Superintendent Message for the Mid-Year Academic Report:
January 2026
From: Superintendent Tracy

The Augusta School Department continues to be working hard on the 2025-26 School Board Priorities.

Core Priorities and Key Achievements

Making School Matter has sparked new community connections, inspired academic improvements, and strengthened standard operating procedures, including financial stability protocols. We are enhancing curriculum delivery by balancing elementary programs equitably on each side of the river, and piloting a new K-8 ELA curriculum to ensure education remains relevant and impactful.

Student Academic Growth and Achievement remain at the forefront this year. Professional development has focused on literacy and Multi-Language Learners. We are emphasizing testing awareness and preparedness, and have applied for grades 9-10 programming at the Capital Area Technical Center.

Systems for Educational Excellence and Financial Sustainability are underway. Our Assistant Superintendent is advancing the district's work on MTSS, Instructional Rounds, and the CKLA Literacy curriculum pilot (K-8). Our Business Manager has developed a financial stability plan and works weekly to ensure long-term fiscal strength.

Stakeholder Engagement and Community Partnerships remain strong. We updated the Remote School Day plan for more accurate decision-making and supported community dinners during the federal budget shutdown. We continue developing tangible parent resources to enhance family engagement.

Six-Month Milestones:

- Arranged for High School tuition students to have a bus ride to and from school next year
- Implemented a financial stability plan
- Supported the application of a 9-10 program at CATC
- Begun a list of Administrative SOPs, including one Fall Academic Update
- Participating in the newly established Regional Service Center (RSC)
- Adopted an ELA universal screener, and are further along with MTSS, and the new CKLA pilot
- Deployed the ASD's first Remote Academy program

