2020-21 School Profile
W.L. LASSITER, JR EARLY COLLEGE HIGH SCHOOL AT EL CENTRO (TEA 90)

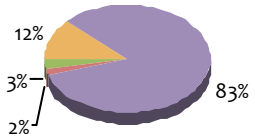
DALLAS INDEPENDENT SCHOOL DISTRICT

701 ELM ST DALLAS, TX 75202 www.dallasisd.org/lassiter

Principal: MICHAEL ST AMA (mstama@dallasisd.org) Phone: 214-860-2356

High school (grades 9–12). Choice school with application but not academic requirements.

Grd	Attendance Target: 95%		Enrollment N	Enrollment % Sch	% of Grade Level Afr. Am.	Hispanic	White	Other
9	98.0%	✓	69	27%	16%	80%	1%	3%
10	97.2%	✓	67	27%	12%	82%	3%	3%
11	97.3%	✓	64	25%	6%	92%	-	2%
12	96.6%	✓	51	20%	12%	80%	2%	6%
ALL	97.3%	✓	251	–	12%	84%	2%	3%

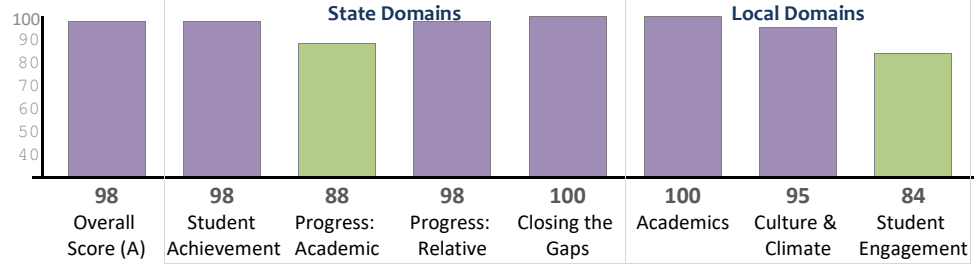


Student Group Enrollment		% of School
At Risk	121	48.4%
EL	46	18.4%
Low SES	215	86.0%
SPED	2	0.8%
TAG	96	38.4%

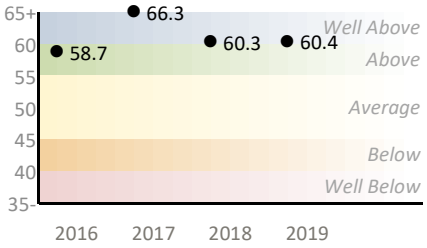
Graduation / Attendance / Retention		2017-18	2018-19	2019-20
Students	Percentage graduated in four years (one-year lag)	98.3%	↑ 100.0%	→ 100.0%
	Percentage first-time Grade 9 on track to graduate	94.7%	↓ 92.8%	↓ 92.6%
	Average student attendance rate	97.1%	↓ 97.0%	↑ 97.3%
	Percentage absent fewer than 10% of days enrolled	95.2%	↓ 93.5%	↑ 97.2%
Teachers	Average number of absences	5.7	↓ 4.0	↑ 4.1
	Percentage returned to campus from prior year	81.3%	↑ 100.0%	↓ 85.7%

Disciplinary Actions	17-18	18-19	19-20
In-School Suspension	1		
Out-of-School Suspension	2	1	2
Expulsion	1		

State Acctountability Rating (2019)



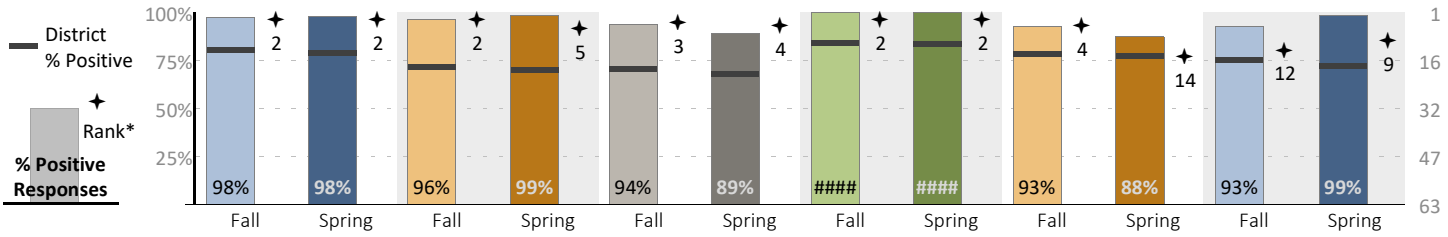
School Effectiveness Index



Distinctions Achievement in math, ELA/reading, social studies; Top 25% in closing the gaps; Postsecondary readiness

