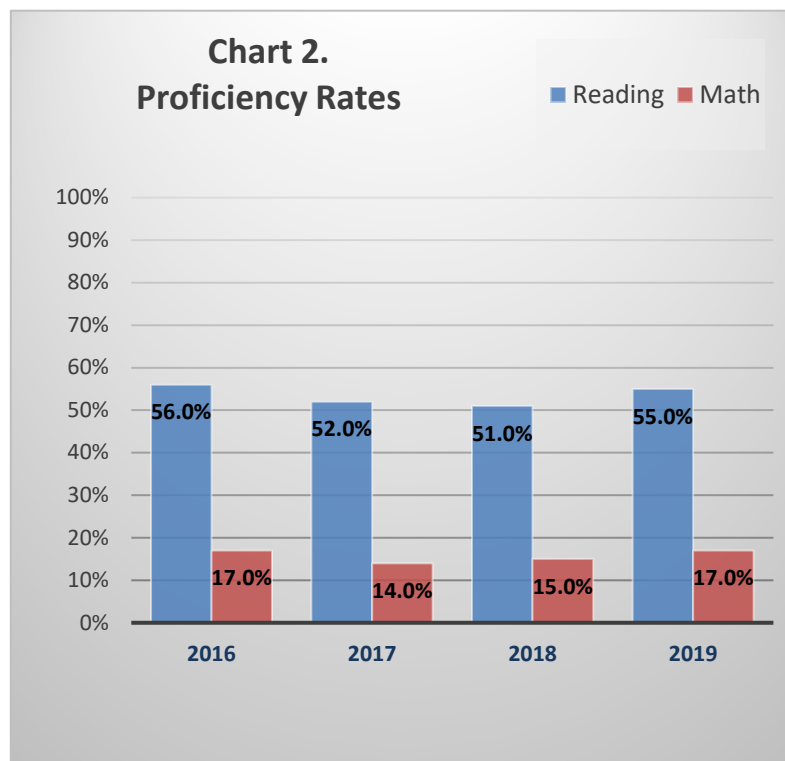
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

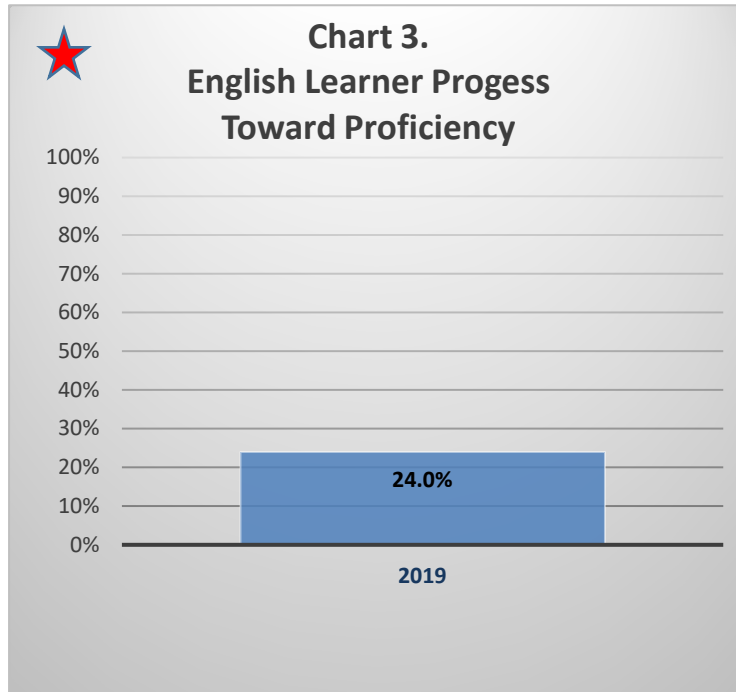
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



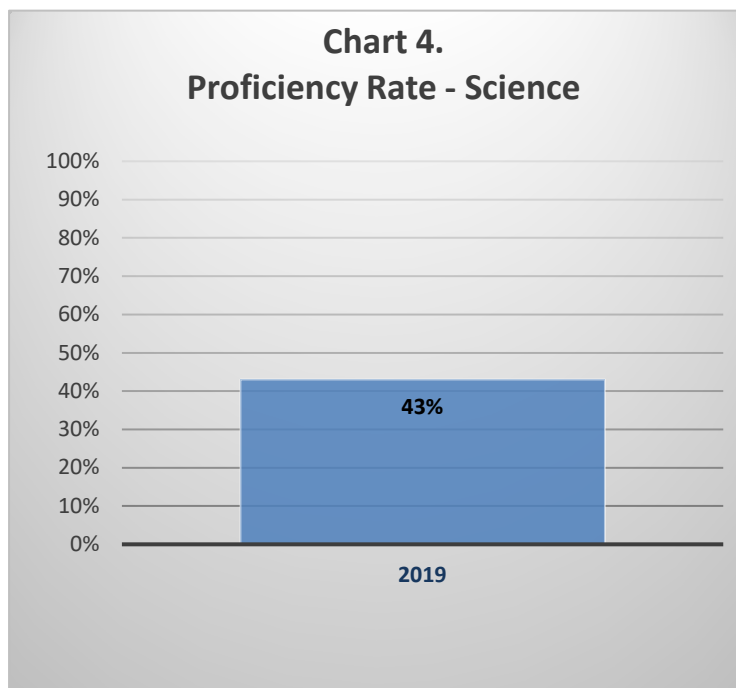
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



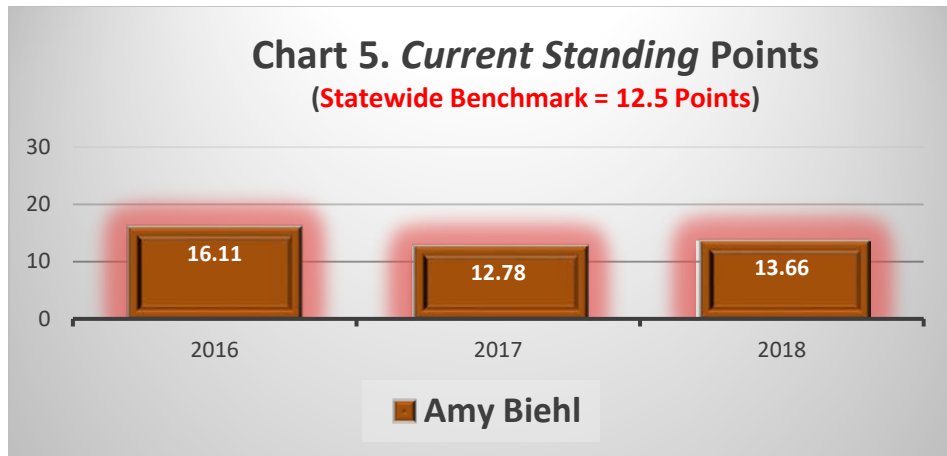
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



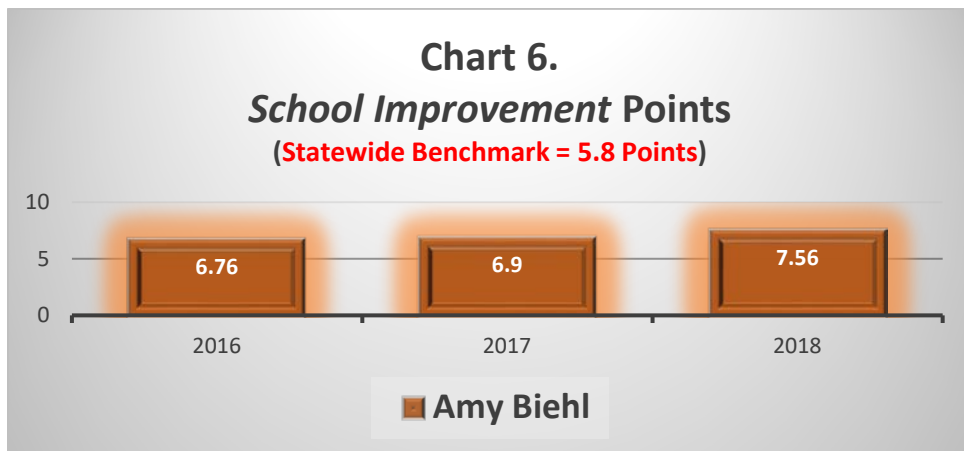
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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

