Kay Brown – Achievement Gap Coordinator

KCCT DISAGGREGATION FORM
SPRING 2004
KENTUCKY PERFORMANCE REPORT
ELEMENTARY

Page 1 – Cover page

Read and summarize the paragraph that is third from the bottom of the page on the left side.

Page 2 – Introduction

Which students are exempt from taking the KCCT?

1.
2.
3.

Page 3 - Accountability Cycle

What was the school's accountability goal for 2004? _____
Did the school meet its accountability goal in 2004? _____
Did the school meet novice reduction in 2004? _____
What is the baseline for the school? _____
What is the standard error for the school? _____
Did the school pass any recognition points? _____ If so, which one(s)?
_____
Did this school qualify for rewards in 2004? _____ If so, how many shares? _____
What is the school's goal for the next biennium (2006)? _____

Page 4 – Accountability Trend

Did any academic areas show steady growth over six years? _____ If yes, which areas?

Did any academic areas decline or show inconsistent performance? _____ If yes, which areas?

Did any of the non-academic data show movement in either a positive or negative direction? _____ Explain.

Does the NRT data show change? _____ Explain.

Page 5 – Disaggregation Index Trends – Academic Index

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Compare annual trend data for each subgroup. Which subgroups show increases in the academic index?

Are there any subgroups that show decline? If so, which ones?

<u>Page 6</u>– Content Area Index Trends

Compare scores in each category. Write in the corresponding box + (gain) or – (loss) and the number of points. If the gain or loss is 3 or more points, circle the answers in red.

Year	Academic Index	Reading	Math	Scienc	Soc.St.	Writing	A&H	PL/VS
From 1999 to 2000								
From 2000 to 2001								
From 2001 to 2002								
From 2002-2003								
From 2003-2004								

Are there any content areas that declined over the five years, were flat, or showed uneven performance?

<u>Page 7</u> – Academic Index Comparisons

Write the index for each. If the school's index is greater than the district and/or state, circle the school's score in red.

Academic Index	School	District	State

Reading	School	District	State

Math	School	District	State

Science	School	District	State

Social Studies	School	District	State

Writing	School	District	State

A & H	School	District	State

PL/VS	School	District	State

<u>Page 8</u>– Reading Trend Data
(Reading 20% of KCCT) – Compare scores in each category. Write in the corresponding box + (gain) or – (loss) and the number of points If the gain or loss is 3 or more points, circle the answers in red. *Failure to reduce novices and/or total novices should be marked in red. Any losses in Proficient and Distinguished should be circled in red.

Year	N-non	N-M	N-H	A-L	A-M	A-H	P	D
From 1999 to 2000								
From 2000 to 2001								
From 2001 to 2002								
From 2002-2003								
From 2003-2004								

<u>Page 9</u>- Reading Sub-domains

Compare school mean to state mean. Write a + or – and circle in red if the difference is less than the state mean by .3 or more points.

Literary (50%)	Informational (25%)	Persuasive (10%)	Practical/Workplace (15%)

<u>Page 10</u>– Reading Core Content

*Compute the combined total % for B, 0, and 1. Is it greater or less than the % for 2 category? Place the total in the corresponding box. (**Circle the answer in red if it is greater than the 2 category.)** Place the % of 2s in the 2 column.

#Compute the combined total % for the 3 and 4. Place the total of 3 and 4 in the corresponding box (**Circle the answer in red if is less than the total of the B,0,1, and 2 categories.)**

^Check for comparison with state mean; if our mean is above the state place a (+) in the appropriate box, if our mean is lower, place a (-). **(Circle any (-) in red.)**

For multiple choice, record % for correct and incorrect. **(If % of correct is less than 50, circle in red.)**

Reading (Open Response)	* B+0+1 totals	% of 2s	# 3 +4 totals	^ School/state mean
Literary				
Informational				
Persuasive				
Practical/Workplace				
Reading (Multiple Choice)	Correct	Incorrect		
Literary				
Informational				
Persuasive				
Practical/Workplace				

<u>Page 11</u>– Reading Questionnaire Data

Questionnaire data – write the % in corresponding box (No. 39 – if the % totaled for 1-2 hrs, 3-4 hrs, and more than 4 hrs. does not total 70 % or more, circle No. 39 in red) (All

other questions – if the % totaled for some, 2-3 times and 4-5 times does not total 80% or more, circle the question no. red.

No.	No time	Less 1 hr.	1-2 hrs	3-4 hrs	4 hrs or more	Invalid
39						
	Never	Some	Once	2-3	4-5	Invalid
40						
41						
42						
43*						
44						
47						
48						

<u>Page 12</u> – Reading Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 13 – Disaggregation Index Trends – Reading</u>
Compare annual trend data for each subgroup. Which subgroups show increases in the reading index?

