

COMPREHENSIVE NEEDS ASSESSMENT:

DATA SUMMARY-CURRENT REALITY

Our story this year is a story of bookends. Our individual students and small student groups and clubs accomplished some pretty amazing things this year. In addition, our school maintained our A level status that we achieved last year. Our AP scores went up, and several of our clubs and activities achieved their highest possible state level achievements. Our building was also in the Top 5% of growth in the state.

District LEA	District Name	School LEA	School Name	Growth Award	Growth Award Amount
401000	BENTONVILLE SCHOOL DISTRICT	401002	WASHINGTON JUNIOR HIGH SCHOOL	Top 5% Growth/Grad	\$63,396.54
401000	BENTONVILLE SCHOOL DISTRICT	401010	LINCOLN JUNIOR HIGH SCHOOL	Top 5% Growth/Grad	\$60,826.41
401000	BENTONVILLE SCHOOL DISTRICT	401019	BENTONVILLE WEST HIGH SCHOOL	Top 5% Growth/Grad	\$238,926.90

However, overall our proficiency levels in ELA 9th grade and Biology went down. Biology and English are particularly difficult to accept as we did interim assessments in both areas.

	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9	Ag	Alg	Alg	Alg	Alg	Alg	Bio	Bio	Bio	Bio	Bio	Bio
2025	Average Sci	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient	Average Sci	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient	Average Sci	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
State	1051	27	42	22	9	31	1051	39	30	18	13	31	1055	26	36	24	14	38
District	1060	10	34	35	20	55	1062	15	24	26	35	61	1067	9	27	32	33	64
BHS	1062	8	31	39	22	61	1061	15	24	29	32	61	819	7	25	33	35	68
BWHS	1059	13	39	30	18	48	1060	17	27	26	29	56	699	11	28	30	30	60
2024																		
State		23	44	26	8	33		41	31	17	11	28		23	39	35	13	38
District		8	35	37	20	57		16	25	24	35	59		8	24	33	35	68
BHS		8	32	37	22	60		14	24	24	38	62		7	21	32	39	72
BWHS		8	39	36	17	53		19	27	23	32	54		9	29	33	30	62

A deeper dive in ELA and Math gives us a better understanding of why these numbers went down. Our commitment this year has been on whole school improvement. It shows in some of the accomplishments mentioned above, but some negative trending in some of our smaller populations.

Our African American and Hispanic Special Education (SPED) students were our lowest performing groups; with our Hispanic SPED students at 0% proficiency in ELA.

	Yes	Asian	1	1009		0%	1022	
	Yes	American Indian/Alaskan Native	1	1041		0%	1040	
	No	American Indian/Alaskan Native	3	1060 ± 1		67%	1064 ± 1	
	No	Native Hawaiian/Other Pacific Islander	3	1054 ± 8		33%	1054 ± 7	
	Yes	Black	4	1044 ± 11		25%	1052 ± 10	
	Yes	Hispanic	12	1039 ± 3		0%	1038 ± 4	
	Yes	White	28	1042 ± 2		4%	1041 ± 3	

And in Math, all but one Hispanic student scored proficient.

	Yes	Asian	1	1015		0%
	Yes	American Indian/Alaskan Native	1	1039		0%
	Yes	Black	4	1037 ± 6		0%
	No	American Indian/Alaskan Native	4	1063 ± 5		75%
	No	Native Hawaiian/Other Pacific Islander	6	1057 ± 9		50%
	Yes	Hispanic	10	1033 ± 7		10%
	Yes	White	28	1038 ± 2		0%

We implemented a significant amount of inclusion work to help our teachers to co-teach in the classroom in the most impactful way. The work started after the start of the school year. Our interpretation of the data is that the work we have done will impact our Special Education students that struggled.

Still more troubling was the data for our ELL, Hispanic, and African American students. Our ELL students were 10% proficient in ELA compared to all students being 51% proficient; and 4% proficient in Math compared to all students being 49% proficient.

View Details	English Learner Status	Student Count	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
	All	659	1059 ± 1		51%	1059 ± 1	
	Yes	31	1043 ± 2		10%	1042 ± 3	

View Details	English Learner Status	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
View Details	All	643	1058 ± 1		49%
View Details	Yes	25	1038 ± 3		4%

Our ELL Specialist is well aware of where all of her students are at and the support that they receive. She works tirelessly to put information into teachers hands to effectively engage her ELL students. I do believe our teacher can do better, and we will endeavor to do so.

