

Yellowstone College Prep

Campus Needs Assessment: 2021-2022

BELIEF

We believe that all students are born with purpose and destined for success.

MISSION

At Yellowstone, we inspire, empower, and invest in our students so they can achieve their highest potential and fulfill their intended purpose.

VISION

We will develop our brilliant young thinkers into curious scholars and service-oriented leaders, through a character development program, a data-driven culture, and a student-centered teaching and learning environment where all of our scholars are prepared to live choice-filled lives.

Yellowstone College Prep

2021-22 Comprehensive Needs Assessment

(Last Revised: 06/30/2021)

School Profile

Yellowstone College Prep (YCP) opened its doors in 2018 as an open-enrollment public charter school, it is the sole campus in the Yellowstone College Prep charter district. For its inaugural year of operation, Yellowstone served 220 students in 5th through 8th grade. This year, YCP will serve 198 students in 6th through 8th grade (as detailed in this CNA, we are resetting the total student population due to enrollment demands and the ongoing impact of COVID-19). Each year the campus will add a grade level, until it is serving nearly 500 students in 6th through 12th grade. Our academic program includes small class sizes (no more than 20 students per class), five blocks of instruction every day with a daily advisory/character development period, and access to a robust set of elective and extra-curricular opportunities. Yellowstone's geographic boundary includes Houston ISD, Galena Park ISD, and Pasadena ISD, with a concentration of students coming from the greater Third Ward area of Houston.

For the 2020-21 school year, the student profile was as follows:

- 99.13% African-American
- 0.87% Latino
- 0% multi-race and American Indian
- 48.7% male /51.3% female
- 95.65% qualify for the free/reduced meal program
- 7.83% Special Education
- 80.43% At-Risk students
- 0% Homeless student population (McKinney-Vento)

The average daily attendance rate for the 2020-21 year was 89.7%. Yellowstone has no English Language Learner students. 25 students were identified for 504 and/or SPED services. There were 30 staff members, of which 19 were full-time teachers, 4 were instructional/behavioral aides, and 7 served in administrative roles, including special education and PEIMS.

Special Programs

For our third year of operation, we had a State Comp Ed and Schoolwide Title I program that included reduced class-size, parent and family engagement activities, an extended school day, after-school tutorial programming, intervention support, student behavioral support, summer school, and staff professional development. All of these evidenced-based initiatives helped in 2020-2021 and we will need to continue in 2021-2022.

Comprehensive Needs Assessment Process

This past school year (2020-21) we endured a lot of challenges as a result of the pandemic and adhering to COVID guidelines. 45% of our scholars on average returned to on campus learning while the rest of scholars learned from home. The realities that we faced impacted student learning, our school culture, and our ability to connect with all stakeholders.

We've analyzed the negative impacts of last year to put a plan in place to ensure that our scholar's receive the best educational experience possible returning to campus this school year. As a result, and as part of our comprehensive plan to address the learning loss caused by Covid-19, we have added instructional leadership positions, including a Director of Student Achievement, Director of Math, and Director of Literacy Instruction. We have also created an additional learning block throughout the day to support both reading and math intervention, and a student intervention that will take place every morning Monday - Thursday and throughout the school day for our 6th and 7th graders. Yellowstone College Prep will also be a one to one technology campus this year, so that every student will have a chromebook they can use at home and at school. Our scholars in addition will have opportunities to engage in an enhanced PE and athletics program as well as band, chess, golf, and other extra curricular activities to motivate our scholars as they strive towards academic excellence.

Our CNA / SDMC Team Committee members met in a formal context on June 30th, to review the data and work directly with the faculty to identify areas of strengths and needs. The data showed the following:

Demographics:

Strengths: As noted the previous year, the committee again reflected that Yellowstone is serving a population of students that has historically not been given access to the same educational opportunities as their more affluent peers in other neighborhoods in Houston. This concentration and homogeneity of the student population at Yellowstone creates a unique opportunity to provide a transformational experience for hundreds of students who otherwise would not have access to programs like this.

Problems: Because Yellowstone is specifically serving a student population that has not had access to these educational opportunities, there are many challenges to overcome to create a rich learning environment. It was discussed that well over 90% of the students qualify for the free/reduced lunch program and the majority of students we are serving come from communities where the average family income is less than \$25,000 a year. This has created a vulnerable context for many of our students and families—where in addition to the demands of a school environment, they are also facing many obstacles in many other facets of their life.