Are there any subgroups that show decline? If so, which ones?

<u>Page 14</u>– Reading Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

<u>Pages_____</u> – Reading Scale Score data Disaggregation
Find any significant differences (asterisk* denotes significant difference) found in the school's subgroups. *Differences are computed by subtracting scale scores (such as Female = 550 and Male = 523, when subtracted the answer is 27*, which is a significant difference)*

Are there any subgroups at the school level where no significant differences exist?
Exclude information that is blank because there are fewer than 10 students in that group.

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Page_____ – Math Trend Data
(Math 20% of KCCT) – instructions are the same for page 7

Year	N-non	N-M	N-H	A-L	A-M	A-H	P	D
From 1999- 2000								
From 2000-2001								
From 2001-2002								
From 2002-2003								
From 2003-2004								

Page_____ – Math Sub-domains
Instructions are same for page 8

Number/Comp (45%)	Geo. /Meas (25%)	Prob/Stats (15%)	Algebraic (15%)

Page_____– Math Core Content
*Compute the combined total % for B, 0, and 1. Is it greater or less than the % for 2 category? Place the total in the corresponding box. (**Circle the answer in red if it is greater than the 2 category.)** Place the % of 2s in the 2 column.

#Compute the combined total % for the 3 and 4. Place the total of 3 and 4 in the corresponding box (**Circle the answer in red if is less than the total of the B,0,1, and 2 categories.)**

^Check for comparison with state mean; if our mean is above the state place a (+) in the appropriate box, if our mean is lower, place a (-). **(Circle any (-) in red.)**

For multiple choice, record % for correct and incorrect. **(If % of correct is less than 50, circle in red.)**

Math (Open Response)	* B+0+1 totals	% of 2s	# 3+4 totals	^School/state mean
Number/Computation				
Concepts				
Skills				
Relationships				
Geometry/Measurement				
Concepts				

Skills				
Relationships				
Probability/Statistics				
Concepts				
Skills				
Relationships				
Algebraic Ideas				
Concepts				
Skills				
Relationships				
Math (Multiple Choice)	Correct	Incorrect		
Number/Computation				
Concepts				
Skills				
Relationships				
Geometry/Measurement				
Concepts				
Skills				
Relationships				
Probability/Statistics				
Concepts				
Skills				
Relationships				
Algebraic Ideas				
Concepts				
Skills				
Relationships				

Page_____ – Math Questionnaire Data

Questionnaire data – if % total for 2-3 times and 4-5 times is not 80% or more, circle the question no. red.

No.	Never	Sometime	Once	2 or 3	4 or 5	Invalid
40						
41*						
43*						
44						
45*						

46*						
47						
48*						

Page_____ – Math Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

Page_____ - Disaggregation Index Trends – Mathematics
Compare annual trend data for each subgroup. Which subgroups show increases in the math index?

Are there any subgroups that show decline?

Page_____– Math Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

Pages_____ – Math Scale Score data Disaggregation
Find any significant differences (asterisk* denotes significant difference) found in the school's subgroups. *Differences are computed by subtracting scale scores (such as Female = 550 and Male = 523, when subtracted the answer is 27*, which is a significant difference)*

Are there any subgroups at the school level where no significant differences exist?
Exclude information that is blank because there are fewer than 10 students in that group.

Page_____– Science Trend Data
(Science 15% of KCCT) – instructions are the same for page 7

Year	N-non	N-M	N-H	A-L	A-M	A-H	P	D
From 1999-2000								

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From 2000-2001								
From 2001-2002								
From 2002-2003								
From 2003-2004								

Page_____ – Science Sub-domains
Instructions are same for page 8

Physical (33%)	Earth & Space (33%)	Life (33%)

Page_____ – Science Core Content

*Compute the combined total % for B, 0, and 1. Is it greater or less than the % for 2 category? Place the total in the corresponding box. (**Circle the answer in red if it is greater than the 2 category.)** Place the % of 2s in the 2 column.

#Compute the combined total % for the 3 and 4. Place the total of 3 and 4 in the corresponding box (**Circle the answer in red if is less than the total of the B,0,1, and 2 categories.)**

^Check for comparison with state mean; if our mean is above the state place a (+) in the appropriate box, if our mean is lower, place a (-). **(Circle any (-) in red.)**

For multiple choice, record % for correct and incorrect. **(If % of correct is less than 50, circle in red.)**

Science (Open Response)	*B+0+1 totals	% of 2s	# 3+4 totals	^ school/state mean
Physical Science				
Object/Material Properties				
Object's Positions/Motions				
Light/Heat/Elec./Magnetism				
Earth & Space Science				
Earth Materials: Properties				
Objects in the Sky				
Earth/Sky Changes				

