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SECRETARY OF PUBLIC EDUCATION

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GOVERNOR

Charter Schools Division  
2024-25 Renewal Application Part A  
Revised: August 27, 2024

**School Name:** Amy Biehl 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

**Facility/building capacity:** 446

**2023-24 120-Day Enrollment:** 202

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>1</sup>:** 49.9

**Foundation:** Amy Biehl High School Foundation

**Remote or in-person instruction (or ratio if combination):** in-person

**Food services offered:** Yes

**Transportation service offered:** No

**Waivers:** None

**Source:** CSD Internal Monitoring

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<sup>1</sup> Most current NMCI number available from PSFA is from June 2024.

**History:**

Amy Biehl High School opened in 1999 with Albuquerque Public Schools as their authorizer. In 2010, they changed authorizers and renewed with the Public Education Commission. This will be their fourth renewal application with the PEC.

**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 of School as written in the contract:**

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.

**Amendments approved in last four years:**

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

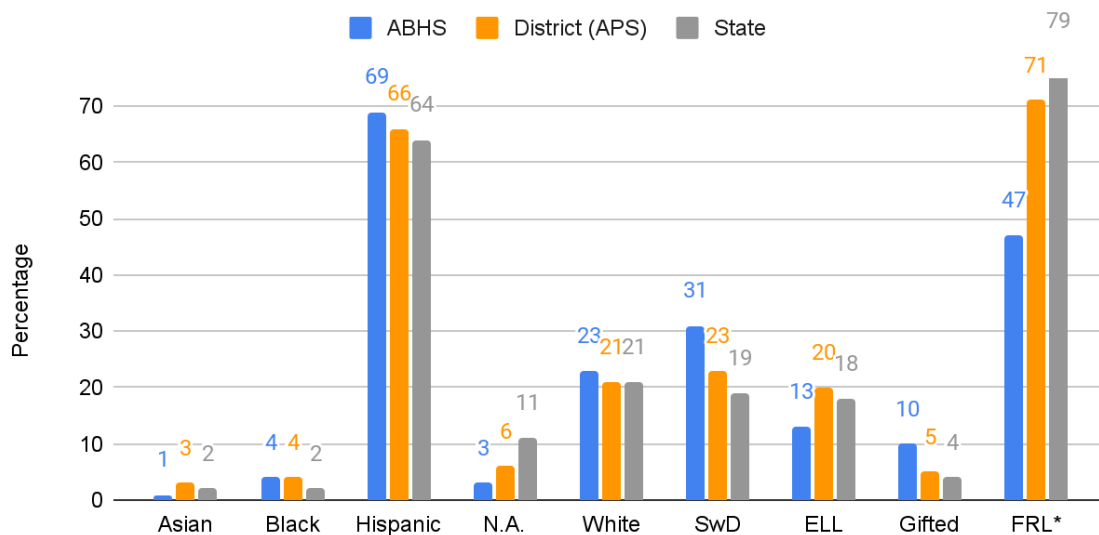
**Head Administrator and Business Manager changes in last four years:**

PEC Meeting Date	Position	Person Appointed
8/21/2020	Head Administrator	Stephanie Becker
9/24/2021	Business Manager	Mary Hagemann

Source: Amendments and Notifications

## Demographics

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

**Note:** 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

**\*Note:** Free and reduced lunch (FRL) figures from STARS have been entered in place of Economically Disadvantaged (ED), as the school shared that their ED figures were inaccurate.

## Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	63	70.5	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	<b>Note:</b> #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	100*	100	100
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>81.5</b>	<b>85.25</b>	–

**Note:** School-specific Goal score on ABHS’s 2021-22 Annual Report was incorrectly entered as >90; the school should have earned 100 points for “Exceeds Standard”, giving an overall average of 81.5. Also, 2023-24 will be added when available. Vistas scores were not available in 2020-21.

