

Part B—Progress Report

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

1. Innovative and Distinctive Education Program

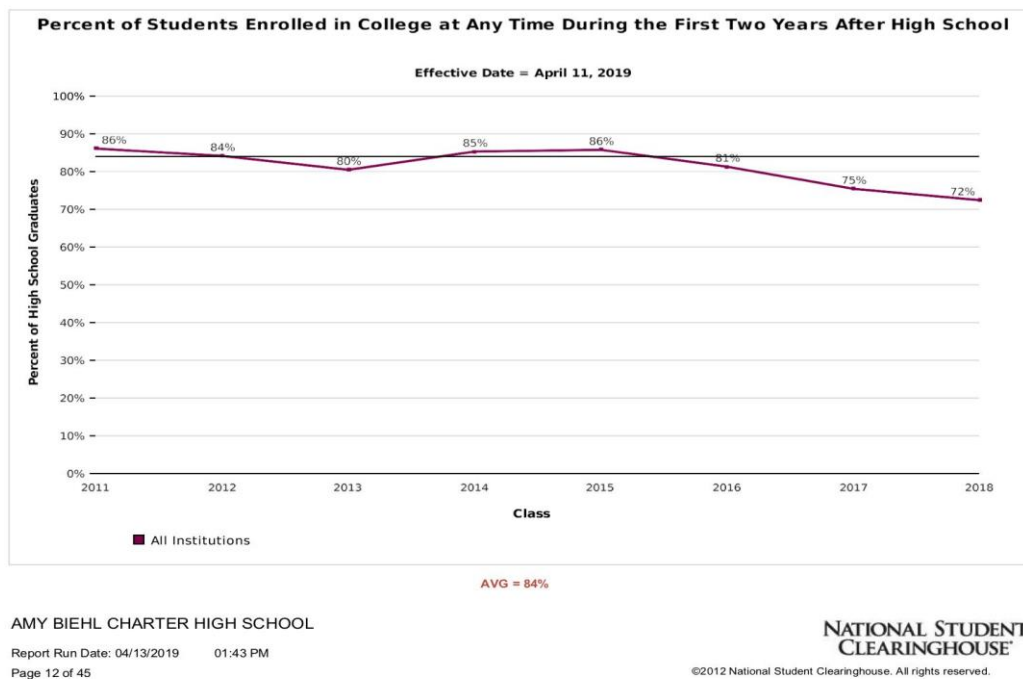
The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

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

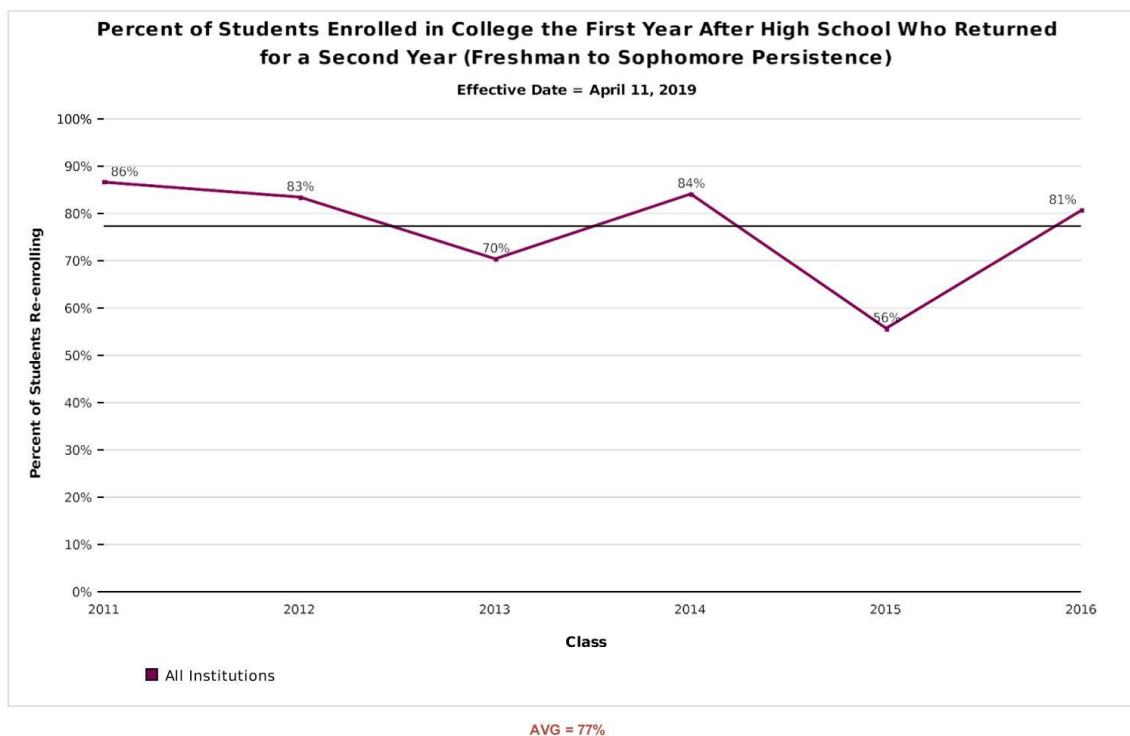
School Response:

