Friendship Aspire Academy
Public Charter School
ARKANSAS

Root Cause Analysis

Hazel Street · North Little Rock Elementary · Lab School for Dyslexia

Friendship Aspire Academies Arkansas | Charter Authorizing Panel | Thursday, November 19, 2026

Where each school stands for 2025-26

Hazel Street

Grade Span 1 · grades 3–5

289.77 F

School Rating Index · 9 rated indicators

Next grade: D at 327.78

Published D cut

+38.01

points needed

North Little Rock Elementary

Grade Span 1 · grade 3

161.26 F

School Rating Index · 5 rated indicators

Next grade: D at 182.10

D cut scaled to 5 indicators

+20.84

points needed

North Little Rock: 2026 student data only

Grade 3 · 13 students tested

284.61 B

Single-year index · 5 rated indicators

13 students, 2 below the business rules' minimum of 15, so the state added 2 more years of data (2023-24 and 2024-25).

Would have been a B

B range: 245.07–290.60

Lab School for Dyslexia

Grade Span 2 · grades 3–8

166.73 F

School Rating Index · 6 rated indicators

Next grade: D at 230.47

D cut scaled to 6 indicators

+63.74

points needed

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Hazel Street

Friendship Aspire Academy (LEA 3544701) · Grade Span 1, grades 3–5 tested · 2025-26: F, 289.77

Hazel Street: three years of results

Measure	2023-24	2024-25	2025-26	State median 25-26
Letter grade	B*	**F**	**F**	—
School Rating Index	491.47	304.30	289.77	426.35
Achievement (% Level 3 & 4)				
ELA	37.3%	29.9%	29.6%	41.4%
Math	54.8%	39.1%	**34.1%**	45.9%
Science	29.7%	28.3%	35.9%	43.2%
Growth, all students (% meeting target)				
ELA (incl. ELP)	56.7%	27.1%	34.7%	52.3%
Math	71.6%	32.7%	**16.1%**	52.0%
Science	46.1%	29.3%	46.2%	49.1%
Growth, lowest 25%				
ELA	68.3%	23.5%	35.3%	50.0%
Math	70.5%	51.0%	**17.9%**	52.0%
Science	56.5%	43.4%	40.0%	52.8%

**No official letter grade was issued for 2023-24; B is the ADE simulated grade in the accountability file. High school measures (graduation, readiness) do not apply.*

What changed

- The index fell 201.7 points from 2023-24 to 2025-26.
- Math is the decline: math growth fell from 71.6% to 16.1%, and lowest-25% math growth from 70.5% to 17.9%.
- ELA and science growth recovered in 2025-26 (+7.6 and +16.9 points).

Hazel Street: 38.01 points to a D

2025-26 index

289.77

Grade Span 1 (Elementary), all 9 indicators rated

Cut for a D

327.78

Published 2025 cut (D: 327.78–367.52)

