

Pickett Elementary School
COMPREHENSIVE NEEDS ASSESSMENT

SCHOOL NAME:	Pickett Elementary School
SCHOOL YEAR:	2025-2026

You will need the following information:

- Current student performance data (current official data or most recent unofficial data)
- Data analysis
- Analysis of federally funded strategies used by the organization during the last programmatic year
- Current needs based on analysis of current year's data

PART A: Student Performance Data

In the space below provide the most current official student performance data or most recent unofficial student performance data:

Pickett Elementary School has the following sets of data:

EOG Data 2024-2025

Reading

- **2023–2024 Overall Reading Proficiency:** 35.8%
- **2024–2025 Overall Reading Proficiency:** 39.1%
- **Change:** +3.3 percentage points

Analysis:
Reading performance showed modest improvement overall, with gains most notable in **Grade 4 Reading** (+4.2%, from 44.6% to 48.8%). **Grade 3 Reading** declined slightly (–0.8%), and **Grade 5 Reading** rose by 6%.
These results suggest that reading interventions—particularly in middle grades—may be showing positive effects, but consistency across all grade levels remains an area for focus.

Math

- **2023–2024 Overall Math Proficiency:** 43.4%
- **2024–2025 Overall Math Proficiency:** 43.8%
- **Change:** +0.4 percentage points

Analysis:
Math performance remained **nearly flat overall**, with notable differences across grade levels:

- **Grade 3 Math** increased significantly (+14.5%, from 41.3% to 55.8%).
- **Grade 4 Math** dropped sharply (–8.4%, from 45.9% to 37.5%).
- **Grade 5 Math** decreased slightly (–4.4%).

These discrepancies indicate strong growth in early-grade math fluency but possible gaps in retention and conceptual understanding as students progress. The decline in Grade 4 and Grade 5 math may suggest a need for curriculum alignment and targeted support for upper elementary math standards.

Science (Grade 5 Only)

- **2023–2024 Science Proficiency:** 45.5%
- **2024–2025 Science Proficiency:** 33.3%

- **Change: –12.2 percentage points**

Analysis:

Science performance **declined significantly**, dropping by more than twelve points. This may reflect limited instructional time devoted to science due to a stronger focus on ELA and math recovery efforts, or inconsistent integration of hands-on, inquiry-based instruction. Reinforcing science instruction and cross-curricular connections could help reverse this trend.

Subject	2023–2024	2024–2025	Change	Trend
Reading	35.8%	39.1%	+3.3	Slight Improvement
Math	43.4%	43.8%	+0.4	Flat
Science	45.5%	33.3%	–12.2	Decline

Schoolwide EVAAS Summary: The 2025 EVAAS data indicates that Pickett Elementary School **met expected growth overall in both reading and math** across all tested grade levels. Students in Grades 3–5 demonstrated consistent academic progress in these core areas, reflecting effective instructional practices and targeted interventions that support student achievement. Specifically, both reading and math maintained growth at or above expected levels across all grades, signaling schoolwide stability in academic progress and instructional impact.

However, **Grade 5 Science did not meet expected growth**, highlighting a key area for instructional focus. This suggests the need for strengthened science instruction and integration of hands-on, inquiry-based learning experiences. Continued emphasis on data-driven decision-making and cross-curricular strategies will be critical to ensuring growth in all content areas moving forward.

mCLASS Reading Data Summary Statement

The 2025–2026 Beginning-of-Year (BOY) mCLASS data indicates that **Pickett Elementary School** has **31% of students well below grade level, 21% below, 36% at, and 12% above benchmark** in reading. While over one-third of students are performing at grade level, the data shows that more than half (52%) are below benchmark, emphasizing a continued need for intensive early literacy support and differentiated instruction.

