



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
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.

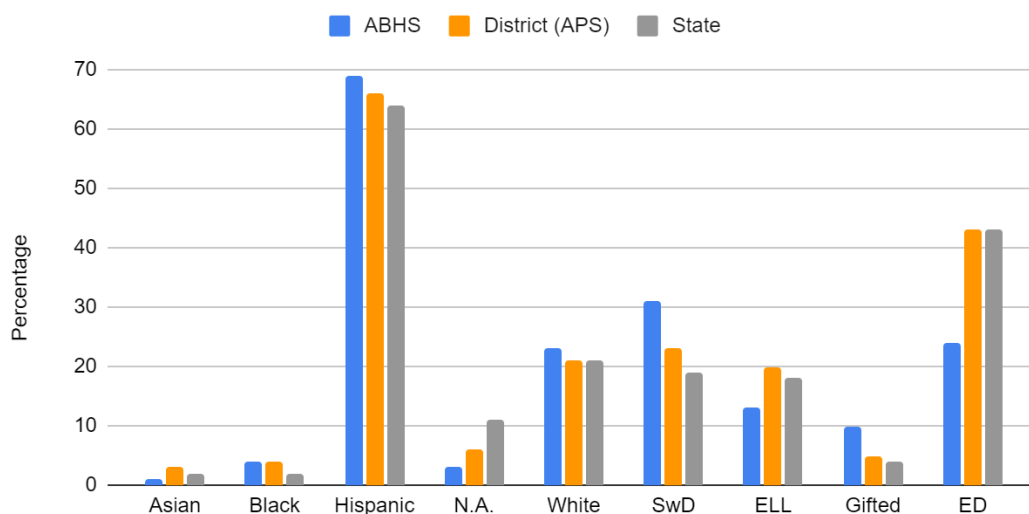
vii. **Personalized Teacher Professional Development:** Our Teachers experience personalized professional development by receiving a professional development plan and classroom observations followed by targeted, evidence based feedback. We support teachers in utilizing student feedback as part of their 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
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>84</b>

### 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.

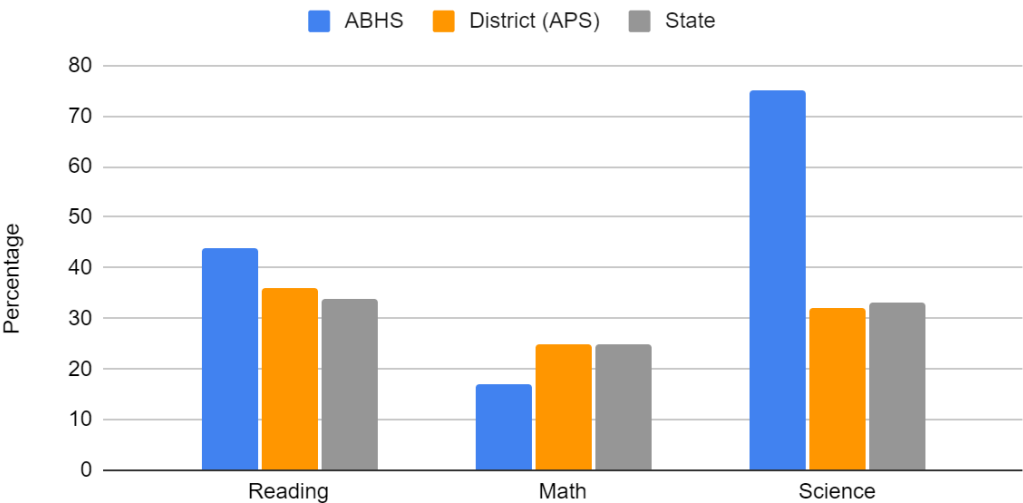
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

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

Proficiency

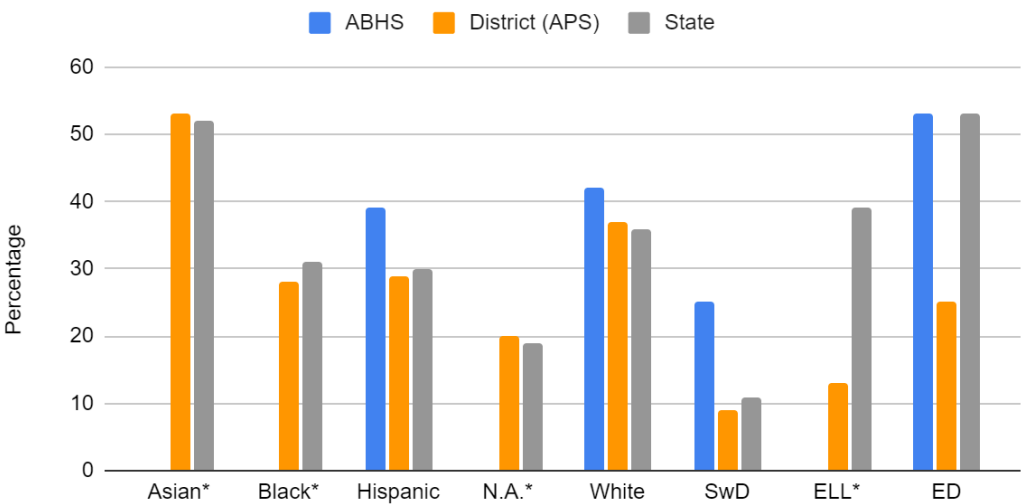
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

