

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Michael 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
(As it should appear in the official records)

School Mailing Address 801 Main Street, R-104
(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75202-3201

County Dallas County

Telephone (214) 860-2356 Fax _____

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

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Michael Hinojosa E-mail hinojosam@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas ISD 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, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Justin Henry
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

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 and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

- Number of schools in the district (per district designation):
 - 138 Elementary schools (includes K-8)
 - 34 Middle/Junior high schools
 - 39 High schools
 - 15 K-12 schools

226 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

- Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	26	43	69
10	27	41	68
11	21	43	64
12 or higher	25	26	51
Total Students	99	153	252

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.8 % Asian
 - 11.6 % Black or African American
 - 83.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1.6 % White
 - 2.4 % 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.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 3%

If the mobility rate is above 15%, please explain:

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, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2018	241
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 18 %
46 Total number ELL

7. Students eligible for free/reduced-priced meals: 85 %

Total number students who qualify: 215

8. Students receiving special education services: 1 %
2 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	98%	98%	98%
High school graduation rate	100%	100%	98%	98%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	51
Enrolled in a 4-year college or university	75%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	19%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2014

15. In a couple of sentences, provide the school’s mission or vision statement.

Challenging our diverse population of first-generation college students to achieve academic excellence, Lassiter Early College uniquely blends high school and the first two years of college and provides our students with the social and emotional supports to become productive citizens.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Lassiter Early College High School recruits and enrolls students from subpopulations that are historically underrepresented in college courses. To be admitted to Lassiter Early College High School, students must submit an application and participate in a face-to-face interview. All students have an equal opportunity for acceptance, regardless of background or academic performance. A weighted lottery that favors students who are at risk or who are part of the targeted subpopulations is in place. As long as students exhibit desire and motivation to enroll in college classes while in high school, they are included in the lottery that determines the entering class.

PART III - SUMMARY

"All students will graduate with a high school diploma and an associate's degree." This carefully crafted vision sets the tone and expectation of Dr. Wright L. Lassiter, Jr. Early College High School and signifies the infusion of college readiness throughout the campus. The entire staff is fully committed to this vision. For over 30 years, the location of Lassiter Early College High School (Lassiter ECHS) on the campus of El Centro College in downtown Dallas defined the community and college-going culture. Dr. Wright L. Lassiter, Jr. was the first college president in the Dallas County Community College District to agree to the concept of early college. His vision of providing a free college education to at-risk high school students remains alive, and Lassiter ECHS now serves as the flagship of the early college model in the Dallas Independent School District.

The purpose of an early college high school is to provide an opportunity for students from backgrounds traditionally underrepresented in colleges and universities to pursue and obtain a college degree while concurrently earning their high school diploma. The Texas Education Agency defines the target student population for early college high schools as At Risk, Economically Disadvantaged, Ethnic and Racial Minorities, as well as students who are first-generation college-goers. Students must apply for admission and demonstrate a willingness to enroll in college classes while in high school. Ninety percent (90%) of students at Lassiter Early College High School will be the first in their families to earn a college degree. The emphasis at Lassiter ECHS is on academic transfer to a four-year university for a bachelor's degree and further academic and professional study.

Lassiter Early College High School's exemplary performance has not been by accident. Lassiter ECHS employs multiple intentional strategies to ensure students reach full potential academically, socially, and personally. The focus on college readiness has been steadfast. Treated as college students even before the first day of high school, students are acculturated in the college experience immediately, with freshmen enrolled in a college class in addition to their high school schedule.

Lassiter ECHS employs extensive student monitoring systems for assignment completion, attendance, GPA, and college credits completion, among others, to ensure Lassiter scholars are successful and remain on track to complete the college degree plan. These monitoring systems are especially critical with Lassiter Early College High School following an accelerated schedule where students complete a semester's worth of high school credit in only 8-9 weeks. This accelerated pace allows students to complete, or nearly complete, their 26 high school credits by the end of their junior year, allowing their senior year to be filled with the remaining college courses to complete their associate's degree.

During the junior year of high school, all students enroll in a required semester-long ACT/SAT preparation class. Lassiter ECHS partners with a college readiness provider to train teachers on test preparation skills and strategies. The college readiness provider scores student's answers on four different practice tests and provides specific feedback on areas to improve. As a result, the average ACT composite scores have increased from 19 in 2014 to 22.7 in 2018. Similarly, SAT composite scores in Reading & Writing and Mathematics have increased over 100 points to an average of almost 1100.

