

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mr. Michael H. St. Ama

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Dr. Wright L. Lassiter, Jr. Early College High School at El Centro (formerly Middle College High School)

(As it should appear in the official records)

School Mailing Address 701 Elm Street

(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75202-5491

County Dallas County State School Code Number* 057905090

Telephone 214-860-2356 Fax 214-860-2359

Web site/URL http://www.dallasisd.org/lassiter E-mail mstama@dallasisd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. F. Mike Miles E-mail: milesfm@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. 972-925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Eric Cowan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 154 Elementary schools (includes K-8)
 - 40 Middle/Junior high schools
 - 40 High schools
 - 2 K-12 schools
- 236 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	27	35	62
10	29	36	65
11	23	31	54
12	21	28	49
Total Students	100	130	230

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 18 % Black or African American
 - 74 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	230
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 5 %
13 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Spanish
Tagalog
 Amharic
 Somali
 Vietnamese

8. Students eligible for free/reduced-priced meals: 68 %
 Total number students who qualify: 156

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: $\frac{1}{3}$ %
 $\frac{3}{3}$ Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 1 Specific Learning Disability |
| 1 Emotional Disturbance | 0 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	99%	98%	97%	97%
High school graduation rate	98%	100%	100%	100%	97%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	47
Enrolled in a 4-year college or university	85%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	6%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

"Lassiter Early College High School uniquely blends high school and the first two years of college on the El Centro College campus. We challenge students to achieve academic excellence while promoting their personal, intellectual, social, and ethical growth."

When students arrive at Lassiter Early College High School's orientation, the first tradition that wide-eyed freshmen and transfers learn is, "Enjoy your last days of high school: On the first day of classes, you will be college students." This is more than mere words. Lassiter's college-going tradition is strengthened by the school's location—embedded on an urban community-college campus with no dedicated space to speak of, save for offices and a 20-by-25 workroom. High school classes meet in classrooms next door to college classes, and students take dual-credit classes sitting next to traditional college students. The Lassiter ECHS community's immersion at El Centro College underlines the uniqueness in Lassiter's mission, influencing every moment of the school's work.

This work has evolved during the school's twenty-five-year existence. Founded as a program meant to reconnect potential dropouts to school, Middle College High School used its location at ECC as a carrot: "Finish your high school diploma while earning college credits." Former College President Dr. Wright L. Lassiter Jr. was committed to supporting these students by offering the unique opportunity that life at the College provides; facing opposition from the College community, he sustained the program by force of will and appeals to the College's sense of mission. As important, the power of the site raised the expectations and standards of the high school's students, who wanted to look, act, and perform like college students. Soon thereafter, Middle College students were considered among the best on campus. For this reason, school leaders petitioned Dallas Independent School District's Board in 2013 to rename the school for Dr. Lassiter.

The site has imbued Lassiter ECHS with unique aspects of community-college culture, leading to increasing student success. First among these is the cultivation of autonomous learners. El Centro's students are diverse and independent; they come to campus for academics and opportunity. Lassiter has embraced this ethos, providing support and counseling while requiring students to manage their business and take responsibility for their learning and their behaviors. Lassiter students have individualized daily schedules based on their college classes; they use the College's resources and build their own education plans; they take advantage of experiences and opportunities only present in a major urban center.

The high school staff provides large measures of support, mentoring and advising as students learn to manage new-found independence and high academic demands. This is no little matter, since Lassiter students mirror the demographics of many urban districts. Lassiter is a high-poverty school, 90% of whose students come from communities that traditionally have struggled to succeed in college—students of color, first-generation college completers, students who do not speak English at home.

What distinguishes Lassiter students from their comprehensive-school peers is the motivation to apply to this school of choice. Staff members' standard response to the question, "What does it take to be admitted to Lassiter?" is, "You have to want to be here." Students and parents are interviewed to ensure they understand the distinctive qualities of the school. As long as students exhibit desire and commit to the school's requirements, they are included in the lottery that determines the entering class.

Then, from Day One, students are acculturated to life at the college and to Lassiter's Vision: "All students will graduate with a high school diploma and an associate's degree; all students will have the opportunity to complete a bachelor's degree."

Lassiter Early College is making exceptional progress in attaining this Vision. Lassiter students excel fulfilling Texas high school requirements with their outstanding achievement. In Texas's Academic Excellence Indicator System, Lassiter has received Distinctions in Mathematics, English, and student progress; the school has received the state's highest recognition each of the last five years.

But students come to Lassiter for college. One Lassiter student received an associate's degree in 2008, two in 2009, six in 2010...and 26 of 40 graduates in 2011. Since then, 80% of Lassiter's graduates have earned their first college degrees before receiving their high school diplomas; last year's graduates each earned an average of 64 college credits. 95% of Lassiter graduates since 2010 have continued their educations at institutions of higher education; another 4% have entered military service.