Life Science				
Organisms: Characteristics				
Life Cycle of Organisms				
Organisms: Environment				
Science (Multiple Choice)	Correct	Incorrect		
Physical Science				
Object/Material Properties				
Object's Positions/Motions				
Light/Heat/Elec./Magnetism				
Earth & Space Science				
Earth Materials: Properties				
Objects in the Sky				
Earth/Sky Changes				
Life Science				
Organisms: Characteristics				
Life Cycle of Organisms				
Organisms: Environment				

<u>Page _____</u> - Science Questionnaire Data

*questions 39, 41 and 44, the % for 4-5 times should be 20% or less; if not then you should circle the question no. in red.
*question 44, the % totaled for 2-3 times and 4-5 times combined should be 20% or less; if not, then you should circle the question no. in red.
*all other questions, the totals for 2-3 times and 4-5 times should be 80% or more; if not, then you should circle the question no. in red.

No.	Never	Sometime	Once	2 or 3	4 or 5	Invalid
39						
40						
41						
44						

45						
46						
47						
48*						
49*						

Page _____ - Science Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

Page ____ – Disaggregation Index Trends – Science
Compare annual trend data for each subgroup. Which subgroups show increases in the science index?

Are there any subgroups that show decline? If so, which ones?

Page _____ – Science Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

Pages _____ – Science Scale Score data Disaggregation
Find any significant differences (asterisk* denotes significant difference) found in the school's subgroups. *Differences are computed by subtracting scale scores (such as Female = 550 and Male = 523, when subtracted the answer is 27*, which is a significant difference)*

Are there any subgroups at the school level where no significant differences exist?
Exclude information that is blank because there are fewer than 10 students in that group.
Page _____ – Social Studies Trend Data
(Social Studies 15% of KCCT) instructions are the same as pages 7

Year	N-non	N-M	N-H	A-L	A-M	A-H	P	D
From 1999-2000								
From 2000-2001								
From 2001-2002								

From 2002-2003								
From 2003-2004								

Page _____ – Social Studies Sub-domains

Instructions - same as pages 8

Gov/Civics (25%)	Culture/Society (12%)	Economics (10%)	Geography (25%)	History (28%)

Pages _____ – Social Studies Core Content

*Compute the combined total % for B, 0, and 1. Is it greater or less than the % for 2 category? Place the total in the corresponding box. (**Circle the answer in red if it is greater than the 2 category.)** Place the % of 2s in the 2 column.

#Compute the combined total % for the 3 and 4. Place the total of 3 and 4 in the corresponding box (**Circle the answer in red if is less than the total of the B,0,1, and 2 categories.)**

^Check for comparison with state mean; if our mean is above the state place a (+) in the appropriate box, if our mean is lower, place a (-). **(Circle any (-) in red.)**

For multiple choice, record % for correct and incorrect. **(If % of correct is less than 50, circle in red.)**

Soc. St. (Open Response)	* B+0+1 totals	% of 2s	# 3+4 totals	^ School/state mean
Government & Civics				
People Form Governments				
Limited and Shared Power				
Citizen: Rights/Responsibility				
Culture & Society				
Culture is a System				
Cultures Address Needs				
Social Institutions				
Social Interactions				
Economics				
Economic Problem: Scarcity				
Economic Sys./Institutions				

Market/Goods/Services				
Produce/Distribute/Consume				
Geography				
Earth's Surface Patterns				
Human Phys. Char./Regions				
Human/Move…Interact				
Human/Environ. Interaction				
History				
History/Interpretive				
History of United States				
Soc. St. (Multiple Choice)	Correct	Incorrect		
Government & Civics				
People Form Governments				
Limited and Shared Power				
Citizen: Rights/Responsibility				
Culture & Society				
Culture is a System				
Cultures Address Needs				
Social Institutions				
Social Interactions				
Economics				
Economics Problem: Scarcity				
Economic Sys./Institutions				
Market/Goods/Services				
Produce/Distribute/Consume				
Geography				
Earth's Surface Patterns				
Human/Phys.				

Char./Regions				
Humans Move… Interact				
Human/Environ. Interaction				
History				
History/Interpretive				
History of United States				

Page_____ – Social Studies Questionnaire Data

Questionnaire data

*questions 39, 40 – the % for 4-5 times should be 20% or less; if not, then you should circle the question no. in red.

*questions 41,43,44,46 – the % totaled for 2-3 times and 4-5 times should be 80% or more; if not, then you should circle the question no. in red.

No.	Never	Sometime	Once	2 or 3	4 or 5	Invalid
39						
40						
41						
43*						
44*						
46						

Page_____ – Social Studies Disaggregation – Performance Level Percents

Is there a specific subgroup(s) showing lower performance?