Another strategy of success at Lassiter Early College High School is the 35 minutes daily advisory period with students assigned to a dedicated teacher who serves as their advisor throughout the school year. The advisory teacher acts as a mentor and spends this crucial time supporting the student's social and emotional needs. A campus-developed curriculum, focused on college and career readiness and academic behaviors, is also implemented during the advisory period.

Lassiter Early College High School received its first National Blue Ribbon Schools award in 2014. Rather than resting on its laurels, the school has made concerted efforts to enhance the early college model, yet maintain the level of academic excellence and college readiness. Changes in recruiting strategies are increasing the number of students in the specific target population, providing them an exemplary dual-credit option that changes their trajectory in life. Additionally, the culture of the school now centers on Core Values of Compassion, Authenticity, Responsibility, Empowerment, and Striving for excellence to guide

our daily practice and to ensure our young scholars thrive as they matriculate through the early college high school experience. Courses in the revised master schedule offer Pre-AP level work in all subjects leading to college dual-credit course options, replacing high school courses in history, English, and science. As a result of these enhancements, schools, and districts across the U.S. request to visit Lassiter ECHS as an example of a model stand-alone early college.

Over the past five years, at least 90% of seniors have graduated with their Associate of Arts/Science degree. The culmination of refined systems and a steadfast commitment to a shared vision and mission enables Lassiter ECHS students to excel above their peers academically. In each of the last six years, Lassiter ECHS earned the highest state accountability rating and received distinctions in Postsecondary Readiness and Comparative Closing the Gaps.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Lassiter ECHS tightly aligns its core curriculum to the specificity of student expectations and level of rigor, as stated in the Texas Essential Knowledge and Skills (TEKS). Teachers of core content analyze the TEKS and the associated Student Expectations (SE's) to form their semester curriculum calendars, weekly lesson plans, and formative assessments using a backward design model. Lesson plan feedback provided by colleagues and administrators ensures high-quality first instruction strategies in each classroom. All teachers at Lassiter ECHS meet highly qualified standards: 93% of the teachers have taught the same content for five or more years, and Dallas ISD has awarded 71% of the teachers Distinguished Teacher status. As a result, students receive meaningful, relevant instruction necessary to perform at the highest academic level.

Lassiter ECHS adheres to the Common Instructional Framework, which focuses on proven strategies such as writing to learn, student collaboration, classroom discussion/student voice, teacher higher-ordered questioning, and scaffolding. All content areas, including elective courses, implement these strategies. The benefit is not only providing adequate student supports and rigor, but common practices and expectations for students across all content areas as they move from class to class. To assist with this practice, Dallas ISD provides monthly Common Instructional Framework professional development opportunities for the early college core content teachers.

Dallas ISD has a robust Teaching and Learning Department as well as the Local Assessments Department. The collaboration between these two departments enables schools to deliver district common assessments and receive disaggregated student data by SE. Teachers utilize their Professional Learning Community (PLC) time to analyze the data from these assessments and to make informed decisions on whether a whole-class reteach is required, or if small group student interventions are needed. This cyclical process of assessing students and analyzing data at the student level is crucial to teacher effectiveness correlating to increased “Meets” and “Masters” levels on the End of Course exams.

1b. Reading/English language arts

With 60% of Lassiter students primarily speaking Spanish at home, the need to accelerate students' ability to address college-level texts drives the work of the English teachers, making this department essential to the school's success. Across all English classrooms, teachers ensure an in-depth understanding of both the knowledge-level and figurative connotations, as well as the complex implications of the works studied, while teaching students how to approach a variety of high-level texts of multiple genres.

Instructionally, English teachers emphasize relevant college skills. There is a specific focus on interpreting varying levels of text sophistication, including fiction, non-fiction, poetry, and drama while making inferences, drawing conclusions, explaining motivation, making arguments, and using text to support their position. Through each grade level, students experience a higher degree of rigor and independence as they ask and answer more in-depth analysis and evaluative questions culminating in college courses English 1301 and English 1302 as part of their high school dual-credit curriculum. Student work is evaluated weekly with written and verbal feedback provided in personalized, face-to-face conferences during teacher office hours. Teachers track student performance data after each interim assessment for student progression towards mastery and as a tool for teacher self-reflection on their instruction.

To aid incoming ninth grade students in their college-level studies and to help ensure success in this rigorous program, students below grade level are dual-enrolled in English I and Reading I to improve their reading comprehension skills to the standard set by the state, and to meet college-level standards. Additionally, tutoring during the school day provides extra support for all students.