Points needed

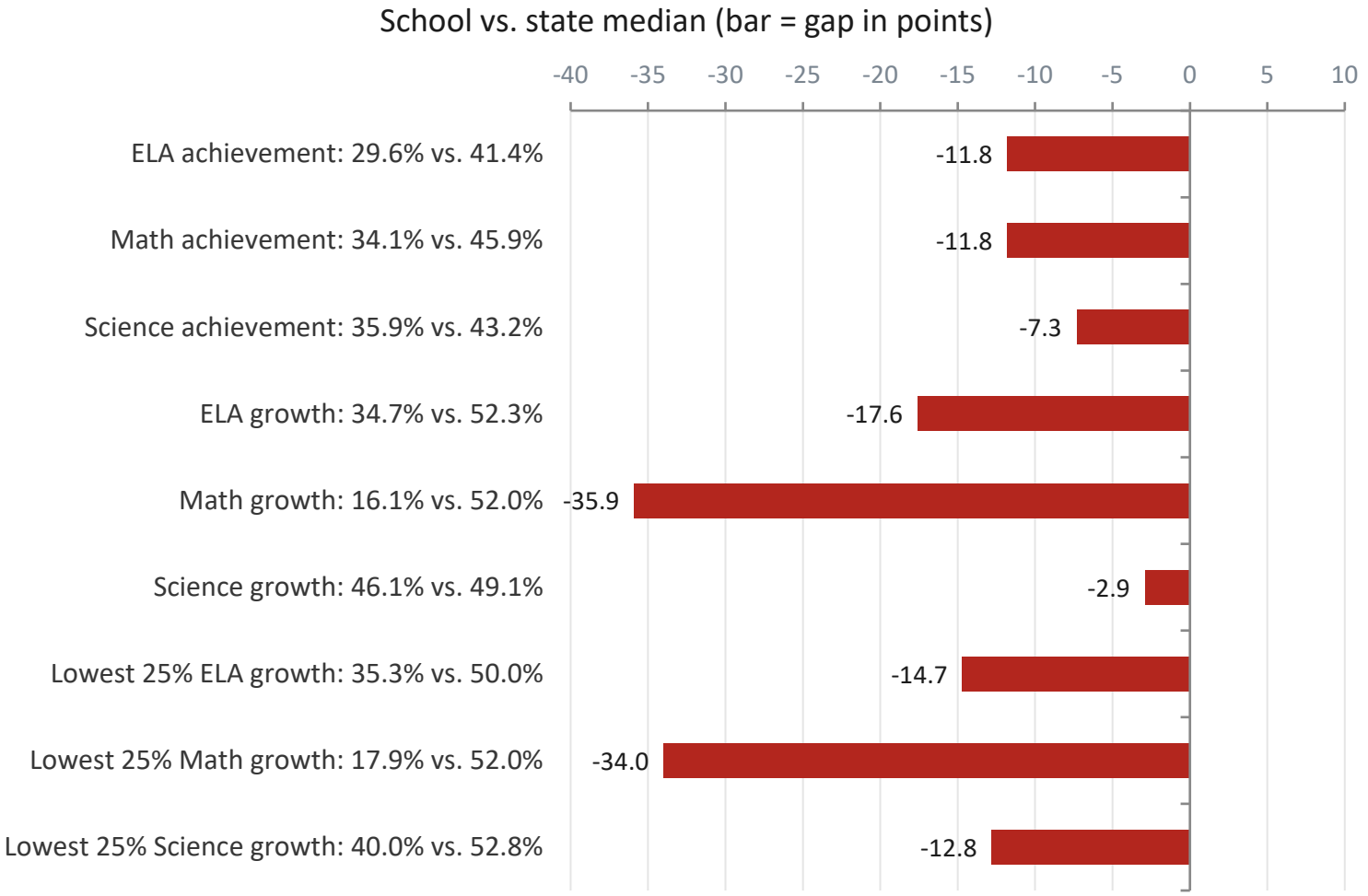
+38.01

Plan below adds +39.7

Measures expected to produce the points

Measure	2025-26	2027 target	Points	What it takes
Math achievement	34.1%	44.0%	+9.9	Plan goal: 119 of 270 proficient (+27)
Math growth, lowest 25%	17.9%	28.0%	+10.1	Plan goal: 19 of 67 (+7)
ELA growth, lowest 25%	35.3%	45.0%	+9.7	Plan goal: 31 of 68 (+7)
Science growth, lowest 25%	40.0%	50.0%	+10.0	Plan goal: 25 of 50 (+5)
Total			+39.7	**Est. index 329.5 → D**

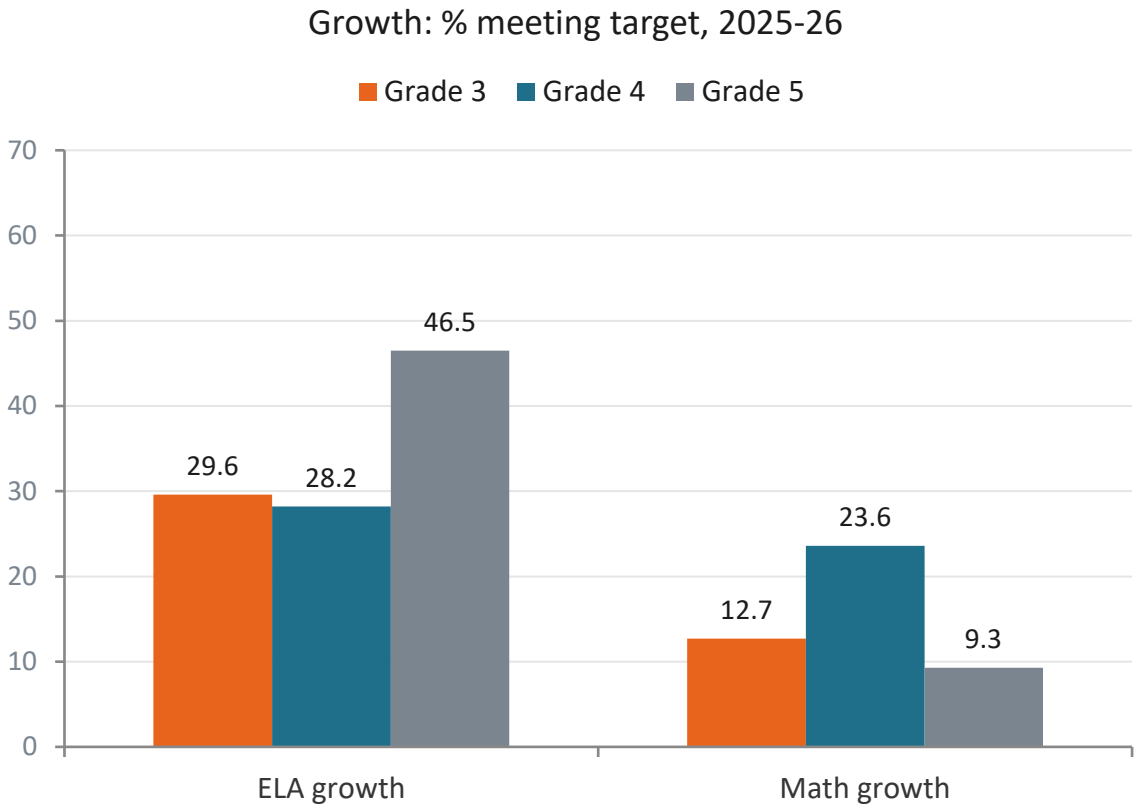
Hazel Street: the largest gaps are in math growth