Lassiter students go to college and are successful in college. Most are the first in their families to attend college. Their success in college can influence the appreciation of relatives and peers for the importance of academic success. Their success in college can change their lives and the lives of their children. The tremendous community of students, staff, parents and partners that creates this college-going culture is Blue Ribbon-worthy.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Lassiter Early College High School’s goal for its students is Level III: Advanced Academic Performance on the State of Texas Assessments of Academic Readiness (STAAR). That goal is communicated as often as students and teachers discuss state testing—which, to be frank, is not often. Although teachers map curricula to the state standards, and students track their level of mastery of the state’s Student Expectations, the school’s curriculum and pedagogy have focused first on preparing students for success in college classes. The goal is to master the knowledge and skills represented by one of Lassiter ECHS’s mottos, “A-C-C-T: Academic Behaviors, College Skills, Content Knowledge, Thinking Skills” –the school’s adaptation of David Conley’s Dimensions of College Readiness.

In the process of working toward the goal of college readiness, Lassiter students have developed the knowledge and skills needed to enjoy success on state assessments. Very few Lassiter students fail to meet Texas’s standard for Level II: Satisfactory Academic Performance, required on state tests for receiving a high school diploma; a growing number exhibit Level III: Advanced Academic Performance. No Lassiter student has failed to graduate from high school due to Level I: Unsatisfactory Academic Performance. Lassiter’s performance on state assessments is among the highest in Dallas Independent School District—a significant accomplishment, given the lottery admission that began four years ago with the Class of 2014. However, as teachers master assessment of the curriculum on the relatively new STAAR examinations, they will be in even better positions to support students in demonstrating Level III: Advanced Academic Performance.

b) Lassiter Early College’s performance data are consistent in students’ mastery of Student Expectations at Level II: Satisfactory Academic Performance on STAAR and students having Met Standard on the previous Texas Assessment of Knowledge and Skills (TAKS). Students’ Level III: Advanced Academic Performance on STAAR and Commended Performance on TAKS are more varied during these five years. The variability of Advanced Academic Performance is the result of changes in the nature of the student population and in the state’s assessment system; other variables include changes in the instructional calendar and the school’s accelerated schedule. With one exception, students perform at comparable levels no matter the subgroup they represent.

Lassiter’s first lottery class was admitted Fall 2010, corresponding to the school’s receiving Texas Education Agency designation as an Early College High School. Prior, there were several years when students were selected based on their high records of achievement in middle school or their success in communicating a desire to attend the school. The Classes of 2009-2013 consisted of hand-picked students, while the school’s first lottery class will graduate May 2014.

How are these changes to Lassiter’s community apparent in the achievement data? The Class of 2014 has improved markedly in their performance on state assessments. In Mathematics, after some 15% of the class failed to Meet Standard, students improved to 100% Met Standard-level work; after an initial 15% dip in advanced-level Commended Performance, this higher-level work improved substantially over time—culminating in 84% of examinees earning Level III: Advanced Academic Performance on the state’s 2013 Algebra II STAAR exam.

The transition to other STAAR end-of-course examinations has been challenging in several content areas. Students who have struggled with math typically are enrolled in Algebra I in Grade 9; their struggles are reflected in fewer students achieving Level III: Advanced Academic Performance, and several failing to meet Level II: Satisfactory Academic Performance. The few students not reaching this minimum standard have succeeded in passing the exams on subsequent attempts.

The dip is more marked in STAAR Reading, where the drop in Grade 9 Level III: Advanced Academic Performance was precipitous in 2012, and then grew from 9% to 20% in 2013. The initial administration of the Grade 10 STAAR Reading exam in 2013 saw another 15% drop in Level III: Advanced Academic

Performance. While members of the Class of 2014 all Met Standard on the older TAKS English/Language Arts examination on their first attempts, Commended Performance dropped 34% from the previous class and 8% from the Class of 2014's Grade 10 exam—attributable to a first-year teacher's novice efforts and the school's shift in attention to the new examinations.

The new STAAR exams are administered as true end-of-course exams and this serves Lassiter well, since students complete coursework in December and May on the school's accelerated schedule; the older TAKS exams were administered in the spring. However, the 2013-14 district calendar only allowed sixteen weeks for course completion in the fall, rather than the customary eighteen weeks. This affected time for review and reinforcement.

In most cases, subgroup members' performances at the Advanced/Commended levels are within percentage points of all examinees at Lassiter. However, among African American students in ELA Reading I, 2012-2013, there was an 11% achievement gap at Level II: Satisfactory Academic Performance, and a 20% achievement gap at Level III: Advanced Academic Performance. These students receive support for reading in double-blocked English and Debate/Practical Writing classes. Teachers' expectation for all students is that they demonstrate knowledge and skill at the highest levels of performance.