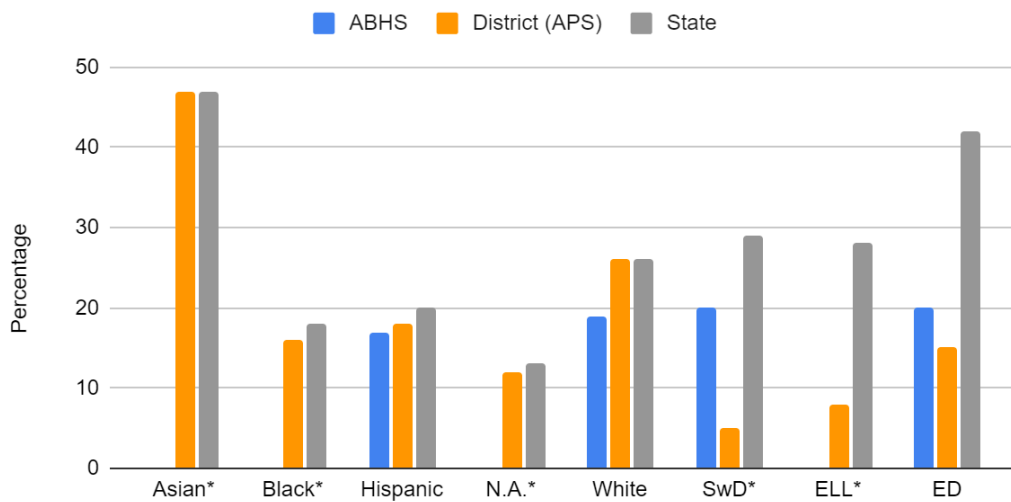
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

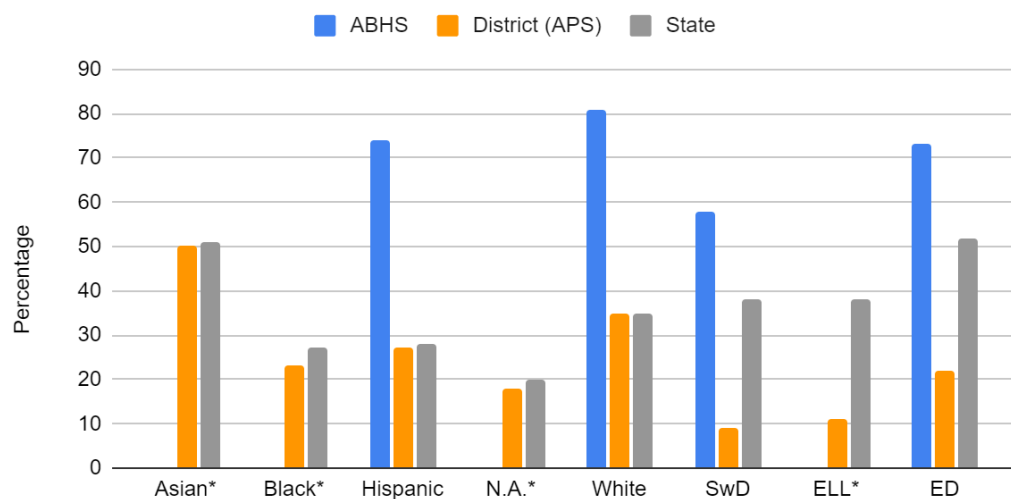
## Percent Proficient in Math by Subgroup 2022-23



