

Phoenix Elementary School District
Governing Board
Progress Monitoring Report
Interim Goals 4.1 & 4.2
09-11-2025

**ONE TEAM #1
MISSION**

**EVERY FAMILY
CHILD**

GOAL 4:

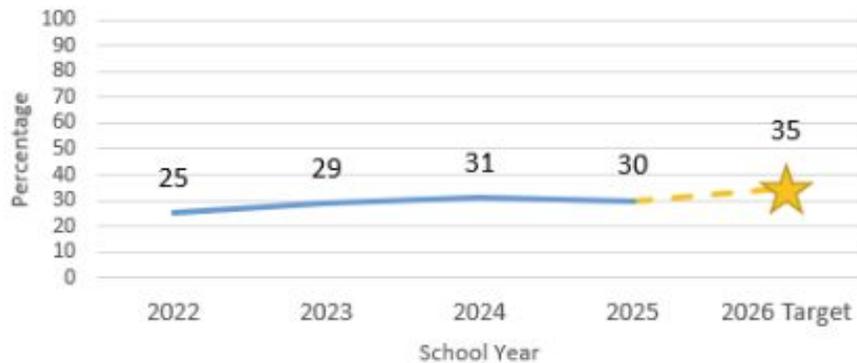
The percentage of 8th-Grade students with a pass rate on reading as per AASA will increase from 31% on August 2023 to 44% by August 2028.



Governing Board Goal 4

GOAL 4: THE PERCENTAGE OF 8TH-GRADE STUDENTS WITH A PASS RATE ON READING AS PER AASA WILL INCREASE FROM 29% ON AUGUST 2023 TO 44% BY AUGUST 2028.

The percentage of 8th-Grade students with a pass rate in Reading as per AASA from 2022 - 2025 Plus 2026 Goal



Yearly Target Goals				
2024	2025	2026	2027	2028
31%	35%	38%	41%	44%

8 th -Grade Current Cohort Demographic Progress	# of Students	% Passing	2025 Target
African American	39	17%	25%
American Indian	11	0%	<10
Asian	<10	<10	<10
Pacific Islander	<10	<10	<10
White	17	74%	77%
Hispanic	371	22%	30%
Multiracial	<10	<10	<10
ALL 8 th Grade	451	30%	38%

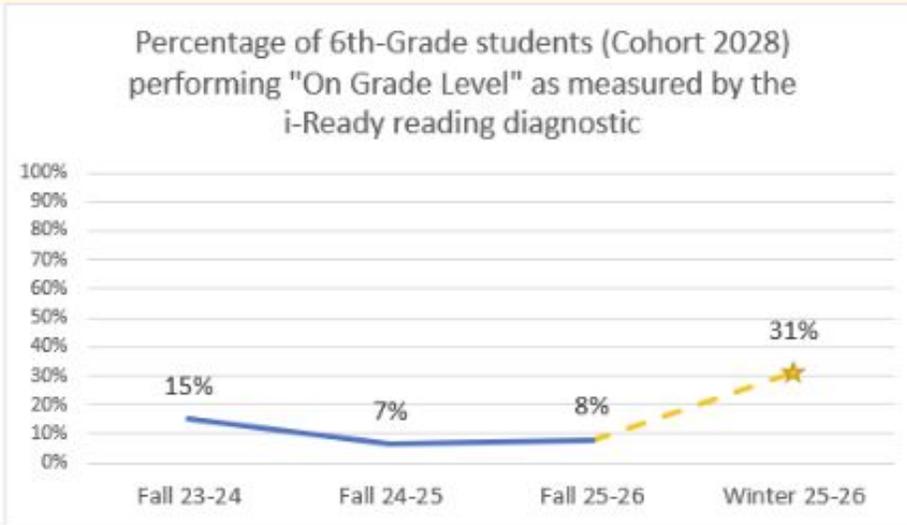
8 th -Grade Current Cohort Federal Program Group Progress	# of Students	% Passing	2025 Target
Exceptional Services	66	3%	10%
Emergent Bilingual	87	7%	14%
Free/Reduced Lunch	383	26%	34%

PLANS FOR FOCUS:

- PROVIDE TARGETED SUPPORT IN MULTISYLLABIC WORD READING, FLUENCY, AND COMPREHENSION, WITH INTERVENTIONS AND RESOURCES IN PLACE AT EVERY SCHOOL.
- ENSURE EACH UNIT OF STUDY INCLUDES EXPLICIT WRITING INSTRUCTION AND ASSESSMENT TO STEADILY IMPROVE STUDENT WRITING SKILLS.
- PROVIDE SCHOOLS WITH THE TRAINING, RESOURCES, AND DEDICATED TIME NEEDED TO ADDRESS GAPS AND STRENGTHEN BOTH READING AND WRITING INSTRUCTION.

