

Campus Needs Assessment: 2024



YELLOWSTONE SCHOOLS

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

2024 Comprehensive Needs Assessment

(Last Revised: 06/15/2024)

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. For the 2024-25 school year, YCP will serve a projected 350 students in 6th through 10th grade (in 2021, we reset the grade levels served to be 6th-8th grade due to enrollment demands and the ongoing impact of COVID-19). Each year the campus will add a grade level, until it is serving roughly 500 students in 6th through 12th grade in the 2026-27 school year. Our academic program includes small class sizes (no more than 20 students per class), 7 blocks of instruction every day with a daily advisory/character development period for students in 6th -8th grade, 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 2023-24 school year, the student profile was as follows:

- 98% African-American
- 2% multi-race and American Indian
- 52% male /48% female
- 97% qualify for the free/reduced meal program
- 28% Special Education
- 48% At-Risk students (135 students)
- 4% Homeless student population (McKinney-Vento) (12 students)

The average daily attendance rate for the 2023-24 year was roughly 95%. Yellowstone has no English Language Learner students. By the end of the year, over 60 students were identified for 504 and/or SPED services.

Special Programs

For our sixth 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 (including interventionists and instructional assistants), student behavioral support, summer school, and staff professional

development along with specialized consulting. All of these evidenced-based initiatives helped in past years, and we will need to continue during the 2024-2025 school year.

Comprehensive Needs Assessment Process

This past school year (2023-24) was the third year of full in-person campus instruction after the COVID pandemic. While we're still seeing the academic gaps associated with learning loss during the pandemic (especially in the area of math performance) and had staffing struggles associated with the shortage of highly qualified and certified teaching staff, we still made significant academic and student culture/campus climate gains. We will use the lessons learned to inform our plan for the 2024-25 school year.

As part of our comprehensive plan to address the learning loss caused by Covid-19 and in response to our first round of student benchmark data, we added both instructional & leadership positions, including a Director of Curriculum & Teacher Development, Director of Student Support, a Director of Instruction for both STEM & Humanities, a math educator and a science educator. We created an additional learning block throughout the day to support both reading and math intervention called Academic Success. Every student had a chrome book they could use at school, any period of the day. Our scholars also had the opportunity to engage in after school tutoring, an enhanced PE and athletics program, as well as other extra-curricular activities to motivate them to strive for academic excellence.

Our "Scholar Success" Committee met in the spring and early summer to evaluate and assess our programming and the results of the school year. We evaluated the following data sources:

- TEA Accountability Ratings and Related STAAR Data
- MAP Testing data
- Student demographic data
- SpEd student data
- At-risk student data
- (when available) Other demographic data from neighboring schools within the attendance boundaries
- Attendance & Chronic Absence data
- Disciplinary referral data
- PBIS (LiveSchool) data
- Teacher feedback and survey data
- Student & families survey data
- Recruitment activities (e.g., input from parents and student surveys)

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 95% 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/Growth:

Strengths: Despite the continued disruptions caused by COVID and the significant learning loss from the prior two years, our High School students showed strong performance on EOC STAAR testing with scores that were comparable to the overall state performance, and showed great growth on MAP testing. High School students (9th graders) outperformed the performance on last year’s 8th grade testing results in every area. 61% of students school-wide met or exceeded one or more growth target on MAP testing. Middle School students showed growth on the MAP assessment that was administered in the fall, winter, and spring. We exceeded last year’s performance in most areas, and students who have been at Yellowstone for 2 consecutive years or longer way out-performed students who are new to Yellowstone Schools.

- 7th ELA

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	64%	-14%
Meets	27%	30%	3%
Masters	13%	8%	-5%

- 8th ELA

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	74%	4%
Meets	27%	35%	8%
Masters	13%	13%	0%

- 9th ELA

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	74%	4%
Meets	27%	52%	25%
Masters	13%	9%	-4%