- Grade-level trends reveal that **Grade 4** demonstrates the strongest performance, with **61% of students at or above benchmark**, suggesting effective implementation of literacy instruction in upper elementary. In contrast, **Grade 1** reflects the greatest area of concern, with **67% of students below benchmark**, indicating the need for foundational reading interventions, phonics reinforcement, and small-group instruction.
- **Grade 2** shows encouraging results, with **55% of students performing at or above benchmark** (42% at and 13% above). This indicates that many second-grade students are demonstrating solid foundational reading skills and are positioned for continued growth with targeted support in comprehension and fluency.
- **Grade 3** reflects a moderate performance level, with **51% of students at or above benchmark** (33% at and 18% above). While half of third graders are meeting grade-level expectations, **49% remain below benchmark**, suggesting a continued need for interventions focused on decoding, vocabulary development, and reading stamina to ensure proficiency by end of grade.
- **Grade 5** presents greater concern, with **59% of students below benchmark** (37% well below and 22% below) and only **41% at or above**. These results suggest persistent gaps in reading comprehension, text analysis, and application of grade-level standards that will require intentional, data-driven small-group instruction and vocabulary development.

PART B: Data Analysis

In the space below, provide an analysis of the student data submitted in Part A. Identify areas of strength, areas of improvement and data trends.

Comprehensive Student Data Analysis (2024–2025 School Year)

Areas of Strength

1. **Reading and Math Growth:**

EVAAS data indicates that Pickett Elementary **met expected growth in both reading and math** across all grade levels. This reflects strong instructional alignment, effective use of progress monitoring, and consistent intervention strategies that support academic progress even when proficiency rates are still developing.

2. **Grade-Level Reading Gains:**

Based on EOG proficiency data, **overall reading proficiency increased from 35.8% to 39.1%**, showing a positive trend. Grade 4 Reading demonstrated the most notable growth (+4.2%), suggesting effective instruction and strong implementation of comprehension and vocabulary strategies at this grade level.

3. **Math in Lower Grades:**

Grade 3 Math proficiency rose significantly (+14.5%) from 2023–2024 to 2024–2025, and EVAAS confirmed that the school met expected growth across grades. These data indicate that early numeracy and conceptual understanding are improving, particularly in foundational math instruction.

4. **Grade 4 Reading and Math Stability:**

Grade 4 continues to be a relative strength area across multiple data sets. In mCLASS reading data, **61% of Grade 4 students were at or above benchmark**, reflecting successful reading instruction and strong Tier I implementation.

Areas for Improvement

1. **Science Achievement:**

Grade 5 Science proficiency dropped from **45.5% to 33.3%**, and EVAAS data confirmed that this area **did not meet expected growth**. This suggests a need to strengthen content knowledge, increase hands-on learning opportunities, and ensure science instruction is systematically embedded across grade levels.

2. **Fifth Grade Reading Performance:**

According to mCLASS data, **59% of Grade 5 students are below benchmark**, highlighting persistent gaps in comprehension, vocabulary, and reading fluency. This indicates the need for intensified intervention and support to close learning gaps before middle school transition.

3. **Early Literacy Development (Grade 1):**

mCLASS results show **67% of first graders below benchmark**, underscoring the need for targeted phonemic awareness, decoding, and foundational literacy instruction to support early reading readiness.

4. **Math Consistency in Upper Grades:**

While overall math proficiency remained steady (43.4% → 43.8%), **Grade 4 and Grade 5 math scores declined**, suggesting a need to reinforce conceptual understanding, problem-solving skills, and spiral review of key standards across grades.

Data Trends

- **Upward Trend in Reading Proficiency and Growth:**

Reading is steadily improving across multiple measures, with consistent EVAAS growth and moderate gains in proficiency. Continued focus on comprehension, vocabulary, and fluency instruction appears to be having a positive impact.

- **Inconsistent Math Proficiency Despite Growth:**

Although EVAAS shows students are meeting expected growth, proficiency percentages suggest that students are making progress but not yet reaching grade-level mastery. Sustaining growth-focused practices while increasing rigor and application in problem-solving will be critical.

- **Decline in Science Outcomes:**

Science remains an area of concern, with both proficiency and growth lagging behind reading and math. This may be due to limited instructional time or uneven curriculum pacing and should be addressed through integrated STEM initiatives and literacy-infused science instruction.

- **Early Literacy Foundation Gaps:**

BOY mCLASS data shows that a high percentage of K–2 students are entering the year below benchmark, particularly

in Grade 1. Strengthening early intervention and phonics-based instruction will be essential for improving long-term reading outcomes.