Ninth grade writing begins with an exploration and analysis of a famous expository speech. The class then

expands that knowledge into writing in informal and formal formats, with prompts of varying levels and depths students then concentrate on the writing process and produce informative research papers. Tenth grade writing focuses on persuasion: students not only write persuasive essays and participate in reflection, peer evaluation, and writing conferences, but also analyzing the persuasive techniques of others, study the classic ethos, pathos, and logos appeals as well as discussing concepts such as context and exigence. Sophomores also write a short argumentative research paper on a topic related to one of the thematic concepts previously studied.

Students in eleventh grade enroll in dual-credit English Composition 1 and II courses. Both courses focus on intensive study and practice of analytical, argumentative, literary criticism, and research-focused writing, emphasizing effective rhetorical choices, including audience, purpose, arrangement, and style. Students study texts from American, British, and World Literature.

The rigorous writing and reading skills meet the requirements of the state-mandated college readiness standards at both the community college and university levels of English rhetoric and literature. Additional dual-credit college courses available for student choice satisfy the fourth year English requirement for high school graduation.

1c. Mathematics

The strength and success of the Mathematics Department at Lassiter ECHS is the result of highly effective pedagogy, rigorous curriculum, and student support structures. The curriculum focuses on ensuring mastery and empowering achievement in every student through the delivery of classroom content that is 100% aligned to the Texas Essential Knowledge and Skills as well as supporting college readiness for college-level math. Both procedural fluency and conceptual understanding are necessary components of mathematical proficiency and mathematical literacy. Teachers adhere to the National Council of Teachers of Mathematics (NCTM) principles necessary to ensure the success of all Lassiter ECHS students through the implementation of NCTM's eight effective mathematics teaching practices. These include setting mathematics goals, an emphasis on reasoning and problem solving, student's voice, and questioning, requiring students to defend their thinking, and use of mathematical representations.

Approximately two-thirds of the students entering Lassiter ECHS have completed Algebra I in middle school. Students are enrolled in Geometry, Algebra II, and Precalculus to complete their four-year mathematics high school requirement for graduation. Lassiter ECHS offers Pre-AP courses to students who excel in mathematics. Also, students enroll in and complete a college-level math course in their junior year.

There are three keys to the success of the Lassiter ECHS mathematics department and the rise in student achievement on state and local assessments: blended learning, productive struggle, and data-driven instruction (DDI). Teachers provide a supportive blended learning environment that is a mix of face-to-face instruction as well as exposure to digital platforms for technology-enhanced learning. The digital platforms offer targeted supplemental instruction and immediate feedback to the student and teacher.

The concept of productive struggle is a shared practice among all mathematics teachers in the classroom as well as during individual student-teacher tutorials. Teachers carefully build a conceptual base while providing scaffolding supports. Teachers provide necessary think time for students to apply what they have learned before intervening while ensuring that rigor of content and pedagogy remain high. As students strengthen their procedural fluency, they are better able to solve complex problems independently. During tutorials, students rework their mistakes and defend their thinking. This process enables students to solidify their learning and demonstrate mastery when the skill cycles on subsequent tests.

Lassiter ECHS embraces data-driven instruction as a best practice. Teachers are intentional in their data collection and monitoring of student performance at the student level to inform instruction for upcoming lessons. To assist in the DDI process, teachers use cloud applications to score student answer documents and provide immediate disaggregated data based on the TEKS and demographics. Teacher's use of these data allows timely, accurate, and effective Response to Intervention strategies to support their students.

While heavy emphasis is on student mastery of mathematical skills, the underlying goal of Lassiter ECHS is for students to become independent thinkers and problem solvers so they will be productive participants in the 21st-century workforce. To position these young scholars for success, teachers have refined their craft to weave effective strategies, best practices, and methods of instruction in a unique tapestry of mathematical teaching and learning that is Lassiter's alone. The use of blended learning in the curriculum, students, actively engaging in discussion of rigorous real-world mathematical concepts, and the targeted teacher support using data have established a new standard of excellence in mathematics teaching and student achievement at Lassiter ECHS.

1d. Science

With the importance of Science, Technology, Engineering, and Mathematics (STEM) in society being at an all-time high, the goal of the Lassiter ECHS science department is to ensure students successfully navigate the intricacies of a dynamic science and technology-driven world. Immersion in a rigorous science course from the first day and throughout their matriculation, culminating with enrollment in an advanced college-level science course, establishes a strong and critical foundation. A culture of critical thinking and scientific examination engages students at every level of understanding and inspires non-science oriented students to appreciate and recognize the value of STEM in their everyday lives.