**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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan (CSP)* that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Overall NMVistas Standing:**

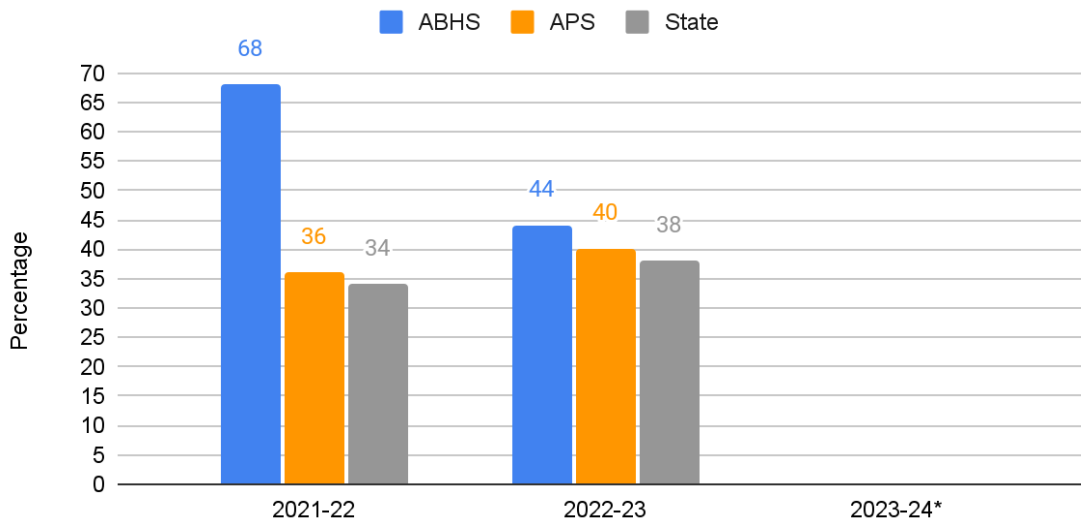
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	<b>63</b>	<b>Spotlight</b>
Year 3	2022-23	<b>70.5</b>	<b>Spotlight</b>
Year 4	2023-24	Pending	----

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

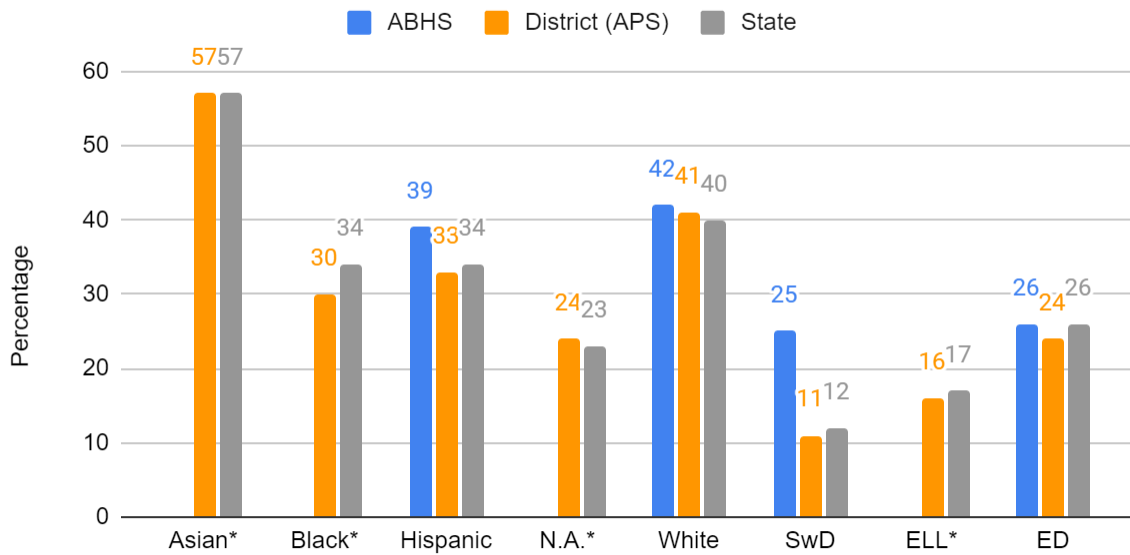
**Percent of Students Proficient in Reading across Charter Term**



