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Section C – Additional Information: Final Performance Report

Section C – Additional Information: Final Performance Report

U.S. Department of Education Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (PR/Award #: U282M140017)

- 1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.**

The following **conclusions** were drawn about the project’s *success* and its *impact*:

- During the period of the grant, including the approved No-Cost Extension (NCE) period* (see excerpt from the Executive Summary for our approved NCE at the conclusion of this section), YES Prep opened six new schools and fully developed plans for a seventh school, which opened in August 2020, all of which are in low-income neighborhoods in Houston. *(See Project Status Chart A1.1)*
- The number of new seats added during the period of the grant, including the no-cost extension was 2,759 (“No-Cost Extension” for the period from October 1, 2019 to September 30, 2020 (2019-2020 school year). This number does not include the number of seats in our seventh school, which opened in August 2020, because no CSP funds were spent on this school.
- YES Prep met the objective of increasing achievement results of educationally disadvantaged students. *(See Project Status Chart A.2)*
- A majority of graduating YES Prep seniors were found to be accepted to a college or university as well as to matriculate to a college or university to continue their education. *(See Project Status Chart A.3)*

- Most YES Prep teachers were retained. Moreover, high percentages of teachers reported in survey feedback that they received opportunities to learn and grow and encouragement for professional development. (See *Project Status Chart A.4*)
- Targets both for parental attendance at YES Prep events and for school engagement with community organizations were met or exceeded. (See *Project Status Chart A.5*)

Summary: Based on the above, and results from other Houston-area schools, the external evaluation team found the project to be highly successful as well as to have major positive impacts on economically and educationally disadvantaged youth in the Houston area.

Unanticipated Benefits: All project benefits either were anticipated or exceeded anticipated results. Three project benefits exceeded anticipated project results. First, data available to the external evaluation team revealed an increased, six-year college graduation rate among YES Prep North Forest graduates during the period of the grant. In particular, the six-year college graduation rate (i.e., the college graduation rate in 2020 for the YES Prep class of 2014, the initial grant year), increased over that for the previous year (i.e., the college graduation rate for the YES Prep graduating class of 2013). (A caveat: Only North Forest High School was supported by the grant and had graduating seniors for which 2020 college graduation rates could be calculated. Two other YES Prep high schools, Eisenhower and Northbrook, were supported by the grant but had no graduating seniors for whom a six-year college graduation rate for 2020 could be calculated.) Second, three YES Prep high schools supported by funds from the grant beginning in 2014 either nearly met (Eisenhower) or exceeded (Northbrook and North Forest) their respective *SAT college readiness goal* for the senior class graduating in the year 2020. Finally, previous research by the evaluation team on other Houston-area schools revealed many difficulties in eliciting parent involvement in schools (e.g., work schedule demands, transportation problems, multiple childcare responsibilities, etc.) as well as problems in engaging supportive community organizations (e.g., increasingly limited organizational resources, multiple needs and service demands, etc.). YES Prep, however, was found to involve a higher than anticipated percentage of parents and to engage a larger than expected number of community organizations in support of our work during the grant period.

Barriers Encountered: The greatest barrier encountered during the grant period, of course, was that of the COVID-19 pandemic and its impact throughout the Houston area. Among a number of other effects, the pandemic restricted instructional modalities, prevented the administration of mandatory statewide testing, limited counseling activities for behavioral and college readiness interventions, and resulted in the cancellation of certain school activities (e.g., those of the Afterschool Centers on Education) directed toward academic achievement, cultural enrichment, and health and fitness.

An additional encountered barrier concerned an early decision to withdraw from expansion in Memphis, Tennessee – an expansion planned in the original approved grant application.

Roughly six months ahead of the scheduled opening of our first two schools, we made the difficult decision to pull operations out of Memphis. This decision was made following a determination that preservation of the quality of the charter school education provided necessitated YES Prep remain Houston-based.