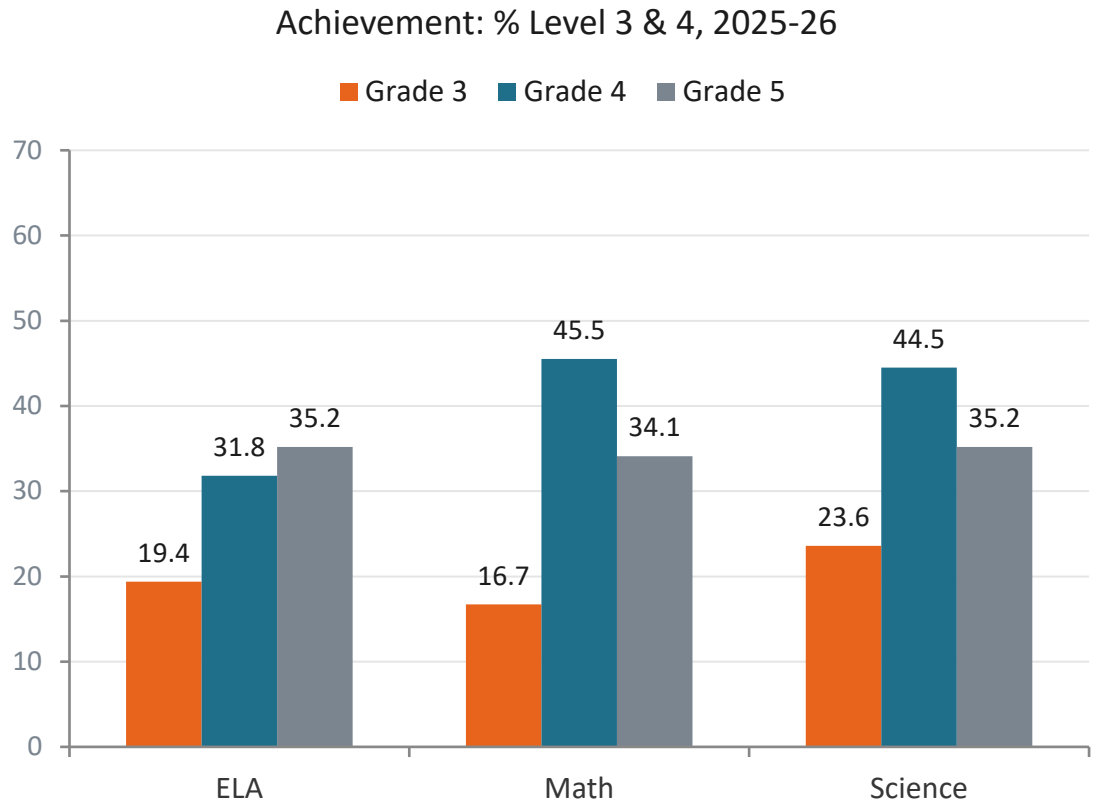


Where the gap is

- Math growth is 35.9 points below the state median, and lowest-25% math growth is 34.0 below. These two indicators are the largest gaps.
- Achievement gaps are smaller, 7 to 12 points.
- Science growth is within 3 points of the median.

Hazel Street: by grade, math growth is lowest in grades 3 and 5





Grade 5 math growth: 8 of 86 met target (9.3%). Grade 3: 9 of 71 (12.7%). Grade 3 has the lowest achievement in every subject (ELA 19.4%, math 16.7%). Lowest-25% math growth: grade 3, 3 of 18; grade 4, 6 of 28; grade 5, 3 of 21. Science growth: grade 4, 52.3%; grade 5, 38.4% (not measured in grade 3).

Hazel Street: student groups share the same math growth gap

Student group (2025-26)	n	Index	ELA ach.	Math ach.	Sci ach.	ELA growth	Math growth	Sci growth	L25 ELA	L25 Math	L25 Sci
All students	270	289.77	29.6	34.1	35.9	34.7	**16.1**	46.2	35.3	**17.9**	40.0
Economically disadvantaged	207	282.22	26.1	30.9	32.9	37.5	**15.1**	45.6	37.3	**17.9**	39.0
Students with disabilities	25	240.49	**20.0**	**16.0**	**12.0**	33.3	**16.7**	33.3	34.6†	37.0†	37.5†
English learners	8	68.75 (A)‡	25.0†	37.5†	25.0†	68.8	14.3†	50.0†	—	—	—
African American	257	281.57	27.6	31.9	34.2	34.6	**15.0**	45.6	35.8	**18.5**	38.3
State median		426.35	41.4	45.9	43.2	52.3	52.0	49.1	50.0	52.0	52.8

Indicator

The gap is in growth, above all math growth (all students and lowest 25%). Achievement is low but its gaps are about a third as large.

Student groups

Students with disabilities have the lowest achievement (math 16.0%, science 12.0%). Economically disadvantaged students track the school: math growth 15.1%.

All values are percentages. † Group too small to be rated for this indicator, or three-year pooled data; shown for information. ‡ EL group rated on one indicator (ELA+ELP growth).

