



# **ORGANIZATIONAL PERFORMANCE FRAMEWORK & GUIDANCE**

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# ORGANIZATIONAL PERFORMANCE FRAMEWORK

## INTRODUCTION

This Organizational Performance Framework (OPF) sets forth the operational performance expectations for charter schools and the measures the Commission will use to assess charter school organizational health, effectiveness, and compliance with applicable laws, rules, and the charter contract in protection of the public interest.

The OPF was revised in 2024 in partnership with the National Association of Charter School Authorizers (NACSA) to align with NACSA’s updated performance guidance released in the spring of 2023 (<https://qualitycharters.org/wp-content/uploads/2023/03/Guide-to-Performance-Frameworks.pdf>).

The OPF is organized into the following components:

Component	Definition
Indicator	The general category of organizational performance
Measure	The way of evaluating an aspect of the indicator
Rating	The determination of charter school performance into one of three categories (Meets, Approaching, Does Not Meet), as applicable, based on performance against the standard
Data Sources	A non-exhaustive list from which information may be gathered to form the rating

## Indicators

The OPF includes eight indicators, or general categories, used to evaluate schools’ organizational performance.

1. Governance
2. Employees
3. Students
4. Educational Program
5. School Environment
6. Family & Community
7. Reporting and Additional Obligations
8. Mission-Specific Goals

## Measures

Measures are the means to evaluate an aspect of an indicator. Twenty measures are used for evaluation in the OPF.

- **1.a** Governance Requirements
- **1.b** Governance Responsibilities
- **2.a** Teacher and Staff Credentials
- **2.b** Employee Rights
- **2.c** Background Checks
- **3.a** Rights of Students
- **3.b** Recurrent Enrollment
- **4.a** Key Educational Program Terms and Design Elements
- **4.b** Education Requirements
- **4.c** Educational Program Delivery
- **4.d** Students with Disabilities
- **4.e** Multilingual Learners
- **5.a** Facilities and Transportation
- **5.b** Health and Safety
- **5.c** Information Management
- **6.a** Parents and Families Rights
- **6.b** Cohesive School Community
- **7.a** Reporting Requirements
- **7.b** Additional Obligations
- **8.a** Mission-Specific Goals

# Indicator 1: Governance

## Measure 1.a. Governance Requirements

*Is the school governing board complying with governance requirements?*

- **Meets Standard:**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies, including those related to oversight of an Education Service Provider<sup>1</sup> (ESP), if applicable
- Board bylaws
- Open meetings laws
- Maintenance of public records
- Contracting for services
- Code of ethics, including conflicts of interest
- Board composition and/or membership rules
- Board and administrative staff training requirements
- The Commission's Statement of Assurances

- **Approaching Standard:**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Corporate formation documents (Articles of Incorporation and Bylaws) and regulatory filings
- Board member disclosures or other documents related to compliance with ethics and conflict of interest requirements
- School website
- Board meeting agendas, materials, and minutes
- Board policies
- Board meeting observations
- Documentation of trainings

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<sup>1</sup> In Washington, an education service provider (ESP) is a non-profit organization that provides comprehensive school management services through a contract between the charter school board, as the charter holder, and the ESP.

## Measure 1.b. Governance Responsibilities

### *Is the governing board fulfilling its governance and fiduciary duties?*

- **Meets Standard:**

The governing board demonstrates sound governance through policies and practices that foster accountability for performance, with the following elements developed and functioning effectively:

- Board members have a shared understanding of and commitment to the school's mission and vision;
- Board members possess an array of appropriate and relevant skills with which to oversee the school and recruit additional members when a gap is identified;
- The board evaluates the school leaders(s), its own performance and/or the contracted ESP consistently, in accordance with a written board policy;
- The board regularly reviews academic, financial, and organizational performance data to ensure all students are learning and the school is meeting performance expectations as outlined in the charter contract, and takes appropriate action as needed;
- The board demonstrates the willingness and skill in identifying issues with the school management team, taking corrective action as needed, and implementing any corrective actions imposed by the Commission; and
- For schools contracting with ESPs
  - There is evidence of an arm's-length negotiation for management and/or facilities contracts.
  - A written agreement exists that includes:
    - Performance measures, consequences, and mechanisms by which the school governing board will hold the ESP accountable for performance, aligned with the performance measures in the charter contract; and
    - Financial reporting requirements and provisions for the school governing board's oversight.