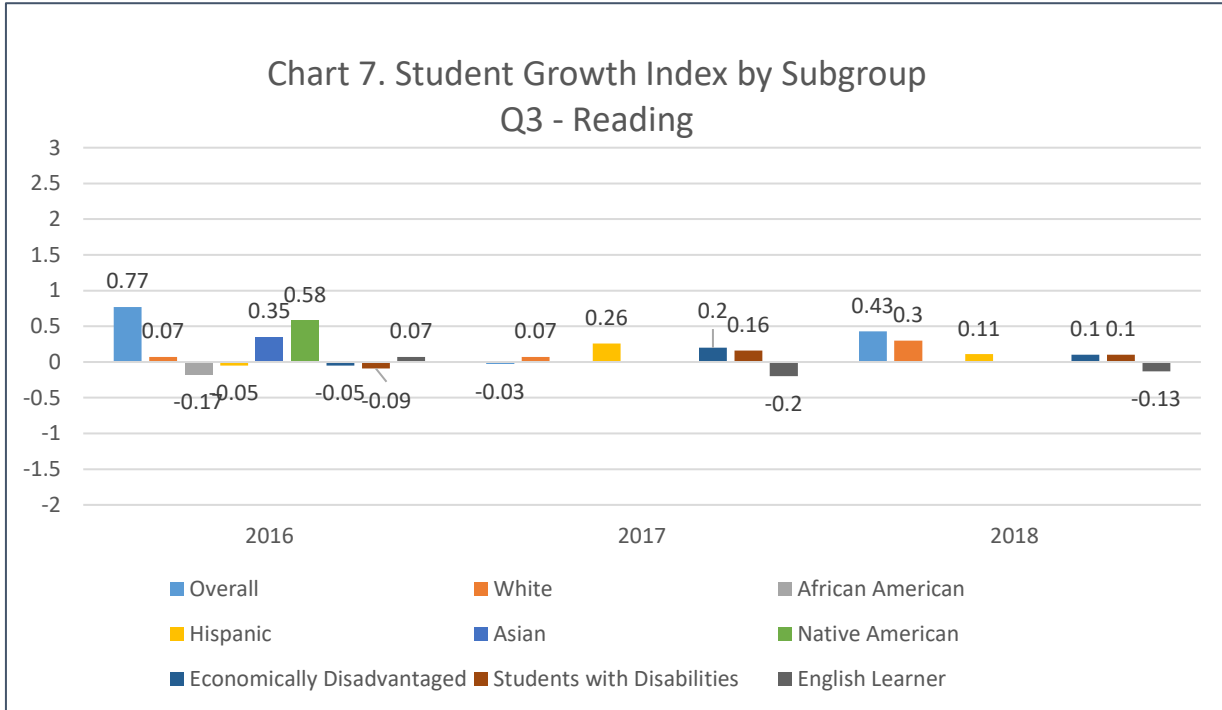


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



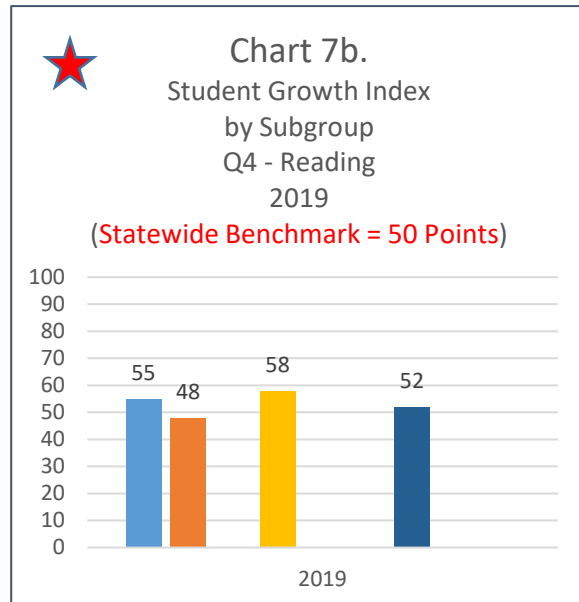
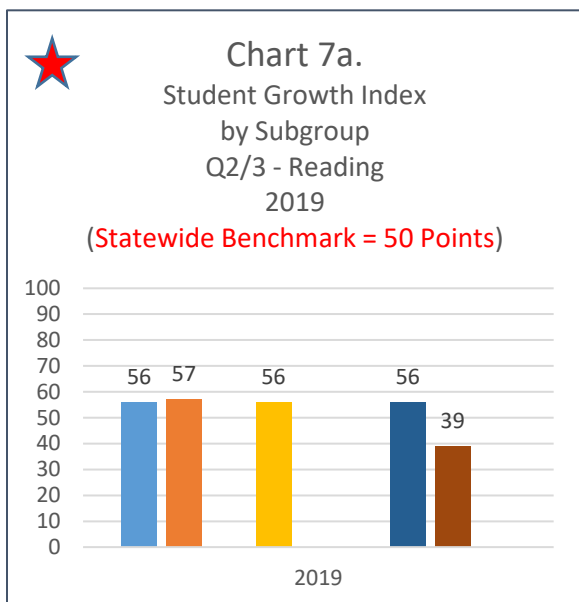
Subgroup – Higher-Performing Students in Reading

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



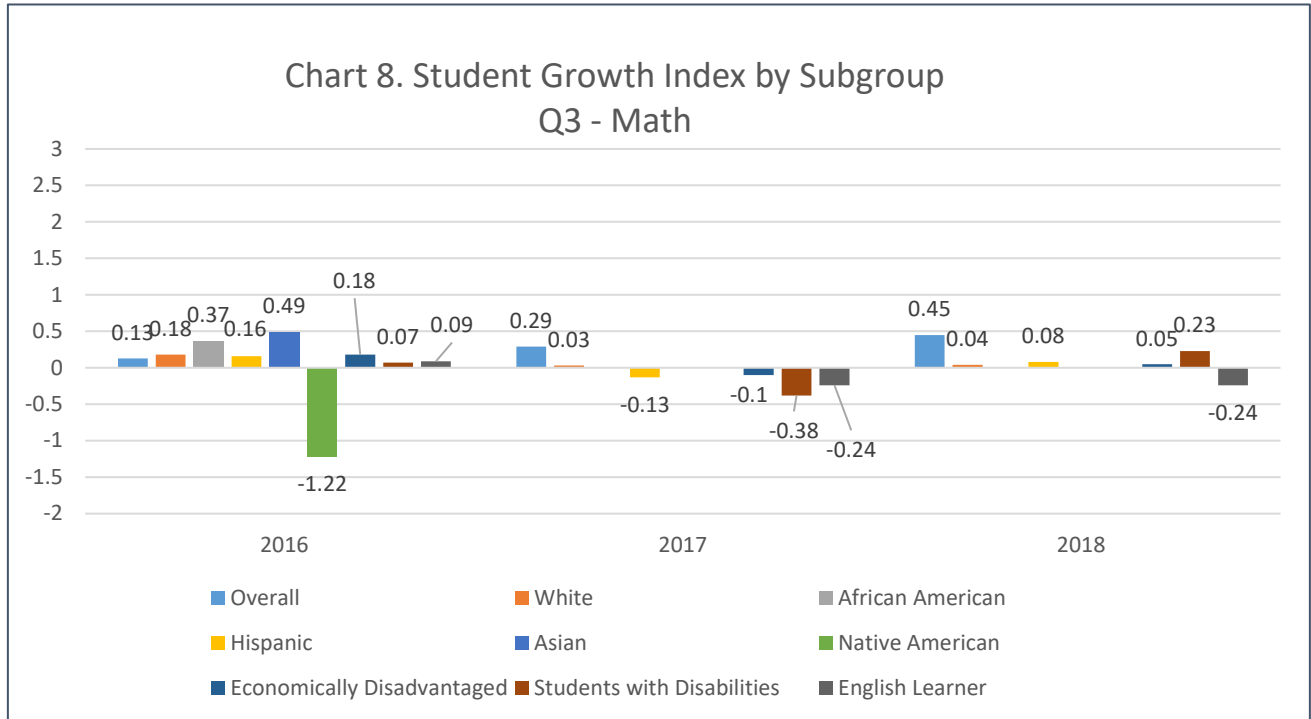
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