2. Using Assessment Results:

Lassiter Early College is fortunate to enjoy Dallas Independent School District's exceptional data access and support. Summative data are well disaggregated and become the focus for creating content-area curriculum maps that highlight areas where students struggled the previous year—and where they might struggle according to individual assessment results.

These curriculum maps drive improvement of student learning and instruction at Lassiter in unique ways. Lassiter follows an accelerated schedule, so students complete a year's work in a semester's time. This is the school's way of replicating the pace and learning necessary to succeed in college-level classes.

This pace makes benchmarking student progress essential. Learners take frequent (at minimum, bi-weekly) examinations, the results of which teachers and students analyze together to create learning and tutoring plans for remediation and enhancement. The benchmark results also lead to adjustments of the curriculum maps, to ensure student mastery.

Dallas ISD's instructional framework instituted in 2012 provides another source of formative data that allows teachers and students to adjust quickly to student progress. Classrooms are required to implement a daily individual Demonstration of Learning that shows students' levels of understanding of the day's standards-aligned Learning Objective. These data are immediate and essential to teachers' and students' quick response to learning needs. The school is implementing a system to use these Demonstrations of Learning to benchmark student progress.

This idea has been refined with a cadre of partner schools in Dallas ISD. Nine principals meet monthly, under the leadership of an Executive Director, to share data, offer peer coaching, and refine practices supporting improved instruction and student achievement. Recent topics include teacher observation data, district common assessment results, climate and culture, and mid-year student performance. The data considered are rich and the feedback invaluable. Each meeting ends with the refinement of a two-month action plan for the school.

Perhaps most telling are the school's College performance data, an additional data set that measures students' embrace and alignment with the school's mission of college for all. Lassiter partners with the Middle College National Consortium and the National Center for the Restructuring of Education, Schools and Teaching at Columbia University to disaggregate students' course performance. These data are used to align the high school with the college curricula and assist students in developing and revising graduation plans with post-graduation education in mind.

While parents and community members are interested in students' state and local assessment data, it is these college data that move families and community partners to support students' investment in this challenging work. The school presents data to families and the community-based decision making team monthly. Additionally, mid-quarter progress reports and benchmark data alert families to where students stand in fulfilling requirements. Every family meeting includes a moment when the student accesses grades electronically in front of a parent and staff member, in order to discuss the student's current standing in classes. Such real-time information carries far more power than end-of-semester results.

3. Sharing Lessons Learned:

As the flagship dual-credit high school in Dallas Independent School District, Lassiter ECHS has a history of supporting colleagues with best practices, resources, and information about our unique work. The school has shared its successes in a variety of forums. Locally, shared support begins with monthly data meetings among a district cadre of nine schools—five elementary schools, a middle school, a comprehensive high school and a second early college. Examples of best practices that local schools have adopted from Lassiter include teacher spot-observation “intensives,” where individual teachers receive feedback about teaching practice based on a series of observations over 5-8 days; and keys to the school's success in enrolling parents for online grade and attendance information. Lassiter also has mentored leaders in the establishment of an early college at W. W. Samuell High School, providing sample designation applications, memoranda of understanding with the partner college, and ongoing coaching.

Because some early college practices and needs differ greatly from those of comprehensive high schools, Lassiter ECHS shares experiences and solutions with partner schools through the North Texas Early College Principal Consortium. These schools discuss significant issues such as collaboration with host institutions and college success, and mundane problems such as funding college textbooks. Because of its long history, Lassiter is a source of lessons learned for a fast-growing collection of new early colleges. Schools are particularly interested in Lassiter's accelerated schedule and its effects on student achievement, as well as secrets of the school's strong relationship with El Centro College.

Educate Texas hosts the statewide collaborative of early college high schools, and Lassiter has participated in its professional development activities, reporting on successes and challenges at local and state meetings of teachers, counselors, and school leaders. Recent topics presented by Lassiter staff members are keys to success in mathematics, the school counselor as college advisor, and instructional rounds as best practice.

Finally, the Middle College National Consortium supports middle- and early-college success, and was this school's mentor organization when Lassiter opened 25 years ago. Lassiter leadership and teachers have been regular presenters at annual MCNC technical assistance conferences for leadership teams, as well as summer professional development conferences for teachers and staff. The school has presented on working with African American students, instructional rounds, student engagement in mathematics, and leadership lessons learned.

4. Engaging Families and Community:

Partnership is written into Lassiter Early College's mission and vision. The high school's bond with El Centro College is deep and longstanding. Lassiter ECHS is happily dependent on the warm and generous College community for logistical support. Occasionally, the school experiences the same frustrations as any division of the college regarding securing data, mail delivery and—most especially—classroom space. The “power of the site” is Lassiter's most prominent characteristic, and members of the school community would not trade spaces for the shiniest school building. Students move freely among the buildings of the college, using its resources and integrating with traditional students.

