



# Annual Report

**2024-2025**

## **Board of Education**

John Henry Miller, President  
Maynard Miller, Vice-President  
Mark Hochstetler  
Joe Miller  
Roy Schlabach

## **Administrative Officers**

Joy Zuercher-Pyle, Superintendent  
Sandy Hadsell, Treasurer

Report prepared by: Joy Zuercher-Pyle, *superintendent* & Sandy Hadsell, *treasurer*

## Dear Friends,

# BH

Beacon Hill Community School celebrates the completion of its inaugural year in its new location providing quality educational service for grades K-12 after thirteen years serving only the upper grades. Beacon Hill Community School offers educational opportunities to include valuable character education, meaningful career preparation, and rigorous standards-based achievement. Students attending Beacon Hill attain treasured friendships, core academic and personal growth, and applicable skills that prepare them for a lifetime of success.

Even with all the growth and changes for the school, an education at Beacon Hill continues to consist of project-based, hands-on academics, blended learning opportunities, and career-preparation. Various partnerships are formed between our communities, families, staff and alumni to ensure current and future success for our students. We are honored to expand our role in our local communities as an integral part of children's growth, and we are thankful for the continued partnerships developed throughout the years.

As we look to continue to refine our work serving grades K-12, our promise is to continue to provide all our students with a well-rounded educational opportunities that foster continuous growth academically, socially, and emotionally in order to launch them towards life-long success. We promise to provide our communities and partners with citizens prepared to contribute to the community and the workforce.

*Together, we partner to strengthen our communities*

Joy Zuercher-Pyle

## Beacon Hill Community School Annual Report

### I. Governance

#### Board Members

The Beacon Hill Community School Governance Board was comprised of five (5) Board members who represented families, local businesses, and community members in the area. The Governance Board reviewed policies and procedures and monitored school finances and annual goals for student achievement and progress monthly. During each monthly board meeting the treasurer provided financial reports to the board for review and approval. The superintendent presented legislative and educational updates to the governance board for review and approval. The Governance Board received curriculum and academic improvement updates.

The Board, along with various other stakeholders, worked diligently in the summer of 2024 to prepare the purchased school building for the 2024-2025 school year. Throughout the school year, the board provided consistent guidance and support in the development of a wide range of offerings and programs that were new to the school, as well as the design and planning for a new multi-purpose building for which the school plans to break ground in 2026.

The Beacon Hill Governance Board for the 2024-2025 school year included the following members:

John Henry Miller	President
Maynard Miller	Vice President
Joe Miller	Member
Mark Hochstetler	Member
Roy Schlabach	Member

#### Mission & Vision

***Beacon Hill Community School provides a guiding light for our community's career and educational needs.***

**We strive to provide a strong academic foundation aligned with a pathway for life-long career and educational pursuits and employment opportunities.**

#### Overview

Beacon Hill Community School operated as a site-based, community school sponsored by the Office of School Sponsorship with the Ohio Department of Education and Workforce (DEW). Beacon Hill Community School completed its first year of operation at its new location, 8746 S. Market St. Mt. Eaton OH in Wayne County, which was put under contract from Southeast Local Schools (now Waynedale) during the 2023-2024 school year. The 2024-2025 school year was the fourteenth full year of operation for Beacon Hill Community School. The Superintendent was Joy Zuercher-Pyle and the Treasurer was Sandy Hadsell. Educational programing and services were available for students in grades K-12, marking the first year at Beacon Hill for grades K-5 and the second year of 6<sup>th</sup> grade in the building. Even with the drastic expansion of grade levels and quantity of students, the educational program continued to focus on student populations whose cultural beliefs limit traditional participation beyond a certain grade level (8<sup>th</sup>) as well as those at-risk of attaining a high school diploma in the traditional school setting.

In the 2024-2025 school year, Beacon Hill participated in annual state and local assessments; the current report card levels are provided in the achievement section of this report.

## II. Operations

### Staffing

The staff for the 2024-2025 school year at Beacon Hill expanded dramatically from previous years of typically employing 6-10 staff members; in this new year, it included an administrative team of one superintendent (with teaching roles in addition to administrative duties), one principal, and one treasurer. Additionally, there were sixteen instructional staff members which included twelve full-time teachers and four part-time instructors and aides. Support staff included two full-time administrative assistants, two school cafeteria staff, two custodial staff, one school nurse, and multiple shared-service contracts for personnel such as EMIS coordinator, Technology Service personnel, speech therapist, and school psychologist.