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

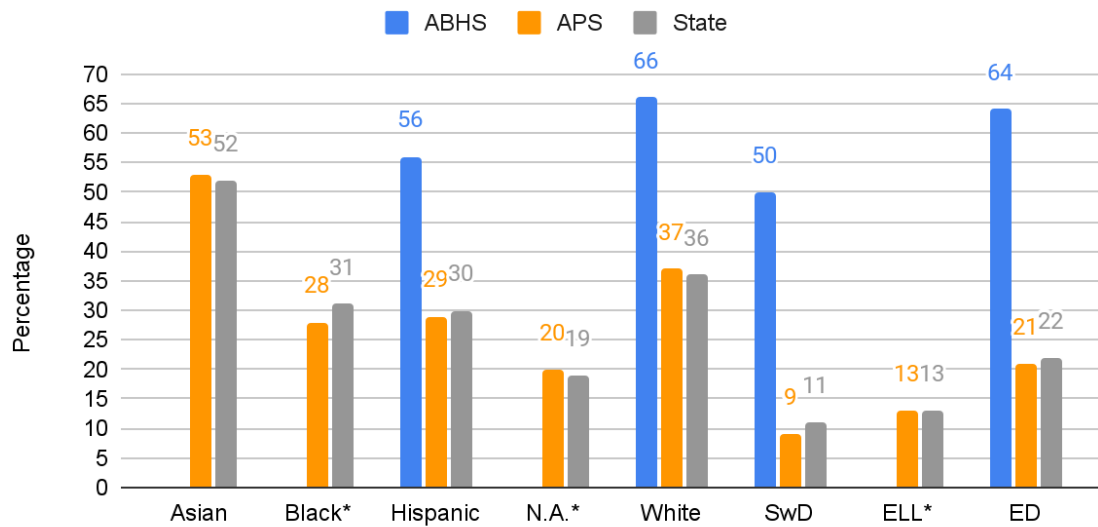
## Percent Proficient in Reading by Subgroup 2022-23



Source: <https://nmvistas.org/>

**\*Note:** data are masked due to too few students represented in the subgroup(s).

## Percent Proficient in Reading by Subgroup 2021-22



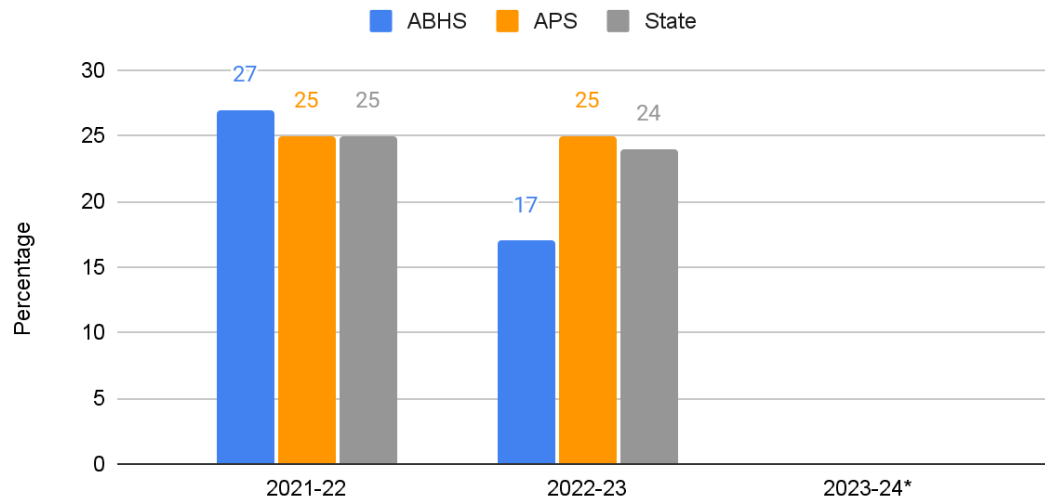
Source: Assessment, Research, Evaluation, and Accountability Division

**Note.** 2021-22 ABHS data are missing due to no students in the student subgroup.

**\*Note:** 2021-22 ABHS data are masked due to too few students represented in the subgroup(s).

## Mathematics

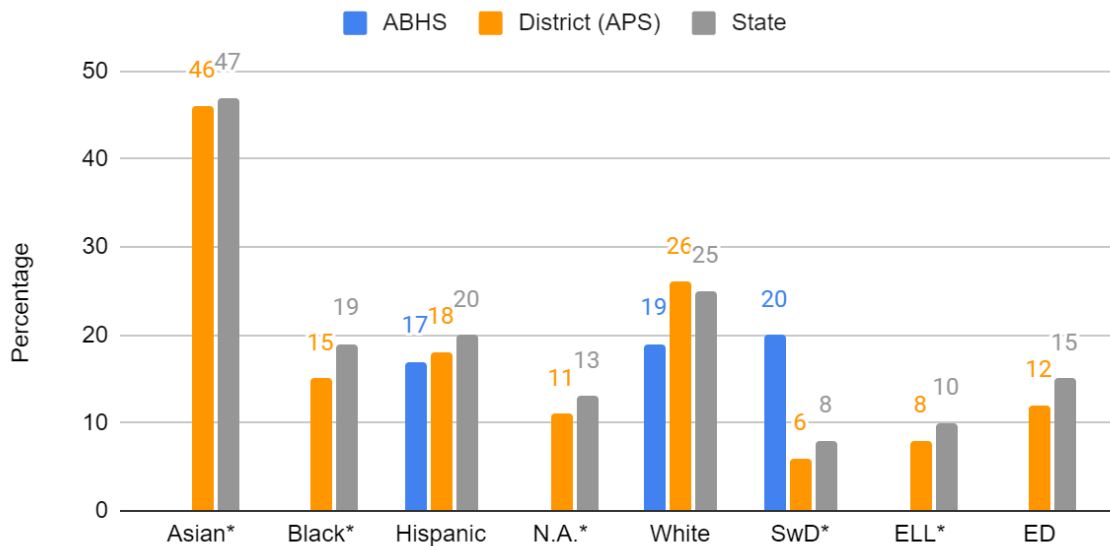
### Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