Regular attention to this relationship is the most effective strategy in ensuring a successful connection. Both the College and the high school provide opportunities for partnership: The principal sits on the President's Cabinet at El Centro; in turn, a designated liaison to the high school is part of Lassiter's Site-Based Decision Making team. The contract between the College and the school encourages qualified high school staff

members to teach at the college, and currently, seven professionals serve as adjunct faculty. Articulation with individual departments supports student success in college classes, and helps staff anticipate problems that might derail students, socially or academically.

Beyond the walls of El Centro, the school's strategy to cultivate partnership has been through community service and proximity to the many resources of downtown Dallas. Some are educational partners, such as The Sixth Floor Museum at Dealey Plaza, whose Education Director also sits on the school's decision-making team; others, such as the Dallas Regional Chamber, are business-education exchanges with benefits to school and city. Lassiter's partnership with the City of Dallas Parks Department provides service opportunities for countless Lassiter students, while supporting the city's programs with eager, energetic volunteers. By modeling focus and responsibility outside the classroom, students bring healthy socialization and focus into the classroom, supporting their learning and improving their experience of school.

Parent engagement at Lassiter presents a challenge, since the school works hard to develop students' autonomy. Parents are exceptionally supportive of the school's academic goals, and monthly parent meetings often focus on how parents can create a culture of academic success in the home—and ensure a healthy balance of school, leisure, cultural, and affective growth for students. There are interpreting services at every parent meeting, to ensure the school's large Spanish-speaking community remains engaged and informed about the program.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Lassiter is committed to ensuring that all its students enjoy a rigorous curriculum leading to success in their El Centro College classes and beyond. Lassiter requires students to complete four years of English, Mathematics, Science and Social Studies. Dual-credit coursework provides other advanced work. Students create graduation plans and college degree plans so that their progress is intentional and focused. The school is deliberate about supporting an academic track rather than particular career-certificate programs; this aligns with Lassiter's Vision that all students have the opportunity to complete a bachelor's degree.

Texas Essential Knowledge and Skills is a starting point for teachers mapping their curricula; the Texas College and Career Readiness Standards enhance the state's minimum requirements. Regular articulation discussions with College staff members ensure that the work students accomplish in their high school classes prepares them for college success. Also essential to student dual-enrollment—indeed, a prerequisite to their enrolling in most college classes—is students' meeting the standard established by the Texas Success Initiative Assessment for college placement.

Reading/English language arts requires deft alignment. Lassiter's goal is that students reach the college-level reading standard (literary and literary nonfiction-based understanding and inference) during Grade 9 and the college writing standard (conventions and persuasive essay) during Grade 10; success affords students the opportunity to take 57 of the 60 hours required for an associate's degree. The school's skilled reading teacher works directly with freshmen students, the excellent writing teacher with sophomores. In addition to the 26-line writing-on-demand prompts required by Texas in expository and persuasive writing, students complete research projects in Grade 9 and research papers in Grade 10. Students requiring remediation or enhancement are enrolled in Reading, Debate, Creative Writing, or Practical Writing. The Grade 11 ELA course is a survey of American literature enhanced by research, academic reading and criticism, to prepare for dual-credit English coursework.

The challenge in mathematics is to ensure students can perform at the pace required by the school's accelerated schedule. Any student not earning Algebra or Geometry credit at Lassiter is required to enroll in Mathematical Models concurrent with or following Geometry; those who struggle in Algebra also enjoy the review available in Math Models. Most students complete high school math by January of Grade 11. Advanced students may meet the college's math standard after Algebra II, with most others earning access to college math coursework after Pre-Calculus.

Science at Lassiter begins with Biology and Chemistry; students then may take Physics at the high school or college. Grade 12 science is taken at the college level by most students, and they choose from an array of topics. College Biology is offered by a high school adjunct, ensuring targeted support. Additionally, one instructor provides scheduled support for students enrolled in College-level science classes, attending classes and tutoring students. Earth and Space Science and Astronomy also are offered as high school electives.

Social Studies curricula suffered state cuts this year, so as a response, the school has implemented AP-level Human Geography and World History in Grades 9 and 10. This is a new avenue of college credit. Students receive required US history, government, and economics credits through the college, along with elective offerings in sociology, philosophy, and psychology.

Lassiter students are required to earn a year's credit in fine arts, and the school is fortunate to have an accomplished and rigorous college-level instructor in visual arts. Music and theater courses are offered at the college and may fulfill the high school requirement.

Lassiter students have the advantage of enrolling in four semesters of college-level Beginning-Intermediate Spanish, taught by a Lassiter instructor. These rigorous courses provide an introduction for beginning second language learners, and reinforcement for heritage speakers, in listening, writing, speaking and

reading skills. In Texas, where bilingualism is fast approaching the norm, students are able to fulfill the State's two-year language requirement while reaching fourth-year proficiency.