Campus Climate Survey (18-19)

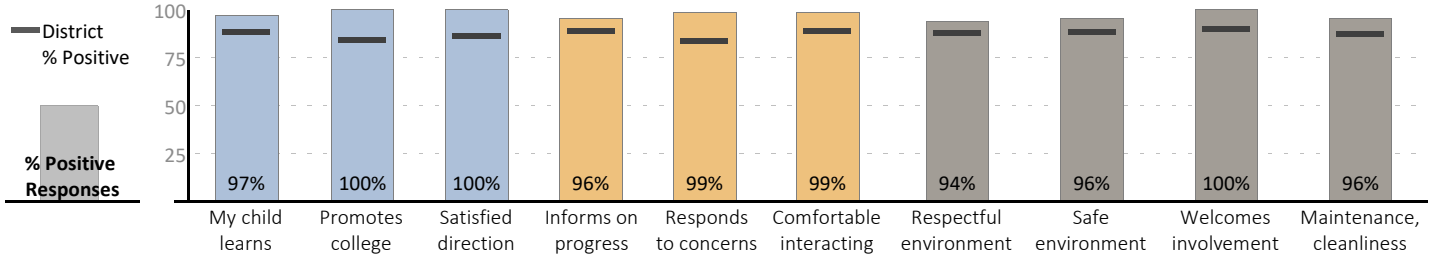
Beliefs & Priorities | Feedback & Support | Culture & Environment | College-Going Culture | Teacher to Teacher Trust | Teacher to Principal Trust



*Rank out of 63 secondary, 148 elementary, or 17 magnet schools

Parent Survey (18-19)

Academic Orientation | School Communication | School Environment



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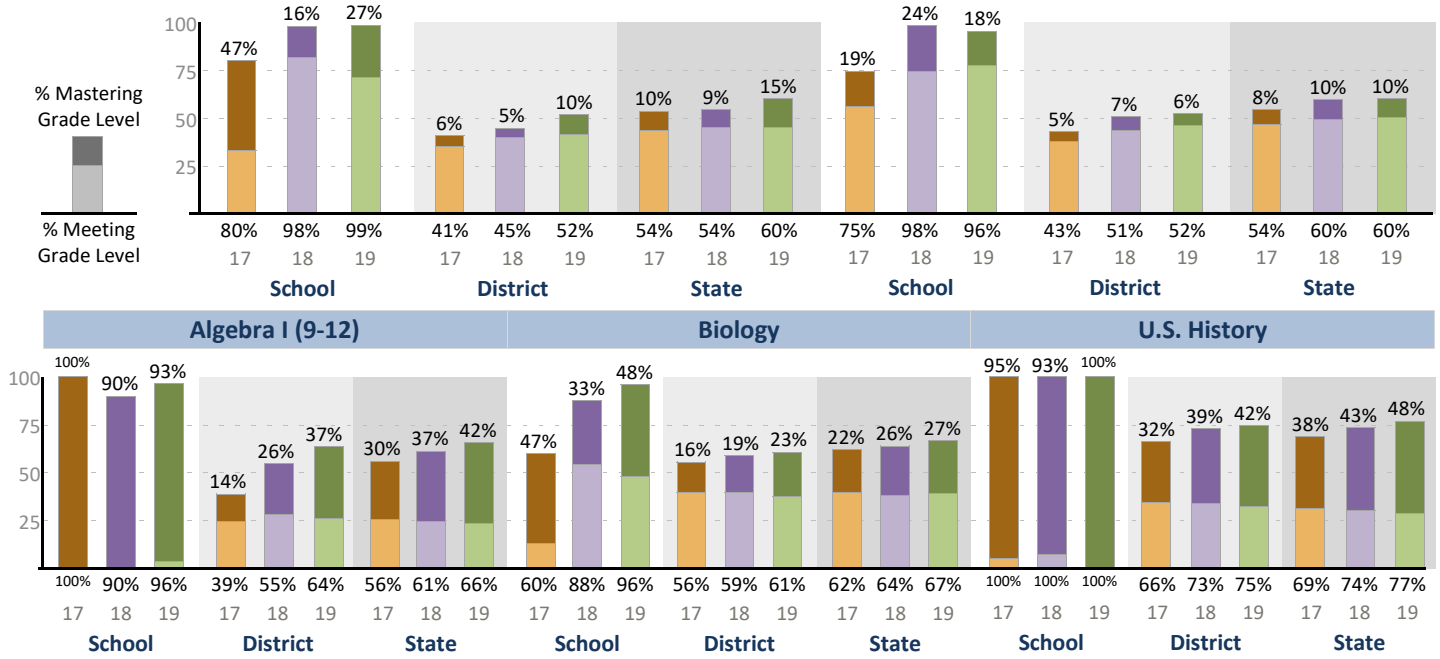
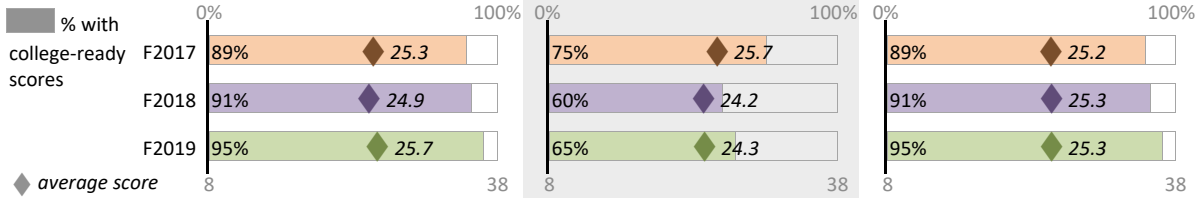
STAAR EOC

