

FARGO BOARD OF EDUCATION MEMO #32 – 2023-24

August 22, 2023

RE: Results Policy Monitoring
FROM: Dr. Rupak Gandhi, Superintendent
RE: Strategic Initiative 1: Tiered Instruction

Attached to this memo, you will find an internal report from me certifying compliance with the Board of Education's Strategic Initiative 1: Tiered Instruction (R/SI-1). In compliance with R/SI-1 and the Board of Education's Governance Process Annual Agenda Planning Policy (GP-8E), this report is provided to the Board annually for monitoring purposes. My certification ensures that the information provided in the report complies with the monitoring frequency, monitoring criterion, and monitoring method outlined in R/SI-1.

If approved, this internal report will be utilized as monitoring of Fargo Public Schools Strategic Initiative 1 on the Strategic Plan Dashboard, as one of the reports to assist monitoring Superintendent performance as outlined in Board/Superintendent Relationship Policy 5 (B/SR-5) and as one of the reports for the Annual Evaluation of the Superintendent in accordance with the Board-Superintendent Relationship Policy 5-E (B/SR-5-E).

At the meeting, I and/or other designated staff will be able to answer any specific questions regarding the information or Superintendent's Interpretation presented in the attached report.

RECOMMENDATION: to accept that reasonable progress has been made on R/SI-1 for the 2023-24 school year.



**Results Monitoring Report: Strategic Initiative 1-Tiered
Instruction**
SY 2022-2023

Prepared: August 22, 2023

STRATEGIC INITIATIVE 1: TIERED INSTRUCTION

RESULT: Fargo Public Schools will implement equitable district-wide processes to support outcomes, so all students graduate, Choice Ready.

RESULT: Fargo Public Schools will implement equitable district-wide processes to ensure all students are supported for academic and social emotional growth and provided the resources needed so each student can demonstrate mastery of identified essential learning outcomes.

Monitoring Frequency: *Annually in Concurrence with Strategic Plan Review, Periodic Updates as Scheduled in GP-8-E*

Monitoring Criterion: *In accordance with Board/Superintendent Relationship Policy 5 (B/SR 5), the Board of Education will monitor this Result by drawing conclusions based upon the Board's prior action during the year relative to whether each Result has been achieved or whether reasonable progress has been made toward its achievement.*

Monitoring Method: *In accordance with Board/Superintendent Relationship Policy 5 (B/SR 5), the Board will acquire monitoring data on Results and Executive Limitations policies by one or more of three methods:*

- a. By internal report, in which the Superintendent discloses and certifies compliance information to the Board*
- b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies*
- c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria*

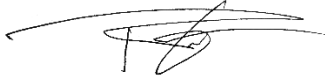
With the adoption of the current Fargo Public Schools Strategic Plan, the Fargo Board of Education determined the following information (including a breakdown by student subgroup when appropriate), in the context of the overall operations of Fargo Public Schools shall be provided for monitoring Result(s) tied to this Strategic Initiative:

- Analysis of graduation rate data
- Analysis of completion rate data
- Analysis of Choice Ready data
- Analysis of student literacy performance

The Superintendent and/or their designee will submit an internal report annually with the information identified above for the monitoring of this policy.

SUPERINTENDENT CERTIFICATION

In accordance with the Fargo Board of Education’s Results Policy (R-1), I certify this monitoring report complies with the expectations outlined Fargo Board of Education policies.



Rupak Gandhi, Ph.D.
Pronouns: he, him, his
Superintendent
Fargo Public Schools

SUPERINTENDENT INTERPRETATION

For the purposes of monitoring Results in Strategic Initiatives, it is the interpretation of the Superintendent that the analysis of each identified Results Policy Indicator includes the following information (if and when applicable):

- Key Accomplishments
- Challenges
- Next Steps

SUPERINTENDENT MONITORING RECOMMENDATION

RESULT: Fargo Public Schools will implement equitable district-wide processes to support outcomes, so all students graduate, Choice Ready.

RESULT achieved or reasonable progress made towards achievement
 Reasonable progress not made towards achievement

Evidence of Reasonable Progress

Fargo Public Schools have demonstrated reasonable evidence of making progress through their partnership with the North Dakota Department of Public Instruction (NDDPI) in promoting the North Dakota Choice Ready Initiative. In the 2022-23 school year, they secured a grant to encourage students to achieve Choice Ready status by meeting essential skills and completing multiple Choice Ready strands, including Post-Secondary, Workforce, or Military readiness. Notably, our efforts resulted in 72% of high school graduates being classified as Choice Ready, indicating substantial progress towards their 10% increase goal. This success is further supported by the alignment with the Choice Ready framework, inclusive messaging, and the positive impact on scholarship criteria, enhancing educational opportunities for our students.

RESULT: Fargo Public Schools will implement equitable district-wide processes to ensure all students are supported for academic and social-emotional growth and provided the resources needed so each student can demonstrate mastery of identified essential learning outcomes.

RESULT achieved or reasonable progress made towards achievement
 Reasonable progress not made towards achievement

Evidence of Reasonable Progress

Fargo Public Schools have reasonable evidence of making progress in their literacy initiatives based on the comprehensive approach to improving literacy outcomes. Our commitment to aligning with the North Dakota Comprehensive Literacy Plan and focus on research-based practices, professional development, and targeted strategies demonstrate a dedicated effort to enhance students' literacy skills. The district's implementation plan for the next two years, which includes adopting phonics scope and sequence, using authentic texts, incorporating phonemic awareness, and providing tiered interventions, reflects a well-structured approach to literacy instruction to address diverse student needs. The emphasis on equity, trauma-informed practices, and fostering a love for reading highlights a comprehensive and inclusive approach to literacy development.