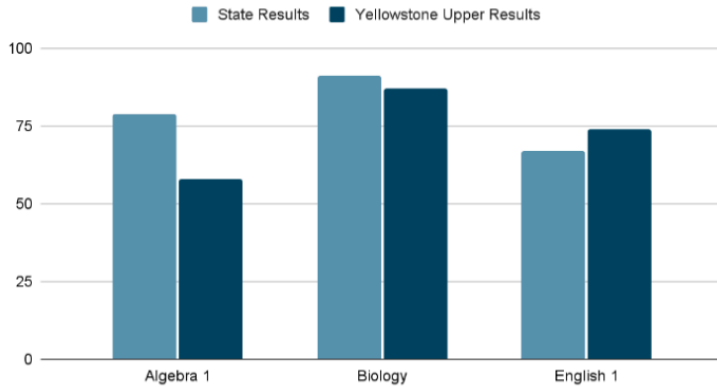
STAAR Performance Level	8th Grade year (2023 results)	9th Grade year (2024 results)	Difference
Approaches + (includes meets & masters)	73%	74%	+1%
Meets + (includes masters)	25%	52%	+27%
Masters	4%	9%	+5%

- 9th Biology

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	87%	17%
Meets	27%	40%	33%
Masters	13%	9%	-4%

High School STAAR Results

% of students with passing scores



Algebra 1

- ★ State = 79%
- ★ YSU = 58 %
- ★ Distance from State = -21%
- ★ Distance from SY23 = +5%

Biology

- ★ State = 91%
- ★ YSU = 87%
- ★ Distance from State = -4%
- ★ Distance from SY23 = +50%

English 1

- ★ State = 67%
- ★ YSU = 74%
- ★ Distance from State = +7%
- ★ Distance from SY23 = +1%

High School STAAR Results

Algebra 1

- ★ State = 79%
- ★ YSU = 58 %
- ★ Distance from State = -21%
- ★ Distance from SY23 = +5%

Biology

- ★ State = 91%
- ★ YSU = 87%
- ★ Distance from State = -4%
- ★ Distance from SY23 = +50%

English 1

- ★ State = 67%
- ★ YSU = 74%
- ★ Distance from State = +7%
- ★ Distance from SY23 = +1%

Super Analysis: Yellowstone is closely aligned with the state results for Biology and ELA. Although Yellowstone is trending behind the state in math (21% lower) and did not meet our goal, we were able to increase our percentage of students scoring on grade level and above by 5% this year.

Glows:

- Surpassed last year's performance in every subject
- Surpassed the State performance levels in English 1
- Within 5% points of the State performance levels in Biology
- A 50% point increase in Science mastery

Areas of Opportunity:

- Math performance levels remain a priority
- Increasing the % of students scoring above grade level (masters level) across all subject areas also remains a priority.

Problems: MAP data also highlights that our students still have significant ground to make up when it comes to overall achievement and the numbers of students showing mastery (meets & above on STAAR) in every grade level. The middle school had STAAR performance data that fell below the state performance in every area. The performance of students receiving SPED services continues to be an area for growth. Math remains to be an area for growth (persistent negative impacts of the pandemic on foundational math knowledge). We did not meet our performance level goals in 6th ELA, 6th math, 7th math, 8th math, 9th Algebra 1, 8th Science, and 8th Social Studies.

Overall Small Group Averages SPED (all grade levels & subjects combined)

66% - Did Not Meet

25% - Approaches

8% - Meets

1% - Masters

Other Data points for SPED

- SPED students outperformed gen-ed students in the subjects below
 - Algebra 1 (13% higher performance for SPED)
- SPED students performed slightly lower or similar to gen-ed students in the subjects below
 - 9th Biology (1% lower performance for SPED)
 - 8th SS (16% lower performance for SPED)
 - 9th English 1 (17% lower performance for SPED)
- SPED students way underperformed gen-ed students in the subjects below
 - 9th English 1 (17% lower performance for SPED)
 - 8th Science (18% lower performance for SPED)
 - 8th math (22% lower performance for SPED)
 - 6th reading (22% lower performance for SPED)
 - 7th math (27% lower performance for SPED)
 - 7th reading (31% lower performance for SPED)
 - 6th math (31% lower performance for SPED)
 - 8th reading (37% lower performance for SPED)

● 6th ELA

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	47%	-23%
Meets	27%	17%	-10%
Masters	13%	1%	-12%

● 6th Math

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	56%	-14%
Meets	27%	9%	-18%
Masters	13%	0%	-13%

● 7th Math

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	38%	-32%
Meets	27%	15%	-12%
Masters	13%	3%	-10%

