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SECRETARY OF EDUCATION

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GOVERNOR

**Charter Schools Division
2022-23 Annual Report
Revised: February 9, 2024**

School Name: Amy Biehl Charter High School

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

Head Administrator: Stephanie Becker

Governing Board Chair: Rachel Berenson

Business Manager: Mary Hagemann

Authorized Grade Levels: 9-12

Grade Levels Served: 9-12

Authorized Enrollment Cap: 325

2022-23 End of Year Enrollment: 206

Contract Term: 2020-2025

Waivers: None

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 intellectual, social, and ethical habits to improve their communities. Our graduates are civic-minded, college bound and career-ready.

Educational Program:

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.

i. **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.

ii. **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 and career 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.

iii. **Graduation Credit Requirements:** Amy Biehl High School credits fall into two categories: state graduation requirements and mission specific graduation requirements

- a. State Graduation Requirements
- b. Mission Specific Graduation Requirements
 - i. Social Justice Curriculum (Holocaust and Human Behavior) 0.5
 - ii. Advisory 2.0
 - iii. Service Learning/Senior Project 1.5
 - iv. Passage (post-secondary, college application, scholarship and financial aid advisement) 1.0
 - v. Dual Enrollment (unless noted otherwise on an IEP) 2.0
 - vi. Compass (Civic Engagement and Senior Project Preparation) 0.5
 - vii. Additional Elective 1.0

vi. **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.

v. **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.

vi. **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 (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.

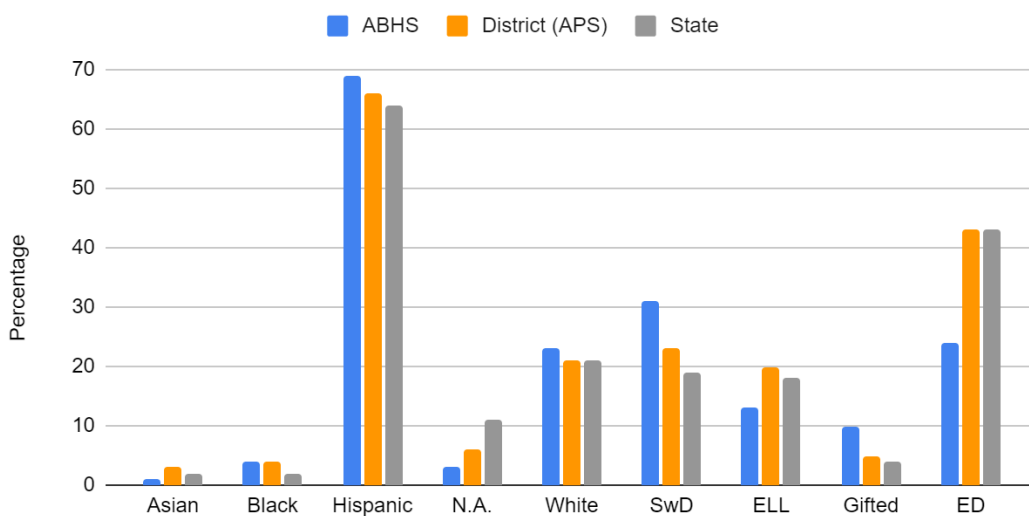
vii. **Personalized Teacher Professional Development:** Our Teachers experience personalized professional development by receiving a professional development plan and classroom observations followed by targeted, evidence based feedback. We support teachers in utilizing student feedback as part of their growth plan.

viii. **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.

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

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

| Academic Performance Framework Indicators | 2022-23 Score (100 points possible) |
|---|--|
| 1: State Accountability System: NMVistas Overall Score | 68 |
| 2: Subgroup performance: high, middle, and low-performing quartiles | unavailable |
| 3: School-specific Goals: if two goals, average of points on each | 100 |
| Overall Academic Score: average of indicators 1 and 3 | 84 |