- **Approaching Standard**

One or more of the above elements is in development or in need of improvement.

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Board meeting agendas, materials, and minutes
- Board member interviews
- Board meeting observations
- Board policies
- ESP contracts, if applicable
- Leadership evaluation policies and practices
- Strategic planning documents or similar documents that highlight board planning, goal setting & evaluation

## Indicator 2: Employees

### Measure 2.a. Teacher and Staff Credentials

*Is the school meeting teacher and other staff credentialing requirements?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to state certification requirements.

- **Approaches Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Staff qualifications compliance submission
- School reports or submissions to the Commission or other agencies
- Applicable reports from other agencies, as available, including OSPI<sup>2</sup>

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<sup>2</sup> If the Commission receives additional reports from other state agencies after the release of a charter school's OPF, the Commission reserves the right to either amend its ratings (if such new information is deemed material to said reporting period), incorporate relevant findings into future reports, or take any other such action, as appropriate, to address findings deemed material by the Commission.

## Measure 2.b. Employee Rights

*Is the school respecting employee rights?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including but not limited to:

- The Family Medical Leave Act (FMLA)
- The Americans with Disabilities Act (ADA)
- Employment contracts
- Title VII of the Civil Rights Act of 1964
- Chapter RCW 28A.642. RCW 28A.710.040 (1)(a)

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Third-party reports, such as court rulings
- Staff handbook
- Complaints from staff, if applicable

## Measure 2.c. Background Checks

*Is the school completing required background checks?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Background checks compliance submission
- Periodic record checks by the Commission



## Indicator 3: Students

### Measure 3.a. Rights of Students

*Is the school protecting the rights of all students?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students<sup>3</sup>, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- Appropriate handling of student information that could be used in discriminatory ways or otherwise contrary to law
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- McKinney - Vento Homeless Assistance Act
- State nondiscrimination laws
- Equitable student discipline and behavior management policies and practices

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Enrollment, lottery, and admissions policies including student enrollment forms and related forms
- Lottery observations
- Board policies
- School reports or submissions to the Commission or other agencies
- Student discipline policies and/or student/family handbook
- Student, family, and/or staff survey results
- Student, family, and/or staff interviews
- Discipline data (including data by student subgroup to evaluate for equitable discipline practices)
- Applicable reports from other agencies, as available, including OSPI<sup>4</sup>

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<sup>3</sup> NOTE: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 4d.

<sup>4</sup> See footnote 2.

## Measure 3.b. Recurrent Enrollment

*Does the school's recurrent enrollment rate indicate equitable access to the school?*

**Recurrent enrollment** = the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school<sup>5</sup>

- **Meets Standard**

The school's recurrent enrollment is greater than or equal to 80%.

- **Approaching Standard**

- The school's recurrent enrollment rate is greater than or equal to 70% and less than 80% **or**
- The school's recurrent enrollment rate is greater than or equal to 60% and improved from the previous year's rate by at least 2 percentage points.

- **Does Not Meet Standard**

The school's recurrent enrollment rate is less than 70% **and** did not meet the second option for an Approaching Standard rating.

**Data sources include** (but are not limited to):

- School student enrollment data in OSPI's Comprehensive Education Data and Research System (CEDARS)
- Student Transfers and Exits forms submitted to the Commission

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<sup>5</sup> See appendix "Calculation of Recurrent Enrollment"

## Indicator 4: Educational Program

### Measure 4.a. Key Educational Program Terms and Design Elements

*Is the school implementing the key educational program terms and design elements as defined in the charter contract?*

- **Meets Standard**

The school implemented the key educational program terms and design elements in all material respects, with the following areas developed and aligned to the school's mission, vision, goals and objectives:

- Staff expertise and experience
- Staff professional development
- Staff and other stakeholders, including community members served by the school, exhibit a shared understanding of the mission and key design elements.
- The school broadly communicates its mission and key design elements to help families make informed choices about where to enroll their children.
- Curriculum, instructional strategies, and instructional materials

- **Approaching Standard**

One or more of the above elements is in development or in need of improvement.