The instructional staff at Beacon Hill provided traditional classroom academic instruction, vocational education, technological education, supplemental online curriculum, career readiness preparation, and community service experiences at a variety of levels and depths across grade K-12. Each teacher was appropriately certified in their respective subject areas and held a bachelor's or master's degree in their content area. The school worked hard to launch its inaugural K-12 year with consistent expectations and strong teamwork, intentionally placing staff collaboration time at key times to ensure the effective introduction of key programming. Staff completed professional development aligned to learning goals through course work, training, workshops and/or professional learning communities.

### Enrollment

Beacon Hill was established as a Conversion Community School whose initial purpose was to provide formal education for an underserved population in a specific school district within Wayne County. The elimination of specially designed middle school units in area districts in August 2010 resulted in a need for additional educational opportunities for middle school aged students in the immediate geographical area. After thirteen years of this model, Beacon Hill responded to the heavy community desire for additional educational options for the elementary grades and opened as a K-12 school in 2024-2025, which brought in students from eight school districts within four counties during the school year.

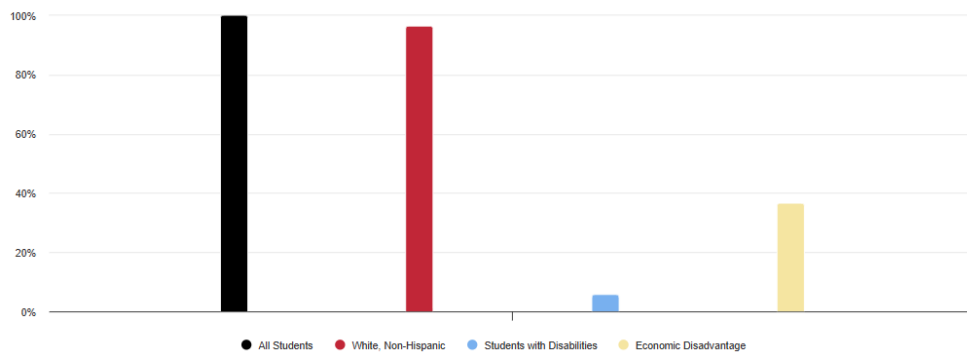
At the opening of 2024-2025 school year, 179 students were enrolled. Throughout the year, eight students withdrew, with four transferring to other districts, two transferring to homeschool, and two transitioning into employment. Four additional students were enrolled during the school year. The final enrollment on the last day of the school year was 175 students. Two students graduated with a high school diploma at the end of the 2024-2025 school year.

Student Enrollment by Grade Level at Opening of Year

Grade	Total	Grade	Total
Kindergarten	20	Grade 5	16
Grade 1	20	Grade 6	15
Grade 2	16	Grade 7	30
Grade 3	15	Grade 8	26
Grade 4	15	Grade 9	2
		Grade 10	1
		Grade 11	0
		Grade 12	3
<b>TOTAL</b>		<b>179</b>	

### Student Enrollment Demographics

	Enrollment #	Percent
All Students	175	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	NC	NC
Hispanic	NC	NC
Multiracial	NC	NC
White, Non-Hispanic	169	96.6%
Students with Disabilities	11	6%
Economic Disadvantage	64	36.8%
Migrant	NC	NC

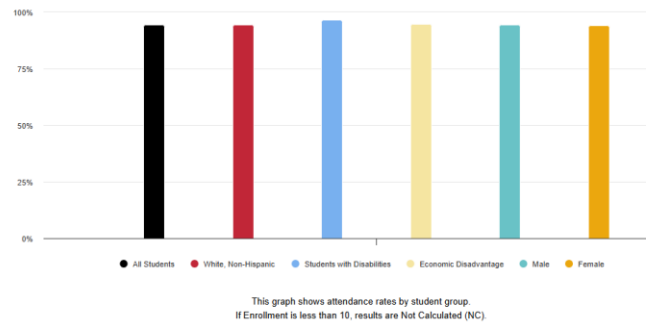


### Demographics

The student population served by Beacon Hill Community School was dominantly from the surrounding Amish and Mennonite communities within the Wayne, Holmes, Tuscarawas, and Stark counties. Formal education for students from these communities generally concludes at the end of eighth grade, with families invoking Yoder vs. Wisconsin for their child to leave formal school entirely.