Teaching Methods and Measures of Student Achievement

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



Graph A



AMY BIEHL CHARTER HIGH SCHOOL

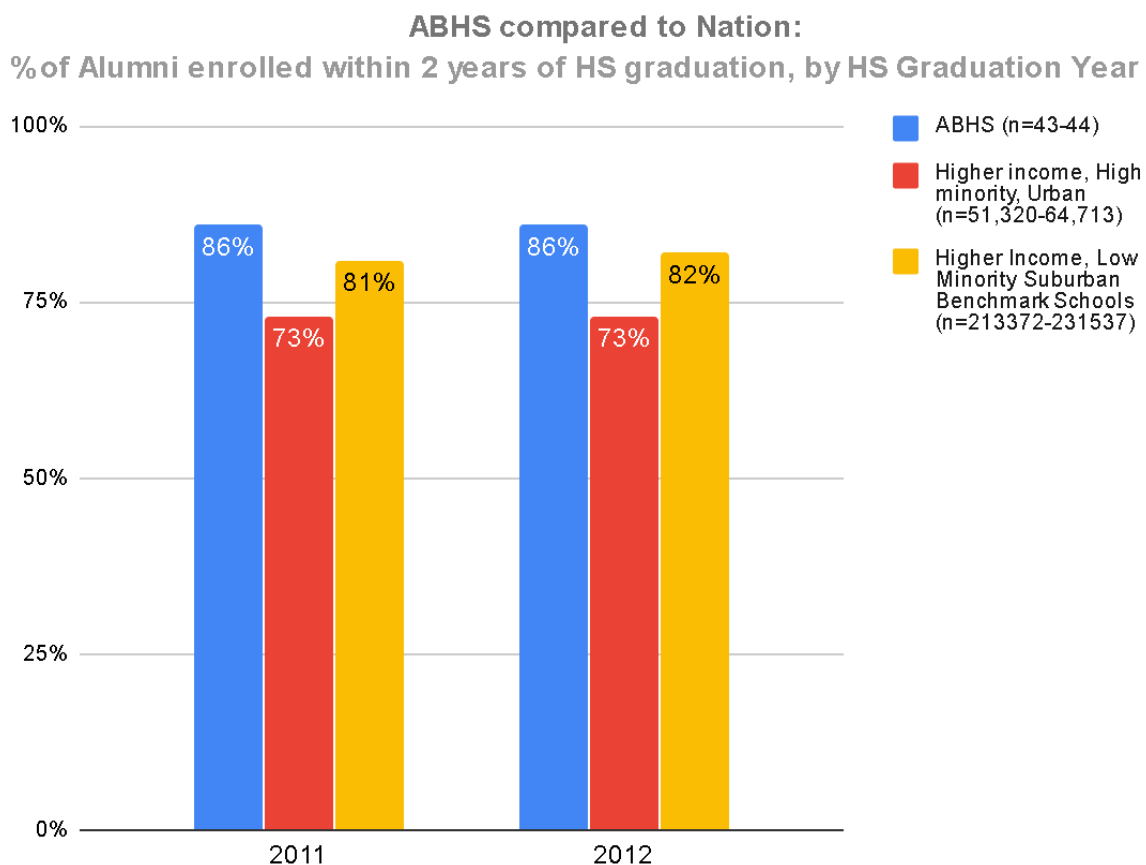
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NATIONAL STUDENT
CLEARINGHOUSE