Respectfully,

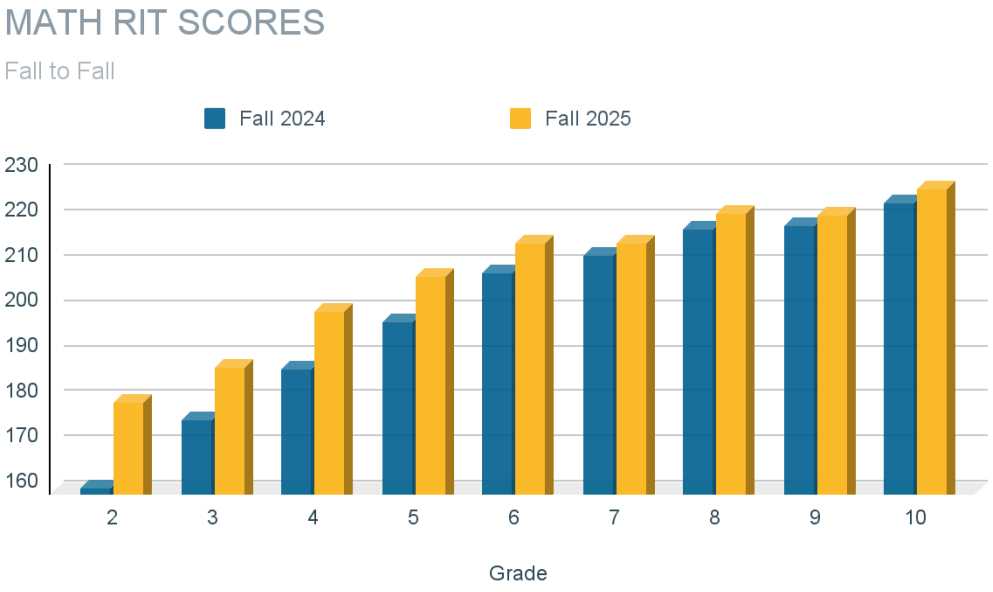
Mike Tracy, Superintendent

Annual Academic Data Workshop

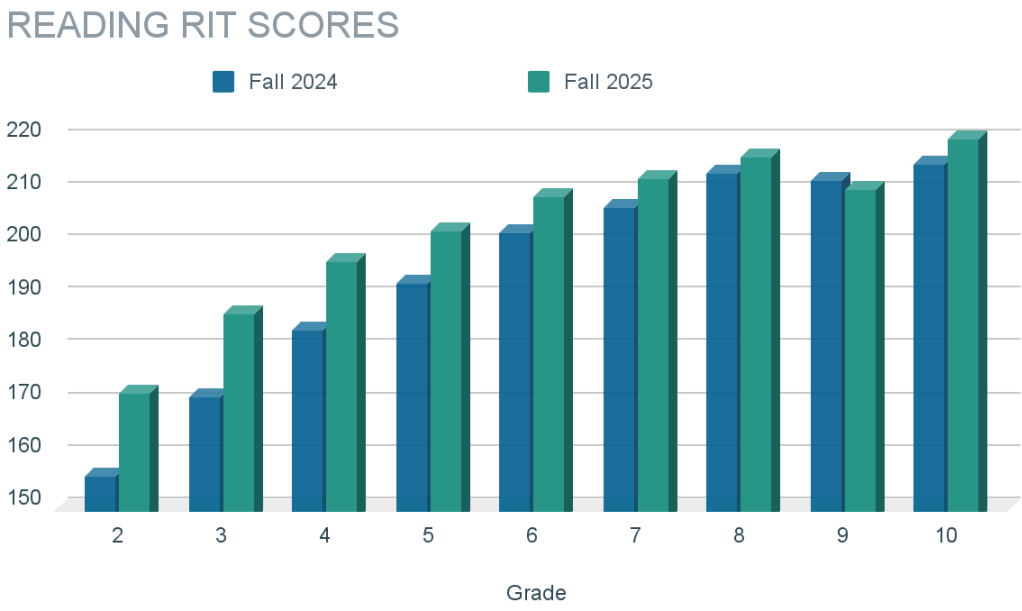
Wednesday, January 28, 2026

District NWEA Assessment Data:

MATH Student Growth Summary		
Grade (Fall 2025)	Fall 2024 Mean RIT Score	Fall 2025 Mean RIT Score
2	160.3	179.2 (↑)
3	175.4	187.1 (↑)
4	186.6	199.5 (↑)
5	196.8	206.9 (↑)
6	207.7	214.4 (↑)
7	211.6	214.5 (↑)
8	217.5	221 (↑)
9	218.2	220.7 (↑)
10	223.4	226.4 (↑)

