

SUBJECT

Palouse Prairie School of Expeditionary Learning Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)

BACKGROUND

Palouse Prairie School of Expeditionary Learning (PPSEL) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Moscow, PPSEL has an enrollment of approximately 170 students and is currently in its fourth year of operation.

DISCUSSION

PPSEL will provide an update on the status of the school.

In 2011-2012, PPSEL met [AYP](#) targets for all subjects.

The school's [Star Rating](#) for the 2011-12 school year is 2 out of 5. However, it is worth noting that PPSEL's total points for the Star Rating fell short of the 3 star point range by just 2 points. The Achievement category results reflect a fairly high percentage of students performing at proficient or advanced in reading (89.5%) and language arts (83.1%) on the spring 2012 ISAT, while fewer students (72.7%) demonstrated math proficiency.

PPSEL's Growth to Achievement results are somewhat concerning. The school met the Adequate Growth Percentile (AGP) in all subject areas (reading, language arts, and math). The point assignment in reading (3/5) is moderately strong, though the pace of student growth could still be improved. However, the low point assignments in language arts and math (2/5) indicate that although a sufficient percentage of students are on track to achieve proficiency within three years or by 10th grade, whichever comes first, the majority of PPSEL students did not grow as much as their academic peers in these subjects.

On October 19, 2012, PCSC staff met with PPSEL to discuss the school's Star Rating and plans to improve. PPSEL is putting an emphasis on ensuring strong individual student growth, particularly in math and language arts. They have also put an emphasis on implementation of the math curriculum schoolwide, both through professional development and systematic adjustments to the school's staffing structure.

Based on self-reporting, PPSEL did not meet all of the Measurable Student Educational Standards (MSES) outlined in the school's charter. PPSEL did not meet MSES 1.3, which states that the percentage of PPSEL students who demonstrate ISAT proficiency will not be more than 5 percentage points lower

than the Moscow school district. PPSEL reports results approximately 9 percentage points lower than the district's results in math and language.

The school's board appears to be functioning appropriately, and the school is fiscally stable.

IMPACT

Pursuant to I.C. §33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect: ...(b) Failed to substantially meet any of the student educational standards identified in the approved charter..."

STAFF COMMENTS AND RECOMMENDATIONS

Particularly in light of PPSEL's low Star Rating, which evidences a need to focus on improving academic results, staff recommends that the PCSC direct staff to issue to Palouse Prairie School of Expeditionary Learning a notice of defect on the grounds of failure to substantially meet MSES 1.3 in the approved charter.

COMMISSION ACTION

A motion to direct PCSC staff to issue Palouse Prairie School of Expeditionary Learning a notice of defect on the grounds of failure to substantially meet MSES 1.3 in the approved charter.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Public Charter School Commission Site Visit Report

School	Palouse Prairie School of Expeditionary Learning (PPSEL)
Address	1500 Levick Street, Moscow, ID 83843
Date of Site Visit	February 20, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Joseph Erhard-Hudson, Board Chair
Administrator(s) Interviewed	Anthony Warn, Director
Business Manager / Clerk Interviewed	Debbie Berkana, Part-time Business Manager
Other Stakeholder(s) Interviewed	Students (7)

Board Member(s) Interview

Joseph Erhard-Hudson, Board Chair, participated in the interview. Mr. Erhard-Hudson has been on the board at Palouse Prairie School of Expeditionary Learning (PPSEL) for three years and recently became the Board Chair. He described the school's mission to provide a rigorous education for students by engaging them in expeditionary learning and emphasizing collaboration, character development, and community learning. At PPSEL, students participate in "expeditions" that give them responsibility to learn and work in teams on multi-disciplinary projects.

Mr. Erhard-Hudson feels that the transition with the new administrator, Anthony Warn (who has been at PPSEL since July 2012), is going well. Mr. Warn's background includes project-based learning, so he has adjusted to expeditionary learning well. Mr. Erhard-Hudson believes that the board is establishing a positive working relationship with Mr. Warn. The board is willing and able to ask hard questions, since the school has many goals to meet and a tight budget. Thus far, Mr. Warn has done well at communicating with the board and explaining his thinking. Mr. Erhard-Hudson demonstrated a strong understanding of the appropriate division of roles between the board (oversight, mission / vision, policy, and resources) and the administrator (implementing the plans, daily operations), and stated that he believes that PPSEL is fairly close to this ideal. While there are always difficult lines to draw in practice, the board has worked to establish policies and practices that ensure that they work together and do not overstep into the administrator's role.