Hazel Street: root causes

1 Tier 1 math instruction was not consistently standards-aligned across classrooms, and math time was too short

Evidence

- Math achievement 34.1%, growth 16.1%, lowest-25% growth 17.9%: all well below the median
- Math proficiency varies widely by grade: grade 4 at 45.5%, grade 3 at 16.7%
- Math blocks have now been lengthened to add instructional time

2 Small-group instruction and intervention were not consistently driven by current data

Evidence

- Lowest-25% math growth fell from 51.0% to 17.9% in one year
- Grade 5: 8 of 86 students met their math growth target
- Interventionists for grades 4–5 and 10-day CFA cycles are new steps in the improvement plan

3 Instruction was not reaching the lowest-performing scholars, including students with disabilities

Evidence

- Lowest-25% growth is below the median in every subject: ELA −14.7, math −34.0, science −12.8
- Students with disabilities: 16.0% proficient in math, 12.0% in science
- Regular planning between general and special education teachers began only as an improvement strategy

Hazel Street: three goals for spring 2027

1 Increase math achievement

Deficiency: math achievement, 11.8 points below the median; grade 3 at 16.7%

Baseline 2025-26

34.1%

92 of 270 students

→

Target spring 2027

44.0%

119 of 270 · +9.9 index pts

2 Accelerate math growth for the lowest 25%

Deficiency: lowest-25% math growth, 34.0 points below the median; down from 51.0% in 2024-25

Baseline 2025-26

17.9%

12 of 67 students

→

Target spring 2027

28.0%

19 of 67 · +10.1 index pts

3 Accelerate ELA and science growth for the lowest 25%

Deficiency: lowest-25% growth, ELA 14.7 and science 12.8 points below the median

Baseline 2025-26

35.3%

ELA (science: 40.0%)

→

Target spring 2027

45.0%

ELA (science: 50.0%) · +19.7 pts

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North Little Rock Elementary

LEA 3544710 · Grade Span 1, grade 3 tested · 2025-26: F, 161.26 (three years of data pooled)

North Little Rock: three years of results

Measure	2023-24	2024-25	2025-26 (official, pooled)	2025-2026 Current student data	State median 25-26
Letter grade	D*	F	F	B	—
School Rating Index	222.06	125.00	161.26	284.61	426.35
Achievement					
ELA	14.5%	12.5%	14.9%	30.8%	41.4%
Math	27.3%	18.8%	31.9%	61.5%	45.9%
Science	11.1%	18.8%	21.3%	46.2%	43.2%
Growth, all students					
ELA	50.0%	31.3%	40.9%	69.2%	52.3%
Math	66.0%	43.8%	52.3%	76.9%	52.0%
Science	53.1%	not rated	not rated	not rated	49.1%
Growth, lowest 25%					
ELA · Math · Science	not rated	not rated	not rated	not rated	50.0/52.0/52.8

**2023-24: ADE simulated grade (no official grade issued). Official 2025-26 pools three years; the green column uses only the 13 students tested in 2025-26. Indicators rated: 6 in 2023-24, 5 since.*

What changed

- Only grade 3 is tested. In 2025-26, 13 students tested: 2 below the business rules' minimum of 15, so the state added 2023-24 and 2024-25 data.
- On 2025-26 student data alone, the index is 284.61: a B (B range for 5 indicators: 245.07–290.60).
- The official pooled score (161.26, F) still carries the two weaker cohorts.