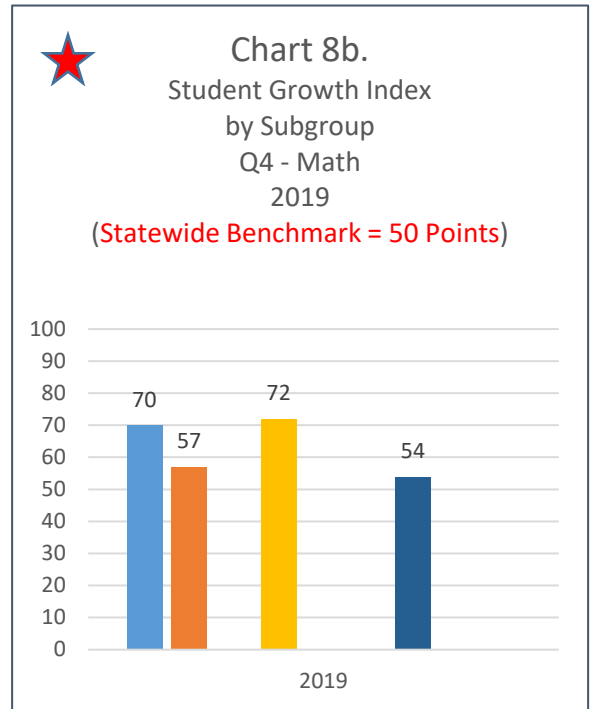
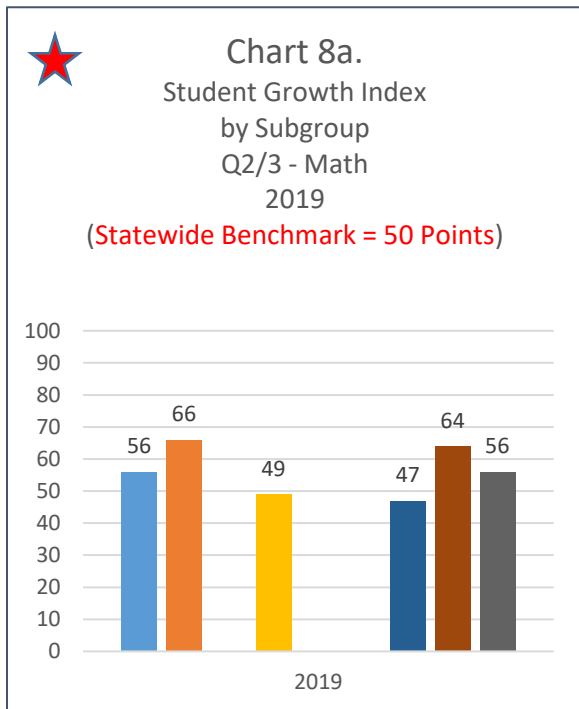
Subgroup – Higher-Performing Students in Math

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



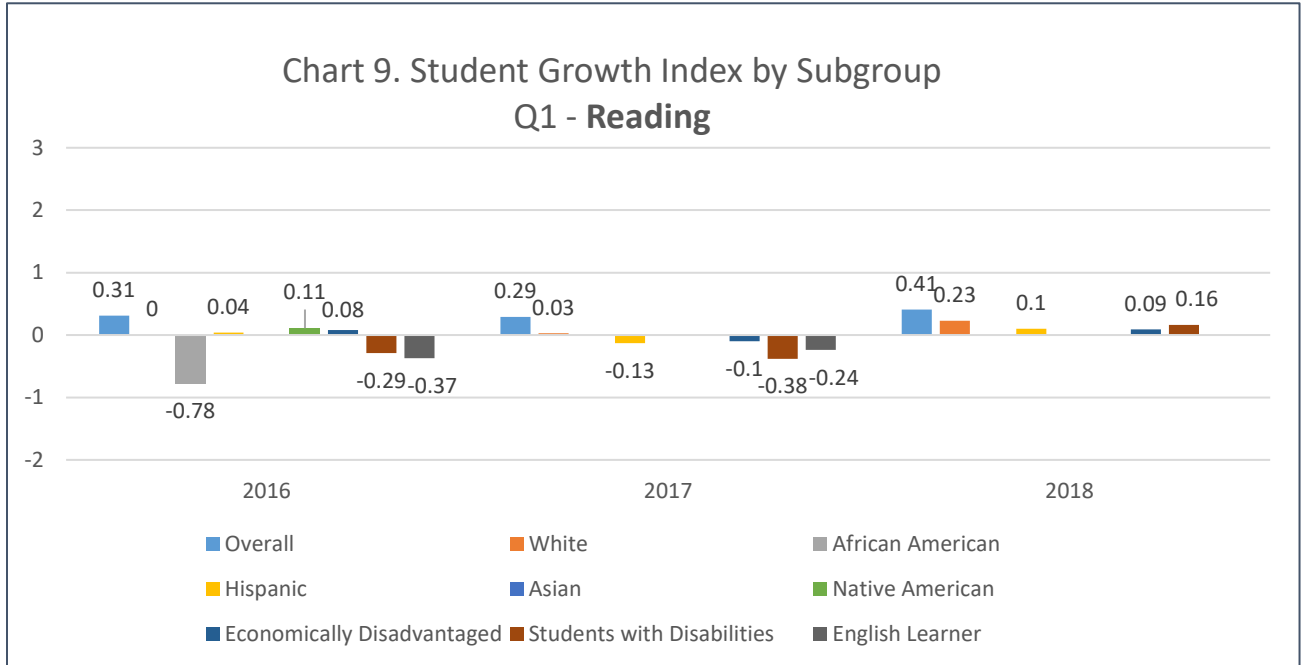
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