### Student Attendance Rate

	Attendance Rate
All Students	94.3%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	94.3%
Students with Disabilities	96.5%
Economic Disadvantage	94.8%
Migrant	NC
Male	94.4%
Female	94.2%



### Student-Teacher Ratios

The ratio of students to teachers for the 2024-2025 school year was approximately 15:1. Student core subject and German classes consisted of an average of 19 students per class. Building Trades and Home Economics classes consisted of approximately 13-15 students per class. Other learning opportunities consisted of individualized and small group (3-7 students) instruction.

### Community Partners

Beacon Hill Academy partners with Plain community businesses and agencies in our attendance area for community service, field trips, job shadowing, and guest speakers and panels to promote life skills and employment opportunities for our students. Community connections in 2024-2025 included input from businesses such as Dutchman Hospitality, Provia, Apple Creek Timber, Wild Fox Café, and more.

Dozens of businesses across the area hosted Beacon Hill students for a variety of job-shadowing experiences in the fall. Career-readiness activities were not only incorporated through field trips in collaboration with Mavin, Bentwood Solutions, L & J Woodworking, Weaver Engine, and Flextur, but also through Career Day activities including a question and answer panel of a handful of community business leaders from across our area and mock-interviews held with 8<sup>th</sup> graders. Students provided service to the community through activities such as roadside cleanup, yard-care, quality time with individuals in nursing homes, help at local festivals and benefits, among others. Continuous collaboration with family owned small businesses were vital partnerships offering wonderful opportunities and post-graduate employment to the students.

Beacon Hill Academy contracted services for special education (such as speech therapy) and student testing through the Tri-County ESC and technology services through the Tri-County Computer Services Association. Community partners included the Mount Eaton Business Association, Wayne County Workforce Innovation Network (WIN), and Anazao Community Partners. Beacon Hill also collaborated closely with the Paint Township Fire and EMS, Wayne County Sheriff's Department, and the Wayne County Emergency Management Agency to ensure readiness for student safety in potential emergency situations.

## III. Academics

### Academic Results

The Ohio Department of Education & Workforce report card and ranking system showed the 2024-2025 data on a star ranking system. Even amidst the wide range of transition and expansion, Beacon Hill still received strong rankings in Achievement (3), Progress (2), Gap Closing (3) and Early Literacy (2) for an overall ranking of 3 stars, showing that Beacon Hill has met state standards. More specific results are shown below.

## Components of the Report Card OVERVIEW



Meets state standards

### Overall Rating

Print

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

#### Achievement

The Achievement Component is a measure of how well students performed on state tests.



Meets state standards in academic achievement.

[View More Data](#)

#### Progress

The Progress Component is a measure of the growth students are making based on their past performance.



Significant evidence that the school fell short of student growth expectations.

[View More Data](#)

#### Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Meets state standards in closing educational gaps.

[View More Data](#)

Gifted

#### Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



[View More Data](#)

#### Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Needs support to meet state standards in early literacy (K-3).

[View More Data](#)

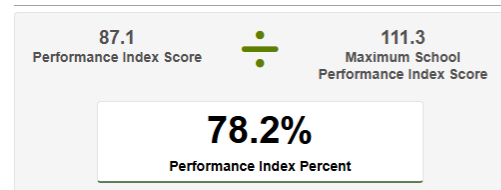
#### College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.



[View More Data](#)

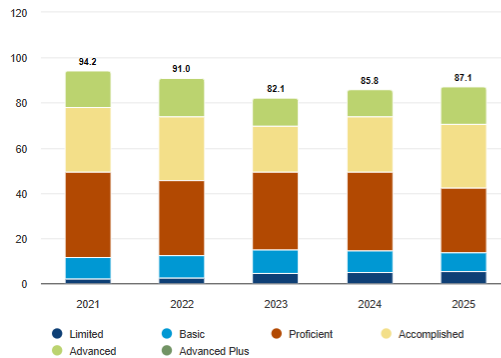
## ACHIEVEMENT- Student Indicators Met



PI Trend   [Proficiency Trends](#)   [Calculation](#)

[Proficiency Levels by Subject](#)

Performance Index trend data shows the points received for each performance level over time.