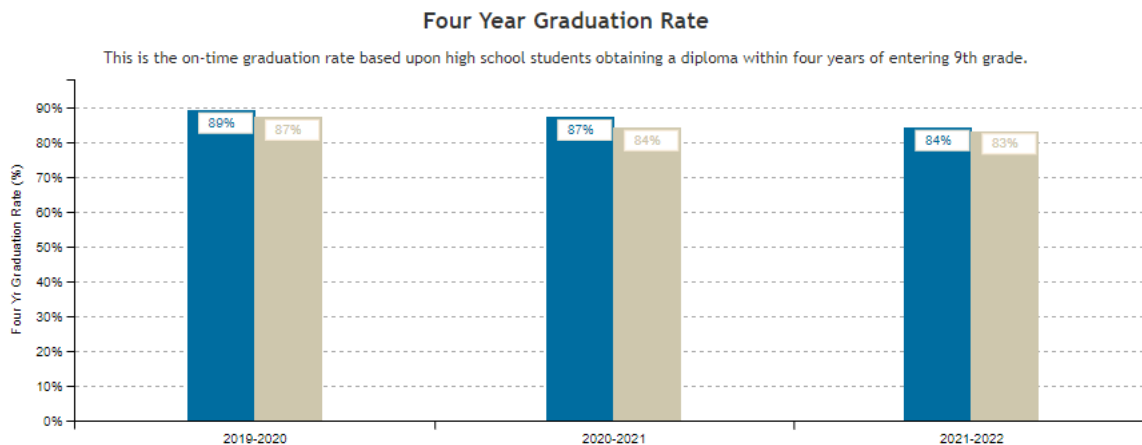
RESULTS POLICY INDICATOR: ANALYSIS OF GRADUATION DATA

Key Accomplishments:

From the analysis of data found on North Dakota Insights on graduation rates and completer rates for a state and a district over a three-year period, several key accomplishments and insights can be identified:

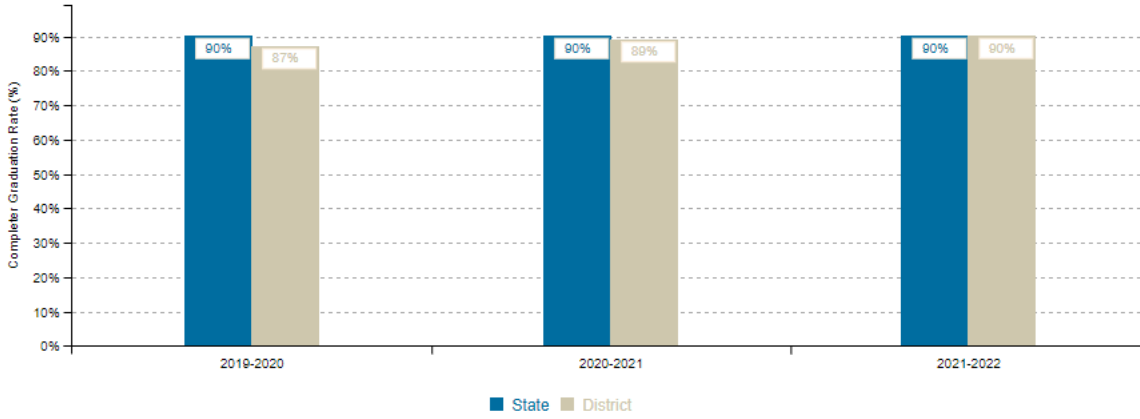
1. **Consistent Completer Rates:** Both the state and the district achieved a consistent completer rate of 90% over the three-year period (2019-2022). This indicates that a significant proportion of students who entered the educational system were successfully completing their programs.
2. **Stable Traditional Graduation Rates:** The traditional graduation rates for both the state and the district remained consistently high at 90% throughout the entire period. This suggests that the standard measure of graduation within the typical four-year timeframe remained robust and unaffected by the observed fluctuations in other rates.
3. **Varied 5-Year Graduation Rates:** While the state experienced a decline in the 5-year graduation rate from 90% to 88% between 2020-2021 and 2021-2022, the district showed some fluctuations, with an increase from 87% to 89% in 2020-2021 followed by a decrease to 85% in 2021-2022. This indicates that some students might need additional time to complete their programs, and efforts should be directed towards understanding and addressing the factors contributing to these fluctuations.
4. **Addressing Declining 4-Year Graduation Rates:** The analysis reveals a declining trend in the four-year graduation rates for both the state and the district over the three-year period. This suggests a potential need for targeted interventions to improve on-time graduation rates, such as identifying and addressing barriers to student success or implementing support programs to ensure students graduate within the standard timeframe.
5. **Comparative District Performance:** The district's graduation rates consistently trailed behind the state's rates across all categories (4-year, completer, 5-year, and traditional rates). This indicates the need for focused efforts within the district to improve graduation outcomes, through initiatives such as curriculum enhancements, targeted student support, or professional development for educators.
6. **Steady Completer Rates Amid Graduation Rate Fluctuations:** The stable completer rates amidst fluctuations in other graduation rate categories suggest that students who complete their programs do so at consistently high rates. This could indicate the effectiveness of strategies or support systems in place for students who remain engaged in their education.