Board training at PPSEL has included ISBA conferences and trainings, and board retreats including expeditionary learning training from a regional trainer. While they have not conducted a formal self-evaluation, at the most recent board retreat, members discussed how they can better understand and do their jobs well.

When asked about is concerns for the school, Mr. Erhard-Hudson responded that operations are relatively smooth but both finances and academics are a concern. While PPSEL's finances are fairly stable, the board recognizes the constant need to stay diligent and to fundraise to supplement the support the school receives from the state. In regards to academics, the board is concerned about the school's 2 Star Rating and the scrutiny that comes with it. Every six weeks, the administrator is expected to report to the board about the implementation of strategies to raise the school's star rating. Additionally, the school has put a focus on implementation of the math curriculum and has provided math leadership training for teachers. Mr. Erhard-Hudson is proud of the work the board has done to get PPSEL's stakeholders to understand and support a strategic plan and long-term vision for the school that is aligned to initial intentions outlined in the school's charter.

Administrator(s) Interview

Anthony Warn, Director, participated in the interview. Mr. Warn described PPSEL's approach to use expeditionary learning to meet educational standards in a way that feels natural and authentic. While expeditionary learning includes elements similar to project-based learning, there is an embedded emphasis on teamwork and the "crew" philosophy that helps teach students ethics and responsibility for themselves and others.

Mr. Warn feels that his relationship with the board is developing well. He characterized their interactions as friendly, open, and collaborative. He appreciates that the board sees the administrator as their only employee (trusting him to manage the rest of the staff) and that they are willing to listen to his ideas and feedback when they are making strategic, long-term decisions. The board is currently planning for a transition phase, as four out of five members will be leaving the board this year (two members have terms that are expiring and two members have job changes that prevent them from continuing).

Mr. Warn uses many indicators to measure success at PPSEL including standardized test scores; students' growth in demonstrating academic skills, critical thinking, and crew characteristics; attraction of strong educators to work at the school; and community and parental support and engagement.

When asked about concerns he has for PPSEL's academics, finances, or operations, Mr. Warn said that while school's finances are balanced, he recognizes that PPSEL's limited resources prevent them from having improved facilities, more teacher training, and better technology. Mr. Warn also expressed concerns about academics, recognizing that they need to improve PPSEL's Star Rating. The achievement results were quite strong, so they are focused on ensuring that growth happens. One area of focus is ensuring that appropriate subjects are embedded into expeditions so that students have the opportunity to engage in critical learning in a hands-on way. Though Mr. Warn concedes that PPSEL can improve, he is proud that the school is cultivating an environment where students feel welcomed and are able to enjoying learning.

Business Manager / Clerk Interview

Debbie Berkana, Business Manager, participated in the interview. Debbie works 30 hours per week and has been with PPSEL since the school began operations. When asked how she feels the school is doing financially, Ms. Berkana responded that she feels the school is doing pretty well and that the board has a strong understanding of how to manage funding. Finances are always tight and they have to make difficult decisions about how to best use limited resources. They budget conservatively and are engaging in long-term planning regarding the school's facilities. PPSEL increased their carryover in FY12 and Ms. Berkana anticipates that PPSEL will end FY13 close to balanced. Since enrollment is continuing to increase, they are hoping to be in a position to have consistently stronger increases to their carryover beginning in FY14.

Student Meeting

The PCSC staff member had the opportunity to meet with seven (7) students in grades six and eight. The students were open and honest and clearly have an understanding of the schools strengths and weaknesses. Below are the questions presented to the students and their summarized responses:

What can the school do better?

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- The cafeteria food – this year, it got worse; also, the older kids could benefit from bigger servings
- Since the facility doesn't have walls, it can get loud in the building and sometimes it feels like things aren't as organized as would be ideal
- It would be good to have electives and after school clubs for older (middle school) students
- The flooring in the multi-purpose room is kind of a problem – food gets into the carpet during lunch and we use it for PE in the afternoon; it would be nice if the spaces could be separate
- It would help if we could have more regular recesses or breaks designed to get out our energy
- More field trips would be good – we know there are limited resources, but the field trips help us learn and make applications; we could even walk to some places in downtown, but the rule that parents have to sign a permission trip every time we leave the school makes this more difficult
- We haven't had community led learning as frequently as we used to, and we'd like to have it more often; also, we could have more interesting topics for Discovery week and have it more often (maybe once per trimester)

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Yes (thumb up): 0
- Sort of / not so much (thumb to the middle): 7
- No (thumb down): 0

What do you like about going to school at PPSEL?