Although Texas has eliminated Health, Speech, and Technology as requirements (and reduced Physical Education requirements), Lassiter Early College insists that students enroll in these vital courses. The school is in preliminary discussions to articulate a Computer Technology certificate track with the college; it is a departure from the school's strictly academic focus, but an essential one in 2014.

2. Reading/English:

Reading/English language arts is the curriculum area with the greatest challenges at Lassiter. The need to accelerate students' ability to address college-level texts drives the work of the school's English teachers. The decline in reading at home and the community's large Hispanic enrollment—60% of whom exclusively speak Spanish at home—make the work of the English department critical to the school's high achievement.

In Grades 9 and 10, teachers have deliberately limited the number of texts presented to students, to ensure deep understanding both of the subtexts of the works and the skills needed to embrace any text successfully. Instructionally, reading progresses from close class and group reading to analysis of various fictional and nonfictional texts and dramas. Teachers focus on transferable college skills—drawing conclusions and making inferences, along with interpretation of text, making arguments and using textual evidence to support students' positions. There is significant modeling of reading as well as writing, and the classic release-of-learning structure of “I do, we do, you do” culminates in a daily Demonstration of Learning to track students' growth. At each grade level these tasks become more independent and more rigorous, incorporating higher-order thinking skills and relying on students to ask more analysis and evaluation questions.

Students below grade level in English are double-enrolled in a reading or writing class that is articulated with the English 9/10 curricula and state- and college-level standards. Others requiring extra support receive targeted tutoring, available most days during school hours. Those above grade level (and those needing further remediation, in fact) take advantage of the differentiated Debate class to enhance comprehension and research abilities.

The writing program in 9th grade reviews expository writing, continuing to explanatory and informative research writing. 10th graders move into persuasive writing, analytical paragraphs, and short formal research papers. Students use writing to track thinking throughout the curriculum. In Grade 10, there is guided practice in letting go of classic essay structures, in order for students to begin to own their unique voices.

Eleventh grade moves into more independent close reading of historical literary and non-fiction texts, in a classic survey course aligned with the US History curriculum. Writing is research-focused, with particular attention to using primary sources. Analytical writing and literary criticism in relation to the required historical texts demand advanced skills on the part of students. These are skills required for the college's introductory English courses.

3. Mathematics:

Lassiter Early College's mathematics curriculum ensures mastery of essential skills needed to demonstrate success in college-level courses before high school graduation. The curriculum is bare-bones and rigorous, requiring students to exhibit significant conceptual understanding of math topics through discussion, student-generated questioning, and writing. The superb instructors chose this approach in order to reinforce student fluency and facility with abstract concepts, as a means to contribute to students' intellectual growth.

Teachers are committed to the same release-of-learning structure as the school's English teachers: They model thinking-through concepts or problems aloud, then pair or group students to think through and articulate understandings of concepts and problems. Formative assessments—multiple-response strategies

and personal coaching—lead to daily Demonstrations of Learning to measure individual student progress in acquiring skills.

Problem solving is taught concurrently with question creating. Beginning with student-to-student questioning, students move to student-to-teacher and finally, student-to-self inquiry. Teachers rarely answer student questions, responding with another question and requiring students to prove to themselves the truth or falsehood of their solutions. The depth of understanding required by this practice is unnerving to many students, so significant support is available to students who struggle.

The two key means of support for students below grade level are tutorials and the use of technology to provide real-time feedback to students. Whether successful in math or not, students are required to come to teachers' offices and justify the work they have completed. Through this pedagogical technique, students practice teaching math, and instructors get a good sense of students' levels of mastery. In Algebra I, Geometry, and Math Models, students are required to complete work on a message board and map their progress online.

Advanced math is supported by the tightly-articulated curriculum, so that by Algebra II, students are relatively independent in their abilities. Struggling students have access to tutorials daily, but are held to high standards of independent progress and monitoring. The approach has proven very successful: The past two years, every student in Grades 11 and 12 has qualified for college-level mathematics.

The accelerated schedule benefits skilled math students: They may complete their high school requirements as early as the end of Grade 10, and so have access to College Algebra and other higher-level math courses through El Centro College. Lassiter teachers are available to support students in college math. However, by the time students reach this level of proficiency, they are exceptionally autonomous—and successful.

4. Additional Curriculum Area:

When the State of Texas changed curriculum requirements in Social Studies, it moved Lassiter Early College to adopt Advanced Placement curricula for Grades 9-11 students. For the first time, students will have the opportunity to earn college credit in Grades 9 and 10 social studies classes. The rigor and writing demanded by AP courses will support student learning and thinking throughout the curriculum, as well as introduce students to the demands of college-level work on their arrival to Lassiter. And the implementation of this guaranteed and viable curriculum will lend prestige to a program that sometimes suffers the stigma that dual credit success does not equal AP success. The shift allows for an entirely college-level social studies curriculum, culminating with college Economics and Government courses.