North Little Rock: 20.84 points to a D

2025-26 index

161.26

Grade Span 1 (Elementary), 5 indicators rated

Cut for a D

182.10

327.78 × 5/9. Published D cut scaled to 5 indicators

Points needed

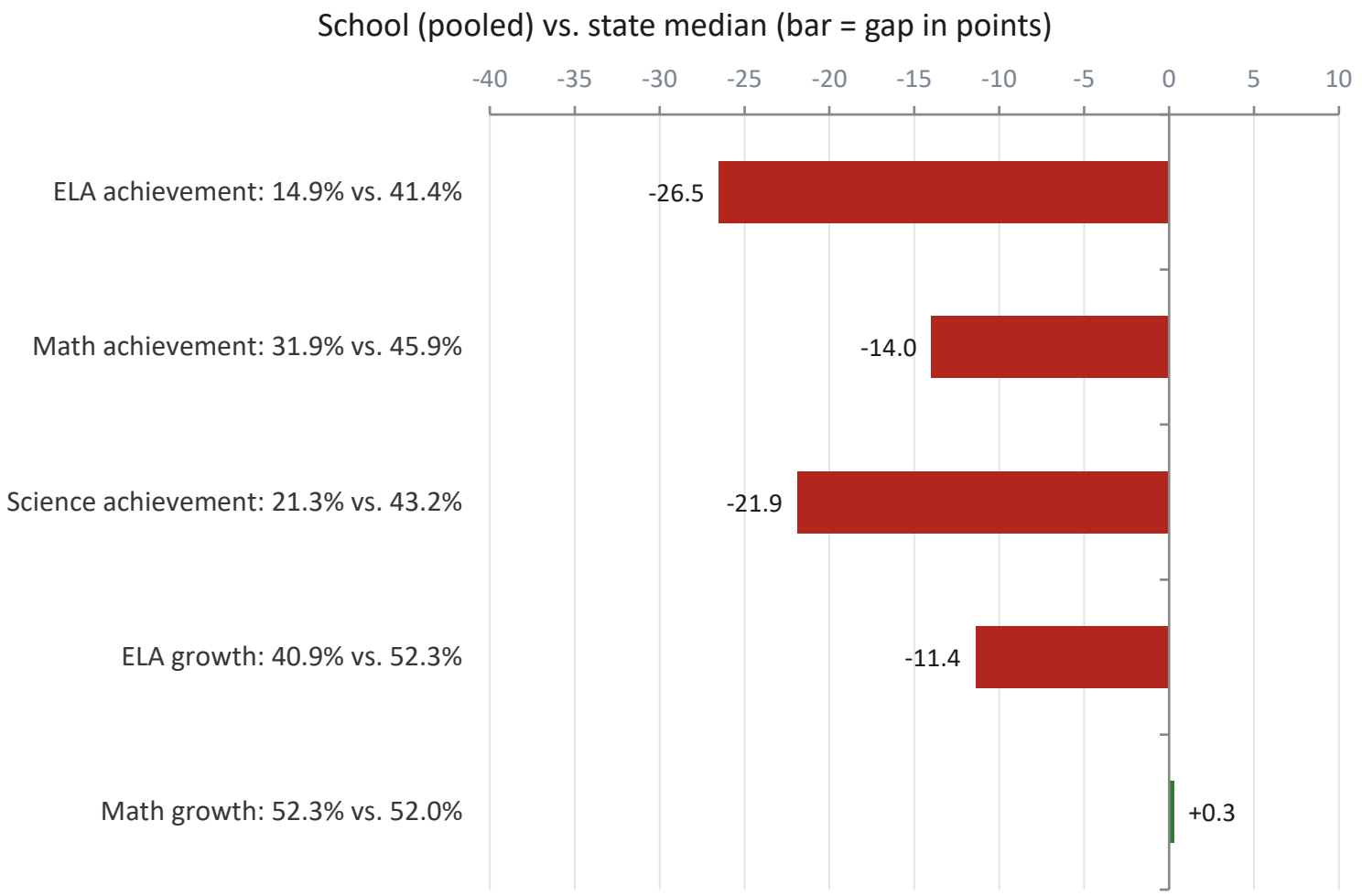
+20.84

Plan below adds +76.2

Measures expected to produce the points

Measure	2025-26	2027 target	Points	What it takes
ELA achievement	14.9%	29.3%	+14.4	Improvement plan goal: 45% (6 of 13)
Math achievement	31.9%	51.2%	+19.3	Improvement plan goal: 75% (10 of 13)
Science achievement	21.3%	39.0%	+17.7	7 of 13 proficient
ELA growth	40.9%	56.4%	+15.5	10 of 13 meet target
Math growth	52.3%	61.5%	+9.3	10 of 13 meet target
Total			+76.2	**Est. index 237.5 → D**

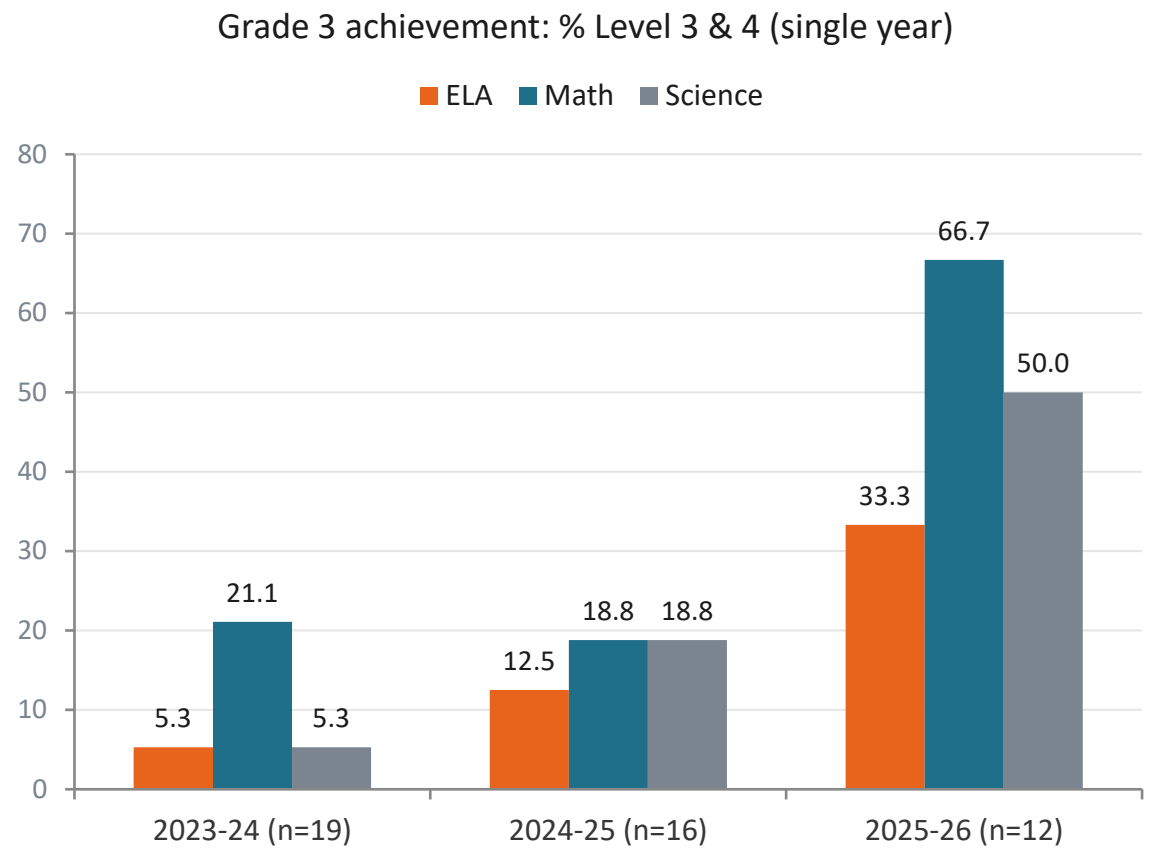
North Little Rock: the largest gaps are in achievement

