



Friendship Aspire Academy  
Public Charter School  
ARKANSAS

# Annual School Performance Summary and Improvement Priorities

Friendship Aspire Academy North Little Rock  
2025–2026 Reflection and 2026–2027 Plan

## School Context and Year-in-Review

Friendship Aspire Academy North Little Rock entered the 2025–2026 school year with an ESSA Letter Grade of **F**, signaling urgent need for accelerated academic improvement and stronger instructional systems. Prior-year interim and state assessment data showed a concentration of scholars performing at the lowest proficiency bands, limited evidence of grade-level mastery, and inconsistent instructional alignment across classrooms.

The campus responded by narrowing its focus to three core priorities:

1. Strengthening instructional consistency and accountability
2. Implementing structured, data-driven PLC routines
3. Establishing twice-daily intervention blocks in ELA and Math

The shift from broad improvement efforts to tightly monitored systems produced measurable interim gains.

## ELA Interim Comparison

### 2024–2025 Interim Results (17 scholars):

- 76% Level 1
- 24% Level 2
- 0% Level 3 or 4

### 2025–2026 Most Recent Interim (14 scholars):

- 21% Level 1
- 50% Level 2
- 21% Level 3
- 7% Level 4



This reflects:

- A **55-point reduction in Level 1 performance**
- 28% of scholars now performing at Level 3 or 4
- Expanded distribution across proficiency bands rather than concentration at the bottom

## Math Interim Comparison

### 2024–2025 Interim (16 scholars tested):

- 38% Level 1
- 63% Level 2
- 0% Level 3 or 4

### 2025–2026 Most Recent Interim (14 scholars):

- 7% Level 1
- 36% Level 2
- 43% Level 3
- 14% Level 4

This reflects:

- A **31-point reduction in Level 1 performance**
- 57% of scholars now performing at Level 3 or 4

## Science Interim Results (2025–2026)

- 21% Level 1
- 43% Level 2
- 21% Level 3
- 14% Level 4

While gains are visible and significant, overall proficiency remains below state expectations. A reduction in Level 1 does not alone equate to sustainable school turnaround. The school must now convert interim growth into sustained proficiency gains that materially impact the ESSA score.

The central lesson from 2025–2026 is clear: improvement occurred when expectations were explicit, monitoring was frequent, and leadership responded immediately when implementation drifted. Inconsistency — not effort — remains the primary barrier to accelerated performance.



## Retrospective Reflection on 2025–2026

The school set a goal to increase scholar proficiency levels by 5–10% across core content areas. Based on interim data, progress toward that goal is substantial in distribution but incomplete in overall proficiency conversion.

### Areas of Significant Improvement:

- Dramatic reduction in Level 1 ELA and Math
- Introduction and expansion of Level 3 and Level 4 performance
- Structured twice-daily intervention implemented campus-wide
- Weekly PLCs with state representative participation
- Special education service delivery monitoring established

### Areas Requiring Continued Urgency:

- Overall proficiency rates remain below turnaround thresholds
- Instructional rigor varies by classroom
- Tier I consistency is not yet universal
- Growth must translate to ESSA score improvement

The school recognizes that modest growth is insufficient given its accountability status. Incremental improvement will not change the school's trajectory. Aggressive, sustained execution is required in 2026–2027.

## Priority Goal 1: Increase ELA Proficiency

During the 2026–2027 school year, the school will increase scholars scoring Level 3 or 4 in ELA from 28% to **45%** and reduce Level 1 performance from 21% to **below 8%**.

This goal is urgent because literacy proficiency determines access to all other content areas. The school will drive this improvement through uncompromising Tier I instruction, high-dosage intervention, and enforced scholar task completion expectations.



## Drivers

### Driver 1: Non-Negotiable Standards-Aligned Tier I Instruction

**Metric:** Percentage of observed ELA classrooms meeting all instructional look-fors.

**Definition:** Classroom earns proficient when all of the following are observed:

- Standards-aligned objective
- Grade-level text/task
- Student written/verbal evidence
- Checks for understanding
- Instructional adjustment

**Baseline:** Inconsistent Tier I rigor (2025–2026 walkthrough trends).

**Target:**

- 80% by October
- 90% by January
- 95% by April

**Leadership Response if Off Track:**

Immediate coaching cycle, mandatory lesson-plan submission, co-teaching model lesson, and re-observation within 5 school days.