Students take courses in the required disciplines, including Biology, Chemistry, Physics, and then enroll in dual-credit college science as a capstone course that allows students to earn two semesters of college credit in addition to meeting their high school graduation requirement. Other science courses such as Astronomy, Aquatic Science, and Earth and Space are available to enrich student's interest and knowledge of science. Each science course addresses the Student Expectations aligned with the Texas Essential Knowledge and Skills.

Overall, Lassiter ECHS consistently implements an inquiry-based educational approach that focuses on hands-on laboratory simulations and real-world examples through the use of case studies. Students apply concepts and tie science knowledge with cross-curricular subjects and community concerns. Various online resources provide technologically-enriched lessons in and out of the classroom to address multiple learning styles and ensure accessibility. Lessons incorporate process-oriented guided inquiry learning activities where students approach concepts with a scaffolded structure allowing the progression from the concrete to the semi-concrete to the abstract. Scientific literacy is incorporated by challenging students' common and accepted scientific misconceptions and teaching them to analyze concepts from a pseudoscientific and a scientific perspective. Student success is evaluated through the use of weekly unit assessments, Demonstrations of Learning, and lab reports. Morning tutorials during teacher office hours are held for students with continued misconceptions.

1e. Social studies/history/civic learning and engagement

The philosophy of the Social Studies Department is to encourage students to become civic-minded and link their individual experiences to the broader global society, with a focus on both student engagement and social and emotional learning. The hope is that the students will leave as independent thinkers who strive to be actively engaged in the democratic process and advocate for social justice.

The Lassiter ECHS Social Studies Department consistently employs the Texas Essential Knowledge and Skills, with the corresponding Student Expectations, Advanced Placement (AP) Standards, and College Standards in planning lessons with engaging activities. Students enroll in World Geography Pre-AP, World History Pre-AP, and dual-credit U.S. History to satisfy their high school graduation requirements. AP Human Geography is an enrichment course to students with a desire to expand their knowledge of the global society. Year-to-year scaffolding is a necessity at this campus and has produced student results that far exceed comparative campuses.

Explicit and high-quality first instruction provides a framework of understanding for students. From there, students take part in a variety of higher-level activities including, but not limited to, analysis of primary and secondary sources, historiographical debates, analysis of real-world case-studies, production of original

student work (essays, journals, visual and print media) based on document analysis and interpretation, and collaborative discussions. Extensive use of technology enriches further student learning. Additionally, the department takes part in campus-wide instructional approaches, including exemplar demonstrations of learning (DOL), and backward design.

Routine assessments generally include easily measured multiple-choice options, short-answer questions, long essay questions, and document-based questions (DBQs), all of which emulate the level of rigor expected on the AP examinations. Data is reviewed daily on an individual student basis via DOLs, and monthly within the department PLC. Teachers use data to determine standards that may need scaffolding or reteaching as well as identify students who would benefit from tutoring.

1f. For secondary schools:

College and career readiness is the thread that ties together the curriculum at Lassiter ECHS. Before enrollment at Lassiter Early College High school, new students attend a Summer Bridge program designed to prepare them to take the Texas Success Initiative (TSI) skills assessment test in Reading and Writing. Achieving “TSI Met” status in reading, writing, and math is required to enroll in college courses necessary to satisfy the associate degree plan. In the 2019-2020 school year, all sophomore students are TSI Met for both reading and writing. Also, all seniors are TSI Math Met, paving the way for their associate’s degree.

Lassiter ECHS enrolls all new students in the dual-credit Learning Framework college class (EDUC 1300). This class addresses research and theory on learning, cognition, and motivation, factors that impact learning, and the application of learning strategies. This required course positions high school students for self-awareness and success.

Given the small staff size of Lassiter Early College High School, students must enroll in and complete college-level courses in U.S. History, English Composition I and II, Spanish, Economics, and Federal Government through our college partner. In addition, dual-credit college courses such as Sociology, Philosophy, Psychology, and Speech taken by Lassiter ECHS students count toward the required 6.5 elective credits for high school graduation. Students enrolling in advanced Math and Science dual-credit college courses receive a STEM endorsement on their high school diploma.