Grade 9 AP Human Geography is an inquiry-based course: students answer essential questions, using their texts as resources, to learn the concepts required. Challenging as the vocabulary and concepts may be, the relevance of culture to these younger students allows for more concrete connections to the ideas they consider. There is no compromise in the level of rigor presented, and students learn quickly how to internalize theories in a relatively low-stakes classroom. The required written free-response questions complement the English curriculum's expository writing, especially in using text evidence and other data to illustrate student thinking.

AP World History requires significantly more knowledge of content to complement the conceptual understanding of historical events and movements. Still, the use of essential questions gives students conceptual hooks on which to hang the content knowledge presented. The free-response writing aligns well with the persuasive writing mode required in the State of Texas's Grade 10 curriculum.

US History is a significant challenge at Lassiter, because there are three systems of standards to which students are accountable. The State of Texas curriculum begins with the year 1877, and is assessed (for the first time in 2013-2014) as a graduation requirement; El Centro College's syllabus for dual-credit history requires a survey from the earliest recorded history on this continent; AP US History mirrors the college syllabus, but with particular requirements for writing history and using documents. The rigor of writing in

APUSH aligns well with students' long-term college needs, as it requires exceptional understanding of the use of primary source evidence as well as a masterful grasp of historical events.

Central to Lassiter students' success at El Centro College is the required Learning Framework course. As an introduction to formal operational thinking, Learning Framework is invaluable to students in beginning to embrace their strengths and challenges in learning, and then applying this self-knowledge to the rest of their schooling. At Lassiter, Learning Framework is taught to Grade 9 students as a college-level course, whether the students are eligible to receive college credit in the class or not. One of Lassiter's teachers is certified by El Centro College to teach the class, so students enjoy the particular support provided by an experienced K-12 teacher.

Learning Framework requires students to exhibit skill in choosing learning strategies appropriate to a given academic task, and then to demonstrate those strategies in a collection of evidence compiled as an academic portfolio. The budding self-knowledge that the course engenders extends beyond the academic realm to consideration of fruitful and costly behaviors, as well as that which influences students' ethics. These immediately-relevant concerns become vehicles for critical thinking, and for thinking about thinking. Students track their implementation of these strategies in their other academic courses and in their daily lives, and then evaluate their progress by reflecting on the artifacts in their portfolio.

The class is an essential introduction to the manner in which good college students think about the world and about their education. For students who may never have had this level of metacognition modeled for them, or whose abilities are just developing to the point of achieving this level of abstract thought, the work can be a revelation. Lassiter's other teachers support the implementation of Learning Framework's systems by using the language and techniques of Learning Framework in their classes.

5. Instructional Methods:

Lassiter's instructional methods are founded on scaffolding skills toward more autonomous, college-level learning. These methods complement Dallas Independent School District's instructional framework, which is particular about what happens in a classroom and is built with college readiness in mind. The strength of the Dallas ISD framework is its ability to differentiate instruction for all learners. The tandem methodologies have proven wonderfully successful at Lassiter.

Learners access the curriculum through Purposeful Instruction that intentionally employs multiple strategies to ensure student ownership of the Lesson Objective driving the work of each class. That instruction is presented via tightly-planned lessons that often use essential questions as touchstones. Essential questions help students use academic vocabulary fluently and comfortably. For students who struggle or excel, intentional grouping for peer learning supports their particular needs. Frequent checks for understanding and student self-advocacy determine who might require tutorial assistance outside of class.

Planned Engagement differentiates instruction through activities requiring student participation; Planned Engagement also addresses the unique needs of English Language Learners, as well as students' interests and learning styles. Again, question-based engagement is crucial to build student capacity for inquiry, essential in college classes. Frequent multiple response strategies serve as formative assessment to allow teachers to adjust to classroom needs. The goal is for teachers to coach independent learners, rather than present content.

At the end of each class, students are required to complete a Demonstration of Learning, tightly aligned to the lesson objective and able to measure students' growing proficiency. The ideal DoL is differentiated, quickly accomplished (5-10 minutes) and quickly assessed. Teachers are beginning to use DoLs to track student knowledge of the standards directly—and to educate students to track their own learning. Cultivating that autonomy remains Lassiter's most effective instructional strategy.

The early college model asks much of students, but teachers never forget that these students still are 14-18 years of age. For that reason, instructional methods that underline student support are essential for the

school's success. Texas's Common Instructional Framework for Early Colleges also provides Lassiter teachers a blueprint for successful acceleration and remediation. These strategies are Collaborative Groupings and Literacy Groups; Questioning; Writing to Learn; Classroom Talk; and Scaffolding.

Technology use is something of a challenge at Lassiter: Aside from Computers on Wheels, there is no dedicated classroom lab space. Teachers have occasional access to college labs, and use online modules, cellular phones, and message boards to support instruction.