In summary, the key accomplishments from this analysis include consistent completer rates, stable traditional graduation rates, and insights into the need for addressing declining 4-year graduation rates and understanding the factors behind fluctuating 5-year graduation rates.



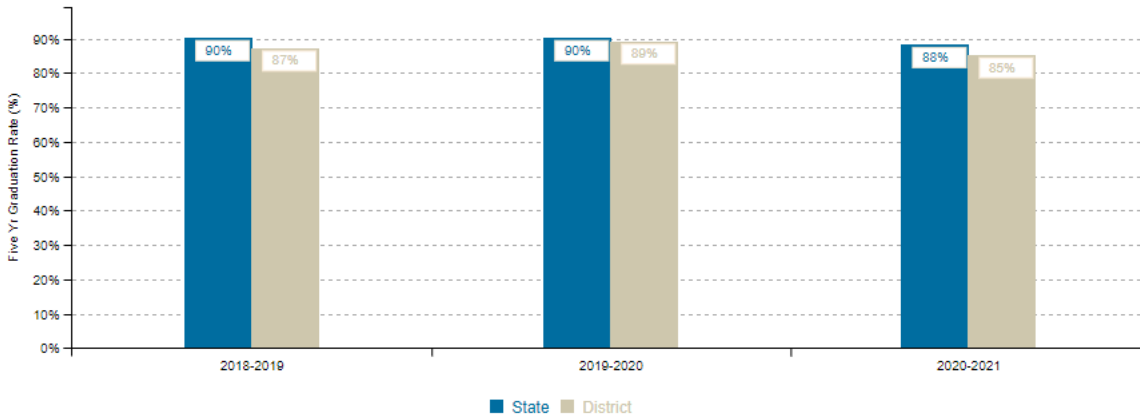
Completer Rate

This is the percentage of high school seniors completing a high school diploma plus previous dropouts obtaining a GED before age 22.

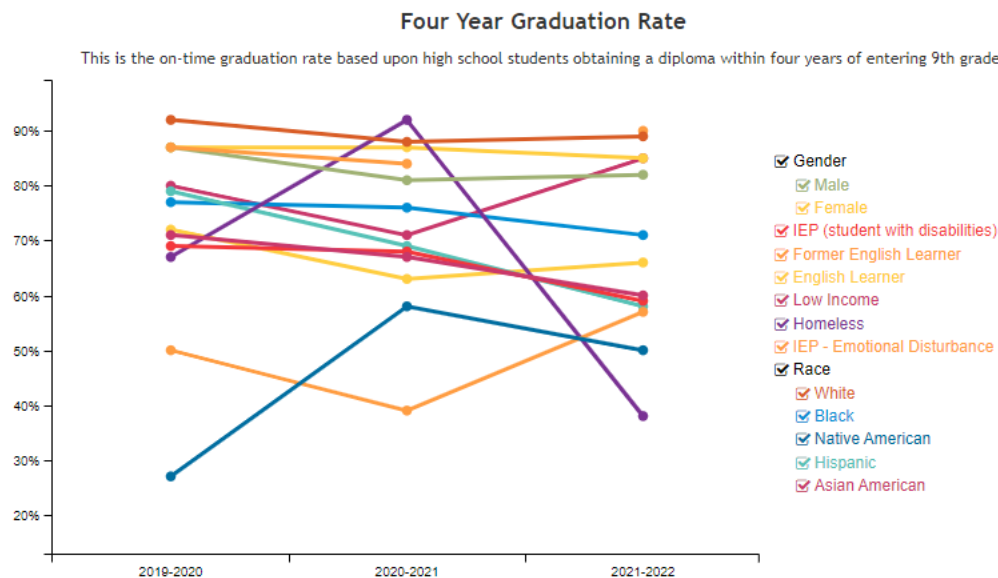


Five Year Graduation Rate

This is the graduation rate for students who obtained a high school diploma within five years of entering 9th grade.



Disaggregated 4-year Graduation Rate



Strengths

- 1. Consistency in Female and Male Graduation Rates:** Both female and male students have shown relatively consistent graduation rates over the three-year period, with only slight fluctuations. This suggests that the educational system has maintained stable support for both genders.
- 2. Steady Graduation Rates for Asian American and White Students:** Asian American and White students have consistently maintained relatively high graduation rates, indicating effective educational support and a strong commitment to their success.
- 3. Improvement in Graduation Rates for Some Groups:** Notably, Black and Native American students showed improvement in their graduation rates from 2019-2020 to 2020-2021. This suggests that targeted interventions and initiatives have positively impacted these groups' educational outcomes.

Challenges

- 1. Declining Graduation Rates for Several Groups:** Several groups, including English Learners, Hispanic students, Homeless students, IEP-ED, IEP-LD students, Low-Income students, and Native American students, experienced declining graduation rates over the three years. This highlights potential challenges in providing consistent support to these groups.
- 2. Persistent Low Graduation Rates:** Despite some improvements, certain groups like IEP-ED and IEP-LD students, as well as Native American students, continue to have persistently low graduation rates. This indicates a need for more targeted interventions and specialized support for these students.