### Percent Proficient in Math by Subgroup 2022-23

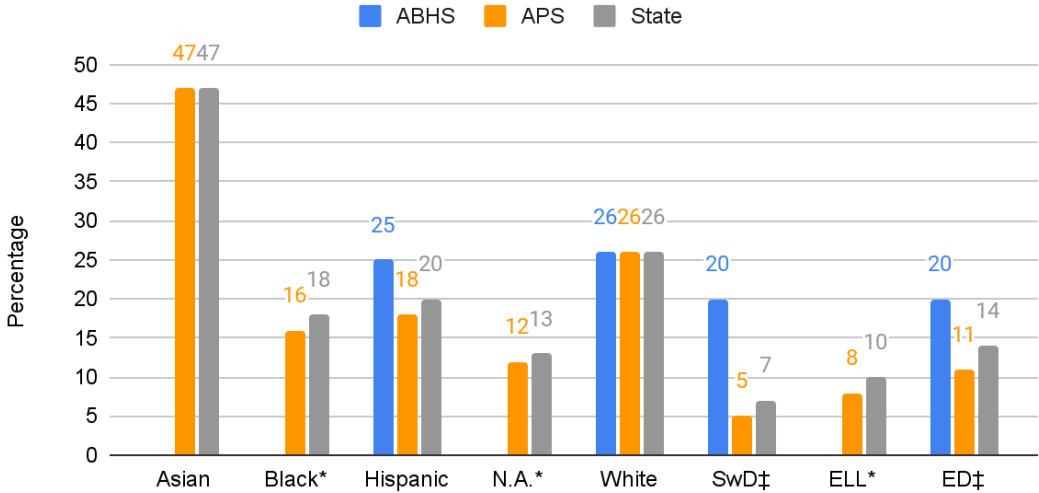


Source: <https://nmvistas.org/>

**\*Note:** data are masked due to too few students represented in the subgroup(s).



# Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**Note.** 2021-22 ABHS data are missing due to no students in the student subgroup.

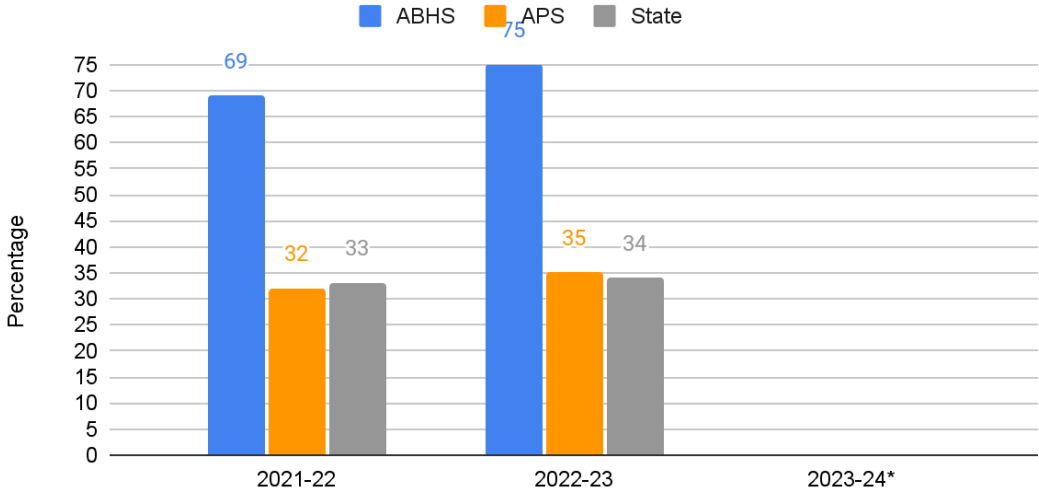
**\*Note:** 2021-22 ABHS data are masked due to too few students represented in the subgroup(s).