6. Professional Development:

At Lassiter, the primary means of professional development is direct feedback to teachers by two administrators and an instructional coach, based on frequent, short "spot" observations of classrooms. The observations are conducted a minimum of 12 times per year in each teacher's classroom. Every time a spot observation is conducted, the teacher can expect to see the observer the following morning in order to have a feedback session.

That feedback is conducted in a manner that elicits teacher reflection, inquires about teachers' purposes for this or that classroom move, and models improved performance. Subsequent observations use these data as means for teachers and observers to track improvement. At least one time each year, teachers and observers have an "intensive," wherein an area of focus is targeted for improvement in three successive observations and feedback sessions within a week and a half.

Spot observation data drive semimonthly professional development sessions. If there is a trend in observations, activities focused on improving particular teacher skills are presented by administrators, instructional coaches, district personnel, or teachers themselves. Some of the work has focused on teachers refining their implementation of the district's instructional framework, and frequent model lessons by Lassiter staff are the source of rich discussion about practice.

Additionally, there are semimonthly meetings of content teams and Math-Science/ Humanities cadres. These meetings translate formal presentations into appropriate practices for particular content areas. They are led most frequently by teachers, with administrators and the instructional coach supporting the work. Perhaps most effective, there is frequent informal discussion among teachers about supporting one another's practice.

Early College High School instruction requires unique skills, and so Lassiter draws on its institutional partners—Educate Texas and the Middle College National Consortium—to supplement local professional development with specialty assistance. These gatherings of teachers or on-site coaching sessions often use case studies and the wisdom of the community to support these schools' different needs: accelerating instruction, preparing for college admissions, and supplementing college instruction with a high school safety net, for example.

Ultimately, the most effective professional development is differentiated teacher by teacher, classroom by classroom. One-on-one work to improve instruction also improves student performance. Spot observation ratings correlate directly with students' performances on district- and state-normed tests: Teachers with the highest ratings lead students to higher performance on local and state assessments. As teacher ratings improve during the course of the year, students' scores improve as well.

7. School Leadership

Lassiter's leadership philosophy is to distribute authority among as many stakeholders as possible. The principal draws on all staff members' skills and interests, no matter their title or job responsibility, to support student learning by means of an efficiently-run school. That is easier said than done, because the school is beholden to two institutions, Dallas Independent School District and El Centro College. It is the principal's job to communicate with these partners—nurturing relationships, gathering resources and protecting the academic freedom teachers require so they may focus on student needs and achievement.

The Site-Based Decision Making team, consisting of teachers, students, community partners and parents, has final say in approving the Action Plan that animates the school's fruitful work to foster student achievement, growth, and opportunity. It is chaired by an elected member—most recently, a parent—and turns to the principal as expert witness in its consideration of how to assure that students continue to perform well. SBDM members monitor the school's progress and suggest and approve institutional changes, such as the addition of Advanced Placement classes and the explicit choice to support ACT rather than SAT testing.

Rather than subsets of the teaching staff consulting about matters of instruction, the entire faculty of fourteen serves as Lassiter's instructional leadership team. While the Lassiter community understands the need to fulfill state and district mandates, its energies often are directed to adapting requirements to its unique mission, schedule, and student needs. Again, the principal advises, coaches, and at times acquiesces to the will of the whole so long as law, policy, and the mission are upheld—all with student achievement at the center of the work.

The principal often operates as a figurehead—handled by the office manager, told how to address and support parents by the community liaison, provided academic focus by the instructional coach, questioned by a teacher about a spot observation rating. This allows many people to own the successful operation of the school, and permits many points of entry for stakeholders needing support.

For 24 of its 25-year existence, Lassiter was a one-administrator school. The addition of an assistant principal has enhanced the instructional focus of the school while freeing others to focus on instruction rather than the management of students on a downtown campus. The entire community self-manages extremely well—always at the service of the academic mission.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAAR--Geometry (2011-2013);
TAKS Math 10 (2008-2011)

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	97	98	100
% Level III: Advanced Academic Performance	29	35	33	22	17
Number of students tested	52	54	60	46	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	97	94	100
% Level III: Advanced Academic Performance	23	38	35	25	22
Number of students tested	39	25	26	16	8
2. Students receiving Special Education					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					

Number of students tested					
4. Hispanic or Latino Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	92	82	100
% Level III: Advanced Academic Performance	28	32	35	21	13
Number of students tested	39	27	41	31	28
5. African- American Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	100	100	100
% Level III: Advanced Academic Performance	22	40	17	0	23
Number of students tested	9	7	10	11	12
6. Asian Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					

10. Two or More Races identified Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					

NOTES: On STAAR Geometry, students are first-time testers in December and May, due to accelerated schedule. Mathematics tests are sorted by subject, not grade. TAKS Grade 10 Math test administered in May only.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAAR--Algebra II (2013); TAKS
Math 11 (2008-2012)