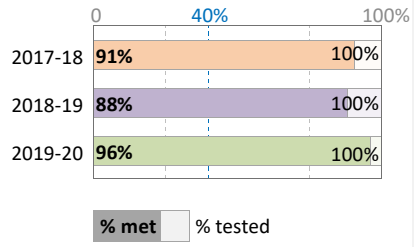


STAAR EOC: District statistics are high school only (grades 9-12); state statistics are all grades (including grades below 9).

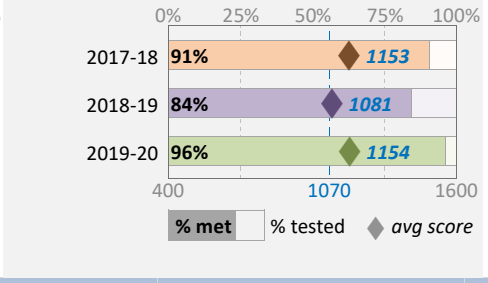
PSAT



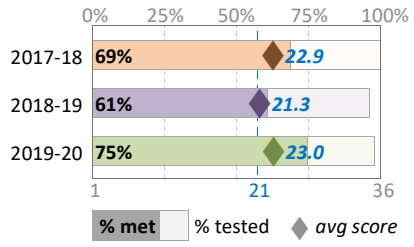
ACT/SAT — College Ready (Target: 40%)



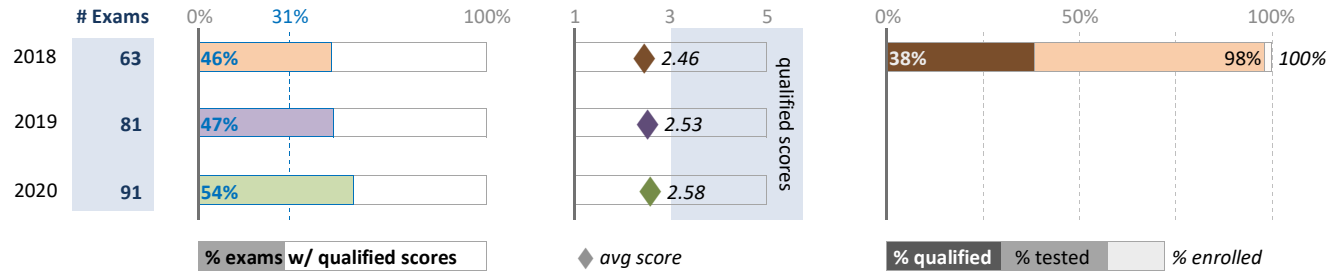
SAT — Read/Write + Math (Tgt: 1070)