Next Steps:

The following steps to address the challenges and improve graduation rates and educational outcomes at the school and district levels involve a multi-pronged approach. Here are some suggested next steps:

- 1. Data Analysis and Assessment:** Continue analyzing the graduation rate data through ND Insights and EduClimber to identify specific trends, patterns, and areas of improvement. Also, we will need to continue to conduct a thorough assessment of student demographics, attendance, achievement, and other relevant factors that may impact graduation rates.
- 2. Targeted Interventions:** Create attendance plans at each building and support programs for at-risk students, such as tutoring, mentoring, and counseling services, to improve engagement and academic performance. South is continuing with BARR this year, and we are also adding Carl Ben Eielson, Ed Clapp,

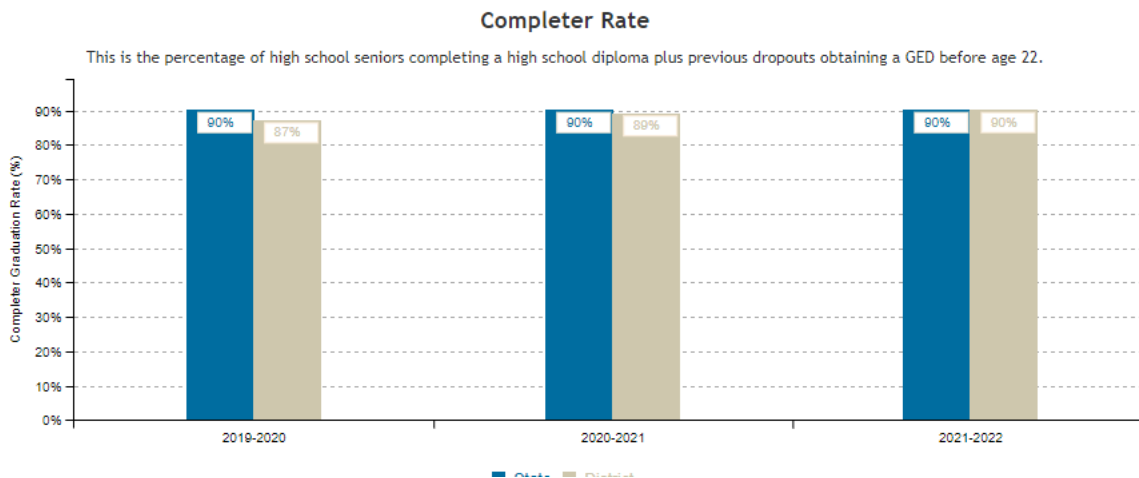
and Madison as implementors of BARR. This will help provide structures and systems to look at students' strengths and their needs in terms of interventions.

3. **Early Warning Systems:** Establish early warning systems that identify students who are at risk of falling behind or dropping out and provide timely interventions. With the continued use of EduClimber and the integration of secondary proficiency scores, we can get a whole picture of the students and support they need.
4. **Educational Justice:** Ensure that all strategies and interventions are designed with equity and inclusion in mind, addressing the unique needs of all student populations. A continued and targeted approach around educational justice for each student needs to be integrated in our targeted interventions based on our data analysis and assessment.

RESULTS POLICY INDICATOR: ANALYSIS OF COMPLETION RATE DATA

Key Accomplishments:

1. **Consistent Completion Rates:** The state and the district have maintained a steady completer rate of 90% over the three years (2019-2020 to 2021-2022). This indicates that a substantial proportion of high school seniors successfully complete their diplomas or obtain GEDs within the specified time frame.
2. **Stable District Improvement:** While the state's completer rate remains constant, the district has shown improvement from 87% to 90% over the same period. This suggests successful efforts within the community to enhance completion rates, ensuring that more students are earning their high school diplomas or GEDs.
3. **Re-engaging Dropouts:** The completer rate's inclusion of previous dropouts obtaining a GED showcases successful initiatives to re-engage individuals who had left the traditional education system. This indicates that efforts are being made to provide alternative paths to education for those who did not complete high school initially.
4. **Steady Improvement:** Overall, there have been improvements in completion rates across various demographic groups. Notable accomplishments include:
 1. Homeless students remarkably increased from 50% to 100% completion rate between 2019-2020 and 2020-2021.
 2. White students consistently have high completion rates, increasing from 91% to 94% between 2019-2020 and 2021-2022.
 3. Some groups, such as Asian American, Female, and Male students, have maintained relatively stable completion rates over the three years.



Challenges:

1. **Persistent Disparities:** Despite improvements, certain demographic groups continue to face challenges in achieving high completion rates:
 - Native American students have seen fluctuations but still have lower rates than other groups.
 - Black, English Learner, Hispanic, and IEP-LD (Learning Disabilities) students have completion rates below average, indicating ongoing disparities.
2. **Gender Disparities:** While Female students generally have higher completion rates than their male counterparts, there is an opportunity to support Male students further to close this gap.
3. **Fluctuations and Plateaus:** Some groups, such as Hispanic and English Learner students, experienced fluctuations or plateaus in completion rates, indicating potential challenges in consistent progress.

