



# DIFFERENTIAL PAY RESULTS

---

As per 33-1004J(7), Idaho Code - Each school district receiving grant funds shall submit a report to the state department of education at the end of the fiscal year that details the plan's student achievement results based upon the established criteria. Such report shall include, but not be limited to, measures of growth in student achievement, target benchmarks, results of those measures, and information on the amount of the funds awarded, by individual. The report shall also include a narrative on the effectiveness of the awards in reaching the goals.

---

Please detail your differential pay plan's student achievement measures and measures of student achievement growth, the target benchmarks set in your differential pay plan, and the actual results achieved.

PPSEL utilizes the Expeditionary Learning Core Practices: Curriculum, Instruction, Assessment, Culture and Character, and Leadership. Our Differential Pay System is focused on Student Portfolios and Student Led Conferences, which is a part of the Assessment Core Practices.

Core Practice #24: Communicating Student Achievement. Section E: Student Led Conferences

1. The School schedules time at least twice per year to engage students and their families in conferences in which students communicate their progress toward both academic learning targets and habits of scholarship.
2. The school engages families in the process by sharing expectations, schedules, and information in advance of the conferences. Families understand their role, the student's role, and the purpose of the conference.
3. The school creates structures to prepare students for conferences (e.g. assisting them in archiving and selecting work).
4. Teachers support students in articulating their progress and identifying areas for growth.
5. Students select expedition and project work to demonstrate mastery of learning targets. They complete self-assessments of their performance and share those with their families.
6. Students practice specific conference skills, such as eye contact, clear articulation of ideas, and presenting evidence to support statements.

Section F: Portfolios

1. Students archive and organize their work across subject areas using a system that has been agreed upon school-wide. Students then select specific work for student-led conferences, presentations of learning, and/or passages.
2. Students' portfolios demonstrate proficiency of content and skills over time. They also show students' growth and proficiency regarding habits of scholarship.
3. Portfolios include rubrics linked to learning targets for major projects and assignments.
4. Students' portfolios include multiple drafts, self-reflections, and feedback from teachers that show how their work has improved and how they have met the learning targets.



## DIFFERENTIAL PAY RESULTS

Please describe the effectiveness of your differential pay plan in achieving the results described above.

---

Our differential pay plan was effective in engaging students and staff in both student led conferences. We had 100% participation in our Portfolio Completion with all students who had been at the majority of our Fall and Spring Semester. Their portfolios help students to gather their own work, identify their personal strengths and weaknesses. This was helpful when teaching them how to communicate their personal academic progress to their families. Families found that the Student Led Conferences were informative and helped to open other dialogue about school performance at home. Everyone on staff was helpful in helping to support these two instructional practices. Office staff connected with families to ensure that they were well aware of the Student Led Conference Dates helping parents make arrangements to be at the conferences, the teachers did an excellent job of scaffolding student generated portfolios and conferences, specialist helped our students of need prepare their portfolios and for student led conferences, and the Director of Curriculum provided professional development before the first student led conference to help train teachers and in between conferences led professional development to help teachers hone their skills. Overall this plan was a big success for our school, we saw an increase in student and family participation.