Deciding not to expand to Memphis was one of the most difficult, complicated decisions in YES Prep's history. Ultimately, there were three driving factors that led to this decision: (1) During the required "community matching" process (part of the State of Tennessee's charter application process at the time), YES Prep was not matching with a community that desired YES Prep schools. Rather than being able to begin our launch with a community commitment to expansion, YES Prep was scheduled to displace a school currently in operation, and the community was enraged by this. We had no interest in forcing YES Prep's opening against the community's wishes; (2) Because many charter laws are state based rather than federal, the charter laws in Tennessee were radically different than the charter laws in Texas. This meant that YES Prep would have to effectively split our governance into a national organization with two subsidiary branches—one to serve Tennessee and one to serve Texas. In addition to the required governance overhaul, it also meant that YES Prep would need to create and maintain two separate charts of accounts—one for each state. The complexity of this process coupled with the flawed community matching process ultimately created more risk than YES Prep was willing to bear at the time, and; (3) The designated Memphis superintendent decided that it was not in his, YES Prep's, or the Memphis community's best interest to continue to push forward with expansion. Ultimately, we determined that due to the above factors and without the commitment of a leader on the ground, in the community, YES Prep's Memphis expansion plans would not succeed.

Though the decision to leave Memphis was difficult and the communication around it was imperfect, we learned many valuable lessons throughout this process. First, we learned that our primary expansion objectives had been and should continue to be Houston-based. With over 30,000 students on waiting lists for high performing charters in the greater Houston area and with over 300,000 students attending state rated C, D, or F schools in the greater Houston area, there is sufficient demand and need for YES Prep to continue to prioritize Houston expansion for the foreseeable future. Second, we learned that it is imperative to not allow the "brick and mortar" expansion of schools to outpace the infrastructure expansion of the network. In other words, we learned that there is a breaking point where school building expansion reaches a critical mass that cannot be sustained without an intentional focus on thoughtfully expanding the support systems housed in the central office (e.g., technological, financial, and operational infrastructures). Finally, we learned that we must "go slow to go fast." It was critical to slow expansion in order to further increase the quality of YES Prep's programmatic model. By not expanding into Memphis, we effectively slowed our growth for a five-year period from 2015-2019. We still opened multiple schools in Houston, but our overall expansion plan was slowed. This decelerated expansion allowed us to focus on critical network systems (e.g., leadership development, software system upgrades, building cash

reserves, etc.) that would fuel future growth. That is exactly what has happened. By YES Prep reevaluating our expansion plans and intentionally slowing growth for a set amount of time, we have since been able to reestablish our commitment to growth while also improving on our history of strong academic performance.

As a result of slowing our expansion plan, YES Prep subsequently saw notable benefits and gains in student achievement. *U.S. News & World Report* released its 2019 rankings of “Best High Schools,” an evaluation of 17,000 schools nationwide. The Report showed that YES Prep students earned college degrees at a rate five times the Texas average and that five YES Prep schools ranked among the best in the nation. In 2020, even more YES Prep schools were added to the high rankings after being compared to over 24,000 schools nationwide.

***Excerpt from the Executive Summary for our Approved CSP No-Cost Extension:**

*“YES Prep Public Schools, Inc. (YES Prep) is honored to have been awarded a five-year Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools in 2014. Our grant goal is to redefine possible for educationally disadvantaged students by opening seven schools and ultimately serving 18,000 students. **We will still achieve our goal; however, we will not do so within the original five-year grant period. As a result, we are requesting a no-cost extension (NCE) for October 1, 2019 to September 30, 2020 (2019-2020 school year).**”*

*CSP funding is a critical part of achieving our grant goal. The NCE funds will be used to complete the grant activities as outlined in our approved application and amendment. **YES Prep’s first four project schools will continue to operate and expand, but we only need an NCE for YES Prep Northwest’s Year Two and YES Prep Hobby’s Year One (Strategic Initiative A), and related district-level costs (Strategic Initiatives C and D).** Since School #19 will not begin serving students until August 2020, we will not use CSP funding for Year Zero.”*

2. What would you recommend as advice to other educators that are interested in your project? How did your original ideas change as a result of conducting the project?

First, our evaluation team recommends to other educators the adoption of YES Prep’s five core program educational components (see page 7 of the approved application): (1) small, integrated grade 6-12 schools, (2) a rigorous curriculum and assessment, (3) extended day school and school year along with academic interventions, (4) opportunities for enrichment, and (5) personalized college counseling and support through college. Additionally, the YES Prep core program focuses on college success and prioritizes budgetary investment decisions with that focus in mind.

Second, the evaluation team also recommends to other educators YES Prep’s 300-hour, year-long Teaching Excellence program. As discussed in our grant application (p.33), this program involves teachers and instructional coaches working together on lesson plans, class culture,

and being education professionals. It also involves instructional coaching for every new teacher by an instructional coach as well as “professional learning Saturdays,” and professional learning modules in a collaborative environment which focus on content pedagogy and the cultural, instructional needs of teachers.