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

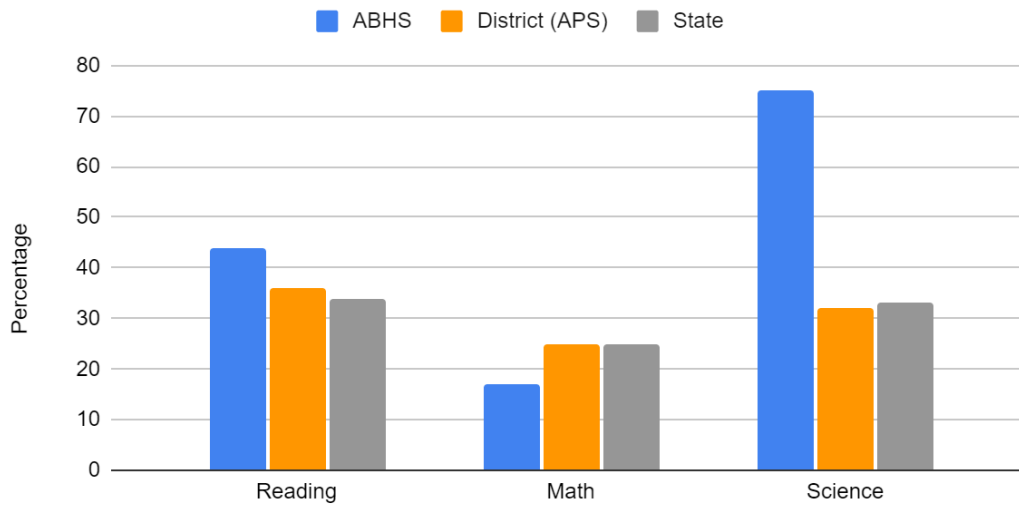
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Amy Biehl Charter High School** received a designation of **Additional Targeted Support and Improvement School (ATSI)**.

Proficiency

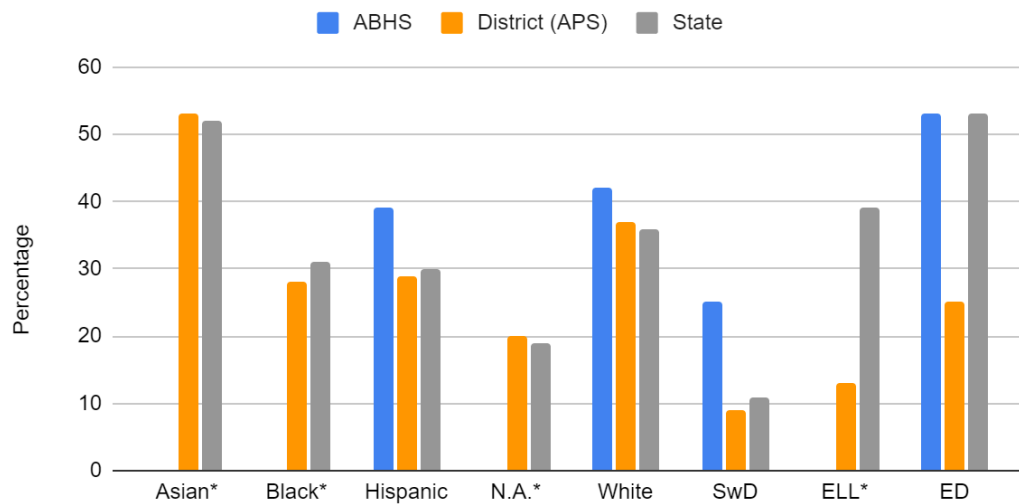
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

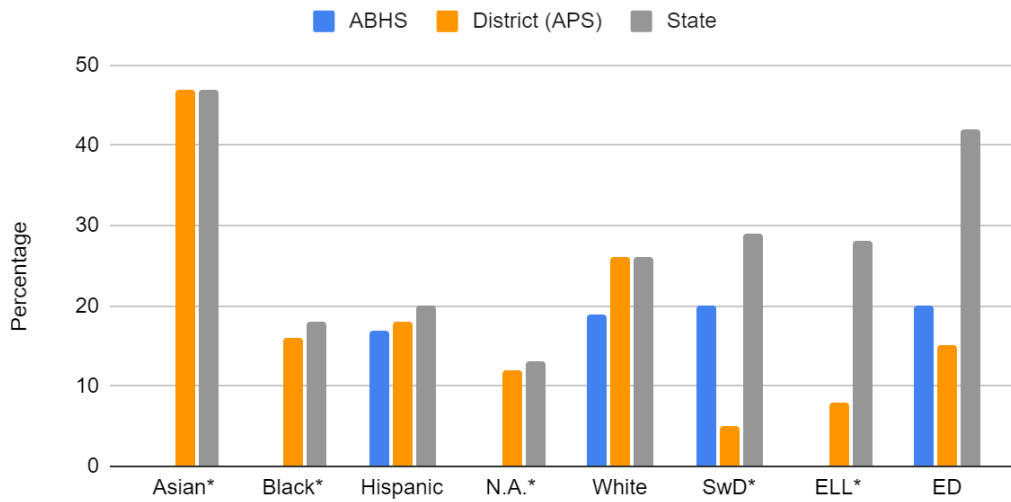
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size.