- The learning method – we go more in-depth and get to do hands-on learning and see how things work in the real world – this motivates us to put in more effort
- The teachers are nice and they care about students; they get to know us and help us if we don't understand something
- The crew characteristics and approach knits students together and makes this a bullying-resistant environment
- The projects and activities are creative and that we are given responsibility for our learning, which helps us prepare for life
- Everyone here is friendly to new ideas and different ways of thinking

Documents Review

Finances

The FY12 end-year finances and FY13 year-to-date finances were reviewed in person. Questions were answered by the Business Manager, Debbie Berkana. The school ended the FY12 year with a carryover of \$249,499, representing an increase in the carryover of approximately \$26,000. The revenue and expenditures are tracking appropriately and it appears likely that PPSEL will end the

year balanced (or very close to balanced). The financial documents were in order, and there are no concerns about the financial statements or processes at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. Rhonda Brooks, the Special Education Director, was available for questions. All of the files were complete. IEPs were up-to-date and included LRE documentation and clear accommodations. Eligibility reports were available in all files. While files could use additional organization (dividers or tab to separate types of documents would be helpful), there are no significant concerns about the files that were reviewed.

Classroom Observations

Classroom observations were generally positive, though somewhat mixed. In most classrooms, students were engaged in activities and minimal behavior issues were observed. On the other hand, there were a couple classrooms where at least some of the students were not involved in the learning / not doing an assigned task and the teacher did not step in to get them back on track. The level of disengagement varied. Some classrooms demonstrated learning practices closely aligned to PPSEL's mission (hand-on experiments / projects, students engaged in the process of learning, small group collaboration), while others had more standard teaching methods, such as lecture or worksheets. In one classroom, students were placed in groups and expected to work collaboratively but the level of group interaction varied. Some groups were engaged in collaborative work, while other had students working independently (at the same table) or socializing but not working on the assigned activity. In general, those classrooms that had activities that were highly interesting, hands-on, or otherwise designed to involve the whole class demonstrated higher levels of student engagement. While observations did not reveal any significant classroom issues, it is clear that there is room for improvement.

Summary

Strengths

- The school is financially stable.
- The board and administrator report that their relationship is developing appropriately
- Students report that the school's hands-on projects and learning methods push them to engage in their learning

Challenges or Areas for Improvement

- Academics need improvement, as reflected by the school's 2 Star Rating
- The board will have high turnover this year and making a smooth transition will be critical
- Based on their feedback, students may not be academically challenged; this appears to be most true amongst high-performing students
- Consistency in implementation of curriculum and classroom management could be improved; lack of walls and sound in the building seems to impact this

Concerns

- The school's 2 Star Rating and low points in the Student Growth sections is of concern.

Possible Charter Violations

- There are no apparent charter violations at this time.

Possible Charter Amendments

- The board may want to consider revising the charter to include MSES that are aligned with the Idaho Five-Star Rating System. (Identified by the PCSC staff member, not PPSEL board or administration.)

Recommendations

- PCSC staff recommends that the board consider amending the charter to include MSES that are aligned with the ID Five-Star Rating System
- PCSC staff recommends that the PPSEL administrator work with the board and teachers to identify professional development and/or other strategies for improving classroom management and student engagement (for students of all academic levels)
- PCSC staff recommends that the board be as thoughtful and intentional as possible about the timing of board turnover, while planning strong onboarding and training for new board members
- PCSC staff recommends that the board, Director, and Business Manager all remain diligent in monitoring the school's finances to give PPSEL the best possible chance of ending the year with an increased carryover

* Please Note: PCSC staff member sent this recommendation, along with praise for the things the school is doing well, in a follow-up e-mail to the school.

Materials or Follow-up Requested of the School

No follow-up was requested; the administrator and some board members participated in a meeting with the Charter Schools Program Manager regarding the school's star rating on October 19, 2012.