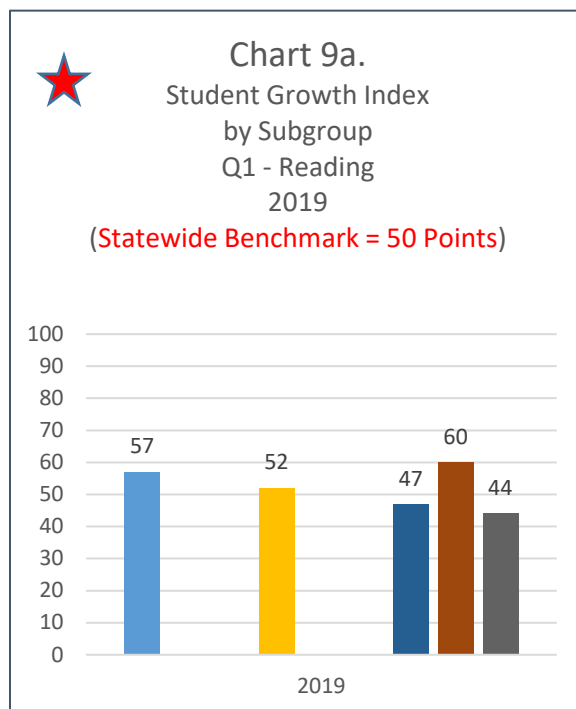


Subgroup – Lowest-Performing Students in Reading

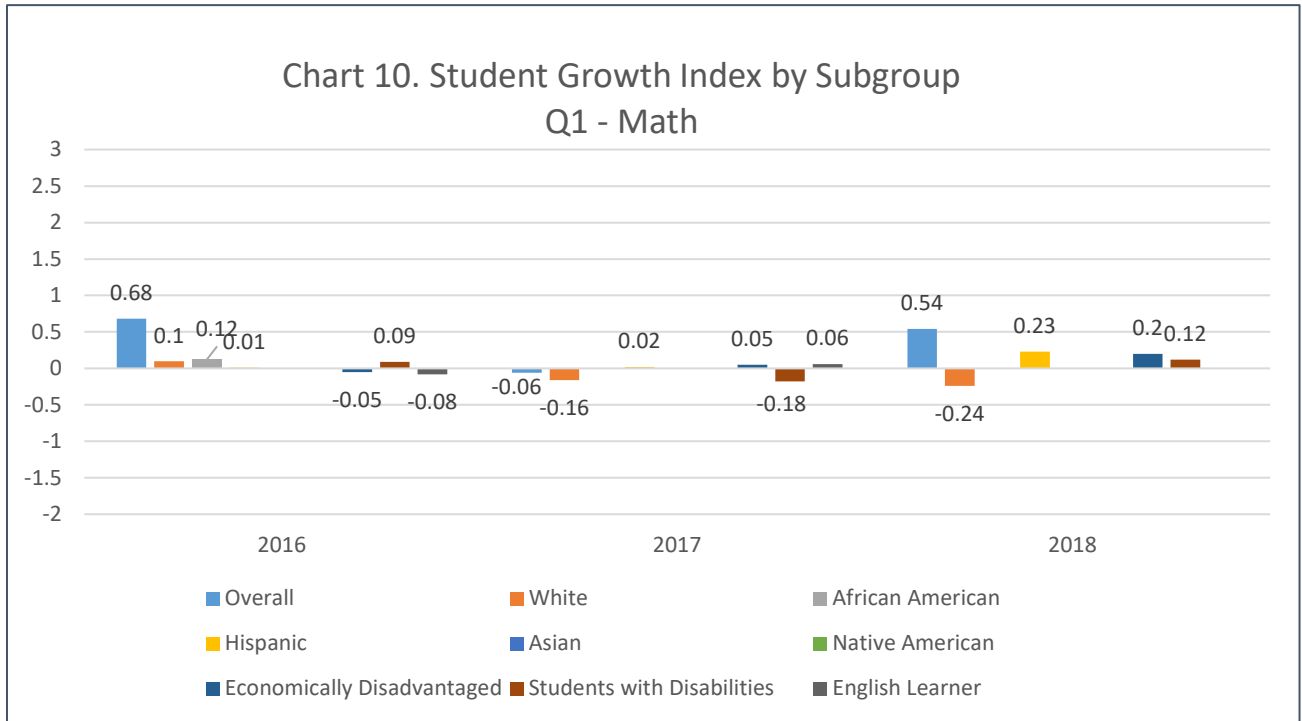
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



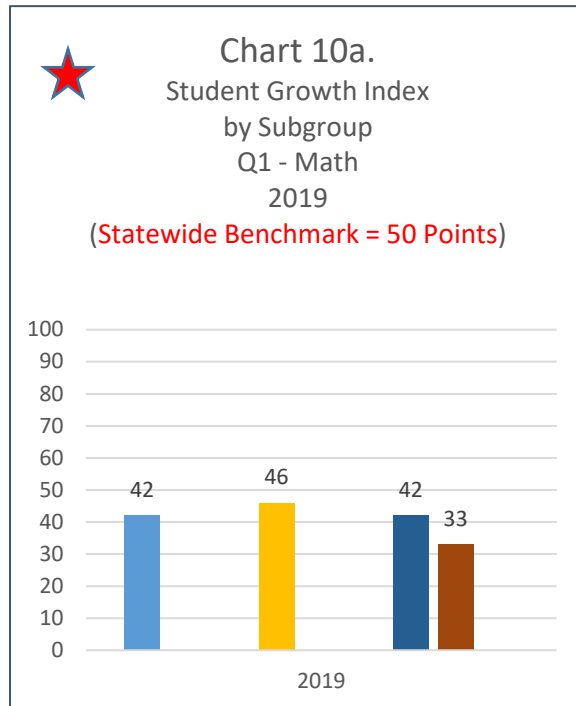
SY2019 Q1 Lowest-Performing Students in Reading



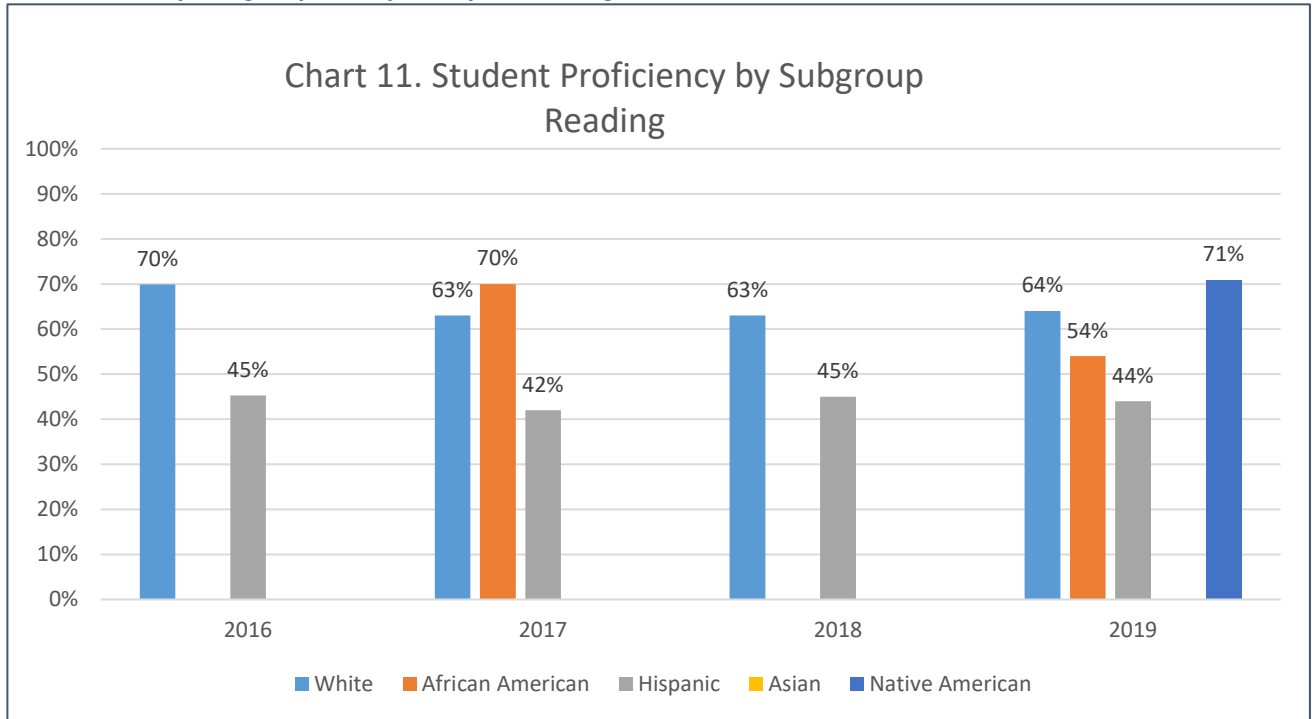
Subgroup – Lowest-Performing Students in Math