Student Achievement:

Strengths: Considering the year we had with COVID, we had on average 45% of our scholars report to campus for on-campus learning. In addition, we had a consistent turn out for our after school tutorial programming. While the scores didn't meet our targets, we were able to strengthen our academic systems and structures that will set us up for a strong start in getting student achievement in a better place going into the 21-22 school year. In addition, we have restructured our leadership organizational structure to ensure we continue to make student achievement a priority. Below you will find our STAAR results for the 20-21 school year.

Final 2019 STAAR Results

Grade Level	Reading Approaches/Meets/Masters	Math Approaches/Meets/Masters
5th Grade	51% / 20% / 9%	51% / 9% / 2%
6th Grade	31% / 4% / 4%	51% / 10% / 10%
7th Grade	69% / 35% / 13%	62% / 15% / 4%
8th Grade	74% / 37% / 13%	82% / 32% / 3%
Overall	53% / 22% / 8%	60% / 15% / 2%

	33 students				
	5th Reading	5th Math	5th Science		
	# (%)	# (%)	# (%)		
Did not meet	21 (64%)	22 (67%)	24 (72%)		
Approaches	12 (36%)	11 (33%)	9 (27%)		
Meets	4 (12%)	3 (9%)	2 (6%)		

Masters	0 (0%)	0 (0%)	0 (0%)		
	49 students				
	6th Reading	6th Math			
	# (%)	# (%)			
Did not meet	31 (63%)	29 (59%)			
Approaches	18 (37%)	20 (41%)			
Meets	6 (12%)	1 (2%)			
Masters	1 (2%)	0 (0%)			
	46 students		51 students		
	7th Reading	7th Math	7th Writing		
	# (%)	# (%)	# (%)		
Did not meet	23 (50%)	33 (72%)	28 (55%)		
Approaches	23 (50%)	13 (28%)	23 (45%)		
Meets	9 (20%)	1 (2%)	5 (10%)		
Masters	4 (9%)	0 (0%)	0 (0%)		
	51 students		52 students		
	8th Reading	8th Math	8th Social Studies	8th Science	
	# (%)	# (%)	# (%)	# (%)	
Did not meet	22 (43%)	31 (61%)	41 (79%)	33 (63%)	
Approaches	29 (57%)	20 (39%)	11 (21%)	19 (37%)	
Meets	17 (33%)	8 (16%)	1 (2%)	4 (8%)	
Masters	8 (16%)	1 (2%)	0 (0%)	0 (0%)	

Problems: MAP data provided a deeper picture of the significant growth our students need to make to get to grade level and be prepared for future success:

Reading			Math		
50th Percentile	75th Percentile	Growth Goal	50th Percentile	75th Percentile	Growth Goal
5th 4/32=12.5%	0/32=0%	8/30=26.7%	4/32=12.5%	0/32=0%	15/31=48.4%
6th 12/47=25.5%	2/47=4.3%	22/45=48.9%	12/47=25.5%	0/47=0%	21/45=46.7%
7th 10/47=21.3%	2/47=4.3%	21/42=50%	14/50=28%	1/50=2%	22/45=48.9%
8th 15/48=31.2%	5/48=10.4%	28/48=58.3%	19/50=38%	6/50=12%	33/50=66%
9th 6/22=27.3%	2/22=9.1%	11/21=52.4%	6/23=26.1%	0/23=0%	13/23=56.5%

The committee noted that we must make significant gains as a “College Prep” school over the next few years to ensure our seniors are ready to persist to and through college, or enter the workforce. It was also noted that there will be significant additional setbacks to overcome due to the COVID-19 pandemic. Additional focus on and monitoring of individual and cross-sectional student data would be beneficial. We also believe there continues to be a need to identify and provide additional assistance to special populations- an assistant devoted to special education along with all of the evaluation, diagnostic, specialty services, appropriate software, curriculum and supplies will continue to be needed.

Family and Community Involvement:

Strengths: COVID -19 really took a hit on our parent engagement. Most of the year our campus was closed due to us adhering to CDC guidelines in creating a safe space for our scholars to learn. This summer we’ve worked with Express International who typically works with fortune 500 companies in change management. This summer, we’ve partnered with them in analyzing what we can do to strengthen our family and community involvement for Yellowstone College Prep.

Problems: YCP’s attendance rate dropped from 93% in 2020 to 90% this past school year. This indicates that there was a struggle with getting scholars to campus with us not offering transportation and not strong school/parent alignment around the importance of coming to

school and actively engaging in their students' academic progress. In addition, we faced some challenges with technology and scholars building habits around logging into the system.