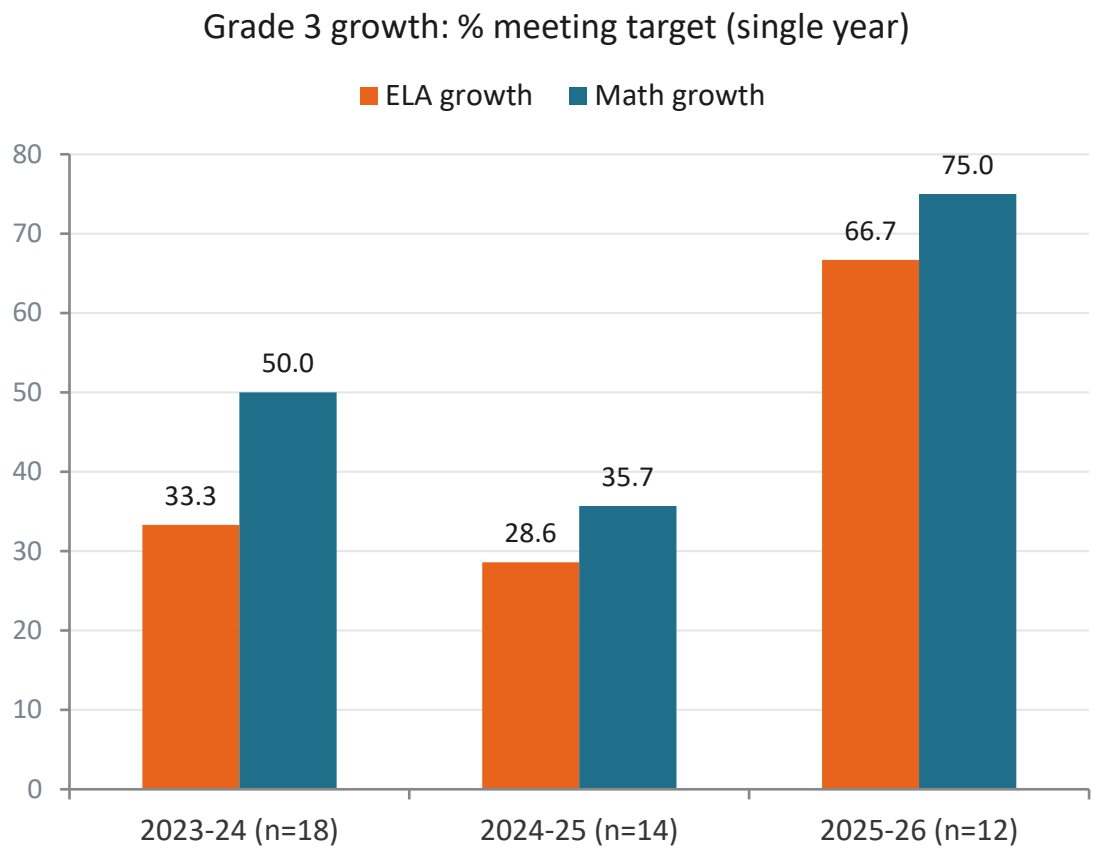


Where the gap is

- ELA achievement is 26.5 points below the median, the largest gap. Science achievement is 21.9 below.
- Math growth is at the median (+0.3).
- ELA growth is 11.4 below on the pooled figure, but the 2025-26 students alone were at 69.2%.

North Little Rock: grade 3 gained in 2025-26, but ELA lags





Grade band: grade 3 is the only tested grade. ELA has been the lowest subject every year (1, 2, then 4 students proficient).

North Little Rock: student groups (three-year pooled)

Student group	n	Index	ELA ach.	Math ach.	Sci ach.	ELA growth	Math growth
All students	47	161.26	**14.9%**	31.9%	21.3%	40.9%	52.3%
Economically disadvantaged	43	162.44	**16.3%**	32.6%	18.6%	40.0%	55.0%
Students with disabilities†	10	not rated	**0 of 10**	**1 of 10**	2 of 10	4 of 10	**3 of 10**
English learners	0	—	—	—	—	—	—
African American	44	158.44	**13.6%**	31.8%	22.7%	36.6%	53.7%
Lowest 25%†	3 / 2	not rated	—	—	—	3 of 3 met	2 of 2 met
State median		426.35	41.4%	45.9%	43.2%	52.3%	52.0%

Indicator

The gap is in achievement, especially ELA. Growth is closer to the median, and math growth is at it.

Student groups

Students with disabilities: none of 10 proficient in ELA over three years. Economically disadvantaged students are 91% of those tested.

† Too few students to rate; counts shown for information. No English learners tested.

North Little Rock: root causes

1 Tier I instruction and rigor were inconsistent across classrooms

Evidence

- Instructional alignment varied by classroom, and grade-level mastery was limited
- 2024-25 interim: 76% of scholars at Level 1 in ELA, 0% at Level 3 or 4 in ELA or math
- ELA proficiency was 5.3% in 2023-24 and 12.5% in 2024-25

2 PLCs and progress monitoring were not driving instructional decisions

Evidence

- Structured weekly PLCs and twice-daily intervention began only in 2025-26
- Once in place, ELA Level 1 fell from 76% to 21% on the interim
- Math proficiency rose from 19% to 62% on the summative

3 Special education service delivery was not monitored

Evidence

- Monitoring of IEP service delivery was first established in 2025-26
- 0 of 10 students with disabilities were proficient in ELA across three years
- 3 of 10 met their math growth target