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Graph B

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

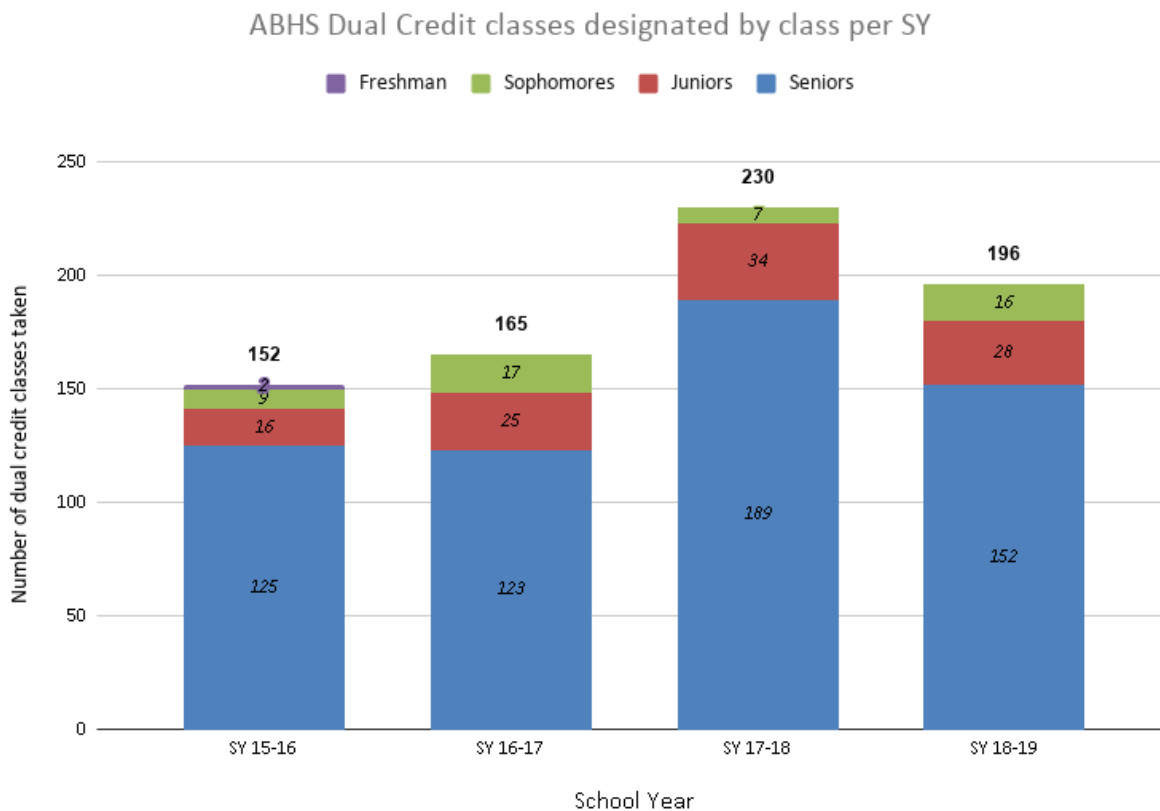


Graph C

Dual Credit

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

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



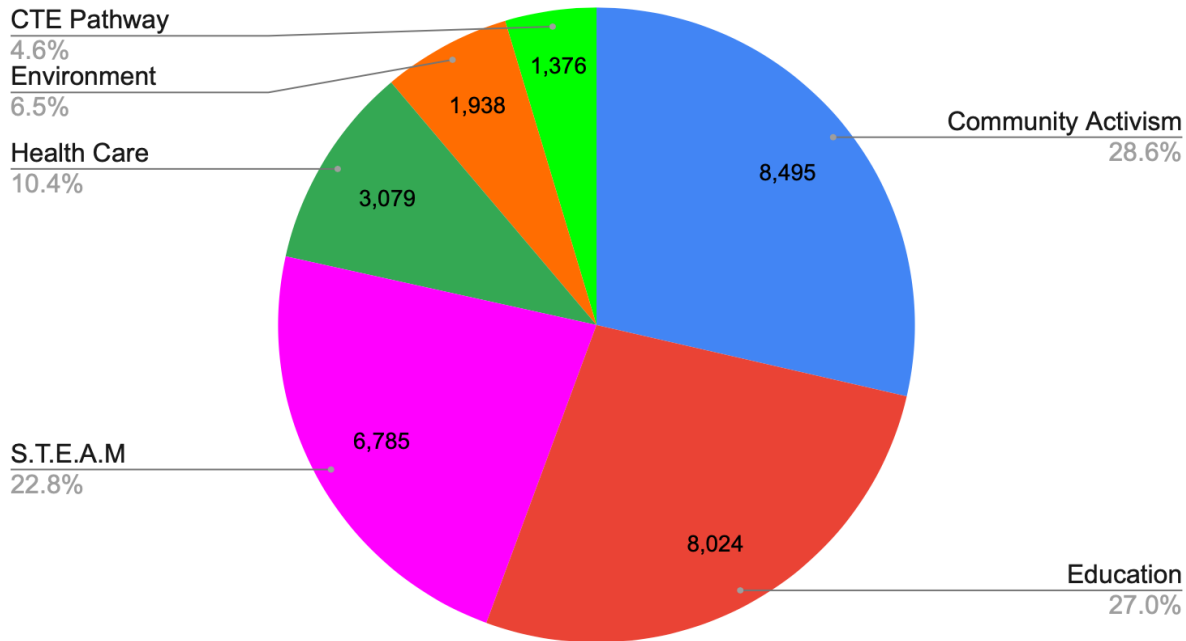
Graph D

Civic Engagement

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

125,000 hours of service in the 505

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



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

Chart A

Digital 1 to 1

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

Career Readiness

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

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

