



Augusta School Department

Augusta, Maine

2025–2026 Comprehensive Needs Assessment

Community Summary

Understanding Where We Are · Charting Where We're Going

School Year 2025–2026

About This Report

What Is This Report?

The Comprehensive Needs Assessment (CNA) is Augusta's annual review of student outcomes, school climate, and instructional practice. It guides how we invest federal funds and directs our improvement efforts.

Who Should Read This?

Families, community members, school board, and staff. This summary translates our findings into plain language so every stakeholder can understand our priorities.

6

Schools
Districtwide

100%

CEP Status
(Free Meals for All)

5

MMSS-Identified
Schools

4

District-Wide
Goals

Title I

All Schools Are
Title I Schoolwide

Data Sources Reviewed

- Maine DOE Assessment Data
- Chronic Absenteeism Reports
- School Climate Surveys
- MTSS / Intervention Records

What Is Working Well

Science of Reading Gains

Amplify CKLA pilot is producing measurable early literacy growth across all elementary schools.

Math Growth Trends

Districtwide math scores show positive upward trends, particularly in upper elementary grades.

PBIS & School Climate

Positive Behavioral Interventions & Supports are improving school climate indicators across the district.

Early Identification Systems

Strong universal screening processes identify students needing support earlier and more consistently.

Attendance at Farrington

Farrington Elementary maintains 93% average daily attendance — a model for the district.

Behavioral Health Partnership

Collaboration with Kennebec Behavioral Health expands student mental health access across schools.

Where We Need to Improve

1

Achievement Gaps

Students with disabilities, economically disadvantaged students, and multilingual learners continue to score below district proficiency averages in ELA and Math.

2

Chronic Absenteeism

Districtwide absenteeism remains elevated, especially at the secondary level. This is a top barrier to academic progress.

3

Behavioral & SEL Needs

Growing behavioral and social-emotional needs are straining classroom environments and requiring more intensive intervention resources.

4

Graduation Rates

Secondary graduation rates need continued focused attention and targeted support structures to reach district goals.

Students We Focus On

Federal law and our district commitment require intentional focus on students who face the greatest barriers to success.

Students with Disabilities (SWD)

Students receiving special education services need accelerated growth in reading and math. We use individualized instruction, co-teaching, and intervention tiers to close gaps.

Economically Disadvantaged Students

Many of our students face economic hardship outside school walls. We address this through free meals (CEP), academic supports, and family engagement programs.

Multilingual Learners (MLs)

Students developing English proficiency receive targeted language instruction while maintaining access to rigorous grade-level content.

Experiencing Homelessness

Students in unstable housing situations receive prioritized enrollment support, materials, and connections to community resources.

School Snapshots — Elementary Schools

Lincoln Elementary

TSI

- Increase ELA proficiency through Amplify CKLA implementation
- Reduce chronic absenteeism with targeted family outreach
- Strengthen Tier 2 & 3 math interventions

Gilbert Elementary

ATSI

- Accelerate reading growth for SWD and economically disadvantaged students
- Expand PBIS practices to reduce behavioral referrals
- Improve proficiency for multilingual learners in ELA

Hussey Elementary

TSI

- Build consistent Tier 1 math instruction across all classrooms
- Increase student attendance and reduce chronic absenteeism
- Support social-emotional learning through school-wide SEL framework

Farrington Elementary

NIFS

- Maintain strong attendance rates and family engagement
- Extend science of reading gains to all grade levels
- Sustain PBIS implementation fidelity

School Snapshots — Cony Middle & High School

Cony Middle School

ATSI

Grades 6–8

2025–2026 Focus Goals:

- Accelerate ELA and math proficiency growth for all student subgroups
- Reduce chronic absenteeism through tiered attendance intervention
- Expand social-emotional learning supports across grade levels
- Strengthen transitions from elementary to middle school

Cony High School

ATSI

Grades 9–12

2025–2026 Focus Goals:

- Increase graduation rates and reduce dropout risk through early intervention
- Improve ELA and math proficiency for students with disabilities
- Strengthen college and career readiness programming
- Deepen partnerships with Kennebec Behavioral Health for student support

District-Wide Goals: Literacy & Math

1

Goal 1: Literacy

Increase districtwide ELA proficiency by 3% (from baseline) by June 2027, with accelerated growth targets for students with disabilities, economically disadvantaged students, and multilingual learners.

Key Strategies: Amplify CKLA K–5 · Amplify ELA 6–8 · Science of Reading PD · Tier 2/3 intervention supports

2

Goal 2: Mathematics

Increase districtwide math proficiency by 3% (from baseline) by June 2027, with focused supports for students most at risk of falling behind grade-level standards.

Key Strategies: mClass Math universal screener · Illustrative Mathematics review · Cross-grade data teams · Targeted small-group instruction

District-Wide Goals: Attendance & Educator Effectiveness

3

Goal 3: Attendance & School Climate

Reduce chronic absenteeism by 3 percentage points across the district and improve school climate indicators by 5% by June 2027.

Key Strategies: Tiered attendance intervention · PBIS expansion · Kennebec Behavioral Health partnership · Family engagement programs

4

Goal 4: Educator Effectiveness

Ensure 90% of educators participate in sustained, high-quality professional development, with 80% demonstrating effective instructional practice as measured by formal observation cycles.

Key Strategies: Instructional coaching (Caroline Eldridge & Jessica West) · MTSS training · Amplify PD · Collaborative PLCs · Observation cycles

How We Support Students & Families

Academic Supports

Amplify CKLA / ELA

Science of Reading pilot curriculum in all elementary and middle grades

MTSS Framework

Multi-Tier System of Supports — universal screening, targeted and intensive interventions

Instructional Coaching

Expert coaches embedded in schools to strengthen classroom instruction

Special Education Services

Individualized instruction, IEPs, and inclusion supports for all eligible students

Family & Community Supports

Free Meals for All (CEP)

All ASD students receive free breakfast and lunch every day — no barriers, no forms

Behavioral Health Services

On-site access to Kennebec Behavioral Health clinicians at all schools

Multilingual Learner Support

Language assistance for English learners and their families in home languages

Homeless Student Services

Priority enrollment, supply assistance, and community resource connections for students in unstable housing



Together, We Move Forward

Your voice matters. Augusta's schools belong to this community.

Attend

School Board Meetings open to all community members

Connect

Contact your school principal or the Central Office

Partner

Join a school improvement team or parent advisory group