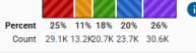
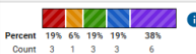
[Proficiency by Tested Grade](#)   [Comparison by Tested Grade](#)

[Trend by Tested Grade](#)   [Proficiency by Enrolled Grade](#)

	Tests Proficient	Tests Taken	Percent Proficient
<b>Third Grade</b>			
Third Grade English Language Arts	10	15	66.7%
Third Grade Mathematics	11	15	73.3%
<b>Fourth Grade</b>			
Fourth Grade English Language Arts	8	15	53.3%
Fourth Grade Mathematics	9	15	60.0%
<b>Fifth Grade</b>			
Fifth Grade English Language Arts	12	16	75.0%
Fifth Grade Mathematics	11	16	68.8%
Fifth Grade Science	12	16	75.0%
<b>Sixth Grade</b>			
Sixth Grade English Language Arts	7	14	50.0%
Sixth Grade Mathematics	9	14	64.3%
<b>Seventh Grade</b>			
Seventh Grade English Language Arts	21	29	72.4%
Seventh Grade Mathematics	19	29	65.5%
<b>Eighth Grade</b>			
Eighth Grade English Language Arts	14	25	56.0%
Eighth Grade Mathematics	18	25	72.0%
Eighth Grade Science	22	25	88.0%
<b>High School</b>			
High School Algebra I	< 10	< 10	NC

Beacon Hill's 2024-2025 state test performance can be more holistically understood with comparison to the passage rates across the state of Ohio.

**3<sup>rd</sup> Grade Math 2024-2025 State Test**

State	117410	717		64%
District	16	728		75%

**State Passing Rate: 64%**

**BH Passing Rate: 75%**

**3<sup>rd</sup> Grade ELA 2024-2025 State Test**

State	106978	707		57%
District	16	711		63%

**State Passing Rate: 57%**

**BH Passing Rate: 63%**

**4<sup>th</sup> Grade Math 2024-2025 State Test**

State	118061	728		69%
District	15	710		60%

**State Passing Rate: 69%**

**BH Passing Rate: 60%**

**4<sup>th</sup> Grade ELA 2024-2025 State Test**

State	118784	712		62%
District	15	701		53%

**State Passing Rate: 62%**

**BH Passing Rate: 53%**

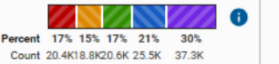
**5<sup>th</sup> Grade Math 2024-2025 State Test**

State	121184	709		57%
District	16	709		69%

**State Passing Rate: 57%**

**BH Passing Rate: 69%**

**5<sup>th</sup> Grade ELA 2024-2025 State Test**

State	122672	721		68%
District	16	730		75%

**State Passing Rate: 68%**

**BH Passing Rate: 75%**

**5<sup>th</sup> Grade Science 2024-2025 State Test**

State		126788	717		63%
District		16	723		75%

**State Passing Rate: 63%**

**BH Passing Rate: 75%**

**6<sup>th</sup> Grade Math 2024-2025 State Test**

State		121579	703		52%
District		15	707		67%

**State Passing Rate: 52%**

**BH Passing Rate: 67%**

**6<sup>th</sup> Grade ELA 2024-2025 State Test**

State		123050	702		55%
District		15	700		53%

**State Passing Rate: 55%**

**BH Passing Rate: 53%**

**7<sup>th</sup> Grade Math 2024-2025 State Test**

State		114872	701		50%
District		29	712		66%

**State Passing Rate: 50%**

**BH Passing Rate: 66%**

**7<sup>th</sup> Grade ELA 2024-2025 State Test**

State		122822	714		63%
District		29	708		72%

**State Passing Rate: 63%**

**BH Passing Rate: 72%**

**8<sup>th</sup> Grade Math 2024-2025 State Test**

State		104247	701		48%
District		25	712		72%

**State Passing Rate: 48%**

**BH Passing Rate: 72%**

**8<sup>th</sup> Grade ELA 2024-2025 State Test**

State		124071	701		54%
District		25	703		56%

**State Passing Rate: 54%**

**BH Passing Rate: 56%**

**8<sup>th</sup> Grade Science 2024-2025 State Test**

State	127367	718		63%
District	25	737		88%

**State Passing Rate: 63%**

**BH Passing Rate: 88%**

**9<sup>th</sup> Grade Algebra 2024-2025 State Test**

State	145647	708		54%
District	2	740		100%

**State Passing Rate: 54%**

**BH Passing Rate: 100%**

**PROGRESS: Student Growth**

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Green	Green	Green	Yellow
4th Grade	Green	Red	Grey	Red
5th Grade	Green	Red	Green	Green
6th Grade	Green	Green	Grey	Green
7th Grade	Green	Dark Blue	Grey	Green
8th Grade	Green	Green	Green	Green