**‡Note:** 2021-22 ABHS data for SwD and ED are blurred at <= 20%.

## Science

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

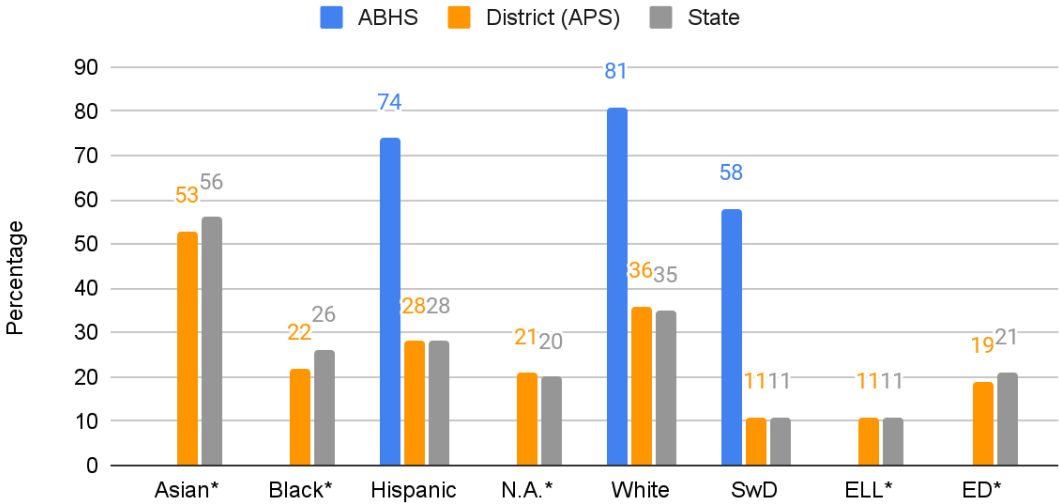
### Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

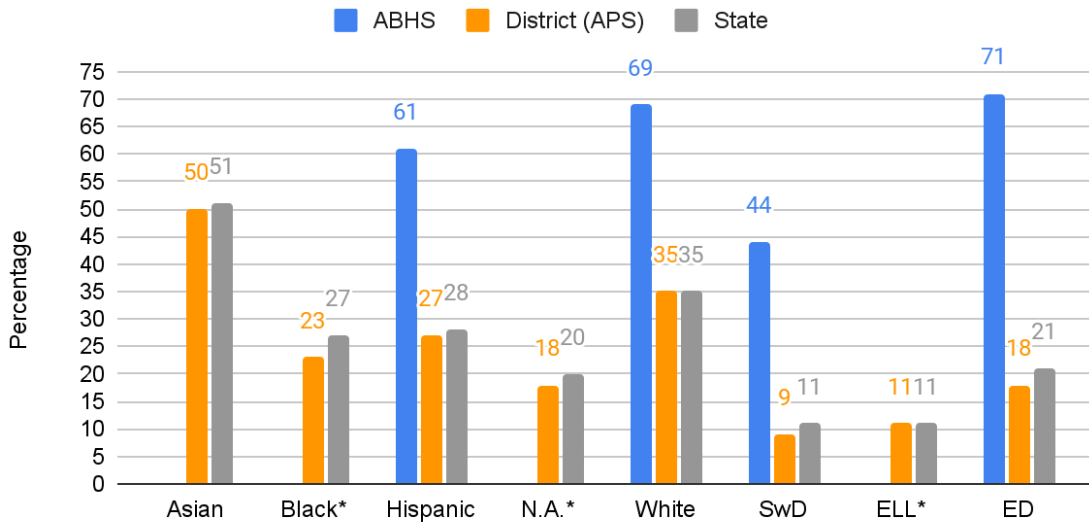
### Percent Proficient in Science by Subgroup 2022-23



Source: <https://nmvistas.org/>

**\*Note:** data are masked due to too few students represented in the subgroup(s).

## Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**Note.** 2021-22 ABHS data are missing due to no students in the student subgroup.