### Driver 2: High-Dosage, Monitored ELA Intervention

**Metric:** Percentage of intervention scholars meeting or exceeding individual growth targets.

**Baseline:** Twice-daily intervention implemented in 2025–2026.

**Target:** 75% of intervention scholars meet growth targets; 95% attendance rate.

**Leadership Response:** Immediate regrouping, instructional material adjustment, and required family conference for scholars not progressing.

### Driver 3: Scholar Accountability for Core Work

**Metric:** Percentage of scholars completing 90% of essential ELA tasks.

**Target:** 85% by midyear; 95% by spring.

Failure to complete work will trigger structured scholar support plans and parent contact within 48 hours.



## Outcome Measure

- ✓ **Primary Outcome:** % of scholars scoring Level 3 or 4 in ELA
- ✓ **Baseline:** 28%
- ✓ **Target:** 45%
- ✓ **Midyear Check:** 40% Level 3/4; Level 1 below 12%
- ✓ **Success Judgment:** Goal met only if proficiency reaches 45% AND all three drivers meet spring targets.

## Priority Goal 2: Accelerate Math Achievement

The school will increase scholars scoring Level 3 or 4 in Math from 57% to **75%**, while reducing Level 1 to below 5%.

## Drivers

### 1. High-Rigor Tier I Math Instruction

Target: 95% classroom proficiency on walkthrough tool by spring.

### 2. PLC Reteach Execution Within 5 Days

Target: 100% of teams complete reteach cycles within one instructional week.

### 3. Math Intervention Mastery Growth

Target: 80% of intervention scholars meet growth targets.

## Outcome Measure

- ✓ **Baseline:** 57% Level 3/4
- ✓ **Target:** 75%
- ✓ **Success** requires at least 2 drivers fully meeting targets and no regression in Level 1 performance.



## Priority Goal 3: Strengthen Special Education Compliance

The school will ensure operational systems fully support academic acceleration by achieving:

- 100% IEP service compliance
- 70% of special education scholars meeting individual growth targets
- Reduction in repeated behavioral incidents by 30%
- Reduction in chronic absenteeism by 8 percentage points

### Expanded Drivers

#### Driver 1: 100% IEP Service Delivery Fidelity

**Metric:** Percentage of IEP minutes delivered as written.

**Baseline:** Monitoring system newly implemented in 2025–2026.

**Target:** 100% compliance monthly.

**Response if Off Track:** Immediate schedule correction within 48 hours and documented compliance correction plan.

#### Driver 2: Aggressive Progress Monitoring for Special Populations

**Metric:** Percentage of SPED scholars meeting 3–6 week progress targets.

**Baseline:** Progress monitoring inconsistently structured previously.

**Target:** 70% growth attainment by spring.

**Leadership Action:** Data meeting escalation, intervention redesign, parent meeting, and district consultation if growth stalls.

#### Driver 3: Attendance and Behavioral Response Within 5 Days

**Metric:** Percentage of flagged scholars receiving documented support plan within 5 school days.

**Target:** 95% compliance rate.

**Response:** Case ownership reassigned if response timeline is missed.



## Outcome Measure

- ✓ 100% IEP compliance sustained monthly
- ✓ 70% SPED scholars meet growth targets
- ✓ 30% reduction in repeat behavior referrals
- ✓ 8-point reduction in chronic absenteeism

**Success Judgment:** Goal met only if at least 3 of 4 outcomes reach target and no compliance violations occur.

## Capacity-Building and Support Priorities

To execute this aggressive plan, the school will prioritize:

- Intensive instructional coaching cycles aligned directly to walkthrough indicators
- Mandatory weekly PLC facilitation protocols with documented outputs
- Leadership training in data interrogation and rapid response systems
- Structured intervention block scheduling with protected time
- Special education compliance auditing with leadership oversight
- Monthly professional development tied specifically to weakest driver metrics

Support resources will not be distributed evenly. They will be concentrated on the lowest-performing classrooms, highest-risk scholars, and weakest implementation drivers.

## Governance and Monitoring Commitment

The principal and leadership team will review driver metrics **biweekly** and outcome measures **monthly**. The board will receive structured monthly progress reports that include:

- Driver metric dashboards
- Interim assessment trend analysis
- Intervention effectiveness data
- Compliance documentation

If metrics are off pace for two consecutive review cycles:

1. Immediate corrective action plan is implemented.
2. Responsible staff receive targeted coaching and performance expectations.



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3. Board is notified of specific corrective steps and timelines.

The school will not wait until spring to determine success or failure. Monitoring will function as an early-warning system to ensure midcourse corrections occur immediately.

The school's confidence in this plan rests not in aspiration, but in disciplined execution, measurable accountability, and rapid response when implementation falls short.