How did our original ideas change as a result of conducting the project? Principally, rather than changing ideas, conducting the project *reinforced the importance of the original ideas and logic model*. Two social science concepts from urban sociology were reinforced in our thinking as critical to the success of the YES Prep project and its underlying core program. These two concepts were “structures of opportunity” and “differential association.” By way of an example of the first of these concepts, students from economically-disadvantaged, minority backgrounds might not perform well in a certain type of classroom because teachers – especially those from more privileged, middle-class backgrounds -- may underestimate minorities’ abilities and, thereby restrict, knowingly or unknowingly, minority student *opportunities* for success.

The second concept that was reinforced in our thinking was that of “differential association.” At base, this concept holds that individuals learn behaviors by association and interaction with others of a different or similar background.

Central to the YES Prep educational model is the promotion of racial and ethnic diversity of students, families, and instructional staff. Consequently, YES Prep students are socialized in the norms, cultures, values, and beliefs of a more heterogeneous world. Furthermore, given the YES Prep program model, students encounter structures of opportunity central to effective education, structures that include not only classroom diversity, but well-trained, professionally-developed instructors, an environment that is attentive to cultural differences, and the selection of students from outside of schools’ immediate neighborhoods and historic bus routes.

Thus, the many successes of the YES Prep program documented in this final report, in our view, resulted from these well-known sociological concepts on which the program was based. Accordingly, these same concepts are worthy of major consideration generally in efforts to enhance the quality and impact of charter school education.

3. Description of plans for continuing the project and disseminating the project results.

Plans have been adopted and implemented for continuing the project. In early 2020, YES Prep applied for and was awarded a 2020-2025 Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools from the U.S. Department of Education for such continuance. Expanding opportunities for educationally and economically disadvantaged students and the promotion of the college or university success of these youth are among the principal objectives of this grant. Work on achieving these objectives began on April 1, 2020.

We are excited to utilize our new CSP grant to expand our network by opening and expanding 10 **elementary** schools over the next five years, increasing our capacity to change the trajectory of Houston’s underserved youth by providing a high-quality education earlier in their lives beginning with pre-kindergarten.

Plans for disseminating the results of our CSP grant project include:

- Posting our final grant report on the YES Prep website, and
- Providing relevant internal and external stakeholders with a synopsis of the major findings by means of reports such as a presentation to our Board, our internal staff newsletter, and papers presented at professional conferences.

4. Report on any statutory reporting requirements for this grant program.

We will comply with all statutory reporting requirements discussed on the December 10, 2020, “Final Report and Grant Closeout 101, Technical Assistance Webinar,” hosted by the U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs Department. These requirements include submission of: (1) this Final Performance Report (ED524B) along with those of the Government Performance and Results ACT of 1993 (GPRA) via the G5 system, (2) our “Replication and Expansion spreadsheet” via email to our CSP grant Program Officer, and; (3) the “CSP Data Collection Form” via email to WestEd and our Program Officer. Finally, we will comply with the three-year record retention requirement of 2 CFR 200.333 and 34 CFR75.730-732. There are no other reporting requirements for this grant program.

Budget Narrative

There was a portion of funds we did not expend at the expected rate due to the opening of campuses slower than anticipated. When YES Prep did not move forward with a national model and elected to remain within greater Houston, it impacted the growth rate. We received a one-year no cost extension to accommodate this change.

Our efforts in Memphis, Tennessee – an expansion planned in the original approved grant application – were discontinued roughly six months ahead of the scheduled opening of our first two schools. This decision was made following a determination that preservation of the quality of the charter school education provided necessitated YES Prep remain Houston-based.

Deciding not to expand to Memphis was one of the most difficult, complex decisions in YES Prep's history. Given this change, there were unexpended costs.

The adjustments in YES Prep's spending were strategically and financially prudent to honor our objective to scale with quality. YES Prep closed the grant period as one of the highest performing school districts locally and nationally, with 97% of our schools achieving the highest marks in the state-wide system.

Privacy Policy

Notice of Legal Guardian and Student Rights

The Family Educational Rights and Privacy Act (“FERPA”) affords guardians and students over 18 years of age (eligible students) certain rights with respect to the student’s educational records.