**\*Note:** 2021-22 ABHS data are masked due to too few students represented in the subgroup(s).

### English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	Masked
2022-23	22.2%
2023-24	Pending

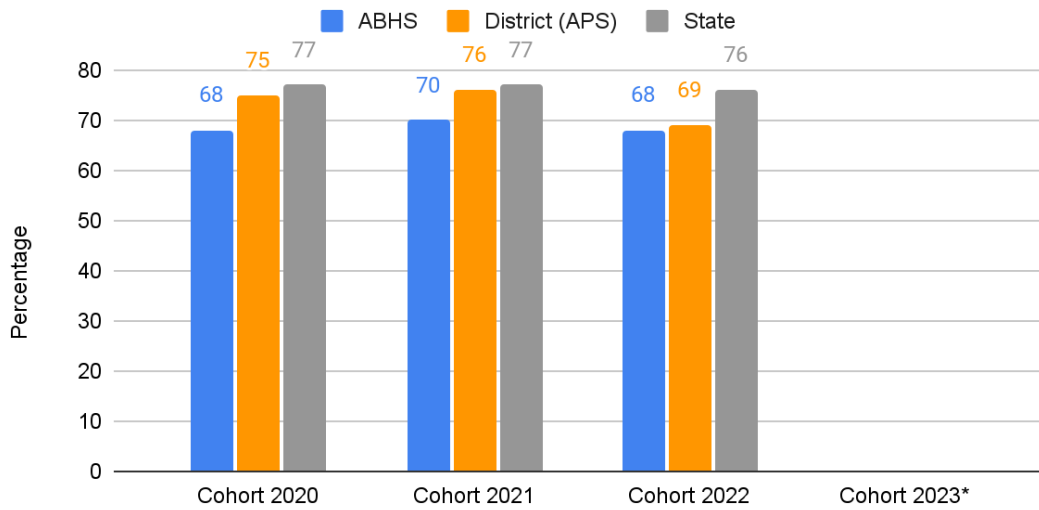
Source: NMVistas.org (WIDA/ACCESS for ELLs)

### High School Graduation Rates:

The data reported each year is for the prior year's cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2021 is the most recent 5-year data, and cohort 2020 is the most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be available in fall 2024 on the NMPED Graduation Data Site: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/nmped/graduation-data)

## 4-Year Graduation Data

### 4-Year High School Graduation (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

**\*Note:** 2023 is not yet available from NMPED. Report will be updated when data has been released.

### ABHS 4-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	71%	**	54%	66%	72%	55%
2021	67%	≥ 95%	66%	≥ 95%	73%	46%	81%	71%
2020	**	**	72%	**	62%	65%	69%	65%

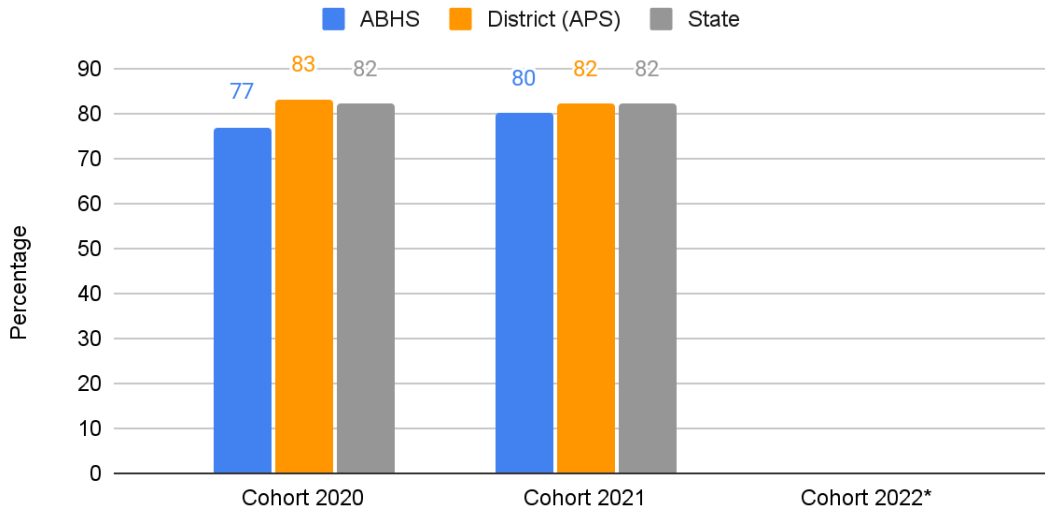
Source: NMPED Graduation Data website: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://webnew.ped.state.nm.us/bureaus/accountability/graduation/)

**\*Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** data is not available due to too few or no students represented in the subgroup.