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CHARTER SCHOOL DASHBOARD

Date: 3/12/2013

School Name: Palouse Prairie School of Expeditionary Learning

School Address: 1500 Levick Street, Moscow, ID 83843

School Phone: (208) 882-3684

Current School Year: 2012-2013

School Mission: The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Joseph Erhard-Hudson	Chair 2010-2013	technology, small business management	jerhardhudson@palouseprairieschool.org	(509) 330-0236
Nils Peterson	Secretary 2009-2013	grant writing, student learning outcomes, technology	nilspete@gmail.com	(509) 336-1664
Brian Gardner	Treasurer 2011-2014	accounting, research	bgardner@turbonet.com	(208) 596-3856
Della Baily	Member 2012-2014	Instructor, UI School of Family and Consumer Sciences	dellab@uidaho.edu	(208) 596-5597

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	17.17		20	18.60
1	22		2	22	
2	25			23	
3	18			22	
4	16			16	
5	20			12	
6	10	K to 6th = 122.06		13	K to 6th = 95.89
7	16			13	
8	20	7th to 8th = 20.67		8	7th to 8th = 19.51
9					
10					

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11					
12					
TOTAL	171				

Student Attrition Rate:

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? We have reached our grade expansion target and now serve students in grades K through 8. We cannot increase significantly our student enrollment in our current location and will instead focus on reaching full enrollment of 200+ students.

If yes, briefly describe planned enrollment changes, including numbers and grades affected: N/A

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	9 5.08	7 3.95%	149 84.18%	7 3.95%	5 2.82	0 0%	73 40.78%	15 8.47%
Previous	6 3.8%	4 2.53%	136 86.08%	4 2.53%	7 4.43%	0 0%	52 36.11%	8 5.4%

FACULTY AND STAFF

Administrator Name(s): Anthony Warn

Administrator's Hire Date: 7/28/2012

Administrator Email(s): awarn@palouseprairieschool.org

Current Classified Staff (# FTE): 3.0 FTE

Classified Attrition Rate: 66%

Current Faculty (# FTE): 11.25 FTE

Faculty Attrition Rate: Three (3) teachers left (two as a result of their spouses getting jobs outside of Moscow and one due to retirement-related factors) and we hired four (4) new, one who was a former Americorps volunteer in the school and a .80 FTE for Physical Education . For classified staff, one (1) person to pursue higher education studies and the other left to devote full attention to her private business.

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes

If no, please specify indicator and status: N/A

If no, please describe plan for addressing need: N/A

Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? April 12-13, 2012

Date submitted to authorizer? 10/10/2012

Who performed your most recent programmatic audit? Idaho Charter School Network

Date of most recent fiscal audit? 2012-06-30

Date submitted to authorizer? 11/01/2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

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* Our founding Director, Summer Clayton, recently moved back East to be closer to her family. After a lengthy search, the Board hired a new director, Anthony Warn.

* In addition, we have several new members to our staff this year, including a new Kindergarten teacher, two new teachers in grades 4/5 and a new Physical Education teacher. We also have two part-time Administrative Assistants in the Main Office to replace a departing staff member and a new Facilities Manager.

Please describe the greatest successes experienced by your school in the past year:

* We have successfully expanded our middle school program to serve 46 students in two classes, and have consistently grown our enrollment up to over 170 students this year.

* Perhaps our greatest accomplishment is that although we are a relatively new school (only in our fourth year of operations), we have had two (2) of our teachers invited to teach a Master Class on revision at the Expeditionary Learning (or EL) National Conference in Baltimore. This is a testimony to the strength of our teachers, and builds on the fact that another two (2) of our current teachers were also invited to present a Master Class at the 2011-2012 EL National Conference. (It is not common for a school to have staff members present two years in a row, let alone a school of our size that is so new to the EL network, and so we are very proud of this accomplishment.)

* We have also had a strong launch to a major Strategic Planning initiative this year that has seen high levels of family involvement and has generated both a wide appreciation for our successes as a start-up and a great deal of enthusiasm and optimism for our continued growth.

* We are also proud of the fact that our small school has generated significant additional funds to support our work. Our staff has written grants that have brought in over \$30,000 to support our instructional work, and a volunteer network of families has also successfully written for over \$20,000 in grants.

Please describe any challenges you anticipate during the upcoming year:

* We received a two (2) STAR rating this year based on last year's performance on the ISAT exam. Since then, we have hired on three (3) new teachers, two (2) of whom are in ISAT testing grades, and have a new Director. We are very excited about these changes and are confident that these additions, in conjunction with an increased emphasis on planning related to Math and a substantially increased emphasis on professional development for staff in Math, will help us show growth in our academic achievement in Math and especially in terms of our academic progress measures.