Next Steps:

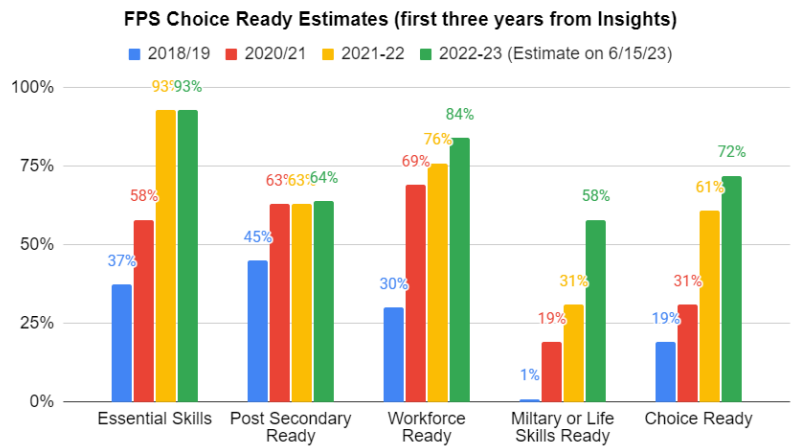
1. **Targeted Support for Underrepresented Groups:** Focus on implementing specific interventions to address disparities and improve completion rates for underrepresented groups, such as Black, English Learner, Hispanic, Native American, and IEP-LD students.
2. **Equity Initiatives:** Continue to develop and implement equity-focused initiatives that ensure all students have equal access to resources, support, and educational opportunities.
3. **Early Intervention:** Establish comprehensive early intervention programs to identify struggling students and provide timely support, especially for those at risk of dropping out.
4. **Special Education Enhancement:** Strengthen support for students with disabilities in the IEP-ED (Intellectual and Developmental Disabilities) and IEP-LD categories to ensure they have the necessary accommodations and resources.

RESULTS POLICY INDICATOR: ANALYSIS OF CHOICE READY DATA

Key Accomplishments:

In the 2022-23 school year, Fargo Public Schools and the North Dakota Department of Public Instruction (NDDPI) were again partners to promote the North Dakota Choice Ready Initiative. Fargo Public Schools earned a grant that supported efforts to encourage more students to become Choice Ready. Students were encouraged to meet a set of essential skills and then complete two or more of the Choice Ready strands: Post-Secondary, Workforce, or Military Ready.

In 2022-23, FPS set a goal to increase the number of Choice Ready graduates by ten percent. Strategies implemented include increasing awareness, better student and family promotion, faculty presentations, and conversations with all students. See the chart to the right.



Fargo Public Schools embrace the philosophy of a “well-rounded” education and the framework for measuring high school growth. In a shift from No Child Left Behind, North Dakota stakeholders have adopted the framework of Choice Ready as an indicator to measure school growth in high schools. This concept focuses on the culmination of academic development and gains, in combination with specific indicators of school success for post-secondary, workforce, and military readiness. The positive messaging behind the Choice Ready framework is inclusive of all students and helps students identify career clusters and related skills which will prepare and enhance success in any or multiple areas beyond high school. The choice-ready indicator supports the Fargo Public School’s mission: Educating and empowering all students to succeed.

The NDDPI developed a chart identifying the Essential Skills and the strands for students to be considered Choice Ready. Students shall meet the Essential Skills and complete at least two of the three stands (Post-Secondary, Workforce, or Military Ready). See the chart below:



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.



ESSENTIAL SKILLS

Earn a North Dakota high school diploma

Complete a 9-week Career Education Course/Individual Counseling (15.1-21-18), Financial Literacy (15.1-21-21), and pass ND Civics Test (15.1-21-27), Computer Science/Cybersecurity Requirement (15.1-21-02.2), and four or more additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English—18 SAT Reading/Writing—480
 ACT Reading—22 SAT Math—530
 ACT Math—21
 ACT Science—23

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)



WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)
- Complete three World Language Courses A, B, or C) (4, 3, or 2)



MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

or

Complete two credits of JROTC or Civil Air Patrol.

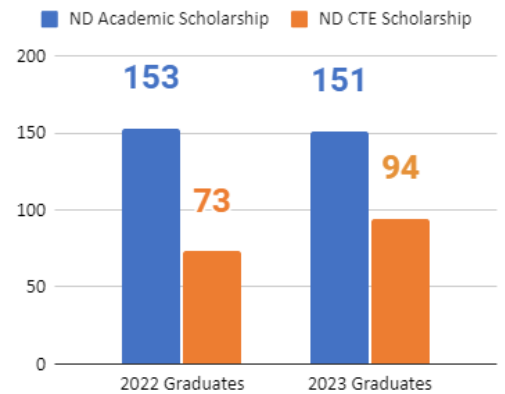
Revised 04/05/2023

The chart below indicates that 72% of 2022-23 high school graduates were Choice Ready.