The Right to Inspect and Review

Legal guardians and/or eligible students have the right to inspect and review the student’s educational records within 45 days of the day YES Prep receives a request for access. Legal guardians or eligible students should submit to the campus Principal a written request that identifies the record(s) they wish to inspect. The campus will plan for access and notify the guardian or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the guardian or eligible student from exercising the right to inspect and review the student’s educational records, the campus shall provide the guardian or eligible student with a copy of the records requested or make other arrangements for the guardian or eligible student to inspect and review the requested records.

The campus shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The campus may charge a reasonable fee for a copy of an educational record that is made for the guardian or eligible student, unless the imposition of a fee effectively prevents a guardian or eligible student from exercising the right to inspect and review the student’s educational records. The campus will not charge a fee to search for or to retrieve the educational records of a student.

If the educational records of a student contain information on more than one student, the guardian or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student’s Educational Records

Legal guardians and/or eligible students may ask the campus to amend a record they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the Principal in writing, clearly identify the part of the record the guardian or eligible student wants changed and specify why it is inaccurate or misleading. The campus will decide whether to amend the record as requested within a reasonable time after receipt of the request. If the campus decides not to amend the record as requested by the guardian or eligible student, it will notify the guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

If, because of the hearing, the campus decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the guardian or eligible student of the right to place a statement in the record commenting on the contested information or stating why they disagree with the decision of the campus, or both. If the campus places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Legal guardians and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to campus officials with legitimate educational interests. A "campus official" is a person employed by the campus as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the YES Prep Board of Directors; a person or company with whom the campus has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a legal guardian or student serving on an official committee, such as a disciplinary or grievance committee; or a guardian, student, or other volunteer assisting another campus official in performing their tasks.

A campus official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility. Upon request, the campus discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The Right to File a Complaint

Guardians who desire to express initial grievances or complaints should escalate concerns to Principals or appropriate campus directors. These campus officials will escalate concerns to appropriate departments or district officials.

Legal guardians and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the campus to comply with the requirements of FERPA. These complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

The Right to Access to Medical Records

Legal guardians are entitled to access their students' medical records.

The Right to Photograph or Film Students

Throughout the school year, YES Prep and its organizations (yearbook, webpage designer, etc.), as well as outside media representatives (newspaper, television stations, etc.) may be on campus to video and/or photograph students in school-related activities or events (YES Prep Photos).

Guardians must notify the campus administrator in writing to request that a student's picture not be used for these purposes or indicate so when registering in School Mint.

Notice for Directory Information

Under FERPA, the campus must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the campus may

disclose personally identifiable information contained in the student's educational records without obtaining prior written consent of the guardian or eligible student if the campus has designated the information as "directory information."

The campus has designated the following categories of information as directory information for disclosure relating to school-sponsored/school-affiliated purposes:

1. Student name;
2. Address;
3. Telephone listing;
4. Electronic mail address;
5. Photographs (including video image);
6. Date and place of birth;
7. Major field of study;
8. Degrees, honors, and awards received;
9. Dates of attendance;
10. Grade level;
11. Most recent educational institution attended;
12. Participation in officially recognized activities and sports; and
13. Weight and height of members of athletic teams.

School-sponsored/school-affiliated purposes are those events/activities the campus conducts and/or sponsors to support the educational mission of the campus. Examples include, but are not limited to:

1. Extracurricular programs or events (*e.g.*, plays, concerts, athletic events, graduation ceremony);
2. Publications (*e.g.*, newsletters, yearbook, etc.);
3. Honor roll and other student recognition lists;
4. Marketing materials of the campus (*e.g.*, print media, website, videos, newspaper, etc.)

The campus has designated the following categories of information as directory information for disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. Student's name
2. Student's address
3. Student's telephone listing

The campus shall not release directory information except for the purpose indicated above, namely:

1. Disclosure relating to school-sponsored/school-affiliated purposes; and
2. Disclosure to military recruiters and institutions of higher education, but only for secondary students.

A guardian or eligible student may opt out of the release of directory information for either or both purposes by submitting a written objection to the Principal. The campus requests that such an objection be submitted within the **first week after school begins**.

If the campus does not receive an opt-out form objecting to the release of directory information by the fifth school day of the school year, the campus will assume that the guardian approves release of directory information for the purposes described above. However, guardians may alter their decision to

restrict or not to restrict release of directory information by submitting a completed “Use of Student Photos and Directory Information Opt-Out Form” or otherwise notifying the campus in writing at any time during the year.