* Reaching full enrollment will be a small but not insurmountable challenge for us, but one that will allow us to extend our work and achieve a higher level of financial sustainability.

* We have also seen two (2) Board members leave the Board this year, one for personal family reasons and another related to a significant promotion at work. (This brings us to a level below that required by our bylaws.)

* Sustaining our commitment to the EL model in the face of limited resources and a significant number of new staff members will also be a challenge.

* Perhaps our greatest challenge will be to ensure that we have the financial resources necessary to fulfill our mission, especially now that our startup grant funding has been fully expended. For example, our commitment to the EL model is central to our work and a core element of our school that families want to maintain. This commitment requires a significant investment in professional development for our staff, including significant on-site training and travel and participation in national and regional conferences. These monies must either be raised through grants and donations or come from general M&O funds, which reduces the funding available for instructional supplies or needed repairs to our current facilities.

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Another example of a challenge we anticipate will continue is our full day Kindergarten option, which requires significant financial support from the school's operating budget to make up the difference between state funding for the morning program and the actual costs of the afternoon program. This is exacerbated by the fact that close to 20% of our currently half-day Kinder families are eligible for free or reduced lunch and therefore cannot afford the full day option, which increases the strain on our general operating budget. We remain, however, committed to maintaining this program as its benefits for our students in the later primary grades are pronounced and significant. We will continue to seek alternative sources of funding for this vital program.

Please add any additional information of which you would like to make your authorizer aware :

Our Strategic Planning work this year shows that our school staff and families remain focused on our core mission and vision, especially our commitment to the Expeditionary Learning model. This work with our larger school community has helped refocus our own awareness on our core mission and provided a great deal of encouragement for our efforts.

REQUIRED ATTACHMENTS

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year
- Exit interview data for most recent school year

Measurable Goals Attainment Report

The Palouse Prairie School of Expeditionary Learning 2012-2013

Goal #1: Assessment

In terms of assessment, the PPSEL Charter (p. 29) states that:

- 1.1 All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

Analysis of Idaho SDE assessment data, especially for IRI and ISAT, indicated that the school has met or exceeded the standard of 95% participation rate for all state assessments in each of the school's first four years.

- 1.2 During the first four years of operation, students enrolled in PPSEL continuously from the beginning of the school year, will be assessed using each of the summative assessments required by the state of Idaho in the particular school year (e.g., ISAT, IRI).

Again, our analysis of school and SDE data indicates that this goal has been met for each of the school's first four years of operation.

- 1.3 For each required summative assessment, the percentage* of all PPSEL students who receive a score of proficient or better will be no more than 5 percentage points** below the similar fraction computed in the Moscow School District.

Due to our school's small size, comparisons of this sort are not possible for the schools first two (2) years of operation (2009-2010, 2010-2011).

For the 2011-2012 school year, we met this goal for Reading but not for Math or Language Usage, as indicated below:

Idaho ISAT Results 2011-2012			
Content Area Assessed <i>(all students)</i>	Moscow PSD %	PPSEL %	Percentage Point Difference
ISAT Reading	95.3	92.8	2.5
ISAT Math	92.1	83.1	-9.0
ISAT Language Usage	96.9	87.7	-9.2

Goal # 2: Portfolios

In terms of portfolios, the PPSEL Charter (p. 29) states that:

- 2.1 During the first four years of operation, all students will develop and maintain a portfolio of work. Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from schoolwork and college/career investigations. Development of the portfolios will be directed by a teacher and reviewed by the parents in student-led conferences.

We have continued this work this year, as in past years, and have spent a considerable amount of time enhancing our Student-Led Conferences, during which students presented a portfolio demonstrating their mastery of core Learning Targets in all content areas.

- 2.2 Twice annually teachers will complete a mid-term progress report for each student, that includes, at a minimum, benchmark assessments in reading (*e.g. reading level, reading fluency, word knowledge*) and mathematics (*e.g. problem solving skills, computational fluency*). Standardized test data (*e.g. IRI*) may be included in addition to school-developed assessments.

We have also continued this work this year, and have spent considerable time during staff development to enhance the degree of consistency among all grades in terms of formats for reports and the assessments that inform them. We also made it a goal to ensure that the data provided to parents/caregivers helps them support their young learner outside of the school. For example, we have included narrative summaries that highlight the accomplishments of each student and outline their next learning steps.

