

2018-19 Lafayette Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Lafayette High School
Bryne Jacobs
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/09/2019

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

1. Kentucky is evolving a new accountability model illuminating the need for a renewed focus on ACT for the school as a whole with a heightened focus on students with disabilities, in ELL, African American and Hispanic. Graduation rate for students in special education need honed IEPs and services. Intervention services will continue in structure and expanded "in-place interventions" will be implemented to improve Tier 1 and Tier 2 outcomes in all courses. 2. The lowest area identified on the TELL Survey is under TIME- Smaller Class Sizes or reallocation of resources to allow for addressing individual student needs. Instructional Leaders and SBDM will utilize performance data to identify the students and courses most in need of this more personalized staffing. The Tell Survey is due to be given Spring 2019 which will allow us to determine if actions are more effective. Additionally, the lowest groups on proficiency, transition ready and graduation rates will be allocated targeted resources.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We will use the Dufour PASD model of systematic problem solving with stakeholders based on the outcomes of the State Accountability Model. Student performance and individual learner needs to show proficient, transition ready and successfully graduated in four years will drive the systematic problem solving and resource allocation for all staff, SBDM, and community supporters. PLC with MTSS supports will monitor progress between State Reporting by persistently measuring student performance with adaptable plans for successful demonstration of skill for earned credit.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Lafayette Needs Assessment

Phase Two: The Needs Assessment for Schools

Lafayette High School
Bryne Jacobs
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/09/2019
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

SBDM, Instructional Leaders, PBIS: monthly data review for overall performance PLC: minimum of bi-monthly meetings to review data and systematically plan for individual students (Tier 1, Tier2). MTSS - academic, OHI/Executive Function, behavioral: minimum of weekly meetings to monitor progress of Tier 3. Counselors and Student Support Staff: meet as needed to support the above structures.

ATTACHMENTS

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
 - The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- See Attached Presentation

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

African American students scored 36.7/40 Proficiency and 34.5/41 Transition Ready Hispanic students scored 21.6/41 Transition Ready English Language Learners scored 23.6/40 Proficiency and 21.7/41 T.R. Disability Monitored 28/40 Proficiency and 10.3 Transition Ready

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

The TSI Status Priority and Concerns are the same sub-groups as prior year accountability measures - regardless of measure. Graduation Indicator is our area of strength.

ATTACHMENTS

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

KCWP 5: Design, Align and Deliver Support Processes with Sub-group Focus continues to be an area of necessary improvement

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate in 90 % or above with the exception of students with disabilities. They graduated at 86.7/85%. Lafayette had the highest district composite and the lowest showing of novice on ACT (measure for proficiency)

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Lafayette School Assurances_10292018_15:37

Phase Two: School Assurances

Lafayette High School
Bryne Jacobs
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

Last Modified: 10/30/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
 - No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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1: Proficiency

Goal 1: Proficiency: Improve Proficiency from 75.1% to 82.6% by 2021.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase 2019 ACT Reading from 78.9% to 81.4%.	Design, Align, Deliver Support Processes (KCWP 5)	1) Refine behavioral support system that aligns with student action plans for self - monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic Behavior).	Increase course performance and credits earned at the semester postings		
		2) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and credits earned		
		3) A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.	Increase course performance and increased number of students meeting ACT Benchmarks.		
		4) Adapt and expand Collections curriculum to allow appropriate ACT focus and refinement.	Diagnostic efforts show growth on ACT		
Objective 2: Increase 2019 ACT Math proficiency from 71.3 to 73.8.		See 1-3 for Objective 1	See Measures for Objective 1		
		4) Adapt and expand the Envisions curriculum to allow for appropriate ACT focus and refinement.	Diagnostic efforts show growth on ACT		

Goal 1: Proficiency: Improve Proficiency from 75.1% to 82.6% by 2021.					
	Design, Align, Deliver Support Processes (KCWP 5)				

2: Gap

Goal 2: Gap: All subgroups are out of the Targeted Support and Improvement (TSI) criteria.					
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<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective: Assure the following subgroups are out of TSI Status: African American (36.7/40)	Design, Align, Deliver Support Processes	Increase minority staff to more accurately reflect the diversity of our student body.	Staffing numbers in August of 2019		
		The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 2.			