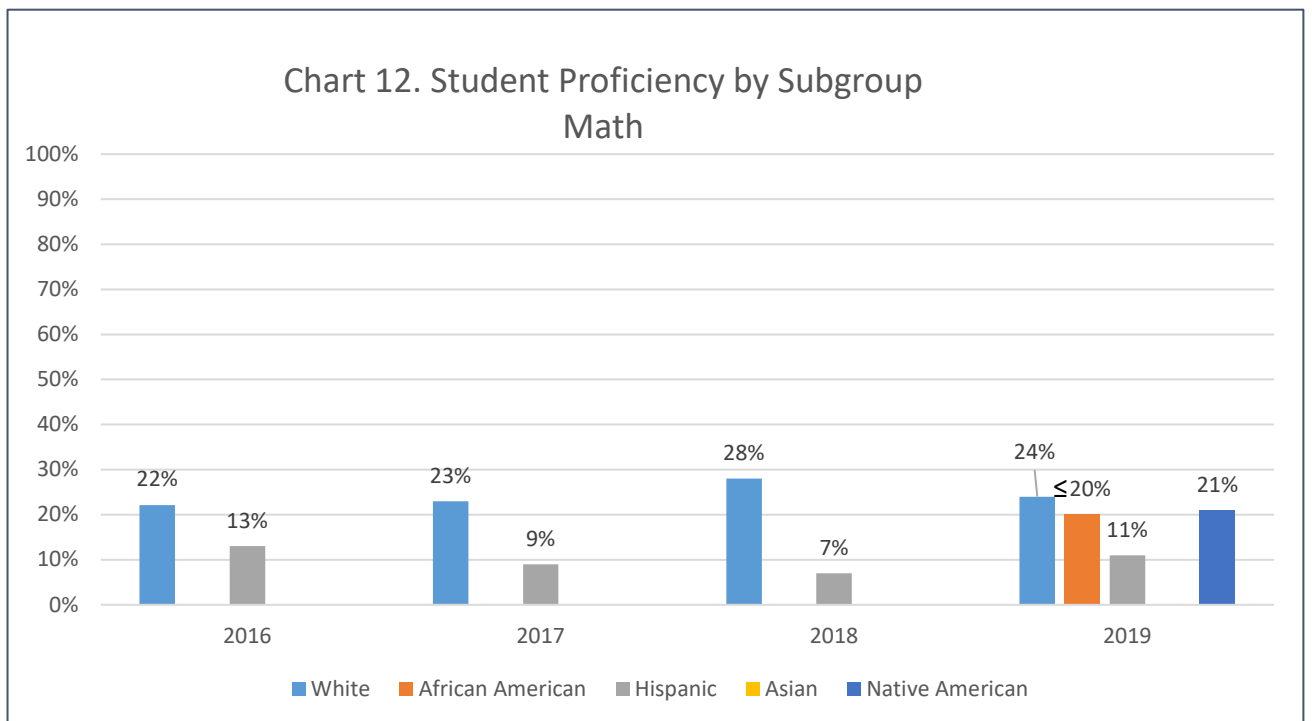
SY2019 Q1 Lowest-Performing Students



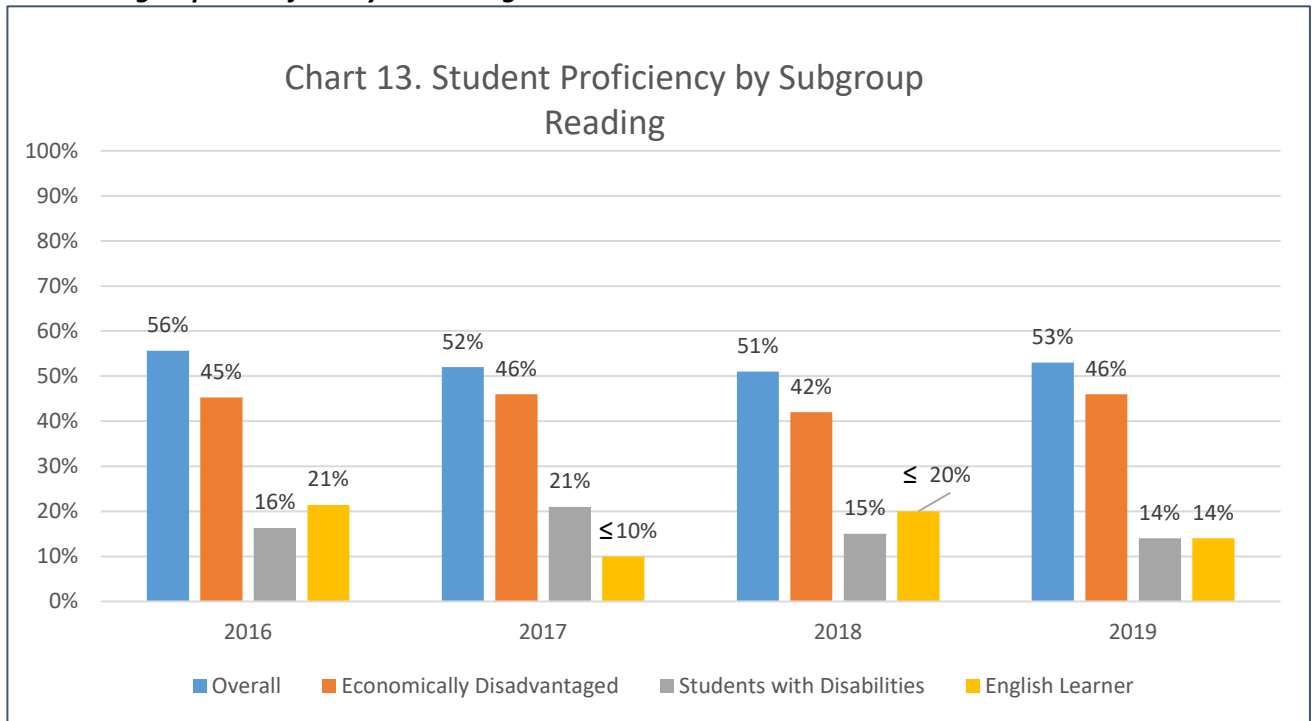
Race/Ethnicity Subgroups - Proficiency in Reading



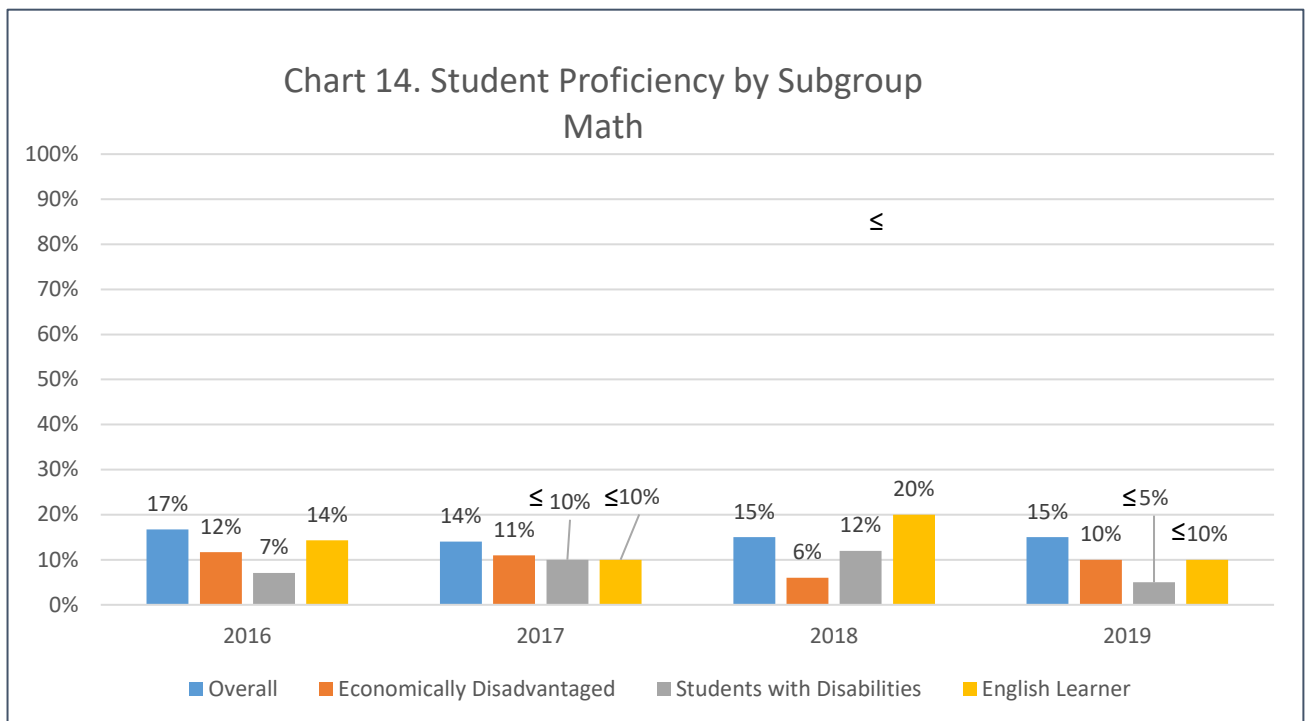
Race/Ethnicity Subgroups - Proficiency in Math