Lassiter ECHS provides two courses on the master schedule to assist our students in their college readiness. Incoming students who are not successful on their first attempt on the TSI reading test enroll in a Reading Mastery elective. This elective focuses on reading comprehension and vocabulary. Students who still need to achieve TSI reading met status after the Fall semester enroll in an intensive TSI reading preparation elective. All juniors register and take the SAT exam March after completing the ACT/SAT preparation class mentioned above.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The focus of the visual arts program at Lassiter ECHS is to provide students with stimulating experiences while applying technical and artistic skills in drawing, painting, and sculpture/ceramics. Students grades 9 through 12 are required to select one full year of an art elective but also have the option to enroll in all three visual arts offerings. All visual arts classes meet daily and are 80 minutes in length. Each art class provides students an opportunity to express their creativity while learning about the history or origin of the art along with notable artists in that field to add context to their work. Art instruction is rubric-based and aligns with the college-level expectations, helping prepare students for success in the dual-credit college art courses. Students practice critical thinking skills during their rubric-based self-evaluation and peer evaluation portion of the project. The Art Club hosts an annual “Night of the Arts” community outreach event open to family and community to showcase the student’s artistic talents.

Students grades 9 through 12 at Lassiter ECHS are required to take two semesters of Physical Education and one semester of Health. These courses align with the Texas Essential Knowledge and Skills and focus on

educating students about healthy lifestyles that impact their academic and social-emotional development. Students in physical education classes learn the importance of exercise and diet that will help them make healthy decisions for the future. Students attend the class for 80 minutes, five days a week, studying aerobic conditioning, fitness training, and outdoor activities. In Health class, the Health Triangle is a major focus of the curriculum. Students not only continue to learn the importance of physical health, but also learn about social and mental health, building awareness of issues that affect their overall well-being and to make responsible lifestyle decisions. A hands-on CPR unit, included in the Health curriculum, provides students with critical knowledge of saving a life in the event of an emergency.

Language and communication are paramount in the 21st-century global society. Therefore, students need to be linguistically and culturally equipped to communicate successfully. The vision of the Foreign Language department envisions that students will develop biliteracy using the ACTFL world-readiness standards, known as the five C's (Communication, Cultures, Connections, Comparisons, and Communities).

Upon completion of Spanish 1411 and 1412 dual-credit college courses, which satisfy the one-year foreign language requirement for an associate degree, the students at Lassiter ECHS earn the Seal of Biliteracy on their high school diplomas. These college Spanish courses meet the needs of second language learners and heritage Spanish learners alike as they transfer the skills and understandings of language learning from the instructional setting to their future careers and experiences. Spanish-speaking students may opt for eight-week "fast track" courses to further develop proficiency in their first language as a cohort, or may choose to enroll in accelerated sixteen-week classes that blend all learners. Regardless, all students engage in a personalized program using sophisticated web-based software that supports communication between teacher and students as well as small peer groups.

To ensure all Lassiter ECHS students master the Technology TEKS, are computer literate and college ready, all Lassiter ECHS incoming freshmen complete BCIS 1405, a regular college technology class. Students practice critical thinking skills, communication skills, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility in the context of computer literacy. Student Learning Outcomes are threefold: Identify and understand the terms used to describe the key components and the relationships between computer hardware, networks, system and application software; effectively organize, manage, and communicate information using software applications such as word processing, spreadsheet, presentation, and database software; and identify ethical, privacy, and security issues related to using computers in society. Finally, students contribute to a discussion board on a variety of topics and complete a research project on the future of technology.

3. Academic Supports:

3a. Students performing below grade level

At Lassiter ECHS, we believe that all students can and will learn, with the proper structure and support. As early college high schools target at-risk students, many of whom are English Learners or have not been successful on the prior year's state exam, there are multiple structures in place to ensure these students are performing at grade level by the end of their first year in high school. These structures include assigned morning tutoring and study hall during teacher office hours, peer mentoring, in-class supports, and accessibility to the college learning center.

Part of the master schedule design includes morning flex time for Lassiter ECHS students. During this time, students attend their dual-credit college courses, and when not attending a college class, students attend tutoring or study hall. Extended day tutoring is available for students who are struggling in more than one core class. Students receive personalized one-on-one or small group supports by their content teacher. Peer mentors are assigned for students requiring less intensive interventions.

In-class supports include small group instruction, differentiated instruction with tailored learning assignments, and intentional monitoring. Teachers intentionally group students for assignments and spend a portion of independent practice working with and monitoring a specific group of students requiring extra support in specific skills while other groups proceed at their own pace. Differentiated instruction allows

teachers to support students with tailored learning dependent on their skill level or prior knowledge. Additional scaffolding, often using small group instruction, is provided for these students.

To support students who may be struggling in their college classes, the College Learning Center is available to the early college high school students. Additional tutoring support is available daily and conducted by college staff or students serving as teaching assistants.