Information about the Military

The military requests, and is entitled to, the names, telephone numbers, and addresses of high school juniors and seniors, unless the guardian or eligible student fills out an opt-out form. This form is available in the Front Office at every campus. The military typically requests this information in the Fall semester of each academic year. Legal guardians must fill out the opt-out form by October 1st if they do not want the military to obtain this information. Legal guardians and eligible students are encouraged to remember that filling out this opt-out form means that the campus will not release student information to the military, but it does not mean that the military might not gather student information from other sources not affiliated with the campus.

Example of Forms

DIRECTORY INFORMATION OPT-OUT (ALL STUDENTS)
A. I do NOT consent to the release of directory information about the student named below outside the school system to sources such as an institution of higher education or newspapers and other media, except as authorized by law.
B. I do NOT consent to the release of photographs or directory information within the school system such as yearbooks, rosters for sports information, programs or articles.
MILITARY OPT-OUT FOR STUDENTS (GRADES 9–12 ONLY)
C. I do NOT consent to the release of directory information to the military about the student named below [RELEASE TO MILITARY]
D. I do NOT consent to the release of directory information about the student named below to institutions of higher education upon their request without my prior written consent. [RELEASE TO INSTITUTIONS OF HIGHER EDUCATION]

Rights & Responsibilities of Guardians and Staff

Rights & Responsibilities of Guardians

Guardians, which for the purposes of this Handbook shall include mother, father, guardians or persons having lawful control of the student, have the right/responsibility to:

- Provide for the physical needs of their child;
- Be knowledgeable of campus policies and academic requirements of campus programs;
- Cooperate with campus administrators and staff;
- Encourage their child to pay attention and obey the rules;
- Have their child attend school regularly and promptly report and explain absences and tardiness to the campus;
- Notify campus authorities of any learning problems or conditions that may relate to their child’s education;
- Participate in meaningful guardian-teacher conferences to discuss their child’s campus progress and welfare;
- Review educational records;
- Return signed report cards and campus assignments with their child;

- Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information with the campus;
- Ensure their child is appropriately dressed at school and school-related activities;
- Encourage their child to develop proper study habits at home;
- Ensure their child attends a campus tutorial program when required or as the need arises;
- Attend guardian training workshops when available;
- Participate in school-related organizations;
- Control their child (under Family Code 33.01, a student’s guardian is legally liable for property damage proximately caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the guardian to exercise that duty, or (b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age.);
- Pick up their child from campus when requested by campus authorities for disciplinary or other reasons;
- Provide adequate supervision for their children during periods of suspension or expulsion;
- Receive a copy of all discipline reports that are given to an administrator.

Rights & Responsibilities of Staff

YES Prep staff members have the right/responsibility to:

- Use discipline management techniques developed in the YES Prep Code of Conduct;
- Ensure good student discipline by being in regular attendance and on time;
- Be prepared to perform their duties with appropriate preparation, assignments and resource materials;
- Comply with YES Prep and campus policies, rules, regulations and directives;
- Maintain an orderly classroom atmosphere conducive to learning;
- Teach to the standards of performance required by YES Prep;
- Establish rapport and an effective working relationship with guardians, students and other staff members;
- Teach students to strive toward self-discipline;
- Encourage good work habits that will lead to the accomplishment of personal goals;
- Serve as appropriate role models for their students, in accordance with the standards of the teaching profession and the YES Prep Employee Handbook;
- Remove a student from class who is so unruly, disruptive or abusive that it seriously interferes with the teacher’s ability to communicate effectively with the students in the class or with the ability of the student’s classmates to learn, or is behaving in a manner in which the continued presence of the student in the classroom threatens the safety, interests and/or rights of other students or staff or will be detrimental to the educational process.

Student Record Access and Pick Up

By law, YES Prep must release students and/or their information to their guardians. Requests that conflict with a student’s guardianship (i.e. “Please don’t allow Jane Doe to pick my student up,” but Jane Doe is the guardian or guardian of the student) cannot be handled by YES Prep or its individual campuses. Only legal changes to guardian rights and/or guardianship will allow YES Prep to honor such requests.

PERFORMANCE CHARTS (starting on page 13)

U.S. Department of Education
Grant Performance Report (ED 524B)

Project Status Chart

PR/Award #: U282M140017

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.) 1. **Project Objective** Check if this is a status update for the previous budget period.