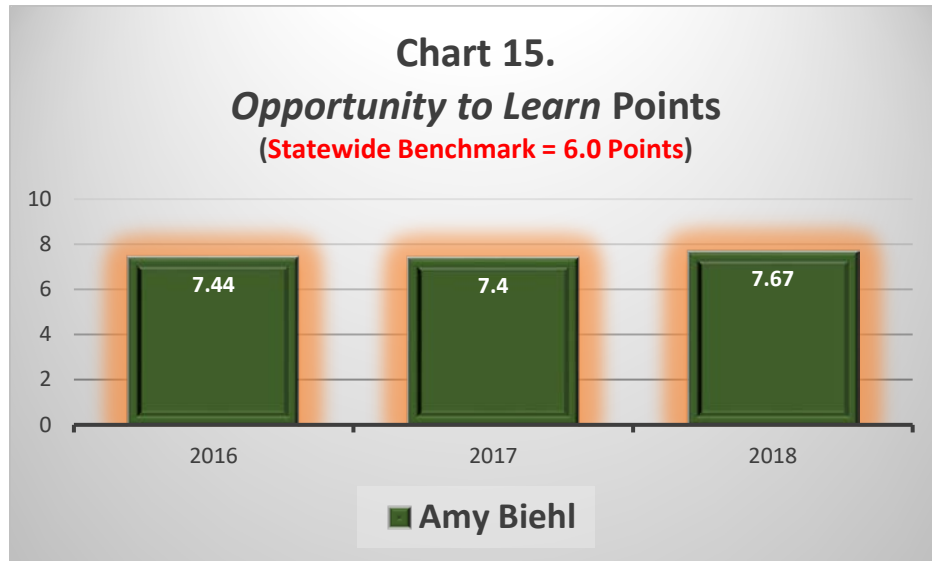
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

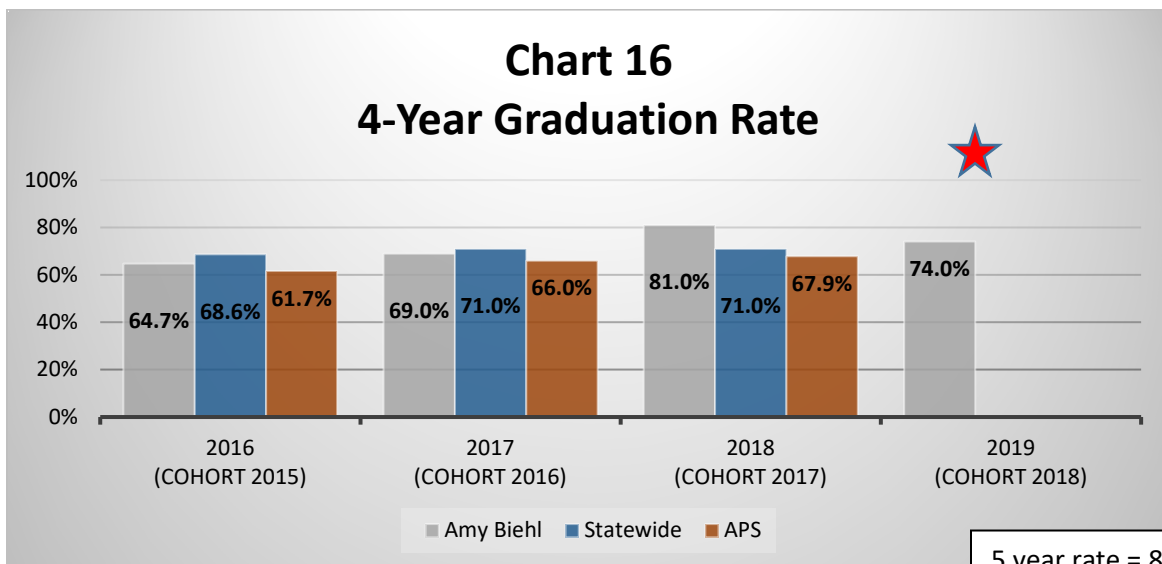


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



High School Graduation Rates for the 4-year cohort

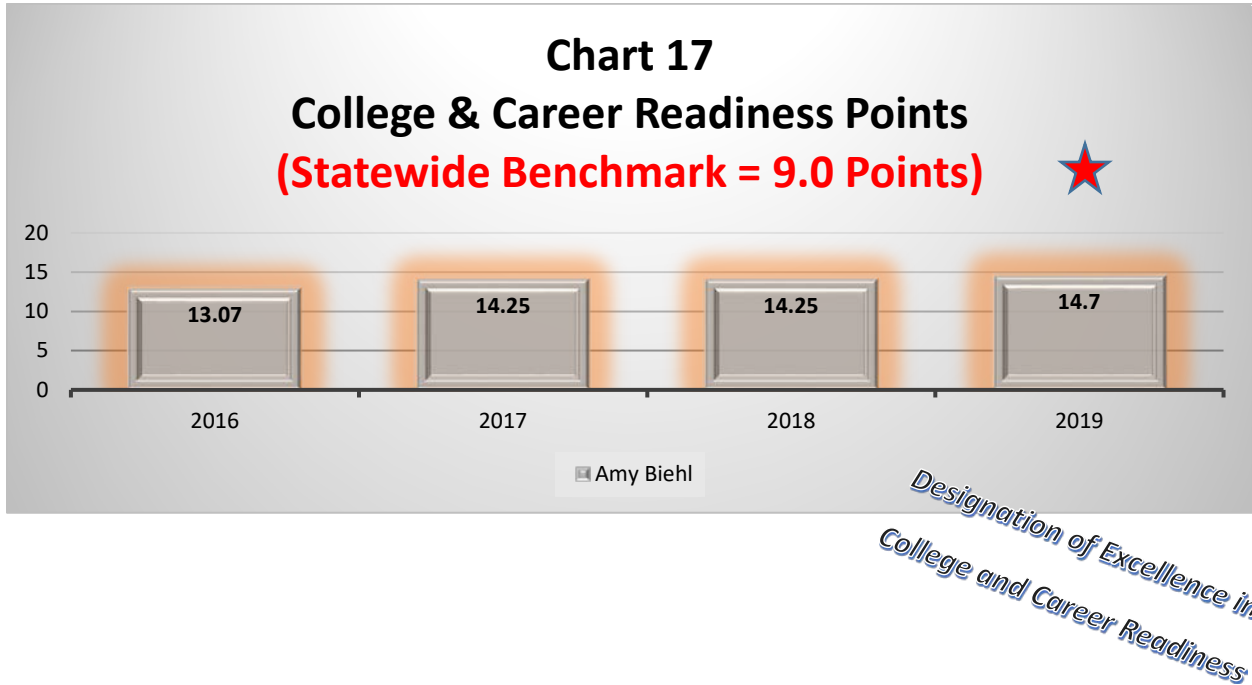
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 88%
 6 year rate = 81%
 Grad Growth Rate = 2

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

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



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

1b. Specific Charter Goals

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

Charter Specific Goals

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

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

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

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

Figure 2. Progress towards Charter Specific Goals.²

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

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

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

Additional Information on the School's Goals

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

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

Proposed School Goals

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

For both goals, the proposed ratings were:

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

Figure 2. Progress towards Proposed Goals.