3b. Students performing above grade level

Gifted and Talented (GT) students comprise 38% of the total enrollment during the 2019 – 2020 school year. To support the needs of GT students, Lassiter ECHS offers Pre-AP, AP, and dual-credit courses on the master schedule. Students performing on or above grade level enroll in Pre-AP and AP courses. Notably, these courses are available to all students. School counselors encourage students to push themselves appropriately, to academic challenges students might not imagine for themselves; by doing so, students prepare themselves for the rigors of college.

To ensure the needs of GT students are met, all core content teachers are required to complete an annual GT professional development course or module. Since Pre-AP and AP courses are open enrollment, teachers must differentiate their instruction to meet the needs of all students. The Blooms Taxonomy of Higher Ordered Thinking is a common practice in every classroom. Depending on the lesson, the entry point can vary, but students are routinely taken to the analysis, evaluate, and create levels by the end of the lesson or unit.

Peer evaluation and editing is commonly utilized in Lassiter ECHS classrooms allowing students to reflect not only on the quality of their own work but others as well. Students are able to evaluate student work artifact to rubric criteria and determine areas of strength and weakness. This strategy is especially beneficial to student's achieving the Masters level on the end of course exams.

Outside of the high school master schedule, students enroll in college courses aligned to their associate's degree plan. College Honors courses are available to students who desire added challenge. Students above grade level will select advanced college classes such as college Biology, Chemistry, Physics, Trigonometry, Calculus, and Statistics as electives, based on their interests and career goals.

3c. Special education

3d. ELLs, if a special program or intervention is offered

English Learners (EL) comprise the largest subgroup at Lassiter ECHS with 18% of students classified as EL during the 2019 – 2020 school year. Incoming freshmen make up the majority of our EL's with 28%, sophomores 24%, juniors 17%, and seniors 0%. All staff have received professional development in Sheltered Instruction Observation Protocol (SIOP) and are implementing these learned strategies with their EL students. Additionally, English I and English II teachers have English as a Second Language certification, providing a bridge for second language acquisition to Spanish-speaking students with proven and effective strategies.

To support the EL students, each class incorporates the four domains of the English Language Proficiency Standards (ELPS): Reading, Writing, Speaking, and Listening. Daily lessons are designed to include learning activities that require at least three of the four domains. In addition to improving student's social language, lessons emphasize growth in the use of academic language. Teachers incorporate visual representations, students' prior knowledge and experiences, and use of cognates when applicable, across content areas.

Student voice in the classroom is a primary strategy at Lassiter ECHS to increase learning for all students, especially English Learners. Daily, students are asked to participate in academic conversations at key points in the lesson to strengthen their learning. Students are required to use academic language as they converse with their peers and teachers. Writing to Learn is incorporated in all core content areas as well as electives

such as Art and Physical Education, as an essential strategy for English Learners and native English speakers alike. Examples of writing to learn at Lassiter ECHS include exit tickets, written explanation of math or science concepts, free response questions, and journaling.

Given these strategies and supports, in the last five years, 100% of English Learners have passed the English I and English II End of Course exams, earned the necessary credits to be classified at the next grade level, and are exited out of EL status no later than their junior year.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lassiter Early College High School is committed to providing a safe and secure learning environment for our young scholars. The entire community of adults on campus (teachers, administrators, counselors, and office staff) deeply invest themselves in the academic, social, and emotional well-being of each student. The location of Lassiter ECHS on a college campus immerses the students in an authentic college experience from day one. The college environment motivates the students to exercise responsibility and to achieve at a higher level than their peers at comprehensive campuses. A strong sense of family is present at Lassiter ECHS; that identity begins to form during new student orientation known as Summer Bridge. It continues with supports throughout the year with the daily Advisory period and a myriad of extracurricular and co-curricular activities available to students.

During Summer Bridge, new students complete a personality and interest survey used to pair them with an upperclassman mentor. The mentor meets weekly with their mentees and monitors their acclimation to Lassiter ECHS, providing friendship, a caring, and attentive heart, as well as advice on successfully navigating the early college experience. Students are assigned to an Advisory period and remain with their peers for the entire year. The Advisory period fosters a sense of family and allows the Advisory teacher to build a trusting and lasting relationship with their students. The role of the Advisory teacher is not only to deliver curriculum aimed at supporting the student's social and emotional needs, but most importantly, provide monitoring, support, and guidance.