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey

- Significant evidence that the school exceeded student growth expectations by a larger magnitude
- Significant evidence that the school exceeded student growth expectations
- Evidence that the school met student growth expectations
- Significant evidence that the school fell short of student growth expectations
- Significant evidence that the school fell short of student growth expectations by a larger magnitude
- Value Added data is not available

## GAP CLOSING

### Annual Performance Goals

The annual performance goals are established in six areas, with the performance of specific student groups measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. Each student group has its own interim and long-term goals in English language arts, math, and graduation. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

The state expectation for all areas and all student groups are to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

**38.5%**

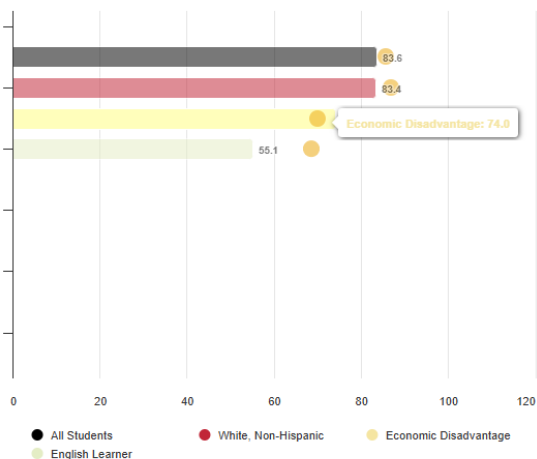
10 of a possible 26

Testing Participation Rate **100.0%**

Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level	1	4
Math Achievement	Met annual goal/individual student group level	4	4
English Language Arts Growth	Met annual goal/individual student group level	0	4
Math Growth	Met annual goal/individual student group level	0	4
Graduation	Met annual goal/individual student group level	0	0
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	0	5
Chronic Absenteeism	Met annual goal or show improvement from prior year	5	5
Gifted Performance Indicator	Gifted Progress	0	0
	Gifted Performance Index	0	0
	Gifted Identification and Services	0	0
<b>Preliminary Points</b>		<b>10</b>	
<b>Demotion Required</b>		<b>No</b>	
<b>Final Points</b>		<b>10</b>	<b>26</b>