Curriculum, Instruction, and Assessment:

Strengths: This year we were able to leverage a strong and aligned curriculum in Reading, Science, and Math. This year we also were able to consistently leverage remedial math and ELA instructional software which further supported our scholars' student achievement. In addition, we are in the process of purchasing a Social Studies Curriculum for the 2021-22 School year.

Problems: Learning from home wasn't easy for our scholars. They endured several schedule changes as we made adjustments to more scholars coming on campus each quarter. As a result, this also impacted staff's ability to make the growth gains in which they are truly capable of doing because of the changes and inconsistencies with our schedule.

School Organization, Staff Quality, Recruitment and Retention:

Strengths: This year we were able to retain high performing teachers who came from other school districts. We were also able to recruit high performing teachers coming into the 2021-22 school year. In addition, staff surveys this year also reflected our staff feeling supported in this work as that will continue to be a priority and goal going into the 21-22 school year.

Problems: There was a lot of change management that occurred this school year with systems, structures and hiring. In addition, we made a difficult decision to prioritize 6th-8th grade this coming school year in which our 8th and 9th graders had to find high schools this year through our Y-connect program. As a result, staff morale and building relationships (through both recruitment and retention) will continue to be a priority as we build our school culture.

School Culture and Climate:

Strengths: Our scholars on campus had consistent town hall meetings, clubs, and celebrations throughout the year. Going into this school year we realize the need to have consistent leadership that prioritizes our student culture. This year, we have hired a Dean of Students to help lead and support our scholars as we jump into the school year. This will also ensure that we continue to hold the bar of excellence high for our scholars to ensure they realize their fullest potential.

Problems: We had a huge inconsistency with student attendance this year across the board. Scholars not showing up on time and absences reflected our scholar academic success. This past year we had a decline in student referrals due to the circumstances around the pandemic. We also realize the need for our scholars to have consistent rewards and consequences to ensure that we are supporting our scholars. A School Counselor and social work services would help

address the social, emotional, and mental health needs over students, particularly resulting from Covid-19. A school nurse to monitor the health situation on campus continues to be necessary as well because students cannot learn if they are not healthy. Finally, we believe student assistance with professional uniforms would help create a feeling of belonging for our scholars.

Technology:

Strengths: Our scholars each received a laptop that they transported to and from school if they were learning on campus. Our scholars this year will continue to have access to laptops both on campus and one to leverage at home.

Problems: There were several issues with laptops breaking frequently and having to get them fixed this school year. One of our goals going into this school year is to have a laptop case to protect laptops. With the massive integration of technology, we continue to incur consulting fees in order to make this work. Students will also need continued support of hotspots for internet access at home.

Summary of Identified Problems and Related Strategies

Here are the problem statements the SDMC identified:

1. We did not reach our targets for the school year in all subjects.
2. MAP scores indicated that on average 23% of our scholars are performing on grade level in reading and 25% of scholars are performing on grade level in math.
3. Student discipline declined dramatically, however; only 45% of our scholars were on campus learning.
4. Our attendance dropped from the year before from 93% to this year at 90%.

Based on these problem statements, and the comprehensive needs assessment that we conducted, the SDMC focused on three areas of primary focus for the coming year that are addressed in these three goals:

1. The Domain 2b (Student Progress) scaled score will increase to 70 on the annual STAAR exam by the end of the school year.
2. 70% of our students will meet or exceed their NWEA MAP Progress Measure by the end of the school year.
3. We will achieve 95% student attendance for the 2021-22 school year.

These three goals are articulated and further defined in our accompanying Campus Improvement Plan. We are excited to continue with our fourth year of operation as we grow and learn from our first year as a campus community.

Members of the CNA / SDMC Team (Scholar Success Committee):

- Amber Wright, Teacher
- LaToya Turner, Teacher
- Tajanae Sorrell, paraprofessional
- Elena Garcia, paraprofessional
- Kewanda Thomas, Parent
- Jenny Edmund, Parent
- Sonia Champion, Parent
- Sheretta Barnes, Parent
- Charles Webb, Community Member
- Steve Cumley, Community Member
- Mesha White, Principal
- Anthony Nguyen, Director of Math Instruction (Other School Leader)
- Randi Reed, Interim Dean of Students (Other School Leader)
- Lekeisha Griffin, Special Populations Department Chair (Specialized Instructional Support Personnel)
- Kevin Anderholm, Financial & Compliance Manager (LEA Rep/District Administrator)
- Melanie Brooks, Chief Financial Officer (LEA Rep/District Administrator)
- Ryan Dolibois, Superintendent (LEA Rep/District Administrator)