Goal 2:
 Gap: All subgroups are out of the Targeted Support and Improvement (TSI) criteria.

Two or More Races (23.6/40) Free and Reduces (28/40) Disability (40/40)		Students in these subgroups will be monitored for progress on ACT content specific indicators and test preparation options will be designed to support those not meeting diagnostic indicators.	Performance on Envision and Collections identified as ACT content ACT preparation diagnostic options ACT performance if taken prior to State Administration		
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3: Graduation rate

Goal 3:
 Graduation Rate: Increase Graduation Rate from 95.4% to 96.8% by 2021 as calculated by the state criteria.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Goal 3: Graduation Rate: Increase Graduation Rate from 95.4% to 96.8% by 2021 as calculated by the state criteria.					
Objective: Increase student course performance at the end of each semester by 7%.	Design, Align, Deliver Support Processes	The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 2.			
		Alternate and individually designed demonstrations for students not			
		Continue to refine grade-level planning with counselors and Transition Ready Coach to focus on purpose of academic progress.			

4: Separate Academic Indicator

Goal 4: Specific Academic Indicator: Increase the Separate Academic Indicator of English ACT Score from 20 to 20.6 by 2021.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase 2019 ACT English Score from 20 to 20.2.	Design, Align, Deliver Support Processes	See Activites for Goal 1: Proficiency	Diagnostic and ACT Identified in Collections Progress		

Goal 4: Specific Academic Indicator: Increase the Separate Academic Indicator of English ACT Score from 20 to 20.6 by 2021.					

5: Transition readiness

Goal 5: Transition Readiness: Increase the percentage of students who are Transition Ready from 65.5 to 75.9 by 2021.					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Career Readiness from 26.5% to 30%.	Design, Align, Deliver Support Processes	Align current elective courses with appropriate career pathways and provide information regarding the EOP and industry certification potential benefits.	Hone Pathway information material to be used during scheduling process		

<p>Goal 5: Transition Readiness: Increase the percentage of students who are Transition Ready from 65.5 to 75.9 by 2021.</p>					
			Check number of students taking KOSSA and Industry Certification exams in the spring of 2018.		
		Individually support students not Career Ready in pathways.	Increase the number of 2019 End of Program (EOP) and industry certification tests to 400.		
Objective 2: Increase Academic Readiness from 55.6% to 60.5%.	Design, Align, Deliver Support Processes	Continue means to improve student progress on the ACT.	ACT scores as reported in the School Report Card		
		Ensure regularly-scheduled PLC meetings to review the alignment between standards, learning targets and assessment measures.	Administration will document/follow published schedule of PLC meetings.		



2017-2018 Data Release

Lafayette High School

Indicators – High Schools

High Schools

Indicator	Measures	Metric
Proficiency	Reading and mathematics sections from ACT	<ul style="list-style-type: none"> • Index Score (0-125) • N=0, A=.50, P=1.0, D=1.25 (ACT levels) • Each score from reading and mathematics weighted equally
Transition Readiness	Academic Readiness (ACT, AP, IB, CAI, ELP) Career Readiness (Ind. Cert.; CTE EOP exam; Apprenticeship) ELP attainment (ACCESS)	<ul style="list-style-type: none"> • Transition Readiness Rate (0-100) • Percentage of graduates who have a high school diploma and also demonstrate Academic or Career Readiness • ELs anytime throughout high school
Graduation Rate	4- and 5-year Graduation Rates	<ul style="list-style-type: none"> • Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years • Average of 4- and 5-year rates (0-100)

CSI Entrance Criteria

CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); **OR**

CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018-2019); **OR**

CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

Comprehensive Support and Improvement (CSI)

Targeted Support and Improvement (TSI)

KRS 160.346

Tier I TSI
(Early
Warning)

Beginning 2010-21:

School has at least one subgroup whose performance in the state accountability system is at or below the summative performance of all students in any of the lowest-performing 10% of all schools for two consecutive years.