When considering this data, we always take in other factors. The number of students in the sub-population matters on both the proficient, and those in need of support. With more numbers of students we generally see an increase in proficiency. This makes our Asian population an outlier because of the high proficiency scores despite a smaller population. This is why our proficiency numbers for our Hispanic students is so concerning as they have the lowest proficiency score, but the highest population among our sub-populations.

View Details	Two or More Races	39	1059 ± 2		59%	1057 ± 3	
View Details	Black	40	1055 ± 2		40%	1056 ± 2	
View Details	Asian	64	1065 ± 2		69%	1064 ± 2	
View Details	Hispanic	122	1055 ± 1		40%	1054 ± 2	
View Details	White	387	1060 ± 1		52%	1060 ± 1	

View Details	Two or More Races	34	1057 ± 3		41%
View Details	Black	38	1050 ± 2		26%
View Details	Asian	49	1070 ± 2		84%
View Details	Hispanic	102	1049 ± 2		20%
View Details	White	409	1060 ± 1		54%

We are simply not reaching these students as we should be. There are several things that impact those proficiencies, and it would not be wise to chase them. We feel it would be better to focus on the bottom 25% of our students in all areas, and as a sub-goal, continue to build our other enrichment and remedial programs that benefit our hispanic students.

We have continued to grow the structure and strength of our PLC's. At the close of the school year, we emphasized a structured PLC meeting that included conversations about data. This will be reinforced by the UDL training that we will be completing prior to the start of the school year with all of our teachers.

We are committed to providing a safe and engaging learning environment for all of our students. One of the areas that we would like to improve is in our behavioral engagement with students. We do not have a significant number of high risk students; however, we do have a high number of repeat offenders. This is something that is a concern in most schools. We have implemented restorative justice practices to impact these students, but we want to impact them BOTH before and after their incidents occur. Bentonville West will be enhancing this support we give our students through mentorship and engagement.

DATA SUMMARY-CURRENT REALITY

STRENGTH AREAS:

- ❖ AP Scores - Our AP scores showed tremendous growth this year. The first indication is growth in the number of students taking the test by year.

BWHS	Year	2D Art Dgn		3D Art Dgn	Art Hist	Biol	Calc AB	Calc BC	Chem	Comp Sci A	Comp Sci Prin	Draw	Eng Lang Comp	Eng Lit Comp	Env Sci	Euro Hist	Fren Lang	Hum Geog	Japn Lang	Macr Econ	Micro Econ	Mus Theo	Phys 1	Phys 2	Phys C: E M	Phys C: Mech	Precalculus	Py/c	Res	Sem	Span Lang	Stat	US Gov Pol	US Hist	Worl Hist Mod	Total Exams				
		2018	12		12	26	29	8	14	15	26	5	112	58	49			105		16	16		85	35			121			6	26	41	68	124	1,009					
	2019	13	5		34	29	15	34	18	32	15	203	78	82		4	110		41	39	27	78	15		13		110			14	38	62	174	159	1,442	741	1,917	38.65%		
	2020	2	2	10	32	45	13	14	25	31	8	191	99	56	44	4	129		41	42	7	103	12			104			16	23	51	126	120	1,350	712	2,052	34.70%			
	2021	6	2	17	44	26	8	14	15	44	5	174	81	30	11		58		22	22	10	12	9	4	9		69		28	17	21	57	94	118	1,027	557	2,042	27.28%		
	2022	2	4	17	48	39	11	19	20	47	8	172	88	73	22		83	1	24	25	14	46	5	1			121	8	19	24	18	48	95	94	1,196	640	2,089	30.64%		
	2023	3	6		36	24	12	14	15	84	8	179	77	131	23		176		20	20	9	38	17			132	5	38	21	48	37	80	139	1404	816	2238	36.46%	471 at 3+		
	2024	13	5	11	50	32	18	18	18	133	21	165	126	113	25		68		22	22	22	32	23			106	111	18	28	25	34	27	97	161	1542	837	2524	33.16%	520 at 3+	

14 courses showed growth in 2023, 20 in 2024. The second indication of growth is in the percentage of students scoring above a 3.