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

Implementing Best Practice

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

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

Student Geographic Diversity

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

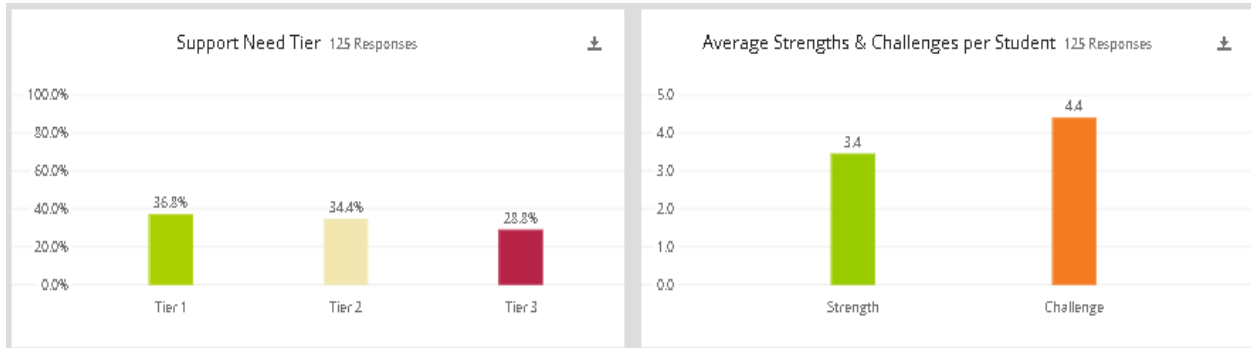
Social-Emotional Learning

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

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

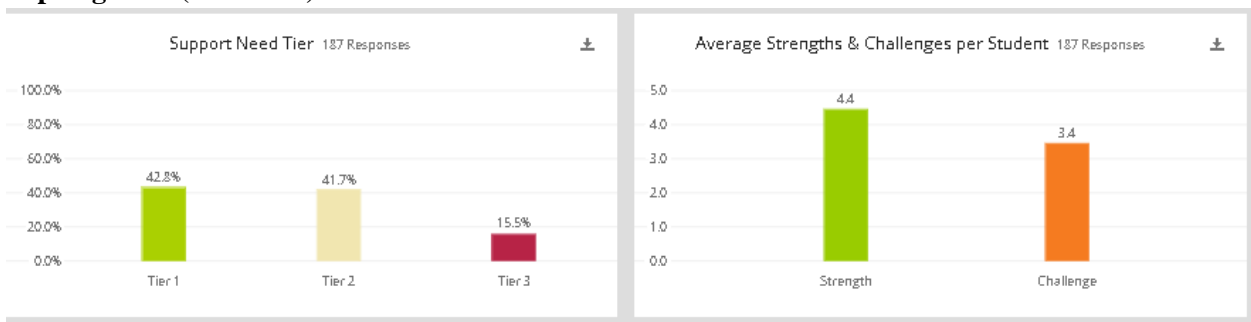
data shows the reduction from Tier III “at risk” student self-reporting from 28.8% to 15.5%. Students’ growth in individual, specific strengths increased from 3.4 in the Fall of 2018 to 4.4 in the Spring of 2019 on a five point scale, a testament to Amy Biehl High School’s SEL work with students.