## 5-Year Graduation Data

### 5-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

**\*Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

### ABHS 5-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	80%	**	79%	67%	**	≥ 80
2020	≤ 5%	50%	80%	≥ 95%	74%	77%	82%	75%

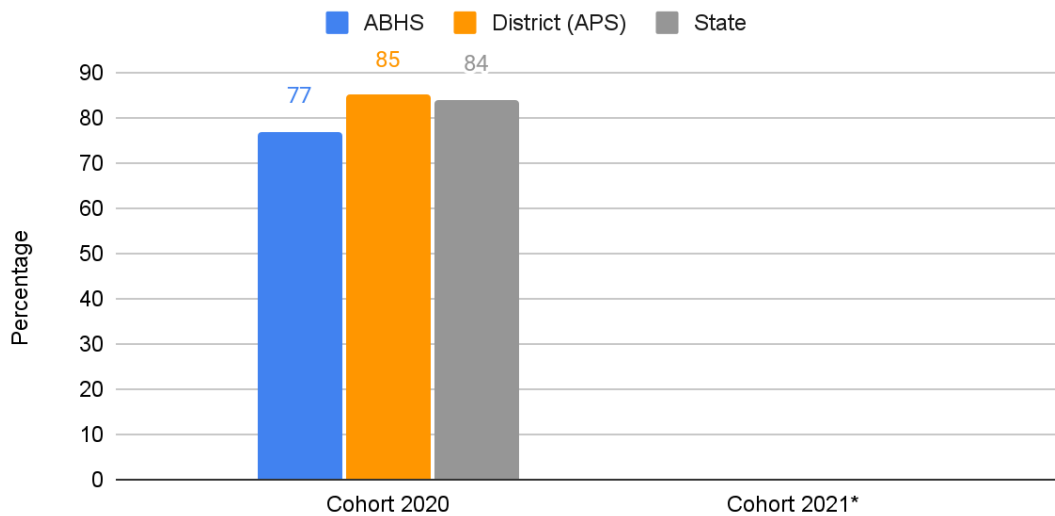
Source: NMPED Graduation Data website: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://webnew.ped.state.nm.us/bureaus/accountability/graduation/)

**\*Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** data is not available due to too few or no students represented in the subgroup.

## 6-Year Graduation Data

### 6-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

**\*Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

### ABHS 6-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2021*	pending	—	—	—	—	—	—	—
2020	**	**	82	**	74	**	≥ 80	**

Source: NMPED Graduation Data website: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/education/graduation-data/)

**\*Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** data is not available due to too few or no students represented in the subgroup.

**School-Specific or Mission-Specific Goals:**

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available		
Year 2 2021-22	<b>Exceeds Standard 100 points</b>	<b>Exceeds Standard 100 points</b>	<b>100*</b>
Year 3 2022-23	<b>Exceeds Standard 100 points</b>	<b>Exceeds Standard 100 points</b>	<b>100</b>
Year 4 2023-24	<b>Exceeds Standard 100 points</b>	<b>Exceeds Standard 100 points</b>	<b>100</b>

**Note:** School-specific Goal scores on ABHS’s 2021-22 Annual Report were incorrectly entered as >90; the school should have earned 100 points for “Exceeds Standard”.

**Source:** School reported data

**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

**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
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**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	98%	90%	86%
2021-22	94%	93%	79%
2022-23	94%	85%	94%
2023-24	pending	–	–

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

**Teacher Retention Rate:**

Year	Retention Rate
2020-21 to 2021-22	67%
2021-22 to 2022-23	84%
2022-23 to 2023-24	pending

**Source:** STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

**Enrollment Trends as reported in STARS EOY:**

Grades Served	FY21	FY22	FY23	FY24
Grade 9	66	58	61	pending
Grade 10	86	50	55	–
Grade 11	68	65	39	–
Grade 12	50	57	57	–
<b>Total</b>	<b>270</b>	<b>230</b>	<b>212</b>	–

**Source:** STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

**Financial Compliance**



**Staffing measured in Full-Time Equivalent (FTE):**

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	1.00	0	3.47	3.00	3.20	11.73	8.34	30.74
FY22	1.00	5.00	1.83	3.50	2.85	11.18	8.19	33.55
FY23	.94	5.20	5.15	3.80	5.09	10.68	7.88	38.74
FY24	pending	–	–	–	–	–	–	–