BWHS	2018	2019	2020	2021	2022	2023	2024	2025
Number of Exams	1,009	1,442	1,350	1,027	1,196	1,405	1551	1583
Total AP Students	553	741	712	557	640	817	841	883
AP Students with Scores 3+	354	404	444	339	386	471	523	625
% of Total AP Students with Scores 3+	64.01	54.52	62.36	60.86	60.31	57.65	62.13	70.78

All of these factors led to higher overall scores in our AP testing. This was done by students taking interim assessments and creating incentives programs for the work that they did to prepare for AP testing. Teachers also continued to provide breakfast for the students to ensure they were well fed and prepared. We held FLEX sessions for students specifically related to subject areas they were testing in, and of course teachers worked throughout the year within their AP classrooms ensuring students were prepared for the wording of questions, and the rigor.

- ❖ In the 2024 School year, we set out to improve recognition and celebration of our student success. Receiving an A grade for our school was in part due to the success of our students in several different areas. Even though our number of clubs has not increased, the quality in which we conduct our meetings and activities has changed. In addition, both club and sponsor numbers have increased. We will continue to increase our number of clubs to give students more opportunity to participate.

Dr. Guthrie gave one of our Assistant Principals a task of recognition of our students' accomplishments, and overall improvement of the welcoming environment in our building. As a result, we have installed several signs celebrating our top performing students, recognizing the success of our academic programs and club organizations, showing all of the post-secondary institutions that our graduates have, and are currently, attended. Our Athletic director has increased signage and visibility of the accomplishments of our Athletic programs and student athletes. One of our teachers has created a "staff/student shout-out" program that has improved our morale and cohesiveness. We have instituted recognition breakfasts for all of the departments in our building as well as our AP students. And we continue to grow these opportunities as we recognize this as one of our most important intangible goals that ensure our continued growth and success.

- ❖ Dr. Guthrie's goal for all of our teachers this past year was to connect with industry professionals. This is especially beneficial in Career and Technical Education. We did not expect the tremendous results that we have gotten this year. In two of our CTE classes, students competed in national competitions. Samsung hosted a contest for students to come up with a creative computer application that helps people in our society. Our Bentonville West team was the winner, and they will be receiving \$250,000 to work with on their project. Our Drone program also entered into a contest to be able to intern with NASA working on a project beneficial to the success of the organization. Again, our student won that. Our goal in CTE, was to have at least one industry leader or guest in our teachers classrooms per semester. With the exception of one teacher, we met that goal. This led, in part, to the success we had with those two groups.

Yet another way that our building has seen tremendous success outside of the classroom are our VPA programs. We focused on growth and leadership in our Band program, and those goals were met. As a result of that growth, our Band team jumped two spots to 4th in State this year. Our Choir program has now won back to back state titles, and our Orchestra program this year won state for the first time. Finally, several of our Thespians from our Theater program competed in a national competition. We had multiple students participate and grow, and one of our students won the whole contest. All of this shows that we have a strong foundation in our extracurricular activities and will continue to strengthen it.

- ❖ Our school has shown a level of consistency with respect to the letter grade assigned to our building. We received an A for the second year in a row. To achieve an A is difficult, but to maintain is even more so. We improved in multiple areas in our building to achieve that including, but not limited to school attendance, graduation rate, behavior remediation and support, special programs, industry certifications, etc. We grew in all of these areas. In addition, we received a top 5% in growth in the state this year, and that was also a significant part of this consistency.

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403000	GENTRY SCHOOL DISTRICT	403017	GENTRY HIGH SCHOOL	Top 5% Growth/Grad	\$51,117.03

We have already begun to examine where we fell short this year and what we can do to continue to maintain this success.