- 2.3 In keeping with the school's integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (*Assessment of the school, not of individual students.*)

We have also spent considerable amounts of time working on the ways we celebrate student's work and demonstrate high standards through public displays of their work, and are extremely proud that we have been able to build on the work of four (4) of our teachers who have been selected to present Master Classes at the Expeditionary Learning Nation Conference. (*Two presented last year and two were selected to present this year, and it is rare for EL schools to have staff members asked to present two years in a row, let alone such a small and young school as ours.*) One example of the benefits of this enhanced focus on collaborative planning is that we have had at least two (2) staff meetings address planning for our end-of-year Gallery Night months in advance, which staff inform me has never happened so early in the year and which allows them to plan their Spring Learning Expeditions with a goal of celebrating student work clearly in mind.

ISAT & IRI Results

The Palouse Prairie School of Expeditionary Learning 2012-2013

Most Recent ISAT and IRI Results

Table 1.1 2011-2012 ISAT Performance

Assessment	% Below Basic	% Basic	% Proficient	% Advanced
Grade 3				
Reading	14.3	9.5	28.6	47.6
Mathematics	9.5	9.5	47.6	33.3
Language Usage	14.3	14.3	23.8	47.6
Grade 4				
Reading	6.3	0	31.3	62.5
Mathematics	0	37.5	31.3	31.3
Language Usage	18.8	6.3	37.5	37.5
Grade 5				
Reading	0	0	16.7	83.3
Mathematics	8.3	33.3	33.3	25.0
Language Usage	0	0	41.7	58.3
Science	0	25.0	33.3	41.7
Grade 6				
Reading	0	7.7	23.1	69.2
Mathematics	7.7	15.4	53.8	23.1
Language Usage	0	15.4	46.2	38.5
Grade 7				
Reading	0	15.4	15.4	69.2
Mathematics	7.7	30.8	38.5	23.1
Language Usage	7.7	7.7	53.8	30.8
Science	7.7	15.4	53.8	23.1
Grade 8				
Reading	*	*	*	*
Mathematics	*	*	*	*
Language Usage	*	*	*	*

* Less than or equal to 9 tested students

Table 1.2 Fall 2012 Idaho Reading Inventory (IRI) Results

Grade Level	%
Kindergarten	
At Grade Level / Benchmark	50.00
Near Grade Level / Strategic	38.89
Below Grade Level / Intensive	11.11
Grade 1	
At Grade Level / Benchmark	50.00
Near Grade Level / Strategic	33.33
Below Grade Level / Intensive	16.67
Grade 2	
At Grade Level / Benchmark	71.43
Near Grade Level / Strategic	9.52
Below Grade Level / Intensive	19.05
Grade 3	
At Grade Level / Benchmark	52.00
Near Grade Level / Strategic	40.00
Below Grade Level / Intensive	8.00

ISAT & IRI Results

The Palouse Prairie School of Expeditionary Learning 2012-2013

Longitudinal ISAT & IRI Performance Analysis (4-year)

Table 2.1 ISAT Performance Longitudinal (% Proficient/Advanced)

Assessment	2008-2009	2009-2010	2010-2011	2011-2012
Reading	*	**	92.8%	89.5%
Math	*	**	83.1%	72.7%
Language Usage	*	**	87.7%	83.1%
Science	*	**	76.9% (Grade 5)	78.3%

* *The 2008-2009 school year was PPSEL's first year of operation. We have been unable to find any records of the ISAT scores for the school from this year, either in the school's files or in the State online databases. The State does not typically report results for student groups of less than 20, and the school's total attendance for the year in grades K-5 was only 69.*

** *Again, no evidence has been found in school records of ISAT results for the 2009-2010 school year, nor were school averages reported by the State.*

Table 2.2 Idaho Reading Inventory (IRI) Longitudinal (Fall Administration)

Grade Level	2009-2010	2010-2011	2011-2012	2012-2013
Kindergarten				
At Grade Level/Benchmark	82.35	61.11	75	50.00
Near Grade Level/Strategic	11.76	27.78	20	38.89
Below Grade Level/Intensive	5.88	11.11	5	11.11
Grade 1				
At Grade Level	65	68.18	63.64	50.00
Near Grade Level	30	18.18	9.09	33.33
Below Grade Level	5	13.64	27.27	16.67
Grade 2				
At Grade Level	*	57.89	47.83	71.43
Near Grade Level	*	5.26	17.39	9.52
Below Grade Level	*	36.84	34.78	19.05
Grade 3				
At Grade Level	*	58.33	66.67	52.00
Near Grade Level	*	33.33	11.11	40.00
Below Grade Level	*	8.33	22.22	8.00