- 8th Math

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	34%	-36%
Meets	27%	10%	-17%
Masters	13%	1%	-12%

- 9th Algebra 1

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	57%	-13%
Meets	27%	15%	-12%
Masters	13%	4%	-9%

- 8th Science

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	31%	-39%
Meets	27%	9%	-18%
Masters	13%	0%	-13%

- 8th Social Studies

STAAR Performance Level	2024 Target	2024 Actual	Difference
Approaches	70%	27%	-43%
Meets	27%	7%	-20%

Masters	13%	3%	-10%
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MIDDLE SCHOOL SCORECARD (STAAR Meets or Above)

STAAR Meets Grade Level or Above	2023 YELLOWSTONE ACTUAL RESULTS	2024 STATE RESULTS	2024 YELLOWSTONE ACTUAL RESULTS	2024 DIFFERENCE BETWEEN STATE AND YELLOWSTONE
6th Reading	31%	55%	17%	-38%
6th Math	8%	37%	9%	-28%
7th Reading	32%	52%	30%	-22%
7th Math	15%	32%	15%	-17%
8th Reading	29%	54%	33%	-21%
8th Math	24%	40%	10%	-30%
8th Science	6%	42%	9%	-33%
8th History	12%	31%	7%	-24%

KEY

Exceeded State Average +5%

Met State Average -2% - +4%

Close to State Average -10% - -1%

Significantly Below State Average -11%

HIGH SCHOOL SCORECARD (STAAR Meets or Above)

STAAR Meets Grade Level or Above	STATE AVERAGE	2024 YELLOWSTONE ACTUAL RESULTS	2024 DIFFERENCE BETWEEN YELLOWSTONE AND STATE
Algebra	45%	15%	-30%
English I	54%	52%	-2%
Biology	58%	40%	-18%

KEY

Exceeded State Average +5%

Met State Average -2% - +4%

Close to State Average -10% - -3%

Significantly Below State Average -11%

*No 2023 results for 9th grade, since this is the first year of 9th grade courses restarting.

Middle School STAAR Results

Super Analysis: Yellowstone is closely aligned with the state results for 7th & 8th grade ELA. Although Yellowstone is trending behind the state in math across the board, we saw notable improvements made in 6th grade math (14% below the state results). While we did not meet our goals, we were able to increase our percentage of students scoring on grade level and above in 6th grade math, 8th grade ELA, & 8th grade science.

Glow:

- Surpassed last year's performance in 6th grade math (+4%), 8th grade ELA (+1%), & 8th grade science (+1%)
- Comparable outcomes to the State performance levels in 7th grade ELA (-8%) & 8th grade ELA (-5%)

Areas of Opportunity:

- Math performance levels remain a priority across the board
- 8th grade SS & Science remain a priority
- 6th grade ELA

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. This starts with shifting our focus away from passing rates and beginning to set goals around the number of students scoring "Meets and above". It was also noted that students had much better performance in the areas where the class sections were smaller, & where there was a highly effective teacher (according to teacher compliance data & evaluation data) in place giving consistent high quality lessons daily. 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, technology, and supplies will continue to be needed.

Family and Community Involvement:

Strengths: The lingering effects of COVID -19 really took a hit on our parent engagement and involvement but we've rebounded. We responded to last year's survey by adding transportation back into our program, and roughly 60% of our students take advantage of our daily bus service. We had a much higher participation rate for our winter families survey & 86% of respondents stated that they would highly recommend Yellowstone schools to friends and relatives. The main area of strength was our ability to connect frequently with families by phone (and in person) when needed, due to our small size. We had a huge turnout of families at all events that were open to the public this year.

Problems: We had very low participation in our spring parent engagement survey, and it was difficult to hold families accountable to coming to campus for parent-teacher meetings and PTO meetings, & Volunteering events. While we had strong participation at our campus-wide celebrations, culture events, & sports events, we know we will need to do more to have our parents take active ownership of their student's academic progress. Yellowstone will need to be

innovative to re-engage families and continue to raise our attendance percentage in the 2024-25 school year.

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 & fulfillment of HB4545 requirements. The increase of 5E planning & experiential learning impacted Science instruction this year with more hands-on learning & experiments being cited as a key reason for the success of our 9th grade Biology students on EOC STAAR testing.