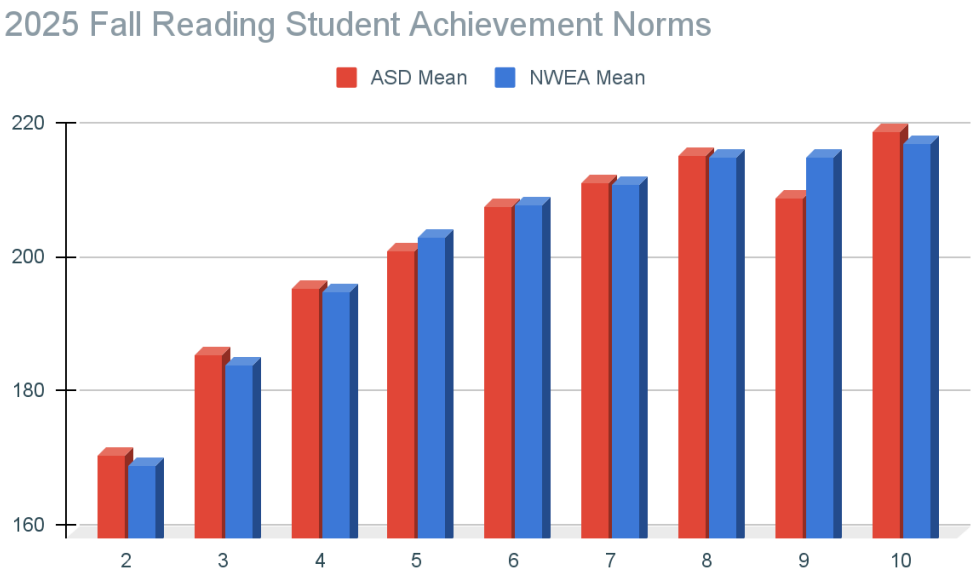


READING Student Growth Summary		
Grade (Fall 2025)	Fall 2024 Mean RIT Score	Fall 2025 Mean RIT Score
2	155.5	171.5 (↑)
3	170.7	186.5 (↑)
4	183.4	196.5 (↑)
5	192.2	202.1 (↑)
6	201.9	208.7 (↑)
7	206.6	212.1 (↑)
8	213.2	216.2 (↑)
9	211.8	210 (↓)
10	214.8	219.8 (↑)

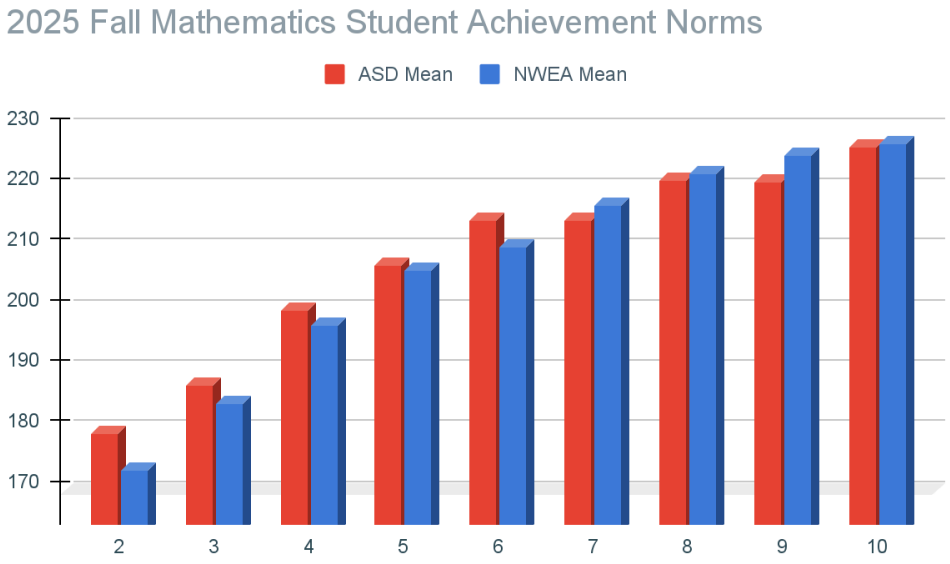


NWEA Comparison Against Other US Students/Schools:

2025 Reading Student Achievement Norms		
	Fall	
Grade	ASD Mean	NWEA Mean
2	171.5	170
3	186.5	185
4	196.5	196
5	202.1	204
6	208.7	209
7	212.1	212
8	216.2	216
9	210	216
10	219.8	218



2025 Mathematics Student Achievement Norms		
	Fall	
Grade	ASD Mean	NWEA Mean
2	179.2	173
3	187.1	184
4	199.5	197
5	206.9	206
6	214.4	210
7	214.5	217
8	221	222
9	220.7	225
10	226.4	227



NAEP vs. NWEA Breakdown

Random sampling, cannot compare the skills or grades, we don't get results. For example, at the 8th grade 50 students being tested out of a class of roughly 156 students, 15 of the 50 students have an IEP or are identified as a Multilingual Learner.

Notations and Understandings from the Data:

1. Growth is real and consistent.

- **Math:** Every single grade, 2–10, showed year-over-year growth.
- **Reading:** Grades 2–8 and 10 showed growth. One dip in Grade 9 stands out, but it's the exception, not the rule.

This tells us our instructional core is largely working. Students are learning more than they did last year. That's the foundation.

2. We are competitive nationally, often ahead.

- In **Reading**, we are at or above national norms in Grades 2–4, 7–8, and 10.
- In **Math**, we are above national norms in Grades 2–6.
- Where we dip (Grades 7–9 in math; Grade 9 in reading), the gap is small, not catastrophic.