Lastly, since Lassiter ECHS does not have an athletic program, a robust extracurricular and cocurricular program is in place to provide as close to typical high school experience as possible through intramural sports competitions, academic organizations, and social clubs. Not only does this provide a regular opportunity for students to strengthen the camaraderie among students in other grade levels, but it also allows an essential outlet for them to act as teenagers away from the demands of the rigorous early college academic environment.

During the 2018-2019 and 2019-2020 school year, the staff at Lassiter ECHS received professional development on Social and Emotional Learning, a key focus of Dallas ISD. Teachers and staff have learned strategies to implement during their instruction and daily practices. As a result, the student experience is healthy and positive at Lassiter ECHS, and students are primed and ready to learn each day. The 2018-2019 Student Experience Survey administered by Dallas ISD is one of the highest in the district among secondary campuses with an overall positive rating of 88%.

2. Engaging Families and Community:

For over 30 years, Lassiter Early College High School has received tremendous encouragement and support from El Centro College. Our students and staff are welcomed as their own and have ample access to college resources and facilities. The Interlocal Agreement between Dallas ISD and El Centro college explicitly outlines opportunities for partnership with key college staff serving on the Lassiter ECHS Advisory Board. Also, the principal sits on the President's Cabinet, which meets monthly. This longstanding relationship is a point of pride and a significant influence on the sustainable success that Lassiter ECHS enjoys.

Much attention is paid to maintain this successful partnership on an ongoing basis, ensuring clear communication of expectations, challenges, and needs requiring prompt attention, and successes celebrated. El Centro College allows high school teachers who meet the minimum adjunct professor criteria to be credentialed and teach dual-credit college classes. Currently, seven teachers serve as adjunct faculty.

Another strong partnership exists between Lassiter ECHS and its College Access Provider (CAP). An onsite CAP liaison works in coordination with the high school counselors to provide college access services to the students. These services include financial aid assistance, college applications through Apply Texas or the Common Application, essays, scholarship opportunities, and general information and advice on college life

at four-year institutions. For the last three years, 100% of seniors have submitted a minimum of two college applications and accepted to at least one four-year university each.

Parent engagement is an annual challenge with the location of the high school on a downtown college campus. A Site-Based Decision Making Committee (SBDM), along with a Parent Teacher Organization (PTO) is in place with a core group of dedicated parents. The parent liaison prepares the monthly newsletter, utilizes various media formats to communicate informational messages, and assists parents with their daily needs. The parent liaison in conjunction with the PTO coordinates multiple parent events throughout the year, such as Holiday Tamale Night, Eagle Day, Night of the Arts, Senior Decision Day, New Parent Orientation, and Senior Luncheon to name a few.

The high school counselors conduct annual parent information seminars regarding “Early College 101” and “Understanding the College Degree Plan.” The counselors meet with the parent of each graduating senior for a “Senior Review” to outline the progress and remaining credits for their child to graduate from high school and El Centro College. Interpreting services are available at every parent event to ensure a large number of Spanish-speaking parents are engaged, informed, and connected to the school.

3. Creating Professional Culture:

There is a strong sense of community with shared goals and values among the staff at Lassiter Early College High School that is essential to the overall success of the campus. Campus leadership maps out a comprehensive annual plan to ensure the entire staff feels valued and appreciated, and receives relevant professional growth opportunities throughout the school year that impacts the success of the students and the school.

To support the administrative staff, including the counseling staff, the principal conducts biweekly Operations and Administrator meetings. These meetings are essential to maintaining clear communication regarding upcoming campus events and deadlines, and serve to reallocate resources and alter priorities when needed. All members have a clear role and are responsible for disseminating knowledge that affects their colleagues.

Weekly PLCs, spot observations, and monthly faculty meetings provide support to the teaching faculty in their professional growth. Teachers and administrators meet on a three-week rotation to discuss instructional focus, Response to Intervention, and assessment data. To instill the value of high-quality instruction, an annual priority of the campus, each administrator conducts spot observations, tiered by teacher effectiveness, and provides face to face feedback aligned to the priority focus components of the Teacher Effectiveness Initiative. Faculty meetings focus on progress in a particular area of the early college program and are also used for “micro professional development” sessions to reinforce instructional initiatives.

In 2017, teachers began taking responsibility for the design and implementation of professional development as opposed to the traditional top-down approach from administrators. Teachers seek and attend content specific conferences at the state and national level as they align with the campus improvement plan. The expectation is that teachers share their knowledge and expertise through the PD sessions. As a result, the campus climate survey’s positive response rates regarding professional development and teacher leadership opportunities have risen to over 90%.