Fall 2018 (Pre-Test)



Graph E

Spring 2019 (Post-Test)



Graph F

Inclusion

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

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

Table 1

Professional Development for Teachers

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

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

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

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

2. Academic Performance

The Charter School Act provides as follows:

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

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

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

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

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

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

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

School Response:

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

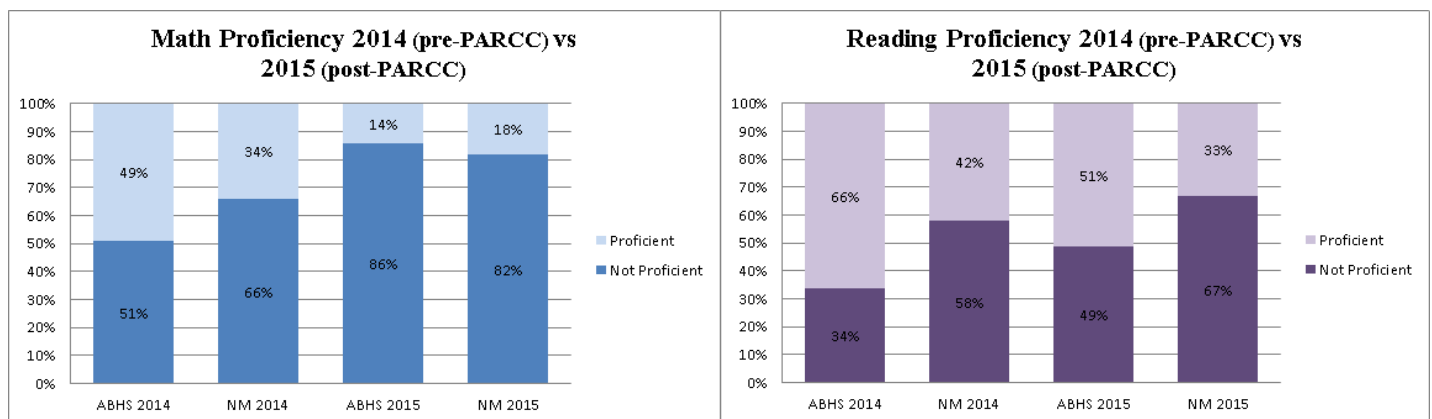
Amy Biehl High School is closing the achievement gap!