Tier II TSI
(Low
Performance
)

Beginning 2018-19:

School has at least one subgroup whose performance in the state accountability system is at or below the summative performance of all students in any of the lowest-performing 5% of all schools.

Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85



Reporting Data

Lafayette High School

Proficiency (ALL Students)



School Name	Level	Proficiency Indicator	Cut Score
Lafayette	HS	75.1	40

Demographic Group Performance – Proficiency HS

	Proficiency Indicator
Demographic Group	Original
White	83.5
African American	36.7
Hispanic	55.3
Asian	85.4
American Indian or Alaska Native	.
Native Hawaiian or Other Pacific Islander	.
Two or More Races	63.9
English Learners plus Monitored	23.6
Free/Reduced-Price Meals	52
Disability-with IEP (Total)	28
	40



Performance Levels by Content Area

NAPD for High Proficiency

High Reading NAPD Percentages for School/District Name



Year	Novice	Apprentice	Proficient	Distinguished	Index
2018	106	90	193	150	78.9

High Mathematics NAPD Percentages for School/District Name



Year	Novice	Apprentice	Proficient	Distinguished	Index
2018	112	129	207	89	71.3



Transition Readiness Rate

Transition Readiness Rate for All Students

Year	Number of Graduates Plus EL	Academic Ready	Career Ready	EL Attainment	Transition Rate
2018	543	302	144	8	65.5

Demographic Group Transition Ready



Demographic Group	Transition Readiness Indicator
	Original
White	78.2
African American	34.5
Hispanic	21.6
Asian	75.9
American Indian or Alaska Native	.
Native Hawaiian or Other Pacific Islander	.
Two or More Races	71.4
English Learners plus Monitored	21.7
Free/Reduced-Price Meals	44.3
Disability-with IEP (Total)	10.3
	41



Graduation Rate

Cohort

Graduation Rate for Lafayette



Year	4-Year Adjusted Cohort	5-Year Adjusted Cohort
2018	95.4	96.3

Demographic Group Graduation Rate



Demographic Group	Graduation Indicator
	Original
White	97
African American	93
Hispanic	96.7
Asian	98.4
American Indian or Alaska Native	.
Native Hawaiian or Other Pacific Islander	.
Two or More Races	94.1
English Learners plus Monitored	90.3
Free/Reduced-Price Meals	92.2
Disability-with IEP (Total)	86.7
	85

Lafayette TSI Status



	Identified TSI	Proficiency Indicator	Transition Readiness Indicator	Graduation Indicator
Demographic Group	Original	Original	Original	Original
White		83.5	78.2	97
African American		36.7	34.5	93
Hispanic		55.3	21.6	96.7
Asian		85.4	75.9	98.4
American Indian or Alaska Native		.	.	.
Native Hawaiian or Other Pacific Islander		.	.	.
Two or More Races		63.9	71.4	94.1
English Learners plus Monitored		23.6	21.7	90.3
Free/Reduced-Price Meals		52	44.3	92.2
Disability-with IEP (Total)		28	10.3	86.7
		40	41	85

Phase Three: Closing the Achievement Gap Diagnostic_01152019_12:51

Phase Three: Closing the Achievement Gap Diagnostic

Lafayette High School
Bryne Jacobs
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/15/2019
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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The gap group at large, habitually scores lower than the non-gap group in each measurable category.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The gap group at large, habitually scores lower than the non-gap group in each measurable category.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

We have not shown improvement in any of the gap areas in reading or math for African American, Hispanic, EL, or Free/Reduced Lunch students.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We have not shown improvement in any of the gap areas in reading or math for African American, Hispanic, EL, or Free/Reduced Lunch students.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Interventionists and teachers are being trained to better accelerate the learning of specific students needing academic support.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

There have been a variety of changes in tests and the number of assessments that do not inform one another, making it difficult to focus energy on the progress of how this is measured. Additionally, we have had redistricting which brings more students to us that are significantly behind grade level. It has also been noted that the behavioral incidents have required additional attention. It has also been noted that the behavioral incidents have required additional attention.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