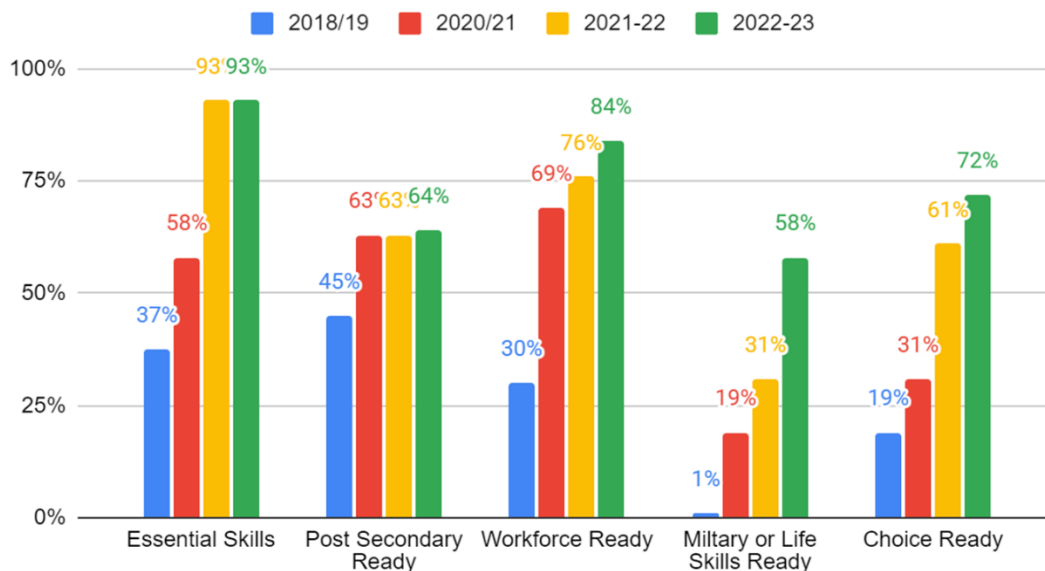
<p>Choice Ready</p> <p>72%</p>	<p>Essential Skills</p> <p>93%</p>	<p>Post-Secondary Ready</p> <p>64%</p>	<p>Workforce Ready</p> <p>85%</p>	<p>Military Ready</p> <p>58%</p>
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Finally, the North Dakota Legislature altered the North Dakota Academic and Career & Technical Education (CTE) scholarship criteria that impacted the Class of 2025 graduates and beyond. New scholarship criteria have been aligned with the Choice Ready framework and now include students achieving Essential Skills and completing two or more Choice Ready strands. Eligible students may earn a \$6,000 college scholarship if they meet the criteria and attend post-secondary schools or academies in North Dakota. See the chart to the right for a graphic representation of 2022 and 2023 Fargo Public School graduates.

ND Academic Scholarship and ND CTE Scholarship



FPS Choice Ready Results



Challenges:

1. **Ethnic and Socioeconomic Disparities:** The data highlights significant disparities in Choice Ready rates among different ethnic and socioeconomic groups. For example, there are notable differences in Choice Ready rates between White students and students from other ethnic backgrounds, such as Black, Native American, and Hispanic students. Similarly, students from low-income families (Free/Reduced lunch) generally have lower Choice Ready rates than their peers. Addressing these disparities and ensuring equitable access to educational opportunities is a crucial challenge.
2. **Data Gaps and Insufficient Data:** In some cases, there is insufficient data available for specific categories, such as disability status, English Language Learner (ELL) status, and specific school results. The lack of complete data makes it challenging to assess and address the performance of these student groups fully, hindering the district's ability to implement targeted interventions and improvements.
3. **Inclusion of Virtual Academy Students:** The data indicates a notably lower Choice Ready rate for Virtual Academy students than traditional high schools. The challenge here lies in ensuring that students in virtual learning environments receive adequate support and resources to meet the Choice Ready criteria, especially considering the unique challenges of remote learning.

Next Steps:

1. **Equity-Focused Interventions:** Implement targeted interventions and support programs to address the disparities in Choice Ready rates among different ethnic and socioeconomic groups. This could include culturally responsive teaching practices, mentorship programs, and additional resources for underrepresented student populations.
2. **Data Quality Improvement:** Work on improving data collection and reporting practices to ensure that comprehensive and accurate data is available for all categories, including disability status, ELL status, and school-specific results. This will enable the district to make informed decisions and track progress effectively.
3. **Virtual Academy Support:** Develop strategies to enhance support for students in the Virtual Academy to ensure they have access to the necessary resources and guidance to meet the Choice Ready criteria. This could involve providing additional academic support, social-emotional resources, and opportunities for extracurricular engagement.

RESULTS POLICY INDICATOR: ANALYSIS OF STUDENT LITERACY PERFORMANCE

Key Accomplishments:

Literacy Plan Overview, Communication, and Timeline

Overview

According to the North Dakota Comprehensive Literacy Plan, “Literacy is a complex relationship of sounds and symbols used to communicate meaning. It includes reading, writing, speaking, listening, and analytical thinking. Literacy development begins at birth and continues throughout life. Ensuring all learners have equitable access to literacy attainment is a collective community responsibility.”

As a district, we will use the ND Comprehensive Literacy Plan to review our current literacy instructional strategies and the data that corresponds to them. This means we will adjust our literacy instruction to research and skill-based. We will not be complacent with our current literacy scores, and we will use research to adjust instruction. As Maya Angelou once said, “When we know better, we do better.”

History of the State Plan

The initial draft of The North Dakota Comprehensive Literacy Plan was part of a federal grant application in 2010. Since then, North Dakota has received two federal grants to support improving literacy instruction. The Striving Readers Comprehensive Literacy (SRCL) grant in 2017 brought funding for three years to fifteen districts. In 2019, a second award, the Comprehensive Literacy State Development (CLSD) grant, brought funding for five years to twenty-two districts. Fargo was a recipient of both of these grants.

History of the FPS Literacy Plan

When Fargo received the SRCL grant, a Literacy Leadership Team was created. In 2018, Fargo Public Schools launched a Literacy Leadership Team to create a shared mission and vision for district literacy instruction: evaluating current literacy practices and resources and their impact on student learning. A local literacy plan was created for Fargo Public Schools and focused on six Essential Elements:

- Leadership & Sustainability
- Instruction & Intervention
- Standards Alignment
- Assessment & Evaluation
- Professional Development
- Family & Community Partnerships

The FPS Literacy Plan was connected to the Strategic Plan and included all the age bands from birth through grade twelve. However, the plan was tabled when COVID hit in the Spring of 2020. The award of the CLSD grant requires a local literacy plan; therefore, as a district, time will be spent reviewing and updating it to meet the needs of the state of North Dakota and the FPS Strategic Plan.