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

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

Grade Indicators

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



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

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

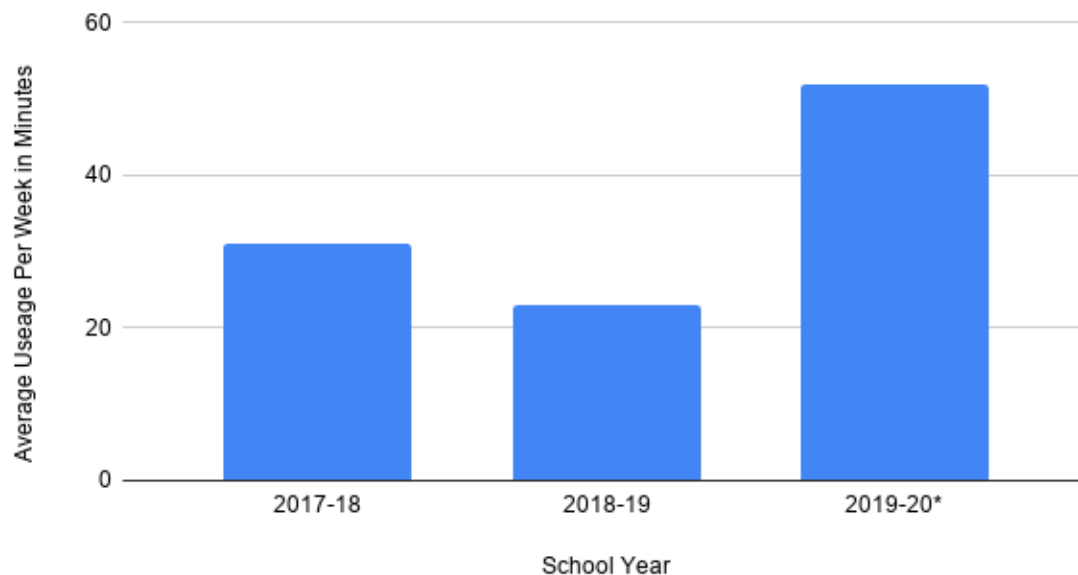
Improvement Actions

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

Math

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

Average Mathia Useage Per Week in Minutes By School Year



Graph G

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

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

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

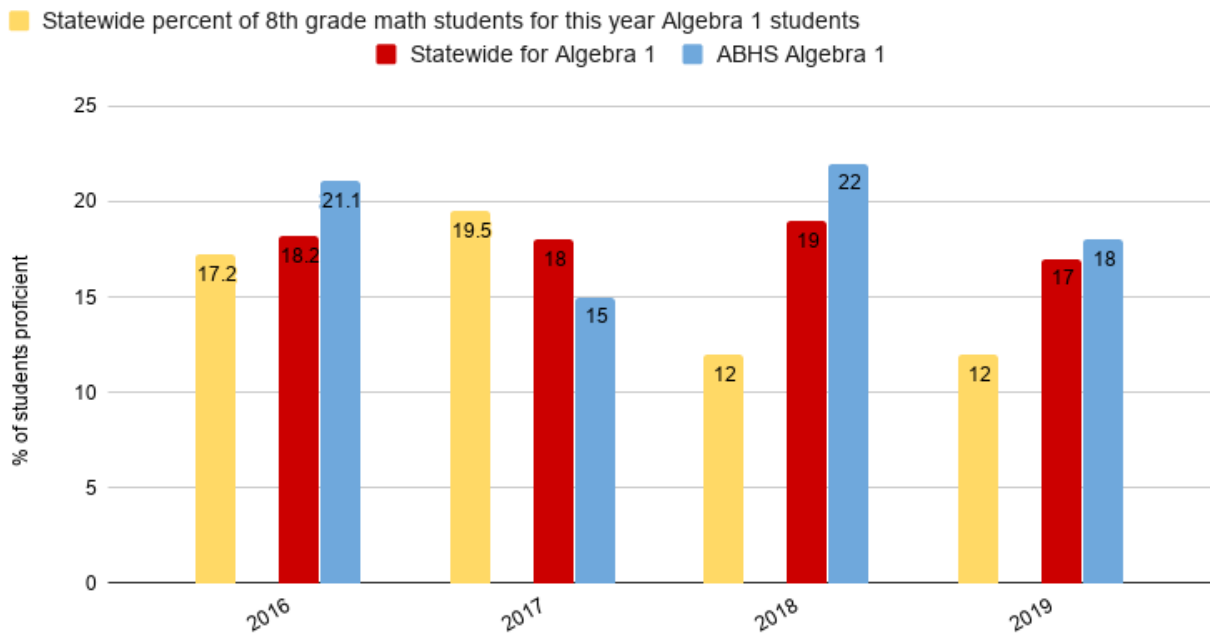
Graph H can also be used to show ABHS is demonstrating growth in student math proficiency in connection to math interventions. The growth is shown by using the percent of 8th grade students statewide