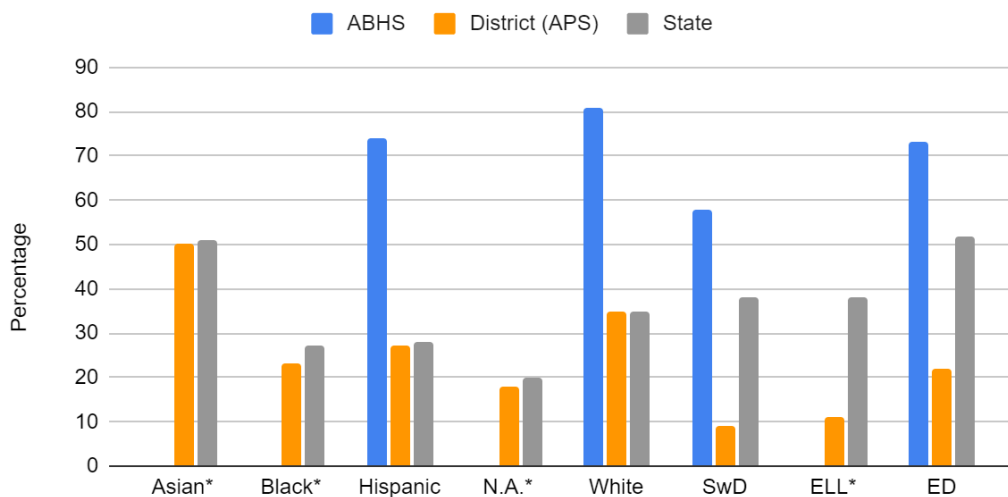
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size. Students with disabilities also masked, $\leq 20\%$ in math.

Percent Proficient in Science by Subgroup 2022-23

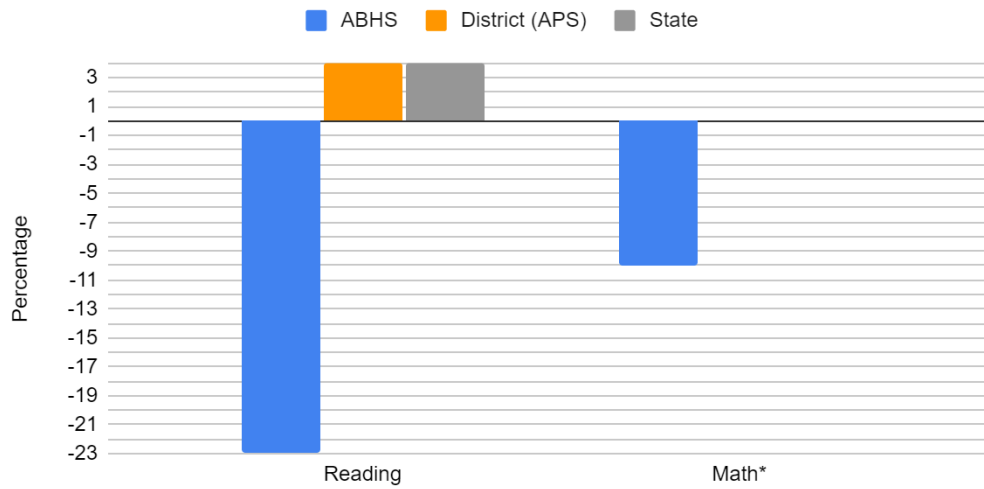


Source: NMVistas.org

***Note:** groups are masked due to population size.

Improvement (Growth)

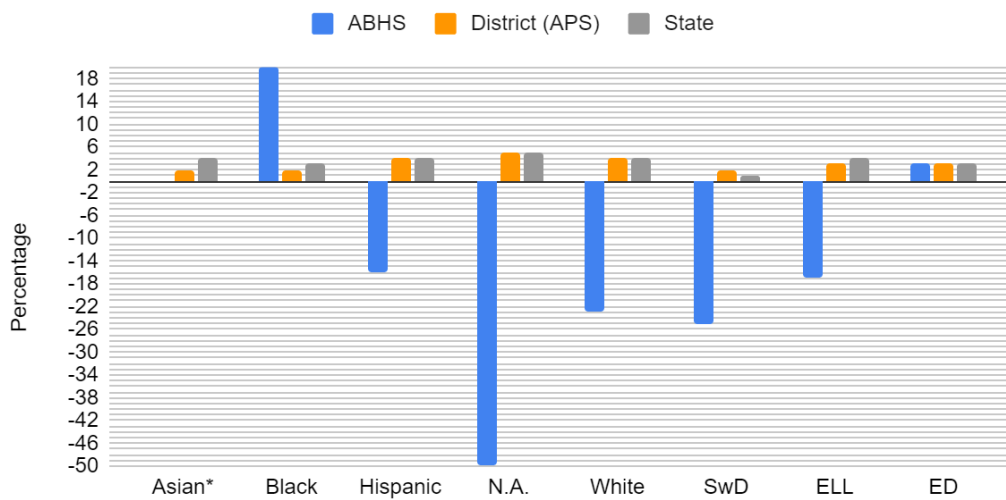
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** Math growth was 0% for the state and district for SY2023.