North Little Rock: three goals for spring 2027

1 Increase ELA proficiency

Deficiency: ELA achievement, the largest gap: 26.5 points below the median (pooled 14.9%)

Baseline 2025-26

38%

2025-26 summative

→

Target spring 2027

45%

Level 1 below 8%

2 Accelerate math achievement

Deficiency: math achievement, 14.0 points below the median on the pooled score

Baseline 2025-26

62%

2025-26 summative

→

Target spring 2027

75%

Level 1 below 5%

3 Strengthen special education compliance and support

Deficiency: students with disabilities, 0 of 10 proficient in ELA over three years. Also: 100% IEP compliance, chronic absenteeism −8 points

Baseline 2025-26

New

Monitoring began 2025-26

→

Target spring 2027

70%

of SPED scholars meet growth targets

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Lab School for Dyslexia

LEA 3544708 · Grade Span 2, grades 3–8 tested · 2025-26: F, 166.73 (first year)

Lab School for Dyslexia: first year of results

Measure	2023-24	2024-25	2025-26	State median 25-26
Letter grade	Not open	Not open	**F**	—
School Rating Index	—	—	166.73 (6 ind.)	432.74
Achievement (% Level 3 & 4)				
ELA	—	—	**8.1%**	37.9%
Math	—	—	**18.9%**	44.5%
Science	—	—	24.3%	45.3%
Growth, all students (% meeting target)				
ELA	—	—	42.9%	52.2%
Math	—	—	46.4%	50.3%
Science	—	—	**26.1%**	50.9%
Growth, lowest 25%				
ELA · Math · Science	—	—	not rated	51.4 · 56.0 · 54.8

Rated as Grade Span 2 (Middle) against the middle-school median. Lowest-25% groups (4, 4, and 3 students) are too small to rate.

What changed

- The school opened in 2025-26, so there is one year of data.
- 37 students tested in grades 3–8; 65% are students with disabilities.
- Growth is much closer to the state median than achievement (ELA −9.3 vs. −29.8).