GROWTH AREAS:

- ❖ We have, and continue, to make efforts to grow specific populations in our student body. We have also worked very hard to ensure our teachers (through engagement professional development) and through programs (RTI at work, PLC's at work, etc.) are current and consistently growing. We have not seen as much growth in the lower 25% of our students as a whole as we would like to see. Our focus has been on the lower 25% of special populations in our building, but we have not focused on the lower 25% of the entire student body until now. We have also not done the best job of connecting the work we are doing through our RTI and Professional Development processes, with a focus on that lower 25%. Our goal this year is to be more intentional about those connections. We have UDL PD scheduled for our entire building that will enhance our ability to reach those students. We have assigned each of our Assistant Principals to the lower 25% in the core areas they are responsible for, and our goal is to motivate our teachers to adopt the same mentality in their classrooms. This whole school approach will not only help us grow those students, but it will also help us to pinpoint why these students are not growing at an acceptable rate.
- ❖ We have seen growth in our ELL students in the classroom. Mrs. Gore does a tremendous job of reaching out to teachers and advocating for these students. ELPA testing is always done with fidelity and our ELL students grow on that test every year. Here is just a small sample of what she provides teachers on at least a weekly basis:

Whole

Part

Part

Bar model

Part-Part-Whole

- You might have heard of this if you were learning how to teach math :) But it can be used for so much more!
- Part-part-whole is an activity designed to get students thinking, collaborating, and talking.
- You can use this strategy with any subject using any content or language standards.
- The Gist: Students are given a piece of paper and walk around the classroom, read the text that other students have, think critically, and find their group using clues.
- This activity can be scaffolded and extended in so many different ways.

Classification of Animals

Part-Part-Whole

Third grade example: [Main idea and supporting details](#)

- You can use this strategy as an ice-breaker.
- You can use this strategy to extend standards for students who need an extra challenge ('how can these concepts be grouped together, figure out the pattern, can there be more than one?')
- Check out the third grade example above from a unit on government.
- Let me know if I can help you develop your own part-part-whole activity for your students using your standards.
- Let me know if I can help model a part-part-whole activity for you and your class or team.

Types of input

chemical

mechanical

electromagnetic

In addition, we have done work to continue to improve our inclusive practices.

- ❖ PLC and RTI Practices (Ongoing)- The work that we do with our PLC's is ongoing. We will never stop working with our PLC's to improve what they are looking at, how they are looking at it, and how they are using it to enrich or remediate our students. Assistant principals spend time in every one of the PLC's they are responsible for. We have introduced strategies and inspected what we expect. In addition, we brought in an industry expert to work with our teachers and administrators to improve our practices. Mr. Blackmore worked individually with our PLC's and met with us periodically to streamline the support and expectations we provide for our PLC's. This is an example of the work that he did with us:

Yes We Can! Final Coaching Day 04.04.24

External

Inbox x

Matthew Blackmore

<mjblackmorest@gmail.com>

to Jonathon, Sarah, Sarah, nmoyer, me, Lisa, bneil, anmitchell, Jennifer

Bentonville West Guiding Coalition:

Apr 2, 2024, 9:53 PM

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It's hard to believe that Thursday, April 4, 2024 is our 14th and Final Day of **Yes We Can!**

We have come so far in our learning and have had an amazing school year in learning about inclusive practices, by learning, collaborating and using data to drive our results.

Our final Guiding Coalition will take place on Thursday in the Student Life Center, Conference Room at 10:00AM

We will review our progress from this past school year and write goals moving into 2024 - 2025.

I have attached the Needs Assessment as well as our presentation for your review.

I'm looking forward to connecting with all of you one more time and sharing our story together!

Claws Up!