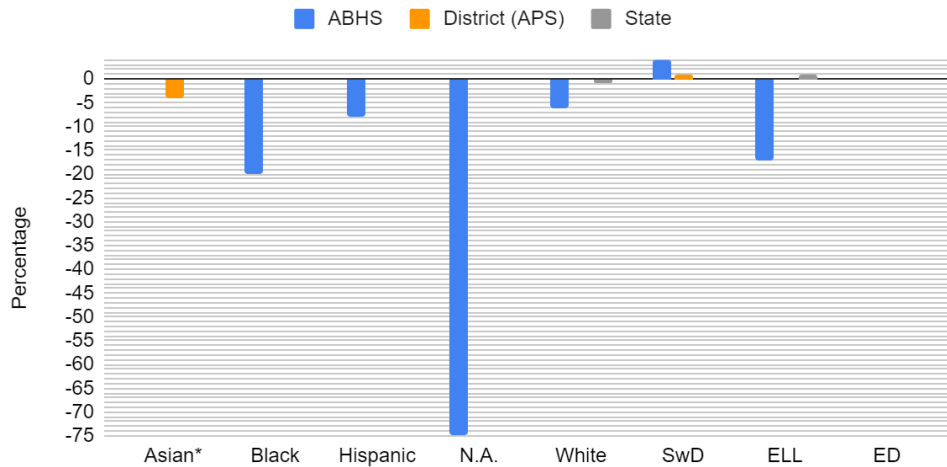
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

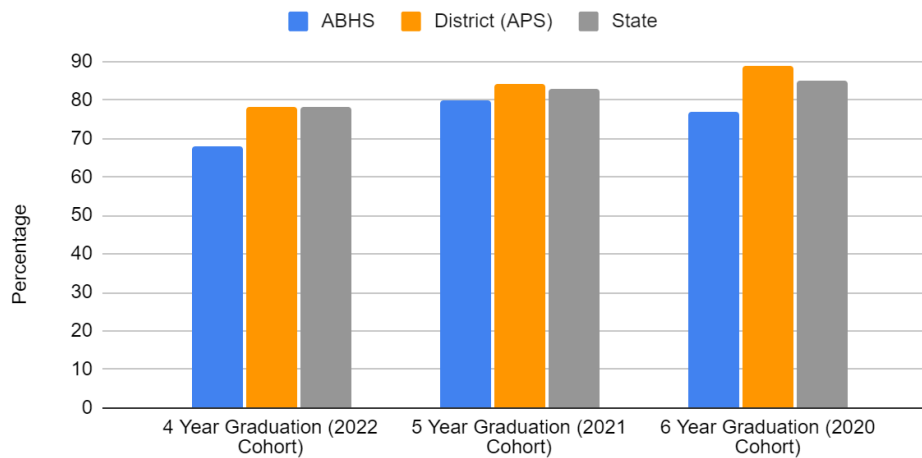
***Note:** groups are masked due to population size.