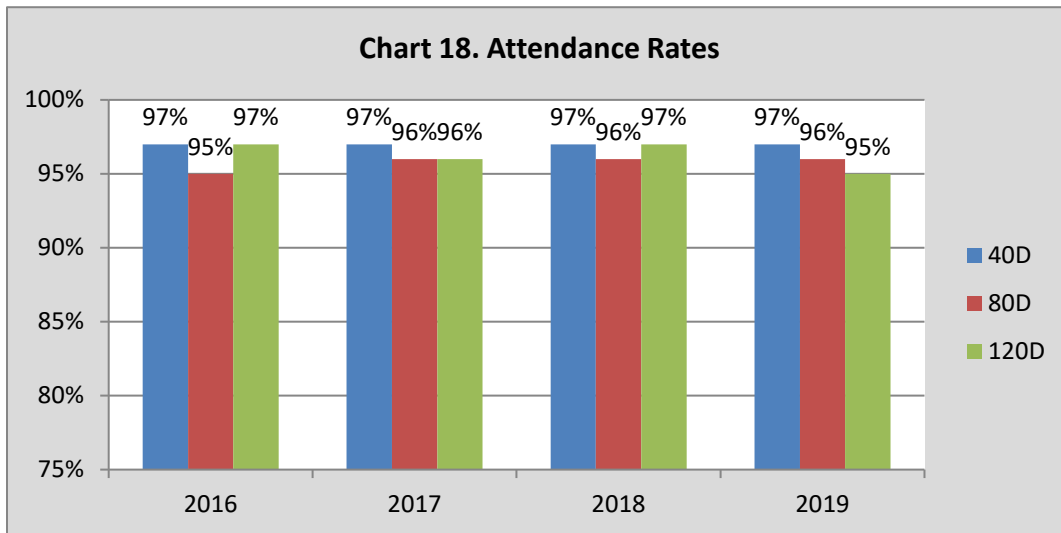
	Goal 1	Goal 2
2019	Exceeds	Exceeds

1c. Student Attendance and Enrollment

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

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

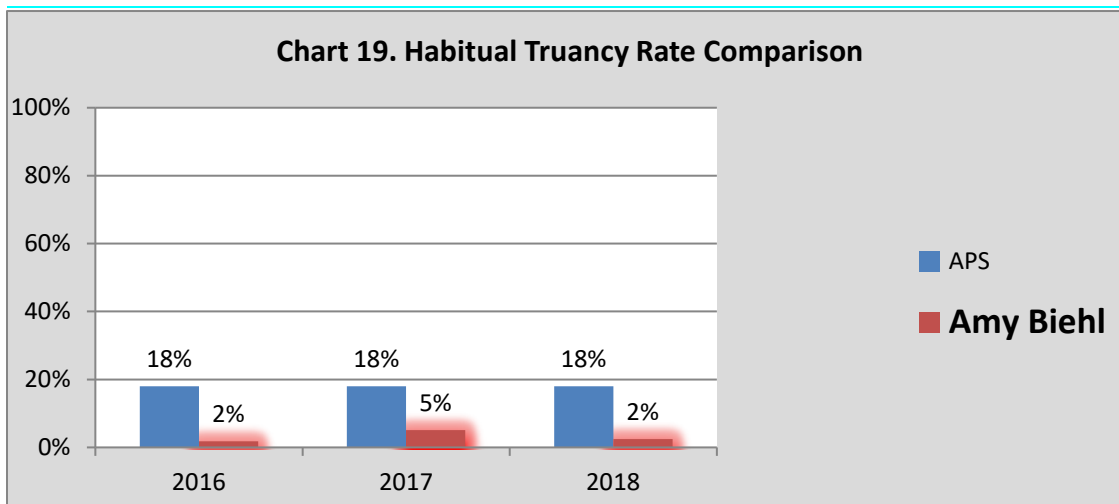
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

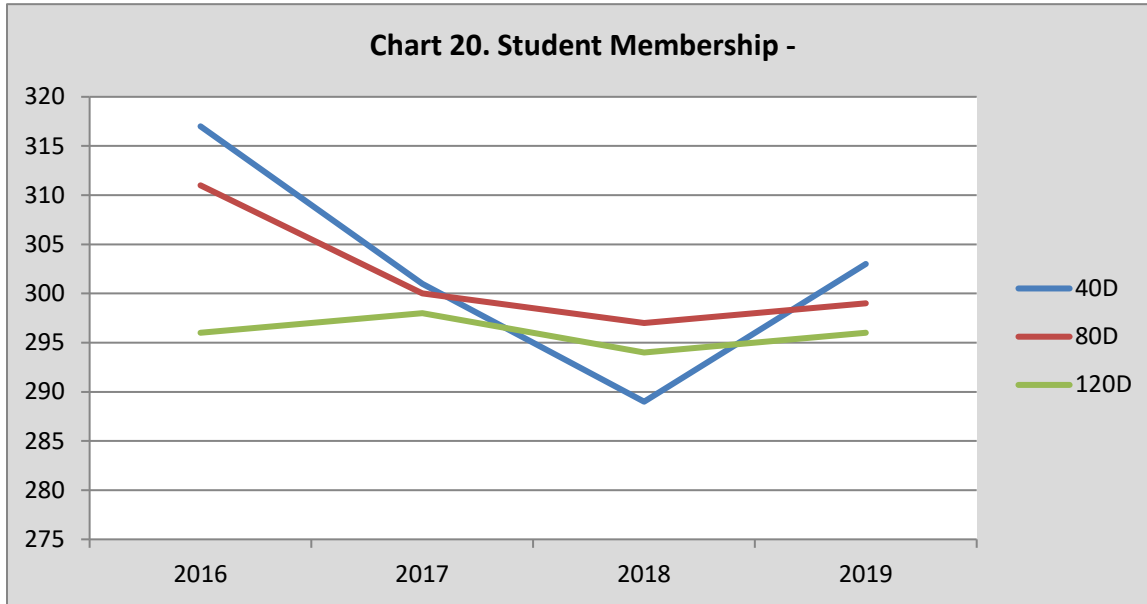
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



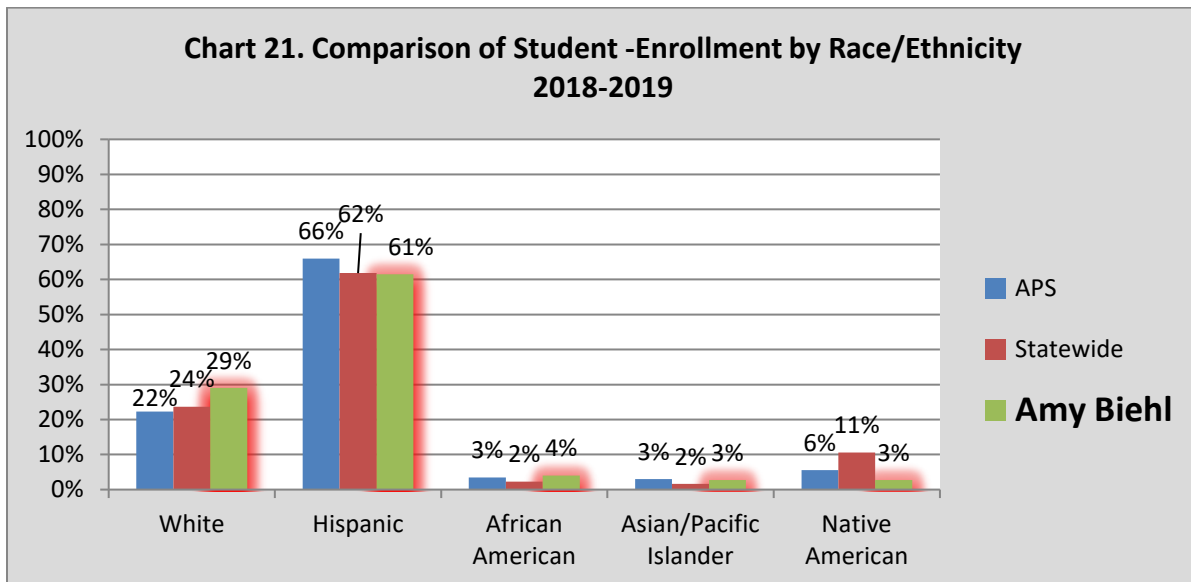
Student Membership (Enrollment)