Lab School for Dyslexia: 63.74 points to a D

2025-26 index

166.73

Grade Span 2 (Middle), 6 indicators rated

Cut for a D

230.47

345.70 × 6/9. Published D cut scaled to 6 indicators

Points needed

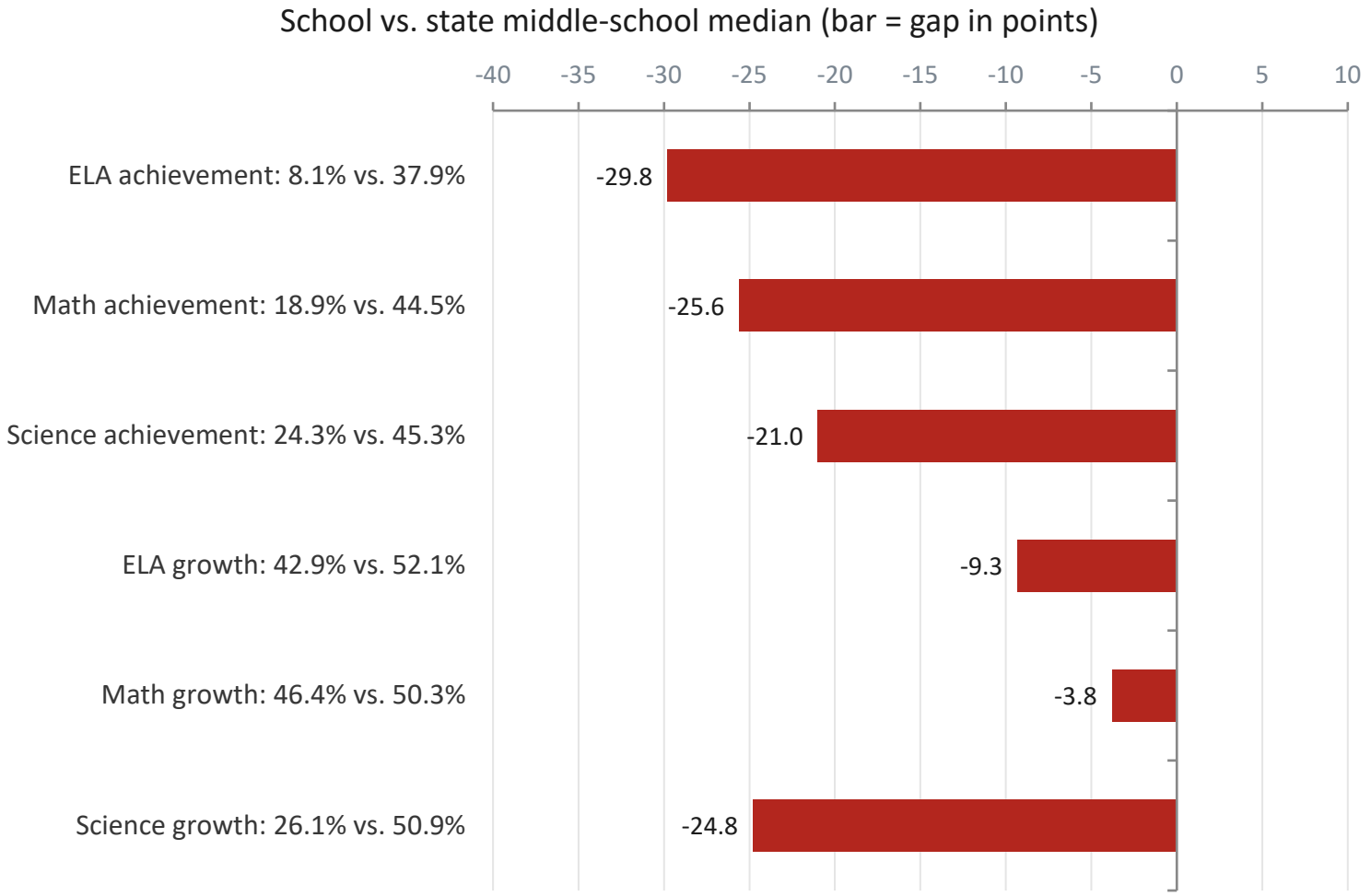
+63.74

Plan below adds +77.0

Measures expected to produce the points

Measure	2025-26	2027 target	Points	What it takes
ELA achievement	8.1%	30.0%	+21.9	Improvement plan goal: 10 students proficient
Math achievement	18.9%	48.0%	+29.1	Improvement plan goal: 15 students proficient
Science growth	26.1%	52.2%	+26.1	12 of 23 meet target (+6 students)
Total			+77.0	**Est. index 243.8 → D**

Lab School: the gaps are achievement and science growth



Where the gap is

- ELA achievement is 29.8 points below the median, consistent with the students the school serves.
- Science growth is 24.8 points below the median, the largest growth gap.
- ELA and math growth are within 10 points of the median. Growth is the most reachable lever.

Lab School: student groups

Student group (2025-26)	n	Index	ELA ach.	Math ach.	Sci ach.	ELA growth	Math growth	Sci growth
All students	37	166.73	**8.1%**	18.9%	24.3%	42.9%	46.4%	**26.1%**
Students with disabilities	24	148.46	**8.3%**	**8.3%**	16.7%	42.9%	42.9%	**29.4%**
Economically disadvantaged	26	185.47	11.5%	19.2%	26.9%	50.0%	50.0%	**27.8%**
African American	18	124.31	**0.0%**	**0.0%**	**5.6%**	50.0%	50.0%	**18.8%**
English learners	0	—	—	—	—	—	—	—
Lowest 25%† (3-yr)	4 / 4 / 3	not rated	—	—	—	2 of 4	2 of 4	1 of 3
State median (middle)		432.74	37.9%	44.5%	45.3%	52.2%	50.3%	50.9%

Indicator

The gap is mainly in achievement in all three subjects, plus science growth. ELA and math growth are near the median.

Student groups

African American students: 0 of 18 proficient in ELA or math, while half met ELA and math growth targets. Students with disabilities are 2 of every 3 tested.

† Too few students to rate; counts shown for information. No English learners tested.

Lab School for Dyslexia: root causes

1 Before becoming a public charter, Tier 1 instruction was not aligned to state expectations

Evidence

- As a private school, students had not taken state assessments
- 2025-26 was the first year Tier 1 instruction was implemented with fidelity
- Proficiency: ELA 3 of 37, math 7 of 37; grade 4 had no student proficient in any subject

2 More than 80% of students have dyslexia or characteristics of dyslexia, leaving large foundational literacy gaps

Evidence

- No student proficient in ELA in grades 3, 4, 7, or 8
- 2026 summative writing: 33 below mastery, 3 at or near mastery
- ELA growth (42.9%) is far closer to the median than ELA achievement (8.1%)

3 Students carry foundational math gaps from prior years

Evidence

- 2026 summative: 22 students at Level 1 in math
- Math proficiency 18.9%, 25.6 points below the median
- Math growth (46.4%) is near the median, so first-year Tier 1 is starting to work

Lab School for Dyslexia: three goals for spring 2027

1 Ensure growth for all bottom-quartile scholars

Deficiency: lowest 25%, too few students to rate yet. Daily data-driven intervention, reviewed weekly

Baseline 2025-26

N/A

No rated bottom quartile yet

→

Target spring 2027

90%

of bottom-quartile scholars grow

2 Increase reading proficiency

Deficiency: ELA achievement, 29.8 points below the median; 0% in grades 3, 4, 7, and 8

Baseline 2025-26

8.1%

3 of 37 students

→

Target spring 2027

30%

10 students on grade level

3 Increase math proficiency

Deficiency: math achievement, 25.6 points below the median; 22 students at Level 1

Baseline 2025-26

18.9%

7 of 37 students

→

Target spring 2027

48%

15 students; Level 1 from 22 to 12

Summary: what each school commits to by spring 2027

School	2025-26 index	Next cut	Points needed	Plan adds	Lead indicator
Hazel Street	289.77 (F)	D 327.78	+38.01	**+39.7**	Math achievement; lowest-25% growth in all subjects
North Little Rock	161.26 (F)	D 182.10*	+20.84	**+76.2**	ELA and math proficiency; special education support
Lab School for Dyslexia	166.73 (F)	D 230.47*	+63.74	**+77.1**	Bottom-quartile growth; reading and math proficiency

1 Monitor

ATLAS interims and i-Ready by grade, subject, and student group; biweekly observation and feedback cycles

2 Act

Daily targeted small groups and intervention, 10-day CFA cycles, and data-driven PLCs

3 Report

Monthly progress reports to the governing board

** D cut scaled to the number of rated indicators (5 for North Little Rock, 6 for the Lab School).*