North Dakota Comprehensive Literacy Plan

The state literacy plan focuses on six Essential Elements:

- Leading for Impact
- Supporting Professional Learning
- Engaging All Stakeholders
- Planning Standards-Aligned Curriculum
- Instructing with Precision

- Assessing to Inform

The FPS Literacy Plan uses the state Literacy Plan as a guide; everything included in the state plan will also appear in the local plan. The team continues to work on, revise, and update the local plan:

- Lindsay Seelig, Coordinator of K-12 Literacy
- Jen Hess, Coordinator of Library Program and Instructional Resources
- Lisa Roeske, Elementary Literacy Facilitator
- Susan Peterson, Elementary Intervention Facilitator

This team also meets with a **Literacy Visioning Team**, which is made up of the following people:

- Liann Hanson, Director of Standards-Based Instruction
- Jen Hess, Coordinator of Library Program and Instructional Resources
- Jen Sahr, Coordinator of MTSS
- Lindsay Seelig, Coordinator of K-12 Literacy
- Susan Peterson, Elementary Intervention Facilitator
- Lisa Roeske, Elementary Literacy Facilitator

In 2021, the 67th Legislative Assembly passed the North Dakota Century Code (NDCC) section [15.1-21-12.1](#) requiring teachers and principals serving students in grades K-3 to:

1. Receive training in scientifically-based reading instruction practices.
2. Utilize scientifically-based instructional materials and approaches.

For students to be proficient in reading, instruction must begin at the foundational level, which includes skills related to word recognition and language comprehension. Fargo Public Schools is committed to enhancing core instructional programming and strategies to improve learning outcomes for each student. To fulfill the requirements of the NDCC 15.1-21-12.1 and to ensure equitable access to reading instruction, FPS implemented a 2-year professional development plan starting in January of 2023. The link to the entire timeline is [HERE](#).

With the professional development plan in full effect, additional strategies to support literacy training have been put into a timeline. These strategies add additional phonics instruction and scope and sequence, support tier 1 instructional strategies, and align literacy instruction to research how the brain learns to read.

2023-2025 Literacy Implementation Plan		
	Grade	Implementation
Spring 2023	PK-12	Plan for required informal diagnostic testing to be used in Fall 2023 (and transition away from F&P)
	PK-12	Rework small group expectations, K-5
	PK-12	Update intervention flowchart
2023-2024	Whole Group	Adopt and use a Phonics scope & sequence and K-2 resource for phonics

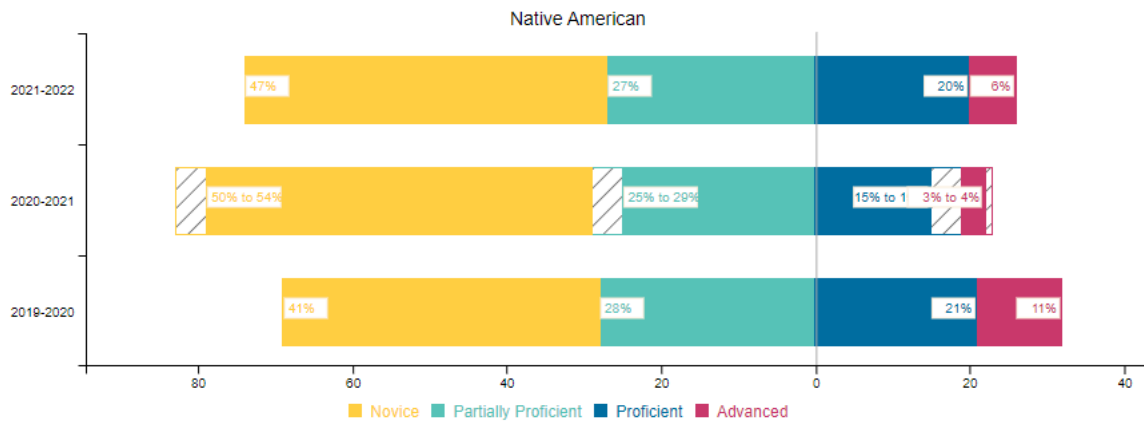
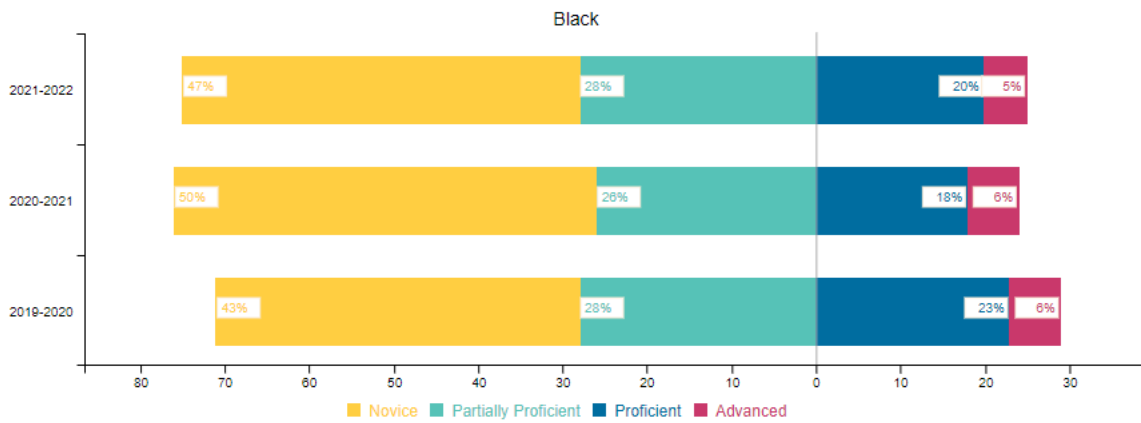
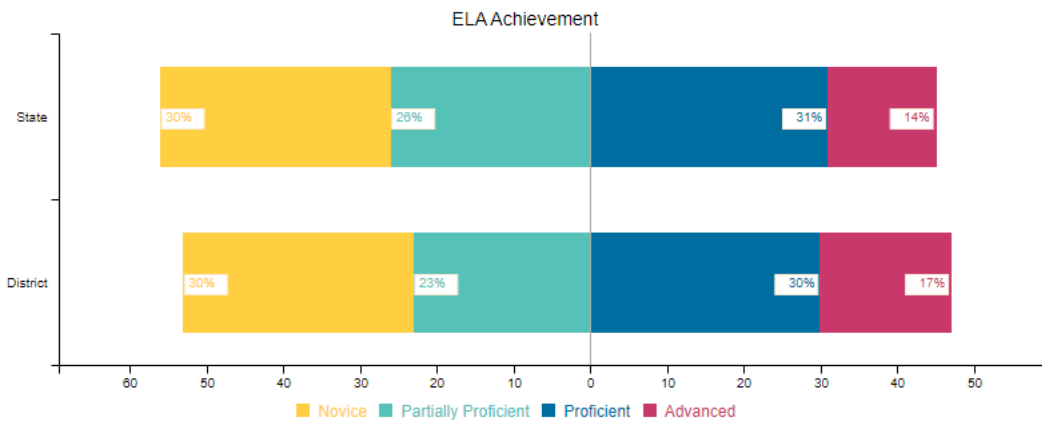
	Whole Group	Use of intentional instruction of phonemic awareness and phonics
	Whole Group	Use of authentic and grade-level text
	Small Group	Use K-2 word recognition skill-based assessments to guide small groups.
	Small Group	Use decodable texts for targeted phonics instruction K-2 - connect phonics to text.
	Small Group	Independent student work is intentional and engaging.
	Intervention	Update and list Tier 2 intervention resources
	Intervention	Tier 2 instruction will focus on data, and skills centered on student need.
	Intervention	Stop using RISE/RISEUP, Jan Richardson resources, Literacy Footprints Intervention Partner, LLI, or Reading Recovery.
2024-2025	Whole Group	Tier 1 ELA Resource K-5 or K-2/3-5 - reading, spelling, writing
	Whole Group	Transition away from traditional spelling tests and use phonics instruction to enforce spelling patterns.
	Whole Group	Using best practices in literacy instruction to pair reading and writing instruction