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

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

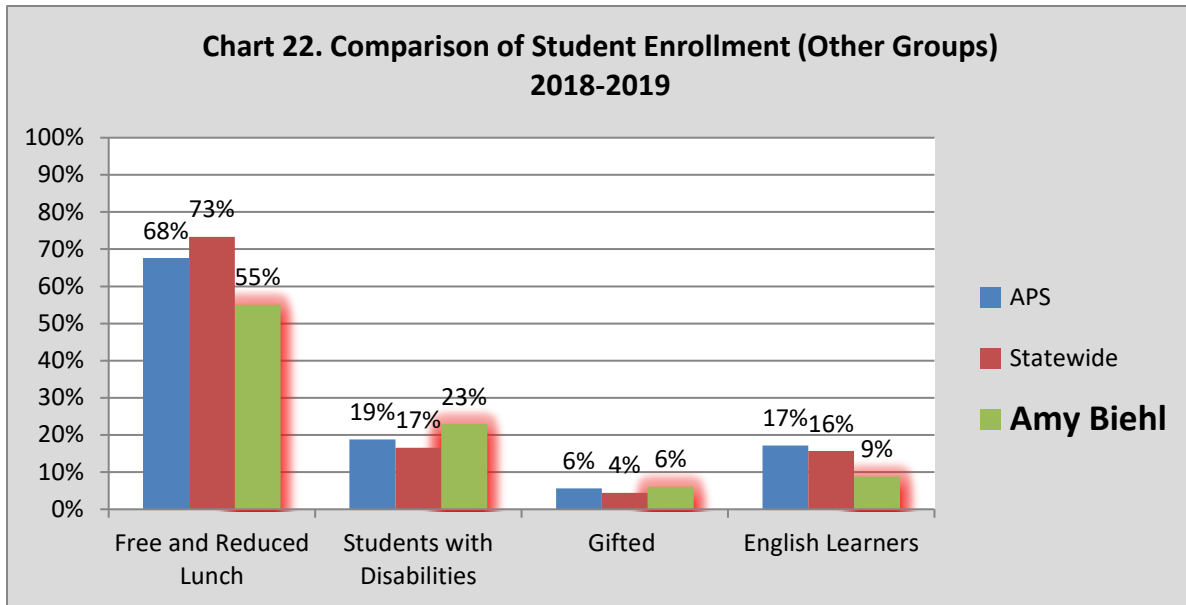


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

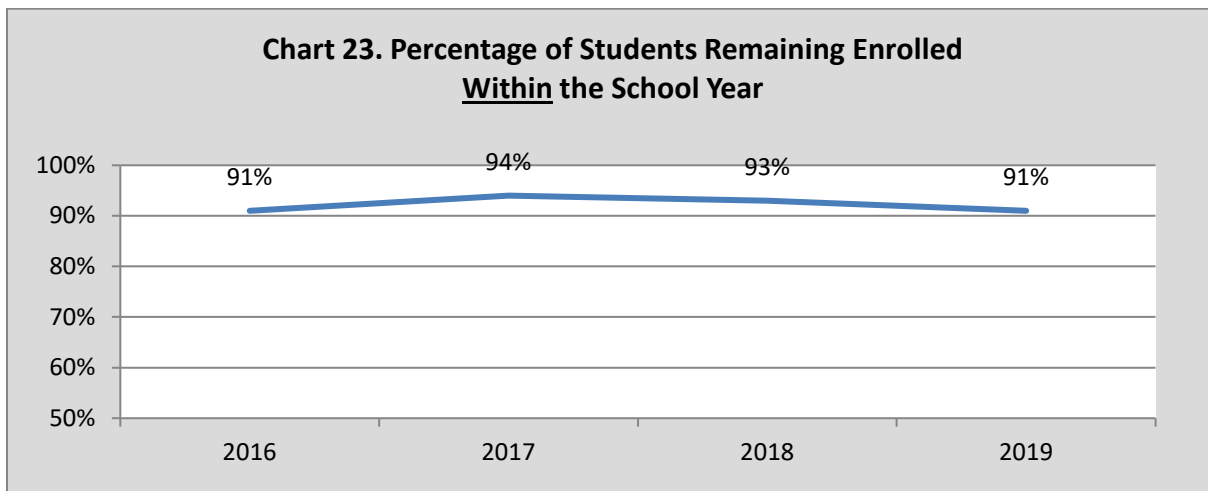


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

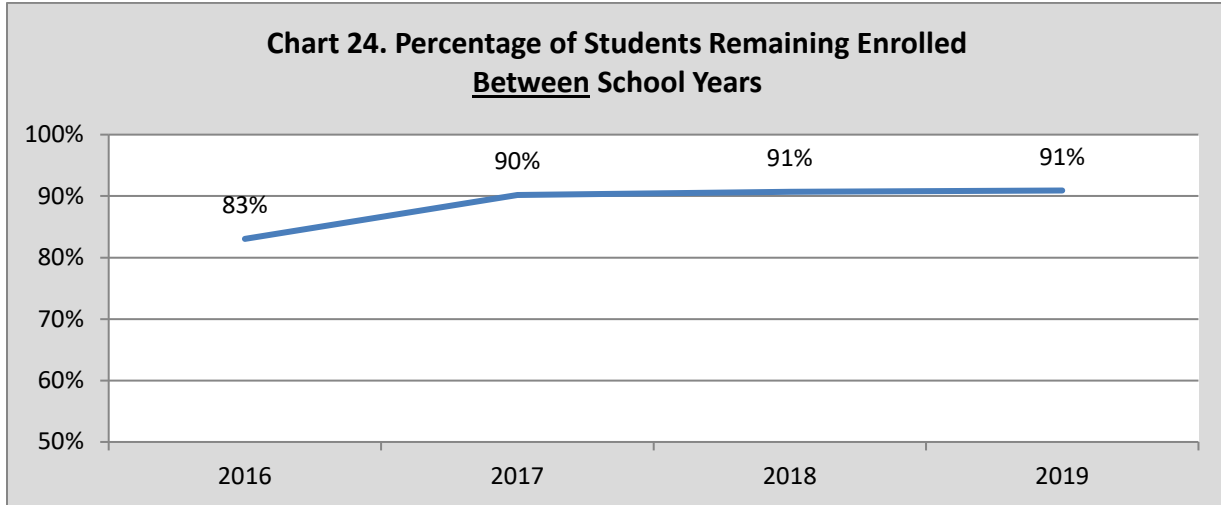
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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



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

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

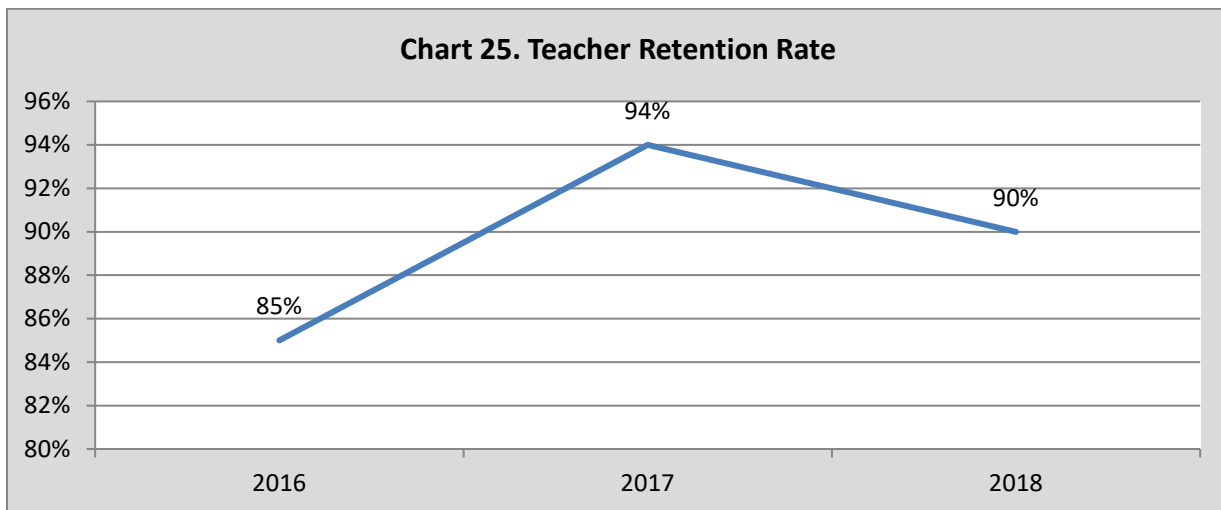


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

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

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



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

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

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit finding:

2018-001 Pledged Collateral (Other Noncompliance)

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

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

2b. Board of Finance

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

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

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

Exhibitions:

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

Assessment that drives instruction

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

Graduation Credit Requirements

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

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

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

Inclusion Model

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

Advisory support

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

Student – Focused Term(s)

Dual Credit

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

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

Civic Engagement

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

Teacher – Focused Term(s)

Personalized Teacher Professional Development

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

At least 5 weeks of Collaborative Professional Development

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

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

Grade level teams

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

Content Teams

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

Parent – Focused Term(s)

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

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

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

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

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

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

3b. Organizational Performance Framework

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

3c. Governing Body Performance

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

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

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

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.