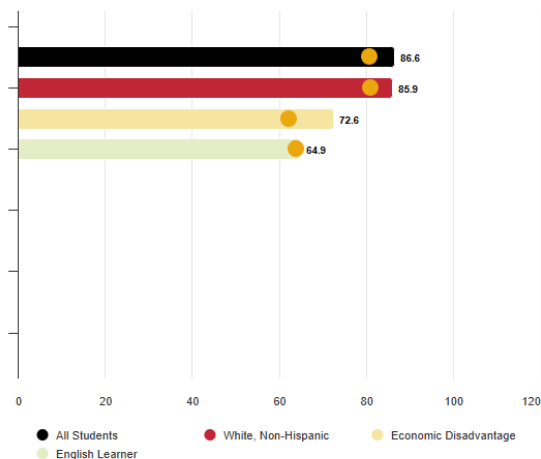
### English Language Arts Achievement

Performance Index by Student Group

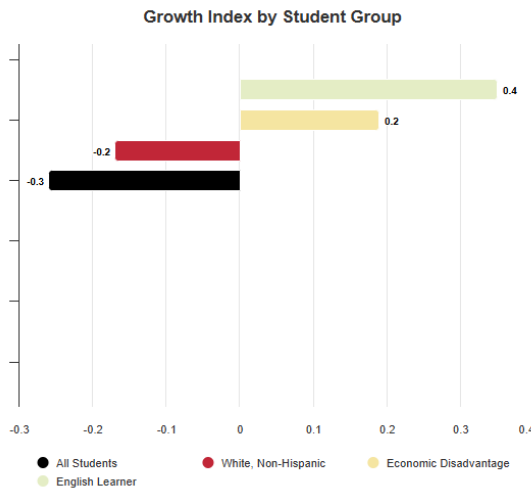


### Math Achievement

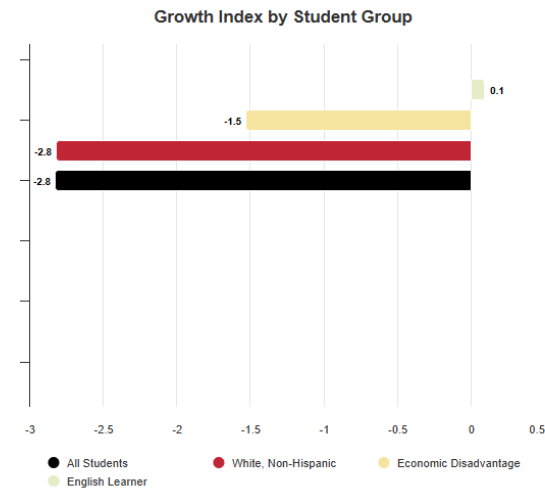
Performance Index by Student Group



### English Language Arts Growth



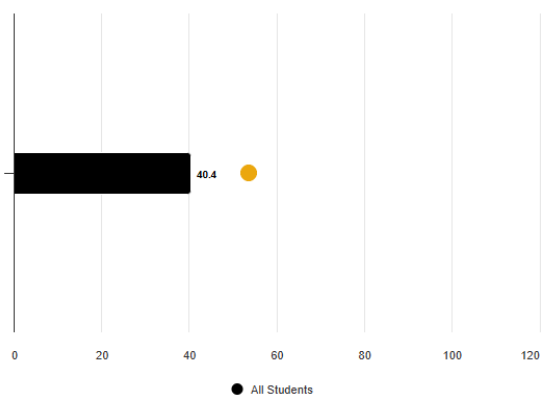
### Math Growth



### Graduation

This school is not evaluated for this measure of Gap Closing because there were not enough students to evaluate.

### English Learners



## Curriculum Model

Site-based instruction was the basis of instruction for students enrolled in Beacon Hill Community School programming during the 2025-2026 school year. Learning opportunities were aligned with the Ohio Learning Standards and community needs and were supported by alignment with state-approved high quality curriculum such as Wilson Foundations, Heggerty, McGraw Hill’s Wonders, Big Ideas Math, and ScienceFusion. Instruction in core areas and vocational education, such as Home Economics and Building Trades were provided for students as well as instructor guided online modules and courses in various core and supplemental subject areas through Edgenuity. Career and service-learning opportunities were also included in the educational programming during the 2024-2025 school year. This curriculum is used to provided students individualized pathways for high-school graduation, life-long career/educational pursuits, and employment opportunities.

## Assessments

With an entirely new population in our K-6 classes, Beacon Hill worked diligently to collect data as quickly and effectively as possible while maintaining appropriate assessment time ratios. Multiple points of data were used for tracking growth and performance for Beacon Hill Students to include diagnostic, benchmark assessments, and project-based performance. At K-4, students were monitored using DIBELS and a range of other diagnostic tools. All students K-8 received the benefit of i-Ready as a diagnostic and supplemental instructional program. Student progress and growth were monitored using assessment performance and teachers utilized the data to shape

instruction and reinforcement across the curriculum. Multiple points of data were reviewed for each student and areas of strength and concern were identified for students on an individual level. Students completed self-assessments on personal growth and academic development, and multiple inventories were taken in areas of personal characteristics and skills as well as career skills and interests. Staff used an array of available assessments and student results to adjust classroom instruction.

### Career Credentials

Beacon Hill students learned valuable skills through participation in a variety of career-focused activities. Students in K-4 completed career interviews and projects with people in their lives, and grades 5-12 participated in a wide range of career experiences as well, including middle school vocational education programs, job shadowing, Career Day, and multiple field trips to explore career fields, as noted in previous sections on community partnerships. Additionally, high school students worked towards earning diploma seals for graduation.

### Graduates

The wide majority of our students are from local Amish and Mennonite communities. The families within our communities generally see merit in formal education through grade eight, at which time they invoke Yoder vs. Wisconsin and leave formal education entirely. Many Amish families celebrate their child's 8<sup>th</sup> grade graduation much like non-Amish treat a child's 12<sup>th</sup> grade graduation. Historically, few students continue formal education at the high school level upon completion of grade 8. Furthermore, many of the students attending high school enter the workforce at age sixteen or earn a GED rather than pursuing a high school diploma, as a high school diploma is considered "worldly" in the eyes of the church, but a GED is seen as more valuable. Exiting formal education upon completion of Grade 8 is considered the norm within the community, local businesses, and culture. Any formal education after eighth grade should be viewed positively rather than negatively.