English Learner Progress (NMVistas): 24%

High School Graduation

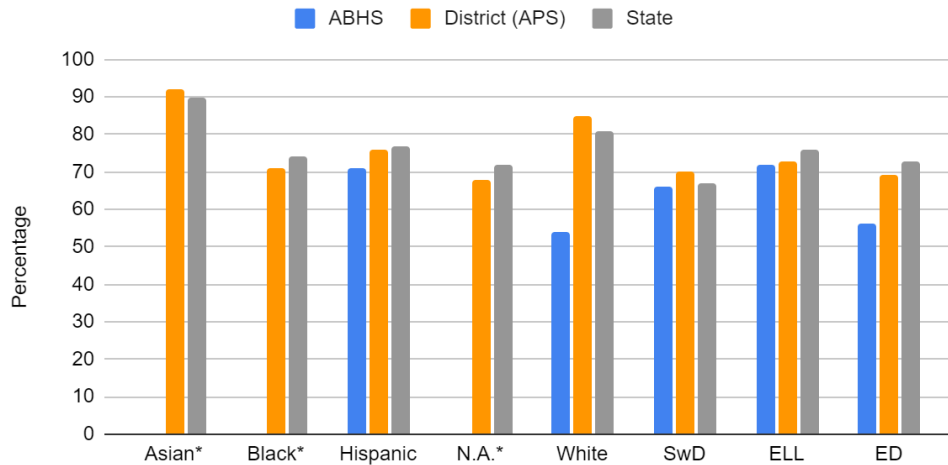
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups are masked due to population size.

Mission-Specific Goals

Goal 1: 80% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better.

| Performance Level | Target | Points |
|--------------------------|---|--------|
| Exceeds Standard | 90%-100% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better. | 100 |
| Meets Standard | 80%-89% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better. | 75 |
| Does Not Meet Standard | 70% - 79% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better. | 25 |
| Falls Far Below Standard | Less than 70% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better. | 0 |

Rating: Exceeds Standard- 100% student attainment- **100 pts.**

Goal 2: 80% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better.

| Performance Level | Target | Points |
|-------------------|--|--------|
| Exceeds Standard | 90%-100% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better. | 100 |

| | | |
|--------------------------|---|----|
| Meets Standard | 80% - 89% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better. | 75 |
| Does Not Meet Standard | 70%-79% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better. | 25 |
| Falls Far Below Standard | Less than 70% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better. | 0 |

Rating: Exceeds Standard- 95% student attainment- 100 pts.

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

| Amy Biehl High School | 2020-21 | 2021-22 | 2022-23 |
|---|--------------------------|--------------------------|--------------------------|
| Organizational and Financial Performance | | | |
| 1a Mission and Educational Program | Meets Standard | Meets Standard | Meets Standard |
| 1b State Assessment Requirements | Not Reviewed | Meets Standard | Meets Standard |
| 1c Rights of Students with Disabilities | Meets Standard | Working to Meet Standard | Meets Standard |
| 1d Rights of English Learners | Working to Meet Standard | Meets Standard | Meets Standard |
| 1e Meeting Program Requirements | Assurances | Meets Standard | Working to Meet Standard |
| 1f NM DASH Plan | N/A | Meets Standard | N/A |
| 2a Financial Reporting and Compliance | Working to Meet Standard | Meets Standard | Meets Standard |
| 2b Accounting Principles | Meets Standard | Meets Standard | Meets Standard |
| 2c Responsive to Audit Findings | Meets Standard | Meets Standard | Meets Standard |
| 2d Managing Grant Funds | Meets Standard | Meets Standard | Meets Standard |
| 2e Staffing for Fiscal Management | Meets Standard | Meets Standard | Meets Standard |
| 2f Internal Controls | Working to Meet Standard | Meets Standard | Meets Standard |
| 3a Governance Requirements | Working to Meet Standard | Meets Standard | Meets Standard |
| 3b Nepotism, Conflict of Interest | Assurances | Meets Standard | Meets Standard |
| 3c Reporting Requirements | Assurances | Working to Meet Standard | Meets Standard |
| 4a Rights of All Students | Assurances | Meets Standard | Meets Standard |
| 4b Attendance and Retention | Meets Standard | Meets Standard | Working to Meet Standard |
| 4c Staff Credentialing | Meets Standard | Meets Standard | Meets Standard |
| 4d Employee Rights | Assurances | Meets Standard | Meets Standard |
| 4e Background Checks, Ethics | Assurances | Meets Standard | Meets Standard |
| 5a Facilities | Assurances | Meets Standard | Meets Standard |
| 5b Transportation | Assurances | N/A | N/A |
| 5c Health and Safety | Assurances | Meets Standard | Meets Standard |
| 5d Handling Information | Assurances | Meets Standard | Meets Standard |

Explanation of 2022-23 Indicator Ratings

- 1.e. School submitted SPEDs IDEA Part B application late.
- 4.b. EOY: Attendance rate is 94% (target attendance is 95%).

Site Visit Attendees

Thursday, February 2, 2023

CSD Team: Kristen LaVolpa (Lead), Ted Farnath, Melissa Brown, and Kimberly Gonzales

School Leadership: Stephanie Becker, Head Administrator

Governing Board: Cliff Wintrode