Governing Board Goal 4: Interim Goal 4.1

INTERIM GOAL 4.1: INCREASE THE PERCENTAGE OF 6TH-GRADE STUDENTS (COHORT 2028) IN FOCUS SCHOOLS (GARFIELD & WHITTIER) PERFORMING "ON GRADE LEVEL" IN READING FROM 21% IN WINTER 23-24 TO MORE THAN 30% BY WINTER 25-26 AS MEASURED BY THE DISTRICT WINTER BENCHMARK.



6th-Grade (Cohort 2028) Demographic Group Progress	# of Students	Current % On Grade	Winter 25-26 Target
African American	12	8%	30%
American Indian	<10	<10	<10
Asian	<10	<10	<10
Pacific Islander	<10	<10	<10
White	<10	<10	<10
Hispanic	111	9%	31%
Multiracial	<10	<10	<10
All 6th Grade (Cohort 2028)	136	8%	31%

ESS	26	4%	14%
EL	25	0%	10%
Free/Reduced Lunch	123	9%	31%

PLANS FOR FOCUS:

- **SUPPORT STUDENTS IN MULTISYLLABIC WORD READING, FLUENCY, AND COMPREHENSION, WITH INTERVENTIONS AND RESOURCES AVAILABLE AT EVERY SCHOOL.**
- **INCLUDE EXPLICIT TEACHING AND ASSESSMENT OF WRITING IN EVERY UNIT TO HELP STUDENTS BUILD STRONG WRITING SKILLS.**
- **ENSURE SCHOOLS HAVE THE TRAINING, RESOURCES, AND DEDICATED TIME NEEDED TO ADDRESS READING GAPS AND REINFORCE INSTRUCTION.**

PROGRESS MONITORING
SEPTEMBER 11, 2025



Governing Board Goal 4 Interim Goal
“On Grade Level” By School & Grade

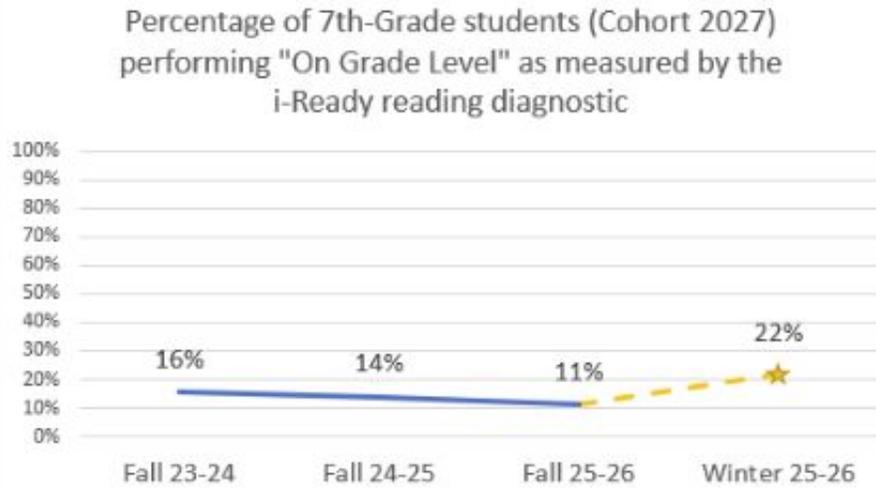
INTERIM GOAL 4.1:
GRADE 6 (COHORT 2028) FOCUS SCHOOLS (GARFIELD & WHITTIER) INCREASE FROM 21% TO 30%+ BY 2026