Matt

04.04.24 Coaching Days Bentonville West HS

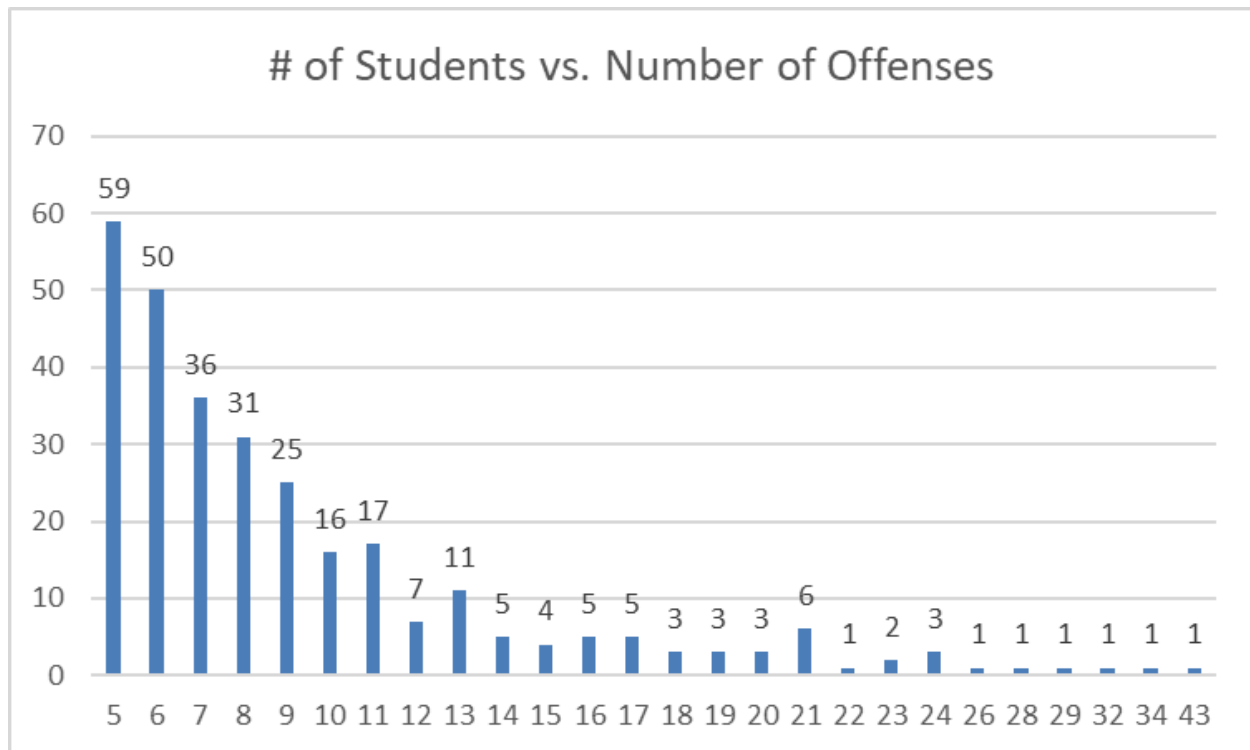
Bentonville West / Arkansas Inclusive Practices Needs...

Yes We Can! BWHS Certificates.pdf

Despite that work, our PLC's are still not where we want them to be. We see inconsistencies in how they look at data, the data they are looking at, and what they do with that data. Our goal is to ensure that every PLC is looking at data that will grow their students and providing support in many different ways to capture every student in their subject area. We also want to focus our PLC's on our bottom 25% of students. This

means every PLC in our building is focused on that goal, whether it be in their department, or supporting other core subject areas. Dr. Guthrie has made a goal for all assistant principals to spend more time in the PLC's they support, and to continue to build their capacity to grow students. We will revisit those goals weekly in our Administrative meetings, and adjust our support based on the feedback we receive.

- ❖ Pre/Post behavioral enrichment (mentorship/restorative justice)...with a sprinkle of school spirit, club organization, etc. - I personally believe that we do a students a disservice when we don't provide preemptive support for our struggling students. We know the students that we struggle with every year. Those that avoid the classroom and are constantly late and absent. Those that disrupt the classroom, and those that need behavioral modification. As a result, we have several repeat offenders every year. The data is clear:



Each bar represents the number of students with that number of offenses. Looking at the right of the chart, we have one student with 43 offenses. All the way to the left shows we have 59 students with at least 5 or more offenses. One of the major factors preventing student growth is their presence in the classroom. If students are not growing behaviorally, they will not grow academically. We MUST find ways to improve this. We plan to focus on restorative justice practices with our Deans and Teachers. We also plan to implement a mentorship program that will, in part, focus on behavioral intervention and support. Speaking to these students about what they are passionate about in school and then finding mentors who match that passion.

DISTRICT GOAL(s): [2025 Literacy Plan Link](#)

By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District's on-grade level ELA improvement target. The 2024 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.

- **Academic Excellence:** Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.
- **Refined Communication System:** Execute a universal plan of school, district and executive communication to address parents & community.
- **Safe & Collaborative Culture:** Build staff capacity to function as a member of the PLC.