* *To ensure the privacy of individual student information, only scores for groups of 10 or more students are reported. Information not displayed is included in state, district and school totals.*

Parent / Stakeholder Satisfaction Survey Results
The Palouse Prairie School of Expeditionary Learning 2012-2013

The Board is currently launching our Parent/Family satisfaction survey, in part as a component of the Board's annual evaluation of the new Director. The most recent such data, for the previous Director, reflected high levels of satisfaction, as indicated below:

Table 3.1 Stakeholder Survey Results

The School Director promotes a positive school climate and interpersonal relationships.

Response	# Respondents	Percent
No Opinion	1	2.0%
Unsatisfactory	1	2.0%
Marginal	2	3.9%
Satisfactory	9	17.6%
(intermediate value)	9	17.6%
Exemplary	30	58.8%
Total Responses	43	100%

Palouse Prairie School #472 January 31, 2013	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$418,880.00	\$504,059.00	\$439,775.00	120.33%			
Benefit Apportionment	\$75,566.00		\$77,684.00	0.00%			
Entitlement	\$197,060.00		\$193,119.00	0.00%	Based on enrollment of 170		
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)	\$11,700.00	\$13,525.00	\$25,721.00	115.60%	Technology, IRI, ISAT, pay for performance, RLIS		
Special Ed - Regular	\$18,120.00	\$0.00	\$18,120.00	0.00%			
Special Ed - ARRA				#DIV/0!			
Title I	\$27,400.00	\$0.00	\$41,720.00	0.00%	additional Title money through competitive grant		
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	\$4,000.00	\$184.00	\$4,000.00	4.60%			
Title IIA	\$4,311.00	\$0.00	\$14,305.00	0.00%	additional Title money through competitive grant		
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising	\$38,750.00	\$17,287.00	\$38,750.00	44.61%			
Interest Earned	\$1,000.00	\$659.00	\$1,000.00	65.90%			
Other (Specify)	\$31,000.00	\$13,940.00	\$25,000.00	44.97%	K+ program and supply donations		
Other (Specify)	\$40,000.00	\$19,401.00	\$40,000.00	48.50%	Food service program		
TOTAL REVENUE	\$867,787.00	\$569,055.00	\$919,194.00	65.58%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$306,286.00	\$134,886.00	\$314,038.00	44.04%			
Special Education	\$33,375.00	\$14,696.00	\$34,821.00	44.03%			
Instructional Aides	\$7,305.00	\$2,111.00	\$6,340.00	28.90%			
Classified/Office	\$36,674.00	\$20,116.00	\$48,365.00	54.85%			
Administration	\$55,000.00	\$24,053.00	\$56,136.00	43.73%			
Maintenance	\$7,438.00	\$3,350.00	\$7,438.00	45.04%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	\$446,078.00	\$199,212.00	\$467,138.00	44.66%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$133,894.00	\$65,136.00	\$136,200.00	48.65%			
Other (Specify)				#DIV/0!			
Total Benefits	\$133,894.00	\$65,136.00	\$136,200.00	48.65%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	\$20,175.00	\$13,300.00	\$27,814.00	65.92%			
Legal Pub/Advertising	\$2,000.00	\$1,440.00	\$2,000.00	72.00%			
Legal Services	\$10,900.00	\$6,375.00	\$10,900.00	58.49%	includes audit fees		
Special Education	\$22,000.00	\$9,838.00	\$26,000.00	44.72%			
Liability & Property Ins	\$4,500.00	\$4,436.00	\$4,500.00	98.58%			
Substitute Teachers				#DIV/0!	included in salaries above		
Board Expenses	\$1,000.00		\$1,000.00	0.00%			
Computer Services	\$9,500.00	\$243.00	\$9,500.00	2.56%			
Transportation	\$15,000.00	\$6,046.00	\$15,000.00	40.31%			
Travel	\$8,561.00	\$5,921.00	\$11,338.00	69.16%			
Other (Specify)	\$5,550.00	\$5,550.00	\$5,550.00	100.00%	Americorps volunteer		
Other (Specify)	\$9,150.00	\$3,559.00	\$11,200.00	38.90%	Expeditions, subscriptions, fees		
Total Services	\$108,336.00	\$56,708.00	\$124,802.00	52.34%			\$0.00
Facilities				#DIV/0!			