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

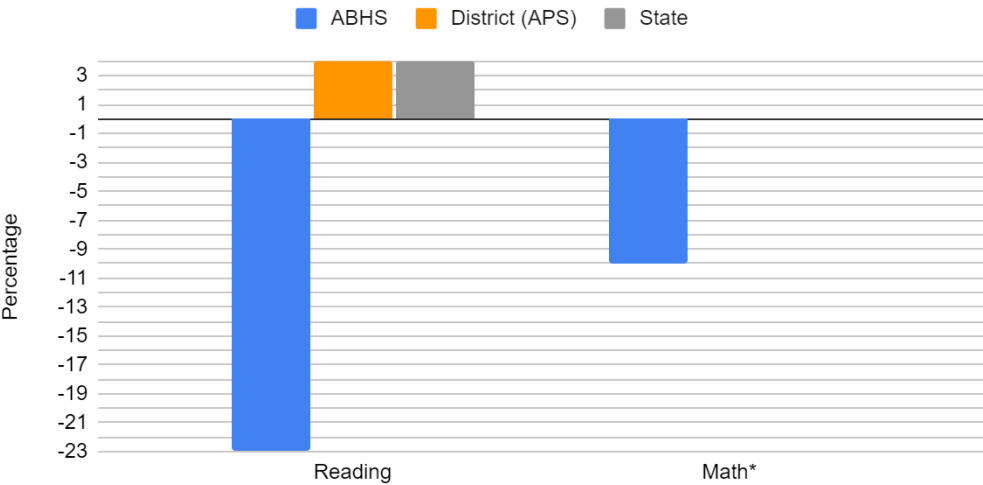


Source: NMVistas.org

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

Improvement (Growth)

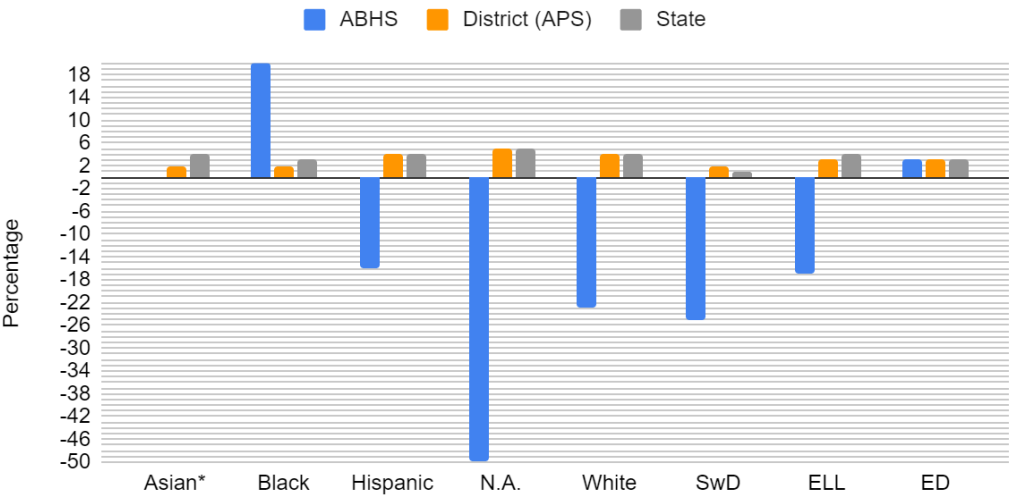
Percent Growth for All Students (2021-22 to 2022-23)



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

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

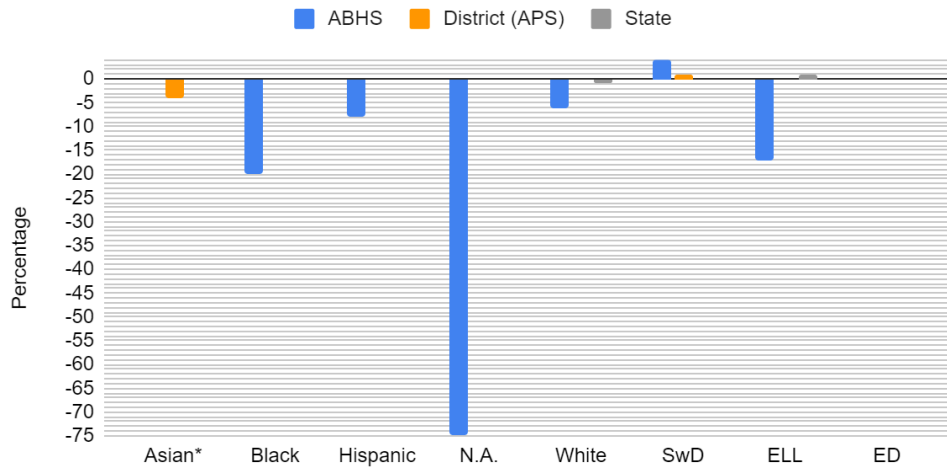
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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