Problems: More focused teacher professional development around curriculum and resources with a focus on differentiation & tailored instructional practices. Data driven instruction is a focus area moving forward to ensure all students are being pushed to grade-level mastery with additional supports (re-teaching, spiraling, small group instruction, 1:1 tutoring, etc) being provided where needed. Training and resources for exit ticket tracking will continue. Content-target reading materials and extended-day student learning experiences will also continue.

School Organization, Staff Quality, Recruitment and Retention:

Strengths: Staff surveys this year yielded favorable responses at a rate of 96%. The upper school had a high participation rate on the staff survey, as >90% of staff took the survey. We had a relatively high daily staff attendance rate and did not struggle with teacher coverage due to absences or with filling vacancies this year. We had a high rate of staff members referring friends, relatives, and other folks from their networks which is a strong indicator of the health of our working environment. Each time a staff member had to be terminated, we were able to quickly replace them up until the last quarter of the year when hiring shifted to filling known vacancies for next year. Despite our challenges associated with the volume of turnover, we are already fully staffed for next year.

Problems: Going into the 2022-25 school year, we strategically replaced a significant number of underperforming staff members. We raised expectations and accountability measures for staff this year, which led to a high degree of turnover (mostly in-voluntary terminations). This provides a major advantage for YCP, as the new teachers who have been hired have undergone a rigorous interview process. All new and returning staff members have demonstrated the

ability to get results and have demonstrated the mindsets needed for being a great fit for our campus, and retaining them will be a focus for next year.

School Culture and Climate:

Strengths: Our scholars on campus had consistent town hall meetings, clubs, rewards, and celebrations throughout the year. 100% of our staff remained compliant with engagement in PBIS initiatives (evidenced by merit/demerit platform usage & Freedom Friday sign-up). We implemented Restorative Practices this year which accompanied a new student mediation process which led to a significant reduction in student conflict and physical altercations (especially in grades 8 & 9). We implemented a new referral process & other character development systems which reshaped the school culture in positive ways. We observed a reduction in suspension rates, an increase in mid-level consequences, and an increase in student reflection/goal setting. SEL lessons, community circles, & mindfulness practices were new elements incorporated into advisory time. Our student attendance rates held high and steady all year (94%), and our Chronic Absence rates were relatively low (11%). We were able to provide our students with multiple free uniform options and our consistency with accountability led to a significant decline in uniform violations and issues this year.

Problems: We had a huge inconsistency with character development team staffing, which caused some of our initiatives to not be implemented with fidelity this year (such as support for RTI-B students). We had a disproportionate number of students with disabilities earning consequences and will need to focus on SPED behavioral support and increasing small-group counseling services next year.

Technology:

Strengths: Our scholars each received a chrome book that they had access to during the school day. The chrome book was used in some capacity nearly every period of the school year. All staff had access to smart screens, document cameras, & ipads which enhanced instruction.

Problems: Concern around the number of broken and damaged chrome books disrupted instruction on a daily basis. Wifi issues in the new building was an issue to navigate frequently as well. This also presented concerns for the schedule for online testing during Semester 2.

Summary of Identified Problems and Related Strategies

Here are the problem statements the SDMC identified:

1. While we achieved a reduction in severe behavioral incidents, character development, SEL, counseling support, & Restorative Practice continues to be a focus area moving forward.

2. While MAP scores showed growth, student performance on STAAR exams are still lower than the state average and we are showing continued room for improvement in the number of students achieving mastery of grade-level content (especially in math).
3. While our SPED students are showing growth according to both academic data & culture data, meeting the needs of students with IEPs or 504s continues to be an area of focus. Differentiated instruction and increasing tutoring support after school will be a focus area for next year.

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 1 (Student Achievement) scaled score will increase to a 75 on the annual STAAR exam by the end of the school year (this can be achieved by hitting 70 approaches, 40 meets, and 15 masters). 70% of all students will score Approaches or higher on all benchmark exams. 40% of all students will score Meets or higher on all benchmark exams.
2. 95% of SPED students will reach their growth goals on MAP testing.
3. We will have an ADA of 96%, Chronic absence rate lower than 10%, & a suspension rate that is lower than 10% with no SPED student disproportionality this year.

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