Increase the number of high-quality charter school seats available to educationally disadvantaged students

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.1 Open new schools in low-income neighborhoods in Houston	GPRA	7	/		7	/	
1.2 Project Schools - Majority of students will be educationally disadvantaged	PROJECT		85 / 100	85		85/100	85%
1.3 Project Schools - Majority of students will be economically disadvantaged	PROJECT		85 / 100	85		85/100	85%
1.4 Project Schools - Majority of students will be African American and Hispanic	PROJECT		95 / 100	95		98/100	98%
1.5 Project Schools - Significant percentage of students will be LEP	PROJECT		20 / 100	20		30/100	30%
1.6 Project Schools - Significant percentage of students will receive special education	PROJECT		5 / 100	5		8/100	8%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1.1 - YES Prep opened one new school, YES Prep Hobby during the 19-20 school year, and one in August 2020, North Central Elementary (per our no cost extension) and expanded the five existing project schools, YES Prep Northbrook High School, YES Prep Southside, YES Prep Eisenhower, YES Prep Northwest, and YES Prep Northline.

U.S. Department of Education
 Grant Performance Report (ED 524B)
 Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.) 2. **Project Objective** Check if this is a status update for the previous budget period.

Increase the achievement results of educationally disadvantaged students

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1 Project Schools -- Schools will maintain a 95% attendance rate	PROJECT		95 / 100	95		96 / 100	96
2.2 Project Schools -- Majority of students will persist from fall to fall	PROJECT		90 / 100	90		91 / 100	91
2.3 Project Schools -- Majority of students will meet proficient level on state tests for each grade level in Reading/English Language Arts and Mathematics	GPRA		80 / 100	80		0 / 100	0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2.1 - We surpassed our target by 1%. The average of project schools is 96%, excluding NBHS. (we did not have ADA from NBHS) ADA was only recorded through mid-March due to the COVID-19 Pandemic. 2.2 – We surpassed our target by 1%. 2.3 – N/A, the state of Texas did not administer STAAR exams due to COVID-19. All measures in table 2 do not include North Central Elementary because it opened in August 2020 and there was no data on these measures available at that time.

U.S. Department of Education
Grant Performance Report (ED 524B)

Project Status Chart

PR/Award #: U282M140017

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.) 3. **Project Objective** Check if this is a status update for the previous budget period.

Increase the college attainment rates of educationally disadvantaged students

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.1 Project Schools - Average SAT score will meet or exceed state average	PROJECT	0	/		987	/	
3.2 Project Schools - Majority of graduating seniors will be accepted to college/university	PROJECT		100 / 100	100		94 / 100	94%
3.3 Project Schools - Majority of graduating seniors will matriculate to college/university	PROJECT		95 / 100	95		55 / 100	55%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3.1- SAT composite score average for NBHS and Eisenhower was 987. We did not have senior classes at other schools. 3.2- 94% is the average of acceptance into college/university for NBHS and Eisenhower class of 2020. We did not have senior classes for other schools. and 3.3 – The average matriculation percentage among NHS and Eisenhower was 55% for the class of 2020 for fall matriculation only. We did not have senior classes at other schools. Matriculation fell dramatically nationally due to the COVID-19 pandemic. We expect this percentage to increase with spring matriculation in 2021 for the class of 2020.

All measures in table 3 do not include North Central Elementary

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Project Status Chart

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.) 4. **Project Objective** Check if this is a status update for the previous budget period.

Increase the number of highly-qualified and highly-trained teachers

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.1 Project Schools - Majority of teachers will be retained	PROJECT		85 / 100	85		89 / 100	89%
4.2 Project Schools - Majority of teachers will agree/strongly agree on district survey that they have received feedback, recognition, or praise for their work	PROJECT		85 / 100	85		86 / 100	86%
4.3 Project Schools - Majority of teachers will agree/strongly agree on district survey that they have had opportunities to learn and grow	PROJECT		90 / 100	90		92 / 100	92%
4.4 Project Schools - Majority of teachers will agree/strongly agree on district survey that there is someone at YES Prep who encourages their development	PROJECT		90 / 100	90		92 / 100	92%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

6

4.1 - We exceeded our target by 4%. Individually, YES Prep Northbrook High School's is 84%, YES Prep Eisenhower's is 89%, and YES Prep Southside's is 88%, YES Prep Northline's is 95%, YES Prep NW's is 91%, YES Prep Hobby's is 88%. 4.2 -We exceeded our target by 1% 4.3 – We exceeded our target by 2%. 4.4 - We exceeded our target by 2%.