- Instructional Leaders – Bryne Jacobs, Richard Royster, David Scholl, Stephanie McDermott, David Page, Ryan Marsh, Rhonda Mullins, Sally Adams, Bobby Howard, Tim Mitsumori, Michelle Honeycutt, Brian Toy, Robin Reid, Ben Martin, Shannon Clark, Stephanie Lester.
- SBDM, IL, PLC, MTSS -Academic and Behavior, Student Support Services including Counselors, meet regularly to analyze student data to systematically try new best practices to improve student performance.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 LHS Achievement Gap Groups	Lafayette High School Achievement Gap Groups	I
 LHS Measurable Gap Goal	.	III

Gap Group/Total number of students	Percentage of Total School Population
African American - 337	7.10%
Hispanic - 141	6.50%
Free/Reduced Lunch - 876	40.60%
EL - 68	3.20%

Lafayette 2017-2018
Measurable Goals

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Proficiency: Improve Reading proficiency from 71% to 80.3% proficient/distinguished and improve Math proficiency from 52.2% to 72.7% proficient/distinguished.	Design, Align, Deliver Support Processes	1) Create school-wide behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs. 2) Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools. 3) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. 4) Implement data teaming methodologies, analysis of strengths and obstacles to student learning and development of a method of quality assurance monitoring. 5) A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. <input type="checkbox"/>	Administration, CCR Coach, Teachers, Counselors	Common assessments and Reading and Math EOC's.	
Gap: Increase the non-duplicated Gap Group scoring proficient on Reading from 48.8% to 67.1% and from 32.4% to 61.2% in Math.	Design, Align, Deliver Support Processes	1) Create school-wide behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs. 2) Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools. 3) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. 4) Implement data teaming methodologies, analysis of strengths and obstacles to student learning and development of a method of quality assurance monitoring. 5) A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. 6) Increase minority staff to more accurately reflect the diversity of our student body.	Administration, CCR Coach, Teachers, Counselors	Common assessments and Reading and Math EOC's.	
Graduation Rate: We will maintain the exceeded delivery target Graduation Rate of 92.8%.	Design, Align, Deliver Support Processes	1) A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. 2) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs for cohort.	Administration, CCR Coach, Teachers, Counselors	Tier 1, 2 and 3 Progress Reports and School Report Card	
Transition Readiness: Increase the percentage of students who are college and career ready from 70.5% to 80%	Design, Align, Deliver Support Processes	1) Align current elective courses with appropriate career pathways and provide information regarding the KOSSA certification and potential benefits. 2) Stay abreast of the state's new measures for transition readiness. 3) Continue means to improve student progress on the ACT.	Administration, CCR Coach, Teachers, Counselors	KOSSA and Industry Certification eligibility and pass rates	

Lafayette 2017-2018
Measurable Goals

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Phase Three: Executive Summary for Schools_01152019_13:09

Phase Three: Executive Summary for Schools

Lafayette High School
Bryne Jacobs
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/15/2019
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

See the attached school profile.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

- The mission of Lafayette High School is to ensure ALL students achieve at high levels and graduate prepared to excel in a global society.
- The vision for Lafayette High School is ALL students will be college and career ready through empowered teaching and collaborative partnerships.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

- As reflected in the attached profile, overall academic achievement, attendance, graduation rate, and student participation are strong. The area of most needed improvement is the increase in the performance of our gap students in all measurable areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information



Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

See attached profile and data release.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017-18 LHS Data Release for Staff	data release	
 Lafayette School Profile	school profile	

Lafayette High School

SCHOOL PROFILE

401 Reed Lane Lexington, Kentucky 40503 (859) 381-3474

Community

Lexington, with a population of approximately 305,000, is located in Central Kentucky, the heart of the Bluegrass Region. Historically, this area has long been considered the center of the thoroughbred horse racing industry in Kentucky. A university town, Lexington offers a blend of educational, cultural, and medical facilities for the entire Central Kentucky Region.

Lafayette High School, one of the five public high schools in Lexington, consists of a diverse population that is economically and socially balanced. It is a School- Based Decision-Making (SBDM) institution. The school opened in the fall of 1939, taking as its namesake the Marquis de Lafayette, who was a prominent figure in this area during the Revolutionary War. Lafayette offers a regular high school program and serves as the Gifted and Talented School for the Creative and Performing Arts. A Pre-Engineering Program of studies is also available at Lafayette. During the 2000-2001 school year, block scheduling with an alternating day schedule was implemented to meet student academic needs as well as Kentucky state graduation requirements. This institution has a rich tradition of pride and accomplishment in the local, state, and national community.