	Percentage of Students "On Grade" per District Literacy Benchmarks for Grade 6 (Cohort 2028)			
	# of Students	Grade 6 (Cohort 2028)		
		Fall 24-25	Fall 25-26	Winter Target 25-26
Bethune	66	11%	9%	14%
Capitol	56	16%	11%	16%
Garfield	72	3%	8%	18%
Herrera	45	16%	13%	18%
Kenilworth	53	23%	19%	24%
Lowell	27	4%	4%	12%
Magnet	53	36%	23%	28%
Shaw	33	46%	58%	63%
Whittier	64	9%	8%	18%
District	469	14%	15%	21%



Governing Board Goal 4: Interim Goal 4.2

INTERIM GOAL 4.2: INCREASE THE PERCENTAGE OF 7TH-GRADE STUDENTS (COHORT 2027) IN FOCUS SCHOOLS (GARFIELD & WHITTIER) PERFORMING "ON GRADE LEVEL" IN READING FROM 12% IN WINTER 23-24 TO MORE THAN 21% BY WINTER 25-26 AS MEASURED BY THE DISTRICT WINTER BENCHMARK.



7th-Grade (Cohort 2027) Demographic Group Progress	# of Students	Current % On Grade	Winter 25-26 Target
African American	17	6%	20%
American Indian	<10	<10	<10
Asian	<10	<10	<10
Pacific Islander	<10	<10	<10
White	<10	<10	<10
Hispanic	104	13%	22%
Multiracial	<10	<10	<10
All 7th-Grade (Cohort 2027)	133	11%	22%

ESS	19	0%	8%
EL	27	0%	5%
Free/Reduced Lunch	118	9%	22%

PLANS FOR FOCUS:

- **PROVIDE SUPPORT FOR MULTISYLLABIC WORD READING, FLUENCY, AND COMPREHENSION, ENSURING ALL STUDENTS RECEIVE TARGETED HELP.**
- **EMBED EXPLICIT TEACHING AND ASSESSMENT OF WRITING IN EVERY UNIT TO CONSISTENTLY BUILD STUDENT WRITING SKILLS.**
- **EQUIP ALL SCHOOLS WITH INTERVENTION MATERIALS, TRAINING, AND DEDICATED TIME TO ADDRESS READING GAPS AND REINFORCE LEARNING.**

PROGRESS MONITORING
SEPTEMBER 11, 2025



Governing Board Goal 4 Interim Goal
“On Grade Level” By School & Grade

INTERIM GOAL 4.2:
GRADE 7 (COHORT 2027) FOCUS SCHOOLS (GARFIELD & WHITTIER) INCREASE FROM 12% TO 21%+ BY 2026

	Percentage of Students "On Grade" per District Literacy Benchmarks for Grade 7 (Cohort 2027)			
	# of Students	Grade 7 (Cohort 2027)		
		Fall 24-25	Fall 25-26	Winter Target 25-26
Bethune	59	6%	8%	13%
Capitol	56	15%	14%	19%
Garfield	73	5%	11%	21%
Herrera	55	13%	4%	11%
Kenilworth	52	22%	21%	26%
Lowell	24	9%	8%	13%
Magnet	51	26%	31%	35%
Shaw	28	80%	68%	72%
Whittier	60	11%	12%	21%
District	458	19%	17%	21%



PROGRESS MONITORING

SEPTEMBER 11, 2025



Governing Board Goal 4 Interim Goals

Overview

INTERIM GOAL 4.2: WHAT IS WORKING? WHAT NEEDS MORE ATTENTION?

What Is Working?

Targeted Reading Support: Schools have begun successfully using a common intervention time within their master schedules to support students in learning foundational skills

Consistent Writing Instruction: Schools provide regular, structured writing instruction and practice for students.

Effective Use of Resources: Schools consistently use district-adopted curricular materials and are actively seeking additional learning opportunities to strengthen teaching and instruction.

What Needs More Attention?

Targeted Instructional Support: **Ensure** students receive intervention time tailored to their needs and provide consistent planning and use of district-adopted ELA resources.

Teacher and Leader Development: Strengthen coaching and support for school leaders and teachers, especially new and developing staff, to improve literacy instruction.

Student Engagement and Family Support: Increase opportunities for student discourse, vocabulary practice, and writing across content areas, while providing families with resources to support literacy at home.



Thank you!

