



## **Current Landscape Analysis for Friendship Aspire Academy Downtown**

### **Achievement Data:**

**ELA:** 36% (State 36%)

**Math:** 38% (State 40%)

**Science:** 38% (State 37%)

While our achievement percentages are generally aligned with state performance, our overall student growth emerged as the primary root cause affecting our school rating.

### **Growth Data:**

- **ELA Growth:** 18% (State 53%)
- **Math Growth:** 4% (State 51%)
- **Science Growth:** N/A (State 48%)

For the 2025–2026 school year, our school received an F rating, primarily due to low overall growth in ELA, math, and science. Although achievement is comparable to the state, our scholars did not demonstrate sufficient growth. A deeper analysis indicates that this low growth is likely connected to inconsistent or insufficient intervention support, particularly in Tier 2 and Tier 3 instruction.

### **Root Causes**

1. **Tier 2 Intervention was not effectively implemented.**  
Limited resources and inconsistent structures led to Tier 2 intervention being delivered unevenly across the school. As a result, targeted skill gaps were not consistently remediated, which affected student growth.
2. **Tier 3 Intervention was not provided.**  
Due to staffing shortages and lack of capacity, we were unable to offer true Tier 3 intervention. Students needing the highest level of support did not receive intensive, individualized instruction. This level of intervention is outside school-level control due to funding constraints.
3. **New 3rd grade teachers**  
Due to the 3rd staff being new to Friendship and new to the grade level content, there may have been some inconsistency with aligning instruction tightly, differentiating and scaffolding instruction based on scholar needs.



## **Corrective Actions Moving Forward**

### **Tier 2 Intervention**

To strengthen Tier 2 systems, the district has purchased i-Ready, which now serves as a core tool for diagnosing student needs and personalizing intervention.

- We have thoroughly analyzed i-Ready data to identify precise skill deficits.
- Teachers are delivering small-group instruction with scholars grouped by specific skill needs.
- Grade-level essential skills needing mastery will be addressed through focused two-week intervention cycles.
- Progress will be monitored using ATLAS testlets, allowing us to check for growth and adjust instruction promptly.

### **Tier 3 Intervention**

Although Tier 3 intervention remains an area for development due to staffing and funding limitations, we will continue advocating for additional support at the district level. Without dedicated interventionists, Tier 3 remains outside of our immediate capacity, but we recognize its importance for accelerating growth among our most at-risk learners.

### **3rd grade teacher**

This year, we have a teacher who demonstrates strong familiarity with the content, appropriate rigor, effective differentiation, and the ability to scaffold learning for all students. In addition, we have several instructional structures in place to support student growth:

- Daily small-group instruction is prioritized.
- A non-negotiable daily intervention block is implemented.
- Data meetings are utilized to plan, monitor, and adjust small-group instruction.

### **Instructional Strengths**

Despite challenges in intervention, our core instruction remains strong. Teachers are consistently delivering grade-level, standards-aligned lessons, which is reflected in our achievement scores. To continue strengthening outcomes, our school will:

- Implement our HQIM curriculum with fidelity
- Meet weekly as a team to review data and make instructional adjustments
- Conduct weekly lesson internalization to ensure strong planning
- Monitor student mastery of standards systematically



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- Focus on building solid foundational skills K-2 to reduce learning gaps and lay a foundation for long term academic success.