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

**FTE paid for with operational funds:**

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	12.45	8.00	2.0	1.0	1.0	1.0	36.93
FY22	10.00	7.6	2.0	1.93	1.0	1.0	33.21
FY23	10.56	8.41	3.0	2.5	1.0	1.0	34.70
FY24	10.00	6.0	1.0	0	0.75	1.0	32.71

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

**Actual Operational Expenses, in whole dollars, by Function Code:**

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	1,691,966	51%	1,695,426	52%	1,573,731	49%	pending	
2100	Student Support	735,202	22%	671,153	21%	848,842	26%	–	
2200	Instructional Support	54,100	2%	55,784	2%	59,950	2%	–	
2300	Central Administration	152,770	5%	176,820	5%	183,782	6%	–	
2400	School Administration	216,307	6%	184,281	6%	115,627	4%	–	

2500	Central Services	157,194	5%	146,479	5%	156,171	5%	-	
2600	Maintenance and Operations	328,741	10%	322,873	10%	293,186	9%	-	
2700-5999	All Other Function Codes	0	0%	0	0%	0	0%	-	
Total Operational Expense Fund 11000		3,336,280	100%	3,252,815	100%	3,231,289	100%	-	
Total Operational Revenue Fund 11000		\$3,346,885		\$3,419,276		\$3,028,240		pending	

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period= Fourth Quarter (Apr-Jun))

**Operational Cash Balance:**

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	597,233.00	0	15.06%	54.98
FY22	599,490.00	<1%	14.68%	53.57
FY23	669,579.00	12%	17.35%	63.34
FY24	424,862.00	-37%	11.00%	40.15

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

**School:**

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	2	0	0	0	No
FY21	1	0	0	0	No
FY22	0	0	0	0	No
FY23	1	0	0	1	No

**Foundation:** no findings during the contract term

Source: NMPED [FY20](#), [FY21](#), [FY22](#) and [FY23](#) Audit Reports, Clifton Larson and Associates

## Governing Body Performance

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Rachel Berenson	Leslie Andrews	Melanie Lewis	8	No
FY22	Rachel Berenson	Leslie Andrews	Melanie Lewis	8	No
FY23	Rachel Berenson	Leslie Andrews	Melanie Lewis	8	N/A
FY24	Rachel Berenson	Leslie Andrews	Melanie Lewis	8	Yes

Source: CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21 (exempt 2 hours)	FY22 (exempt 2 hours)	FY23 (exempt 2 hours)	FY24 (exempt 2 hours)
Leslie Andrews	4	8	8	7
Rachel Berenson	6	6	8	8
Melanie Lewis	8	8	8	9
Cliff Wintrode	6	8	8	8
Emily Darnell-Nunez	OR			
Cesar Miranda	0	9	8	8
Gilberto Zamora	10	6	8	
Marisa Saavedra-Gutierrez	10	8	8	
Sue Anne Athens		10	8	9
Dr. Finnie Coleman (served on ACES, not considered new)				8
Lorena Perea				13

Source: CSD Internal Monitoring

\*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.

## Performance Framework Ratings

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), 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**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

## Screenshot of Multi-year Performance Framework Ratings

Amy Biehl High School	2020-21	2021-22	2022-23	2023-24
<b>Organizational and Financial Performance Ratings</b>				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Working to Meet Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	Meets Standard	Meets Standard	Meets Standard
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Working to Meet Standard	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard	Meets Standard

Note: An updated table will be added, including 2023-24 ratings, when available.

## Explanation of 2023-24 Indicator Ratings:

1.b. Participation data will be provided in Fall 2024.

2.b. [FY23 Audit](#) had one significant deficiency finding.

4.b. Rating is pending until certified 120D attendance data is available from Nova.

**Explanation of 2022-23 Indicator Ratings:**

4.b. EOY: Attendance rate is 94% (target attendance is 95%).

**Explanation of 2021-22 Indicator Ratings:**

1.c. Non-compliant with Indicator 11.

3.c. Two untimely amendment requests.

**Explanation of 2020-21 Indicator Ratings:**

Explanations for indicator ratings are unavailable.

**Source:** CSD Internal Monitoring

**Conditions or Corrective Action Plans (CAPs):** none

**2022-23 Annual Report rating/notice from PEC:** Satisfactory Performance overall. Unsatisfactory performance related 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.

**Source:** CSD Internal Monitoring