MISSION & VISION:

Bentonville West mission: Bentonville West High School will foster a culture of innovation and engagement where all learners achieve and belong.

Bentonville West vision: Bentonville West High School will create a positive, innovative, and engaging environment where all stakeholders contribute their unique gifts for the betterment of the school, the community, and the world. Each student and staff member will be an active participant in an ever-evolving and inclusive learning atmosphere, which creates successful lifelong learners and productive citizens.

<u>ACADEMIC RESPONSE TO INTERVENTION</u>				
<u>SMART GOAL</u>	<u>LEAD STAFF</u>	<u>ACTION(S)</u>	<u>RESOURCES NEEDED</u>	<u>EVIDENCE</u>
BWHS Teachers will focus on the bottom 25% of students in their course during a minimum of 25% of their Flex sessions in 2025-2026	Principal, Assistant Principals, Leadership Team, PLC Leads	We will establish a baseline for every teacher and every PLC on this goal. 8-7-25	Dedicated PLC time. Support from AP's, Specialists, district level support.	Growth in our lowest 25% of students in our building
Targeted interventions	Core AP's, Specialists, PLC Leads, Select teachers	Core AP's, & specialists, & PLC Leads will use the RTI process to analyze data, create interventions, provide feedback for targeted student groups	ATLAS Scores, FLEX time, PLC meeting time and space,	Growth in targeted groups

<u>Communication/Engagement goal (COPY OF ENGAGEMENT PLAN)</u>				
<u>SMART GOAL</u>	<u>LEAD STAFF</u>	<u>ACTION(S)</u>	<u>RESOURCES NEEDED</u>	<u>EVIDENCE</u>
Mentorship / Restorative Justice	Tacuma Williams, Deans, Michelle Harris	1.We will create a 3 pronged mentorship program for our most at Risk students first, then also all other students who have need 2.We will continue to improve our methods of restorative justice by (for example) creating support groups for those students.	1.Some FLEX time for meetings and events. Partnerships with Organizations and Mentors. 2.Funds to support a reward system. Space and time to host support groups.	1.Mentorship and support for every student with 10 or more repeat offenses. 2.A Decrease in repeat offenders
Parent/Community Engagement	Dr. Jonathan Guthrie, Hannah Powell, Tacuma Williams, Christy Stobaugh	We will host PTO meetings. We will send surveys to parents and families. We will include PTO in our decision making process. We will facilitate Parent University classes for our parents and community.	Space and time for PTO meetings.	Our end of the year survey will determine how we performed.
<u>PROFESSIONAL LEARNING COMMUNITY</u>				
<u>SMART GOAL</u>	<u>LEAD STAFF</u>	<u>ACTION(S)</u>	<u>RESOURCES NEEDED</u>	<u>EVIDENCE</u>
We will level set expectations of our PLC's using the work we have done previously with Mr. Blackburn.	All Principals, All PLC Leads, Department Chair's	1.Principals will be present in PLC's daily and inspecting what we expect. 2.PLC Leads will continue the work started when they worked with Mr. Blackmore	1.Time to attend PLC's. PLC schedule for their department. 2.Reveiw of Mr. Blackburn's work. Feedback from admin.	All PLC's will have a baseline standard of working with Data through the RTI process.
Teachers will improve engagement strategies in the classroom by implementing the UDL strategies.	Principals, PLC Leads, Specialists.	1. We will conduct an Aug 7th PD for our teachers to provide them with the strategies. 2. We will continue to monitor and encourage Teachers to use UDL strategies in the classroom. 3. We will collect PLC	1.Time and Space, UDL presenter. 2. Time to commit to being in PLC's 3. Data tools and Specialist support.	Data collection on engagement practices shows it being used with fidelity. Survey feedback from parents and students. Teacher anecdotal evidence reported during staff meeting

		and student data to assess and adjust our engagement practices.		
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Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Our mentorship program will require time and some funds to access mentors in our community and within our district.

Additional Request for the district to consider: (what additional requests the school is asking of the district)
Continued guidance and support on our district goals and objectives for the 2025-2026 year.

*District - Additional Support/Considerations: (what the district decides to provide)
On-site Specialists, SPED Directors, etc., as needed.