Building Lease	\$60,000.00	\$35,670.00	\$60,000.00	10.63%		
Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$20,400.00	\$9,418.00	\$21,900.00	0.00%		
Site Preparation				#DIV/0!		
Other (Specify)	\$8,900.00	\$4,916.00	\$8,900.00	2.73%	Repairs/maintenance, janitorial services	
Other (Specify)	\$300.00		\$300.00	2015.33%	Property taxes	
Total Facilities	\$89,600.00	\$50,004.00	\$91,100.00	55.81%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$13,804.00	\$20,484.00	\$30,649.00	148.39%		
School Supplies	\$16,000.00	\$4,677.00	\$17,500.00	29.23%		
Power School				#DIV/0!		
Custodial Supplies	\$3,000.00	\$1,788.00	\$3,000.00	59.60%		
Other (Specify)	\$4,100.00	\$2,829.00	\$5,400.00	69.00%	Office supplies, printing, misc other	
Other (Specify)	\$45,820.00	\$25,083.00	\$46,893.00	54.74%	Food service program	
Total Supplies	\$82,724.00	\$54,861.00	\$103,442.00	66.32%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)	\$0.00	\$4,289.00	\$5,350.00	#DIV/0!	wall remodel	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$0.00	\$4,289.00	\$5,350.00	#DIV/0!		\$0.00
Debt Service						
Specify	\$7,000.00	\$3,613.00	\$7,000.00	51.61%	interest	
Specify	\$10,000.00	\$5,969.00	\$10,000.00	59.69%	principal	
Specify				#DIV/0!		
Total Debt Service	\$17,000.00	\$9,582.00	\$17,000.00	56.36%		\$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Reserve Fund	\$39,390.00	\$39,390.00	\$39,390.00	100.00%		
Building Fund				#DIV/0!		
Total Expenses	\$917,022.00	\$479,182.00	\$984,422.00	52.25%		
Carryover from Previous FY	\$209,660.00	\$245,499.00	\$245,499.00	117.09%		\$0.00
Reserve/(Deficit)	\$160,425.00	\$335,372.00	\$180,271.00	209.05%		

Palouse Prairie School FY13-14	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$54,750.00	Interest, K+ program, donations, fundraising	\$54,750.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$727,621.00	based on enrollment of 175	\$727,621.00	reflects State actual from "current FY"
Wages				
Administration				
Teachers				
Classified			(\$1.20)	reflects all salaries compared to State actual from "current FY"
Medicaid	\$4,000.00		\$0.00	reflects projected from "current FY"
Benefit			#DIV/0!	reflects State actual from "current FY"
Transportation			#DIV/0!	
Federal Revenue				
Title I	\$26,000.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$18,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$4,000.00		\$4,000.00	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$11,700.00	Other state funds: technology, IRI, ISAT, block grant		
Other Sources (Specify)	\$40,000.00	Food service program		
Other Sources (Specify)				
Total Revenue before holdback	\$886,071.00		#DIV/0!	
PROPOSED HOLDBACK				
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$886,071.00		\$886,070.34	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$313,126.00		(912.00)	reflects projected from "current FY"
Admin	\$55,000.00		(1,136.00)	reflects projected from "current FY"
Classified	\$61,195.00		12,830.00	reflects projected from "current FY"
Special education	\$37,752.00			
Other (Specify)				
Other (Specify)				
Total Salaries	\$467,073.00		10,782.00	
200 Benefits				
Benefit Dollars	\$137,722.00			
PERSI/Payroll taxes				
Other (Specify)				
Total Benefits	\$137,722.00		\$1,522.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$15,000.00		\$0.00	reflects projected from "current FY"
Special Education	\$26,000.00		\$0.00	reflects projected from "current FY"
Proctor costs				
Legal	\$11,400.00	includes audit fees	\$500.00	reflects projected from "current FY"
Insurance	\$4,500.00		\$0.00	reflects projected from "current FY"
Copier Lease			\$0.00	
Printer Lease			\$0.00	
Facility Lease	\$60,000.00		\$60,000.00	reflects projected from "current FY"
Utilities	\$23,800.00		\$1,900.00	reflects projected from "current FY"
Professional Development	\$46,200.00	includes travel	\$18,386.00	reflects projected from "current FY"