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	100	100	96
% Level II: Advanced Academic Performance	84	57	42	59	36
Number of students tested	51	51	48	39	47
Percent of total students tested	100	100	98	100	98
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	100	100	86
% Level II: Advanced Academic Performance	84	58	32	60	43
Number of students tested	30	38	25	16	8
2. Students receiving Special Education					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					

% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	100	95	100
% Level II: Advanced Academic Performance	82	57	44	65	41
Number of students tested	36	40	41	31	27
5. African- American Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	100	100	100
% Level II: Advanced Academic Performance	85	50	12	47	14
Number of students tested	13	8	10	11	12
6. Asian Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory					

Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level II: Advanced Academic Performance					
Number of students tested					

NOTES: Terms for TAKS Grade 11 Math are "Met Standard" and "Commended Performance." 2012-2013 Grade 11 data includes students who were tested on STAAR Algebra II and TAKS Grade 11 Math. 91% of STAAR Algebra II students achieved Level III: Advanced Academic Performance; 51% of TAKS Grade 11 Math students achieved Commended Performance.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAAR--Algebra I (2011-2013);
TAKS Math 9

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	93	100	85	95	100
% Level III: Advanced Academic Performance	14	37	25	40	48
Number of students tested	28	19	59	57	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	90	100	83	100	100
% Level III: Advanced Academic Performance	10	35	29	37	75
Number of students tested	19	17	26	16	8
2. Students receiving Special Education					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					

% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	88	100	83	98	100
% Level III: Advanced Academic Performance	6	33	24	40	50
Number of students tested	16	15	42	32	28
5. African- American Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	92	82	100
% Level III: Advanced Academic Performance	22	50	33	18	30
Number of students tested	9	4	11	12	13
6. Asian Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory					

Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					

NOTES: On STAAR Algebra I (2011-2013), students are first-time testers in December and May, due to accelerated schedule; TAKS Grade 9 Mathematics was tested only in May. 2008-2011 TAKS terms are "Met Standard" and "Commended Performance."

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STAAR--English II Reading (2012-2013); TAKS ELA 10 (2009-2012)

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	94	100	100	100	100
% Level III: Advanced Academic Performance	18	33	30	41	25
Number of students tested	55	54	60	46	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	95	100	100	100	100
% Level III: Advanced Academic Performance	17	38	23	31	22
Number of students tested	41	25	25	16	8
2. Students receiving Special Education					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					

% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	92	100	100	100	100
% Level III: Advanced Academic Performance	23	29	31	50	35
Number of students tested	39	26	41	31	27
5. African- American Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	100	100	100	100	100
% Level III: Advanced Academic Performance	0	40	17	12	8
Number of students tested	9	6	10	11	12
6. Asian Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory					

Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					

NOTES: On STAAR English II Reading, students are first-time testers in December and May. due to accelerated schedule. TAKS ELA 10 students were tested in April each year. TAKS Performance Terms are "Met Standard" and "Commended Performance."

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TX Assessment of Knowledge and Skills--Reading/ELA

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended Performance	100	100	100	97	100
% Commended Performance	25	59	33	38	37
Number of students tested	51	51	49	39	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard plus % Commended Performance	100	100	100	100	100
% Commended Performance	23	58	23	40	14
Number of students tested	30	38	22	16	8
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance	100	100	100	95	100
% Commended Performance	19	57	30	45	43
Number of students tested	36	40	37	31	27
5. African- American Students					
% Met Standard plus % Commended Performance	100	100	100	100	100
% Commended Performance	31	62	37	33	21
Number of students tested	13	8	8	11	12
6. Asian Students					

% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STAAR--English I Reading (2011-2013); TAKS ELA 9

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	93	91	100	100	100
% Level III: Advanced Academic Performance	20	9	36	51	50
Number of students tested	60	58	59	57	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	91	89	100	100	100
% Level III: Advanced Academic Performance	22	6	33	42	50
Number of students tested	46	47	26	16	8
2. Students receiving Special Education					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					

% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	95	93	100	100	100
% Level III: Advanced Academic Performance	21	5	29	50	47
Number of students tested	43	42	42	32	28
5. African- American Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance	80	82	100	100	100
% Level III: Advanced Academic Performance	0	18	58	45	60
Number of students tested	10	11	11	12	13
6. Asian Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
% Level II: Satisfactory					

Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II: Satisfactory Academic Performance plus % Level III: Advanced Academic Performance					
% Level III: Advanced Academic Performance					
Number of students tested					

NOTES: On STAAR Reading 9, students are first-time testers in December and May, due to accelerated schedule; TAKS Grade 9 English exam was administered in April only. TAKS Performance Terms are "Met Standard" and "Commended Performance."