Summary

Overall, Pickett Elementary demonstrates **consistent growth** in reading and math, with **clear evidence of instructional impact** through EVAAS results. However, **proficiency rates remain below desired levels**, particularly in **Grade 5 Reading, Science, and early literacy grades**. Focused professional development, cross-grade instructional alignment, and intensified small-group supports will be key strategies to sustain growth and elevate proficiency across content areas.

PART C: Strategy Analysis

In the space below, please list each of the major strategies employed by your school using federal funds. For each strategy, provide an analysis of its effectiveness, including supporting data.

Major Strategies Funded by Federal Funds and Analysis of Effectiveness

Science and Curriculum Resource Enhancement

Strategy:

Recognizing the decline in **Grade 5 Science proficiency (45.5% to 33.3%)**, federal funds will be allocated to purchase **science materials, manipulatives, and updated curricular resources** to support hands-on, inquiry-based learning experiences. These materials will also aid in the integration of literacy and math skills within science instruction, reinforcing cross-curricular connections.

Effectiveness:

While science did not meet expected growth in 2025, the additional materials and professional learning are designed to reverse this trend. Teachers will receive ongoing support from instructional coaches and PLCs to effectively utilize new resources, with the goal of achieving at least a **5% increase in science proficiency** by the end of the 2025–2026 school year.

Strategic and Intentional Professional Development and PLC Refinement

Strategy:

Professional development will be **strategic, intentional, and data-driven**, with sessions designed to address identified areas of need in **upper-grade reading comprehension, math conceptual understanding, and science integration**. PLCs have been reframed to function as **collaborative data and instructional improvement teams**, focusing on lesson design, progress monitoring, and standards-based instruction. Additionally, **consistent classroom walkthroughs with actionable feedback** ensure accountability and promote continuous instructional improvement.

Effectiveness:

These efforts have strengthened teacher understanding of curriculum standards and pacing. The consistent growth reflected in **EVAAS data**—where all grade levels met expected growth in reading and math—demonstrates the impact of aligned professional learning and coaching. Teachers have shown improved capacity to use assessment data to adjust instruction and address student learning gaps in real time.

Implementation of High-Yield Instructional Strategies and Coaching Support

Strategy:

Federal funds have been strategically utilized to strengthen instructional delivery through the use of **high-yield strategies that**

promote **comparison, critical thinking, student engagement, and reading comprehension**. To ensure the fidelity and effectiveness of these strategies, **Reading, Math, and DPI Instructional Coaches** are actively supporting teachers through modeling, co-teaching, and coaching cycles. Coaches collaborate with teachers in **Professional Learning Communities (PLCs)** to ensure correct implementation of curricular strategies, alignment to state standards, and a deep understanding of goals and objectives necessary for student success.

Effectiveness:

This ongoing coaching and PLC collaboration will contribute to **schoolwide growth in both reading and math**, as shown by **EVAAS data indicating that Pickett Elementary met expected growth across all tested grades**. Reading proficiency improved from **35.8% to 39.1%**, reflecting a **positive trajectory toward the school's 5% performance increase goal**. Teachers have reported increased clarity in instructional planning and improved differentiation through data-driven practices supported by coaching feedback.

PART D: Current Needs

In the space below, please list needs identified by your school following data and strategy analysis.

Pickett Elementary needs to implement a Multi-Tiered System of Support (MTSS) framework designed to address student growth in academic areas where deficits exist. This structured approach allows for early identification of learning needs, targeted interventions, and continuous progress monitoring to ensure that every student receives the level of support necessary to achieve academic success.

To sustain and accelerate progress, the school is currently in need of **additional resources that specifically target the academic needs of all students in reading and math**, as well as **instructional supplies and materials that enhance student engagement and hands-on learning experiences**. These materials will provide greater access to high-quality learning activities and increase exposure to standards-aligned content. In addition, **ongoing professional development and training for teachers and teacher assistants** are essential to ensure equitable access to instruction, consistent implementation of interventions, and the delivery of high-quality teaching practices that drive student growth and achievement.