- **Does Not Meet Standard**

The school failed to implement the program terms and design elements as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits, including classroom observations
- Stakeholder interviews: school leaders, board members, staff, students, family, and community
- Annual reports, renewal application, or other school submissions
- School website
- School communications with families and community
- Staff information, including professional development calendars
- Board meeting agendas, materials, and minutes

## Measure 4.b. Education Requirements

*Is the school complying with applicable education requirements?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:

- Providing a basic education, including instruction in the essential academic learning requirements
- Instructional days or minutes requirements, as applicable
- Graduation requirements
- Participation in state assessments
- Implementation of programming mandates by state or federal funding (e.g., IDEA, McKinney - Vento Homeless Assistance Act, Title III)

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- School calendar and daily schedule
- Student records
- Student/family handbook
- School reports or submissions to the Commission or other agencies
- Applicable reports from other agencies, as available, including OSPI<sup>6</sup>
- Site visits, including interviews with stakeholders

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<sup>6</sup> See footnote 2.

## Measure 4.c. Educational Program Delivery

*Note: This quality measure is only applicable to charter schools in their initial contract term and those schools that received a tier three or tier four rating on the previous year's academic performance framework.*

### Is the school delivering a high-quality academic program that meets the needs of all students?

- **Meets Standard**

The school implements curriculum, instruction, and assessment focused on student achievement, with the following elements developed and functioning effectively:

- **Instruction:** Clarity of instructional leadership, common understanding of high-quality instruction, and implementation of practices aligned to this common understanding; instructional practices based on high expectations for all students foster student engagement
- **Curriculum:** A broad, deep, and rich curriculum that supports opportunities for all students to master skills and concepts
- **Use of Data:** Use of disaggregated data gathered through formative and summative assessments to evaluate and modify instruction and programs as needed
- **Training:** Professional development for staff to support learning for all students
- **Supports for All Learners:** Proactive systems to identify and address all students' strengths and needs for academic, behavioral, and social and emotional development, ensuring that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance

- **Approaching Standard**

One or more of the above elements is in development or in need of improvement.

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits, including classroom observations
- Curriculum materials
- Stakeholder interviews: school leadership, board members, staff, students, family, and community
- School reports or submissions to the Commission or other agencies
- School website
- Staff information, including professional development calendars
- Applicable reports from other agencies, as available<sup>7</sup>
- *For High Schools:* Evidence of equitable access to post-secondary planning supports

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<sup>7</sup> See footnote 2.

## Measure 4.d. Students with Disabilities

### Is the school protecting the rights of students with disabilities?

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract related to serving students with disabilities who currently qualify or who may qualify for services including but not limited to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, governing the education of students with disabilities, in areas including but not limited to:

- Equitable access and opportunity to enroll and maintain enrollment
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plans
- Operational compliance, including the provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments (with appropriate accommodations), and extracurricular activities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans
- Communication requirements with parents or guardians
- Appropriate use of all applicable funding

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits, including classroom observations
- Data from student information systems and record reviews
- Stakeholder interviews: school leadership, special education director, staff, students, family, and community
- School reports or submissions to the Commission or other agencies
- School policies
- Financial statements
- Applicable reports from other agencies, as available, including OSPI<sup>8</sup>

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<sup>8</sup> See footnote 2.