The School Leadership department within Dallas ISD provides monthly principal and assistant principal meetings where all administrators receive professional development for the district’s initiatives relating to instructional practice. The PD sessions are intentional in design to maximize the professional growth of campus leadership and positively impact student achievement. There is ample opportunity for administrators across campuses to role play and reflect on their practice.

Maintaining positive school morale is vital to sustaining campus progress and accomplishing its annual goals. Meetings begin with celebrations of success for accomplishments in the classroom or with student organizations. Teacher and staff appreciation is not limited to an annual event in May at Lassiter ECHS.

Birthday celebrations, quarterly perfect attendance celebrations, and monthly celebrations recognize all staff for their hard work and dedication to the campus and students.

4. School Leadership:

Distributed leadership with earned autonomy is the primary philosophy at Lassiter Early College High School. The principal benefits from a traditionally low turnover rate and is fortunate to employ dedicated and experienced staff at all levels. The principal serves as a director, advisor, sense maker, mentor, coach, and cheerleader for both staff and students. Keeping in mind what is best for students drives all decisions. Throughout the school year, varying combinations of teachers and staff, with administrator oversight, manage campus priorities. Given the experience level and shared vision of the entire team, rarely does the need arise for the principal to mandate a decision. The principal recognizes the talents and strengths of each team member and utilizes them to the benefit of the organization.

In addition to the principal, the core of the leadership team consists of the assistant principal, two counselors, and the Campus Instructional Leadership Team (CILT) comprised of the four core content department leads. This core team meets weekly and serves as the expert advisors, problem solvers, and implementors of thoughtful solutions. However, all teachers are valued, and their voices considered as decisions are made. In instances of uncertainty, the principal practices sense-making to build consensus, and obtain shared commitment to campus priorities and goals.

The Site-Based Decision Making Committee and the Parent Teacher Organization serve in an advisory capacity to the principal. Although the principal attends the meetings, the SBDM and PTO follow a preset agenda and seek the advice and approval of the principal. The principal considers the information provided and applies policy and experience before approving recommendations.

The campus administrators maintain an open-door policy and commit their morning schedule to support both teachers and students. This open-door policy allows easy access by all and facilitates quick resolution to minor issues and allows the campus to function efficiently and effectively.

Administration at Lassiter Early College High School recognizes teachers with earned autonomy. Teachers with a consistent track record of high-quality instruction and student achievement receive less oversight and allowed to exercise professional judgment as it pertains to lesson delivery and monitoring of student assessment data. The frequency of classroom observations and instructional feedback is tailored based on the effectiveness level of each teacher.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Lassiter Early College High School is the flagship of the early college model in Dallas ISD because of its longstanding record of success, demonstrated by the percent of seniors graduating high school with their associate's degrees. As the defining practice, College Readiness is the core of Lassiter Early College High School's culture and mission and is a shared mindset of the students and staff. As an early college high school, students are mentored and molded into college-ready students from day one. Multiple layers of targeted support structures ensure our scholars are successful in the college environment at such a young age.

Most students enter Lassiter ECHS with the thrill and excitement of attending all four years of high school on the campus of El Centro College. Some enter with a sense of anxiety at their ability to be successful in such a challenging and rigorous environment. In response to this wide range of emotions, there is a generous amount of oversight, mentoring, and monitoring for our incoming students.

The master schedule supports college readiness for all students with the availability of rigorous courses such as Pre-AP, AP, and dual-credit. As a measure to ensure students succeed in these courses, there are opportunities for academic preparation to support college readiness. Preparation courses include Reading Mastery, TSI Preparation, and ACT/SAT Preparation. In the core content courses, teachers approach their subjects with challenging assignments, proper scaffolding support, high expectations for quality student work, the responsibility of meeting deadlines, and student initiative to seek help when needed.

The Advisory curriculum targets support for academic behaviors in grades 9 and 10, then progresses to resume building and college essay writing in grade 11. The curriculum culminates in grade 12 with college recruitment activities, financial aid support, college applications, and scholarships. By the end of the ninth grade year, students understanding the college degree plan and how to select college courses navigating the college course catalog.

Outside of the master schedule, students practice learned behaviors during the morning flex time as they go to and from their college classes alongside the traditional college students. Students understand when and how to schedule an appointment with their college professor, access the library and college learning center for additional support, and demonstrate proper, respectful behavior expected in the college environment.

As a result of these targeted support structures for college readiness, Lassiter ECHS is proud to have received the highest rating in the state's accountability system and a distinction in Post-secondary Readiness each of the last five years as well as an average 80% matriculation rate to four-year universities.