School

Total 2017-2018 Enrollment: 2440 students

Grades: 9, 10, 11 and 12

68.1% White 12.3% African American 10.9% Hispanic 8.7% Other

Special Education Participants 6.6%

English Language Learners 5%

Senior Class Enrollment: 590

School Year: Two semesters, 18 weeks each

ACT/CEEB Code: 181430

Accreditation: Southern Association of Colleges and Schools
Commonwealth of Kentucky

Professional Staff

The professional staff of Lafayette High School is comprised of 1 principal, 2 associate principals, 1 administrative dean, 1 dean of students, 6.5 counselors, 1.5 college & career coaches, 2 library media specialists, 1 social worker, 1 school psychologist, 125 certified teachers, and a Youth Service Center Coordinator.

Administration

Principal:	Bryne Jacobs
Associate Principals:	Richard Royster David Scholl
Administrative Dean:	Stephanie McDermott
Dean of Students:	Claire Gorski

Guidance Staff

Counselors:	Sally Adams	Tracey Lilly
	Shaun Cook	Ben Martin
	Sarah Day	Mark Roberts
	Arin Leber	
College/Career Coaches:	Kate Fitzgerald	Stephanie Schoff

Graduation Requirements

The state of Kentucky requires completion of 22 credits (Carnegie Units) for graduation. These must include 4 credits in English, 3 credits in math, 3 credits in science, 3 credits in social studies, 1 credit in health and physical education, 1 credit in history and appreciation of visual and performing arts, and 7 elective credits. Due to block scheduling, Lafayette graduates must complete 26 credits, which includes 4 additional elective credits above the state requirement.

Advanced Placement/Accelerated Courses

Lafayette offers Advanced Placement (AP) courses in Art History, Studio Art, Biology, Calculus I, Calculus II, Chemistry, Computer Science, Economics, English Literature and Language, Environmental Science, Music Theory, French, Psychology, Spanish Language, Statistics, U.S. History, Human Geography, Physics, European History, Government and World History. AP and advanced courses are identified on transcripts by the last two digits of the six-digit subject code; these courses have subject codes ending in 04, 45, or 05. These courses are indicated as such in the course title on the transcript.

Grade Point Average/Class Rank

Grade point averages are calculated on a standard 4.0 scale. Seniors are ranked at the beginning of the twelfth grade and after graduation. Class rank is based on weighted grade point averages, with elevated points for Advanced Placement and advanced courses.

Grading Scale

A	92-100	GPA Example:
B	83-91	Standard A=4
C	74-82	Weighted A=5
D	65-73	Standard B=3
F	64 and below	Weighted B=4

Test Results

National Merit:

	Commended	Semifinalists	Finalists
2015-16	4	2	2
2016-17	9	6	6
2017-18	9	3	2

2018 AP Awards:

AP Scholars	72
AP Scholars with Honors	28
AP Scholars with Distinction	52
National AP Scholars	12

National Achievement Scholars:

2015-16	0
2016-17	0
2017-18	0

ACT Mean Composite Scores:

	Lafayette:	Nation:	KY:
2015-16	22.0	20.8	20.0
2016-17	22.6	21.0	19.6
2017-18	22	20.8	20.2

Number Tested: 533

Average SAT Scores:

2015-16	Critical Reading	Mathematics	Writing
Lafayette:	617	612	599
Nation:	494	508	482
Kentucky:	604	599	586

Number Tested: 25

2016-17	ERW	Mathematics
Lafayette:	627	633
Nation:	538	533
Kentucky:	630	622

Number Tested: 42

2017-18	ERW	Mathematics
Lafayette:	637	634
Nation:	536	531
Kentucky:	630	618

Number Tested: 59

Class of 2018:

Attending a 4 year college or university	70%
Attending a 2 year college /voc/tech school	3%
Entering military service	1%
Entering the job market	25%
Undecided	1%