## Measure 4.e. Multilingual Learners

### *Is the school protecting the rights of multilingual learners?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract (including but not limited to Title III of the Elementary and Secondary Education Act [ESEA] as amended by the Every Student Succeeds Act, U.S. Department of Education authorities, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA) relating to requirements regarding multilingual learners, in areas including but not limited to:

- Equitable access and opportunity to enroll and maintain enrollment
- Required policies related to the service of multilingual learners
- Compliance with native-language communication requirements, including communication with parents or guardians
- Proper steps for identification of students in need of English language development (ELD) services, including administering WIDA assessments
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELD services
- Ongoing monitoring of exited students
- Appropriate use of all applicable funding

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits, including classroom observations
- Data from student information systems and record reviews
- Stakeholder interviews: school leadership, staff, students, family, and community
- Annual reports, renewal applications, or other school submissions to the Commission or other agencies
- School policies
- Financial statements
- Applicable reports from other agencies, as available, including OSPI<sup>9</sup>

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<sup>9</sup> See footnote 2.

## Indicator 5: School Environment

### Measure 5.a. Facilities and Transportation

*Is the school complying with facilities and transportation requirements?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:

- Title II of the Americans with Disabilities Act, 42 U.S.C. 12131
- Viable certificate of occupancy or other required building use authorization
- Health code, safety code, and fire code requirements
- Completing all required safety drills
- Maintaining and documenting requisite insurance coverage

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits
- Records reviews or verification
- School submissions to the Commission or other agencies



## Measure 5.b. Health and Safety

### *Is the school complying with health and safety requirements?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of food, safety, and health-related services, including but not limited to:

- Unsafe conditions and potential hazards
- Health and screening requirements
- Immunization
- Mandated reporting
- Accident prevention
- Notification of criminal conduct to law enforcement
- Comprehensive safe school plans or Emergency Operation Plans (EOPs)
- Appropriate nursing services and dispensing of pharmaceuticals
- Foodservice requirements

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits, including classroom observations
- Stakeholder interviews: school leadership, staff, students, family, and community
- Records reviews or verification
- School policies
- Third-party reports or monitoring, such as from a municipal food or facilities inspector

## Measure 5.c. Information Management

*Is the school maintaining and handling information appropriately?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the maintaining and handling of information, including but not limited to:

- Proper and secure maintenance of education records
- Compliance with the Public Records Act
- Proper records retention
- Transferring of student records
- Proper and secure maintenance of testing materials

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Site visits
- Records reviews or verification
- School submissions to the Commission or other agencies
- Authorizer investigation and/or review of third-party investigations, if applicable

## Indicator 6: Family and Community

### Measure 6.a. Rights of Parents and Families

*Is the school protecting the rights of parents and families?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of parents, including but not limited to:

- Parents' access to classroom or school sponsored activities
- Parents' access to educational records
- Complaint policy and procedures
- Nondiscrimination

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Student/family handbook
- Records reviews or verification
- School website
- Board policies
- Complaints from students and parents or guardians, if applicable
- Submissions from the school related to its complaint policy

## Measure 6.b. Cohesive School Community

*Is the school achieving a cohesive community that supports student achievement, family satisfaction, and the organizational health of the school?*

- **Meets Standard**

The school achieves a cohesive community that supports student achievement, family satisfaction, and the organizational health of the school, with the following elements developed and functioning effectively:

- Systems for family and community engagement
- Systems to gather family, student, staff, and community feedback
- Systems to gather input from families regarding the quality of programs and student support provided
- Approaches to include student, family, and staff voice in decision making
- Partnerships with community leaders and organizations relevant to the families the school serves
- Formal structures that foster cultivation of relationships between families and staff

- **Approaching Standard**

One or more of the above elements is in development or in need of improvement.