ACT — Composite (Target: 21)



Advanced Placement



2020-21 School Profile
High School Metric and Term Definitions

DALLAS INDEPENDENT SCHOOL DISTRICT

INFORMATION ABOUT 2020-21 SCHOOL PROFILES	
Emergency Closure due to COVID-19 Pandemic	Statistics in this report were updated to reflect the 2019-20 school year WHERE POSSIBLE. In most cases, new data were not available to create updated statistics due to the emergency closure in March 2020. Please note carefully which school years are reflected in each section. If new statistics could not be created for 2019-20, all prior-year statistics were left in place from the previous School Profile. In the 2020-21 profile, attendance statistics are based on data collected through March 13, 2020, the last instructional day before the emergency closure.
Attendance	
Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled) at end of last school year. The target for high schools is 95%.
Students absent fewer than 10% of days enrolled	An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the last school year.
Enrollment	
Number enrolled by grade (N)	Average daily enrollment at the campus during the last school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment at end of last school year.
Percentage in grade by race/ethnicity (% of Grade)	Percentage of students within grade level identified as African American, Hispanic, white, or other at end of last school year. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of last school year based on data in student information system. Students may be classified in more than one or no student groups.
Graduation	
Four-year graduation rate	Percentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency. Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relevant data.
Ninth-graders on track to graduate	Percentage of first-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester "F" in a core-content course.
Teachers	
Teacher absences	Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.
Discipline	
Frequency of disciplinary actions	Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; explusion: 2, 4.
Accountability Rating System for Texas Public Schools	
State accountability rating	Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD opted into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional local domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate survey and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score across the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute the school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness.
School Effectiveness Index	
SEI	A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean."
Campus Climate Survey	
Percentage positive responses	Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
Parent Survey	
Percentage positive responses	Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.

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State of Texas Assessment of Academic Readiness (STAAR)	
Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. District statistics are based on grade levels at the campus. State statistics are all students tested across grades. Students meeting grade level standard have a high likelihood of success in the next grade or course but may stil need some short-term, targeted acadmic intervention.
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.

PSAT	
Percentage with college-ready scores	Percentage of grade 10 students with a college-ready score, determined by The College Board. The PSAT is administered to all district students in grade 10. College-ready scores are set only for section-level, not test-level, scores. The sections are "Evidence-based Reading and Writing" and "Mathematics." Thus, in this report, the percentage of students meeting the "EBRW" benchmark is duplicated on the "Reading" and "Writing" graphs.
Average score	Average score among grade 10 students. Range of scores is 8-38 on each subtest.

ACT/SAT	
Percentage with college-ready score(s)	In Dallas ISD, college-ready scores are ACT Composite = 21 or SAT Evidence-Based Reading and Writing + Mathematics = 1070. Percentage taken from all grade 12 students, including those not tested. The district target is 40% of grade 12 students meeting the college-ready criterion.
Percentage tested	Percentage of grade 12 students who have taken one or both of ACT or SAT at any time during high school.
Average score (single test)	Average score among grade 12 students who have tested. Range for combined SAT Mathematics and SAT Evidence-Based Reading and Writing section scores is 400-1600. Range for ACT Composite is 1-36. Current district targets are 1070 and 21.
Percentage with college-ready scores (single test)	Percentage of all grade 12 students (including those not tested) who have met the targets of 1070 (SAT Evidence-Based Reading and Writing + Mathematics) or 21 (ACT Composite).
Percentage tested (single test)	Percentage of grade 12 students who have taken the test.

Advanced Placement (AP)	
Number of exams	Number of exams taken by all students in any grade. Students may take more than one exam.
Percentage of exams with qualified scores	Percentage of all exams with scores at the "qualified" level or higher (3-5 on 1-5 scale). Students may have more than one exam with a qualified score. The target is 31% of exams with a qualified score or higher.
Average exam score	Average score on exams taken by all students in any grade. Students may take more than one exam.
Percentage enrolled in an AP course	Percentage of grade 11-12 students enrolled in at least one AP course.
Percentage tested on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and taking the appropriate exam.
Percentage earning a qualified score on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and earning a qualifed score on the appropriate exam.