### High School Graduation Rate

Beacon Hill graduated two high school seniors in 2025. The 2024-2025 Graduation cohort was less than 10 students. Therefore, no further data is available.

### Scholarships and College

Beacon Hill Community School prepared students during the 2024-2025 school year for success in future endeavors in citizenship and college and career readiness by consistent reflection, which is displayed in Binder of Student Success (BOSS), including the utilization of Student Success Plans. Opportunities are available for students to explore and prepare for both career and college options. The 2024-2025 Graduating cohort was less than 10 students. Therefore, no further data is available.

## IV: Financial

### Financial Data

The Beacon Hill Academy treasurer was properly licensed and bonded and completed fiscal reporting for FY25 in an accurate manner. The treasurer provided written monthly financial reports to the Governing Authority and the Sponsor of the School. The reports were reviewed and approved by the Governance Board monthly.

### Fundraising

In 2024-2025, students completed a pizza-sale fundraiser to bring in funds towards the 8th grade Washington DC trip in May 2025 and general programming expenses at Beacon Hill. The fundraiser was handled by Lem's Pizza of Fredericksburg, OH and brought in a profit of \$21,019.55.

Grants

Beacon Hill Academy received and expended funds from federal, state, and local funding grant sources. The total amount of FY25 funding included Federal Grants totaling \$184,944.00, State Funding totaling \$1,527,775.47, and Other funding totaling \$80,392.02.

FY25 Federal Funding Sources

Federal Grants	Total
Title I	\$50,115.71
Title II-A	\$7,489.14
IDEA-B	\$30,186.84
ESSER	\$28,519.03
Title IV-A	\$12,076.00
Rural Small Schools	\$17,523.60
TI-SS1	\$7,254.42
National School Lunch	\$29,689.63
English Limited	2,089.63
<b>Total Funding</b>	<b>\$184,944.00</b>

FY25 State Funding Sources

State Funding	Total
Base Funding	\$1,170,522.52
Casino Tax	\$7,713.63
Facilities Funding	\$172,916.55
Disadvantaged Pupils	\$6,523.26
Career Tech Education	\$13,424.37
English As Second Language	\$83,624.88
Student Wellness	\$55,222.31
Network Connectivity	\$1,991.15
Science of Reading	\$15,701.20
State School Lunch	\$135.60
<b>Total Funding</b>	<b>\$1,527,775.47</b>

Other Funding	Total
DC Trip Fundraisers	\$45,540.00
Principal's Fund Receipts	\$217.60
Beacon Backers Donations	\$3,218.07
Other Donations	\$834.00
School Lunches	\$22,956.00
Interest	\$7,626.35
Other	
<b>Total</b>	<b>\$80,392.02</b>

**GRAND TOTAL: \$1,793,111.49****V. Additional Information****Community Service**

Each student enrolled at Beacon Hill was required to complete eight (8) or more community service hours during the 2024-2025 school year. Students actively participated in obtaining the placement, collecting documentation, and reflecting on their respective community service experiences through projects that were presenting to their classmates.

**Post-Graduation & Alumni**

Students from the community rarely complete high school to receive a diploma due to religious beliefs and customs. In 2024-2025, there were two high school graduates. In 2023-2024, there was one high school graduate. In 2022-2023, there was one high school graduate. In 2021-2022, there were two high school graduates. In 2020-2021, there were two high school graduates. In 2019-2020, there were no high school graduates. As graduation cohorts are all less than 10 students, there is no further data available.

**VI: Sponsor Statement**

A message from the Ohio Department of Education, Office of Ohio School Sponsorship

The Ohio Department of Education, Office of Ohio School Sponsorship Ohio Revised Code (ORC)3314.03(D)(2) specifies that the sponsor of school the must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.”

All Ohio community school sponsors must evaluate each school and submit a written report of school academic, financial, organizational performance, and legal compliance to the Ohio Department of Education and make the report available to the parents of students enrolled in the community school. The Ohio Department of Education, Office of Ohio School Sponsorship evaluates its sponsored schools on the performance of Ohio School Report Card indicators and on performance measures as listed in the school’s community school Contract.

The Office of Ohio School Sponsorship monitors the performance of its sponsored community schools through attendance at governing board meetings, on-site visits and through review of compliance surveys, monthly financial reports, and other reports related to the school’s academic, financial and operational performance to ensure compliance with rule and law.