Fargo Public Schools will continue to support and use current best practices that have been part of our literacy instruction as a foundation. These include:

- Use materials that are approved by the Curriculum Advisory Committee and align with the research of Science of Reading
- Follow and access grade-level standards to guide students toward proficiency while also looking at individual student growth
- Use equitable literacy practices by avoiding labeling students by identity markers (tier, level, sped)
- Differentiate instruction for all learners and ensure each student has access to grade-level tier 1 instruction
- Foster the love of reading and personal literacy development for students
- Book choice for self-selected reading time
- Use whole group and small group instruction. (Rework small group expectations)
- Use trauma-informed practices to support students feeling success
- Equity in literature
- Read alouds

We will continue to look at and consider additional information and data, including new ELA Standards, Fargo Public School's Essential Learning Outcomes, scales, progress reports, and the NDSA data. We will allow time and growth of instruction and learning among our staff and students.

With all that being said, these are scores from 2019-2020 through 2021-2022.





Challenges:

1. **Persistent Disparities:** Across the years, there have been notable achievement disparities among different student groups, particularly for Black, Native American, English Learners, and Students with an Individualized Education Plan (IEP). These groups consistently show lower proficiency levels compared to their peers. Addressing these disparities is a significant challenge, as it requires understanding and tackling the underlying factors contributing to these gaps.
2. **Fluctuations in Proficiency:** The proficiency levels for different student groups and the district appear to fluctuate over the years. This inconsistency makes it challenging to identify apparent trends or patterns. Analyzing the reasons behind these fluctuations and ensuring a consistent approach to instruction and support is essential for sustainable improvement.
3. **Low Advanced Proficiency:** While some students achieve Proficient levels, the percentage of students achieving Advanced proficiency is relatively low across all groups. This suggests that there may be room for more advanced and enriched curriculum offerings to challenge and engage high-achieving students.

Next Steps:

1. **Targeted Interventions and Support:** The district should implement targeted interventions to improve the proficiency levels of specific student groups, such as Black, Native American, English Learners, and Students with IEPs. These interventions could include personalized instruction, additional support services, and culturally responsive teaching practices.
2. **Long-Term Data Analysis:** Conduct a comprehensive, multi-year analysis to identify trends, potential causal factors, and areas where improvement efforts have been successful. This analysis could help the district understand the effectiveness of past initiatives and guide future decision-making.

3. **Equity and Inclusion Initiatives:** Implement strategies to address the root causes of achievement disparities, such as providing professional development for teachers on culturally responsive teaching methods, creating inclusive curriculum materials, and fostering a supportive and inclusive school environment for all students.