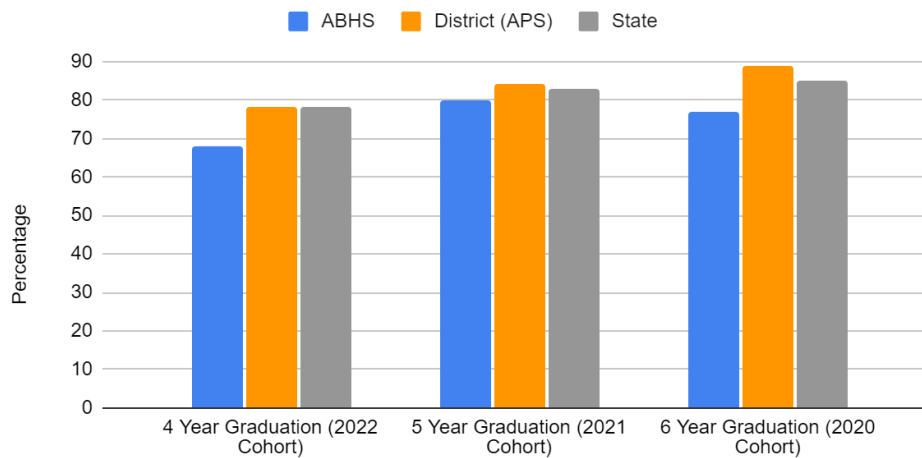
**\*Note:** groups are masked due to population size.

## 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.

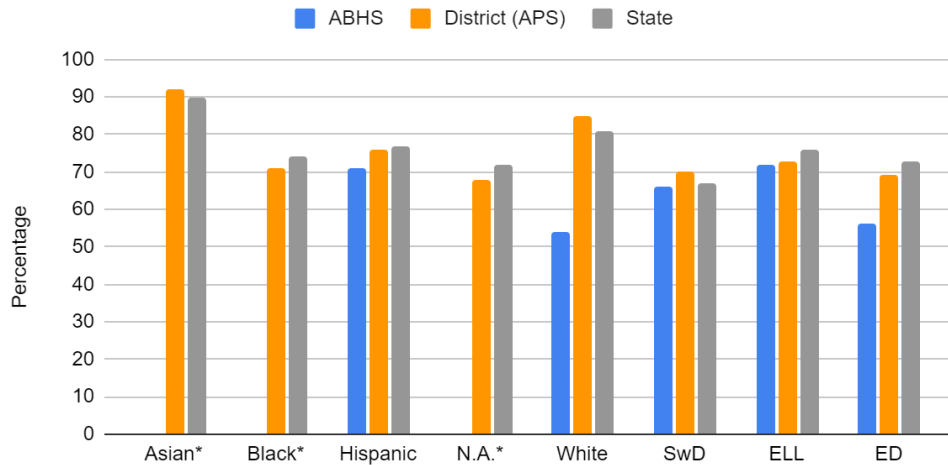
### High School Graduation



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
<b>Organizational and Financial Performance</b>			
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



**STATE OF NEW MEXICO  
PUBLIC EDUCATION COMMISSION  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-6661  
[www.ped.state.nm.us](http://www.ped.state.nm.us)**

PATRICIA GIPSON, CHAIR  
PUBLIC EDUCATION COMMISSION

DR. ARSENIO ROMERO  
SECRETARY OF EDUCATION

Patricia Gipson, Chair  
District 7, Las Cruces

Steven J. Carrillo, Vice Chair  
District 10, Santa Fe

Timothy E. Beck, Secretary  
District 2, Albuquerque

Melissa Armijo, Member  
District 1, Albuquerque

Rebekka Burt, Member  
District 4, Rio Rancho

Alan Brauer, Member  
District 3, Albuquerque

Sharon Clahchischillage, Member  
District 5, Aztec

Stewart Ingham, Member  
District 6, Deming

Michael M. Taylor, Member  
District 8, Roswell

K.T. Manis, Member  
District 9, Hobbs

February 20, 2024

Stephanie Becker  
Rachel Berenson  
Amy Biehl High School  
[sbecker@abhs.k12.nm.us](mailto:sbecker@abhs.k12.nm.us)  
[rberenson@abhs.k12.nm.us](mailto:rberenson@abhs.k12.nm.us)

Dear Ms. Becker and Ms. Berenson:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its February 2024 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13<sup>2</sup>, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of satisfactory performance. Thank you for this strong work.

In addition to the overall notice, the PEC has identified two areas of unsatisfactory performance related to

- the Vistas designation of ATSI, EL as unsatisfactory performance and
- negative growth for all students and for the student subgroups as listed on pages 7 - 8 of the annual report.

Both items listed as unsatisfactory performance should be corrected by the next annual report. With regard to the negative growth identified in the annual report, you can show that growth

---

<sup>2</sup> <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

using any reliable tool you wish prior to the next annual report. You do not have to rely on the State accountability system or its methodology for identifying growth.

You will work with your staff and board and report your progress the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the ultimate renewal of the school.

The contract and all annual reports for the school are located here:  
<https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

*/s/ Patricia Gipson*

Chair, Public Education Commission  
District 7