This tells us the ASD is not a system in crisis. This is a system with a few pressure points. We are currently reviewing with the Math Committee and are piloting a new English Language Arts curriculum.

3. Early and middle grades are a strength.
Grades 2–6 are carrying the district right now in both subjects. That's strong Tier 1 instruction and increasingly consistent curriculum implementation, and includes Tier 2 and Tier 3 interventions.

4. Secondary is where complexity shows up.
The Grade 9 reading drop and softer math performance in Grades 7–9 likely reflect:

- Increased text complexity
- Gaps compounding over time
- Attendance, engagement, and transition-to-high-school challenges
- The 4x4 schedule complicates as students may not be taking a math course.

Conclusion:

- Districtwide growth in math across all grades
- Strong reading gains in early and middle grades
- Students performing at or above national norms in many grade levels
- Evidence that curriculum alignment and instructional practices are taking hold
- Teachers delivering results despite increased student needs and post-pandemic variability

Action Items:

- Chronically absent is what is most affecting our scores.
- Rapid guessing, taking the test seriously.
- Lack of tier 2 and tier 3 supports at the 7-12 level.
- 4x4 not taking an English or Math class throughout the year

We are so proud of:

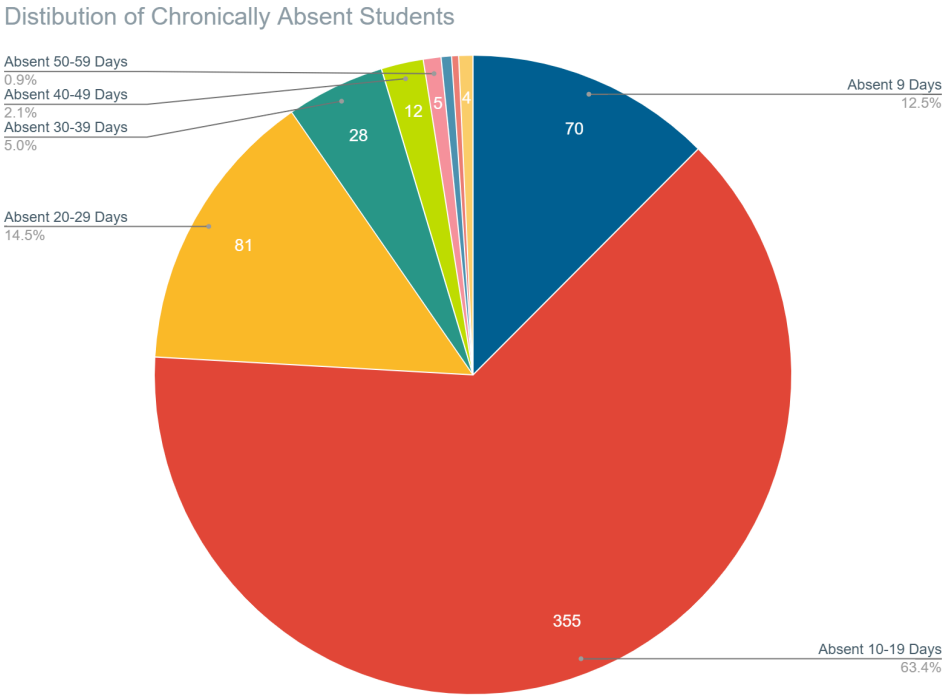
- The trend line is up.
- The foundation is solid.
- The challenges are specific, not systemic.

It means our next steps aren't about reinvention, they're about refinement.

We honor what's working, fix what's not, and keep our eyes where they belong: on sustained student growth and readiness for what comes next.

ATTENDANCE

In Maine, a student is considered chronically absent if they miss 10% or more of the days they are enrolled in school during a school year. This definition includes both excused and unexcused absences, as well as suspensions. As of January 27th we have had a total of 90 school days. Which means any student missing 9 days or more of school would be classified Chronically Absent.



District wide we have roughly 27% of our students classified as Chronically Absent (559/2042*)

*Students excluded from data: Homeschool, Remote Academy, Out of District Placements, Pre-K