All measures in table 4 do not include North Central Elementary because it opened in August 2020 and there was no data on these measures available at that time.

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Project Status Chart

PR/Award #: U282M140017

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.) 5. **Project Objective** Check if this is a status update for the previous budget period.

Increase parent and community engagement

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
5.1 Significant percentage of parents will attend a YES Prep event	PROJECT		20 / 100	20		27/ 100	0
5.2 Majority of parents will agree/strongly agree on parent survey that they are informed about what is happening on campus	PROJECT		85 / 100	85		82/ 100	0
5.3 Majority of parents will agree/strongly agree on parent survey that they are informed about their child's academic progress	PROJECT		90 / 100	90		89/ 100	0
5.4 Schools will engage community organizations	PROJECT	2	/		3.5	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

5.1 These data were available for four schools in 2019-20 – Northbrook, Northline, Northwest, and Hobby. Data were gathered by YES Prep's Director of Family Engagement from administrators at each of the four schools. Data on the other two schools were not available owing to COVID-19 and the limits it placed on parent attendance.

5.2 Parent surveys in 2019-20 centered on COVID-19 and resulting problems; a survey question in that year was not asked about information levels. In 2018-19 only three schools were open in time to collect parent survey on this question. The number shown is the average of parents agree/strong agreement in response to that survey question in 2019-20, a period that included the COVID-19 pandemic in Houston. Parent surveys were collected and reported by YES Prep Director of Family engagement and reviewed by the external evaluator.

5.3 Parent surveys in 2019-20 centered on COVID-19 and resulting problems; a survey question in that year was not asked about parents' information levels. In 2018-19 only three schools, Southside, Northline and Northwest were open in time to collect information from parents about this question. The number shown in the above chart is an average of parent percentages at the three schools responding affirmatively to the question. Parent surveys were collected and reported by YES Prep Director of Family engagement to the external evaluator.

5.4 The number shown is the **average** number of community organizations in which **each of the six schools** opened by 2018-19 were engaged. All six schools engaged with ProUnitas over the last three years; ProUnitas is an organization that linked students and families to vetted community resources and monitored progress and supportive services. ProUnitas aside, four of the schools were engaged with crime stoppers and with Change Happens. The Houston Area Women's Center and Deblin Health Services were other commonly engaged community organizations. Finally, through other partnerships a Teaching Excellence program has provided proven coaching strategies, impactful professional learning, and a streamlined Alternative Certification Pathway (ACP) to teachers from KIPP Houston, Spring Branch ISD, Baker-Ripley, Raul Yzaguirre Schools for Success, Uplift Academy, and Yellowstone Academy. These data were collected by Yes Prep's Director of Counseling and Wellness Services.

**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

**Check only one box per
Program Office instructions.**

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: U282M140017 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: 4800209 (See instructions. Up to 12 Characters.)

3. Project Title: Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (Enter the same title as on the approved application.)

4. Grantee Name: YES PREP PUBLIC SCHOOLS INC. (Block 1 of the Grant Award Notification.)

5. Grantee Address: (See instructions.)
Street: 5515 SOUTH LOOP E Suite B
City: HOUSTON
State: TX Zip: 77033 Zip+4: 1603

6. Project Director: (See instructions.)
First Name: Carmen Last Name: Darville Title: Chief of Staff
Phone #: 7134708612 Fax #: Email Address: carmen.darville@yesprep.org

Reporting Period Information (See instructions.)

7. Reporting Period: From: 10/1/2017 To: 9/30/2020 (mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	4,712,509	0
b. Current Budget Period	533,554	0
c. Entire Project Period (For Final Performance Reports only)	5,246,063	0

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

a. Are you claiming indirect costs under this grant? Yes No
If yes, please indicate which of the following applies to your grant? Yes No

b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: To: (mm/dd/yyyy)
The approving Federal agency is : ED Other (Please specify):
The Indirect Cost Rate is : %
Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please specify):

c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No

d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?

e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Data Privacy and Security Measures Certification (See instructions.)

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Mark DiBella	Title: CEO
Signature: 	Date: 1/27/2021

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary

File : [Executive_Summary_FINAL.pdf](#)