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- Student, family, and/or staff survey results
- Student, family, community, and/or staff interviews
- School website
- Evidence of family communication and engagement
- Evidence of engagement with the community
- Complaints from students and parents or guardians, if applicable
- Submissions from the school related to its complaint policy

## Indicator 7: Reporting and Additional Obligations

### Measure 7.a. Reporting Requirements

*Is the school complying with reporting requirements?*

- **Meets Standard**

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Commission, state, and/or federal authorities, including but not limited to:

- Annual performance report
- Attendance and enrollment reporting
- Information required to be posted on the school's website
- Required notifications to the Commission
- Additional information required by the Commission to fulfill its oversight and evaluation responsibilities

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources include** (but are not limited to):

- School submissions as set forth in the Commission's annual compliance calendar.
- OSPI Enrollment reporting
- School websites
- Notifications to the Commission
- Corrective Action Plan monitoring, if applicable
- Other school reports or submissions to the Commissions or other agencies, as applicable

## Measure 7.b. Additional Obligations

*Is the school complying with all other obligations?*

- **Meets Standard**

The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein.

- Revisions to federal or state laws, state regulations, or Commission policy
- Court orders and consent decrees, if applicable
- Timely and complete responses to any notices of concern about performance or compliance issued by the Commission including submission of and execution on corrective action plans, if applicable
- Requirements by other entities to which the charter school is accountable (e.g., OSPI)

- **Approaching Standard**

Not applicable

- **Does Not Meet Standard**

The school failed to implement the program as described above; the failure(s) was (were) material and significant to the viability of the school.

**Data sources:**

Sources to verify compliance will depend on the requirement being evaluated.

## Indicator 8: Mission-specific Goals

### Measure 8.a. Mission-specific Goals

*Is the school meeting its mission-specific organizational goals?*

- **Meets Standard**  
Performance level to be agreed upon by the school and Commission
- **Approaching Standard**  
Performance level to be agreed upon by the school and Commission
- **Does Not Meet Standard**  
Performance level to be agreed upon by the school and Commission

**Data sources:**

Sources to verify compliance will depend on the school's mission-specific goal(s) being evaluated and will be agreed upon by the school and Commission and must include both summative and underlying data to demonstrate performance.

## Appendix: Calculation of Recurrent Enrollment

Recurrent enrollment is the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school. Recurrent enrollment for the 2024-25 school year consists of students enrolled in 2024-25 who reenroll in the school for the 2025-26 school year.

### Expressed as an equation:

$$\text{Recurrent Enrollment Percentage} = \frac{\text{\# of eligible students reenrolled as of October 10th}^{10}}{\text{\# of students eligible for reenrollment}} \times 100$$

### Definitions:

- The number of students included in the eligible for reenrollment calculation from Year 1 (Y1) to Year 2 (Y2) includes those students who:
  - Were enrolled for at least 10 days in Y1;
  - Did not graduate or advance to a grade level beyond those offered by the school at the end of Y1;
  - Did not move out of state/country;
  - Did not move to another part of the state where the school was inaccessible; and
  - Were not deceased.
- The number of students reenrolled from one year (Y1) to the next (Y2) includes those students included in the eligible for reenrollment calculation who are:
  - Enrolled on October 10th of Y2.

### Additional Considerations:

- A code of T0 in CEDARS (confirmed transfer to another school within Washington State) does not automatically remove a student from inclusion in the eligible for reenrollment number. The student must have also moved to another part of the state where the school was inaccessible, as indicated on the school's student transfer and exit form submitted to the Commission.
- The Commission's Student Transfers and Exits submission is where schools list each student's reason for transfer or exit (not just the transfer code) annually.

**Example:** Hemlock Charter School serves students in grades K-8:

- On the last day of the 2024-2025 school year **346 were enrolled**.
  - Of those students:
    - 26 graduated from 8<sup>th</sup> grade

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<sup>10</sup> If October 10<sup>th</sup> falls on a weekend or holiday, data will be based on student enrollment on the next business day.



- 3 left the country/state
- 17 moved to a home on the other side of the state
- 4 were enrolled for few than 10 days during the 2024-2025 school year
- Therefore, included in the calculation are **296 eligible for reenrollment** for the 2025-2026 school year.
- Of the 296 eligible for reenrollment:
  - 259 were enrolled on October 10, 2025, therefore, included in the calculation are **259 students reenrolled** in 2025-2026.
- The reenrollment calculation is:  $\frac{259}{296} \times 100 = 86.5\%$