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

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

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

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



Graph H

Reading

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

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

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

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

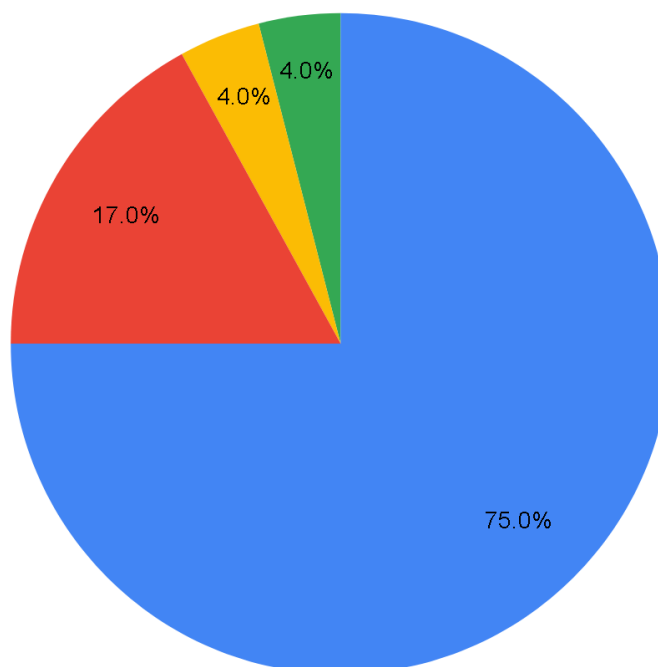
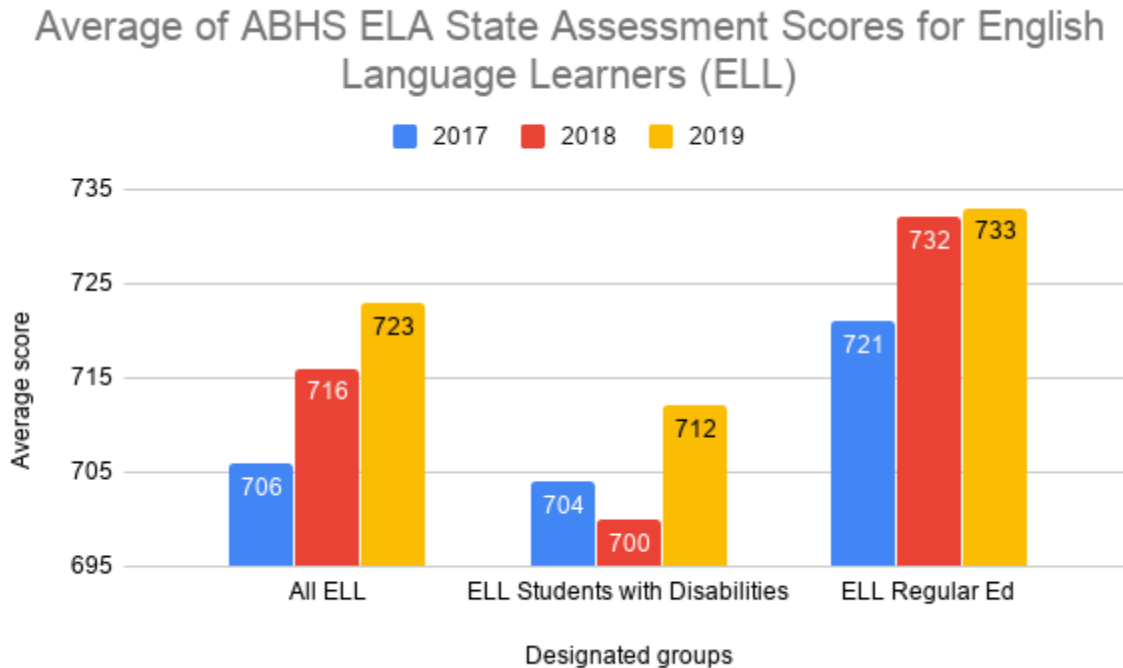


Chart B

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

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



Graph J

Graduation

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

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

b. School Specific Charter Goals

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

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

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

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

School Response:

Amy Biehl High School Charter Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Financial Compliance

The Charter School Act provides as follows:

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

a. Audit Report Summary

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

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

b. Board of Finance

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

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

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

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

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

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

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

School Response:

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

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

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

a. Charter Material Terms

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

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

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

School Response:

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

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

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

b. Organizational Performance Framework

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

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

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

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

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

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

School Response:

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

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

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

c. Governance Responsibilities*

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

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

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

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

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

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

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

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

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

School Response:

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

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

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

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

| | | | | |
|--|--|--------|--|--|
| | | Parent | | |
|--|--|--------|--|--|

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

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

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