Page___ – Disaggregation Index Trends – Social Studies

Compare annual trend data for each subgroup. Which subgroups show increases in the social studies index?

Are there any subgroups that show decline? If so, which ones?

Page_____– Social Studies Mean Scale Score/Standard Deviation

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Which subgroup(s) has a mean that is close to a proficient cut score line?

Pages_____ – Social Studies Scale Score data Disaggregation
Find any significant differences (asterisk* denotes significant difference) found in the school's subgroups. *Differences are computed by subtracting scale scores (such as Female = 550 and Male = 523, when subtracted the answer is 27*, which is a significant difference)*

Are there any subgroups at the school level where no significant differences exist?
Exclude information that is blank because there are fewer than 10 students in that group.

Page_____ – Writing Portfolio Trend Data
(Writing Portfolio 12% of KCCT) – failure to reduce novices by 30% or more should be circled red. If there are losses in Proficient and Distinguished, they should be circled red.

Year	N-non	N	A	P	D
From 1999 – 2000					
From 2000 – 2001					
From 2001-2002					
From 2002-2003					
From 2003-2004					

Page_____ – Writing Portfolio Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

Page_____ – Writing Portfolio Data Disaggregation
(*Writing uses holistic scoring methods thus there are no scale scores to report*.)
Compare % from novice, apprentice, proficient and distinguished scores? Which subgroups have the highest % of proficient and distinguished?

Page_____ – On-demand Writing Trend Data
(On-Demand Writing 3% of KCCT) – failure to reduce novices by 30% or more should be circled red, losses in Proficient and Distinguished should be circled red.

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Year	N-non	N	A	P	D
From 1999 – 2000					
From 2000 –2001					
From 2001-2002					
From 2002-2003					
From 2002-2003					
From 2003-2004					

Page_____ – On-demand Writing Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

Page_____ – On-demand Writing Data Disaggregation
(*Writing uses holistic scoring methods thus there are no scale scores to report*.)
Compare % from novice, apprentice, proficient and distinguished scores? Which subgroups have the highest % of proficient and distinguished?

Page_____ – Core Content and Writing Questionnaire Data

Compare the percentages of students in the proficient and distinguished categories for each type of on-demand question. Results could indicate needs in the different types of on-demand questions. Compare to state data.
Compare school's percentages with state in each category. Record differences in appropriate box.

No.	Never	Sometime	Once	2 or 3	4 or 5	Invalid
03						

No.	Yes	No	Invalid
04			

Page_____ – Total Writing Trend Data
(Total Writing 15% of KCCT) Failure to reduce novices by 30% or more should be circled red; losses in Proficient and Distinguished should be circled red.

Year	N-non	N	A	P	D

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From 1999 – 2000					
From 2000 –2001					
From 2001-2002					
From 2002-2003					
From 2003-2004					

Page – Disaggregation Index Trends – Total Writing
Compare annual trend data for each subgroup. Which subgroups show increases in the writing index?

Are there any subgroups that show decline? If so, which ones?

Page – Arts & Humanities Trend Data
(Arts & Humanities 5% of KCCT) Failure to reduce novices by 30% and any losses in Proficient and Distinguished should be circled red.

Year	N-non	N	A	P	D
From 1999 – 2000					
From 2000 – 2001					
From 2001-2002					
From 2002-2003					
From 2003-2004					

Page – Arts & Humanities Sub-domains
(Music – 30%, Dance – 30%, Drama – 20% and Art – 30%)

Instructions are the same as page 8.

Music (30%)	Dance (20%)	Drama (20%)	Art (30%)

Page – Arts & Humanities Core Content

*Compute the combined total % for B, 0, and 1. Is it greater or less than the % for 2 category? Place the total in the corresponding box. (**Circle the answer in red if it is greater than the 2 category.)** Place the % of 2s in the 2 column.

#Compute the combined total % for the 3 and 4. Place the total of 3 and 4 in the corresponding box (**Circle the answer in red if is less than the total of the B,0,1, and 2 categories.)**

^Check for comparison with state mean; if our mean is above the state place a (+) in the appropriate box, if our mean is lower, place a (-). **(Circle any (-) in red.)**

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For multiple choice, record % for correct and incorrect. **(If % of correct is less than 50, circle in red.)**

A & H (Open Response)	B,0,1 totals	% of 2s	3-4 Totals	state mean
Music				
Dance				
Drama/Theatre				
Visual Arts				
A & H (Multiple Choice)	Correct	Incorrect		
Music				
Dance				
Drama/Theatre				
Visual Arts				

Page _____ – Arts & Humanities Questionnaire Data
Compare school's percentages with state in each category. Record differences in appropriate box.

No.	No time	Less 1 hr.	1-2 hrs.	3-4 hrs.	More 4 hr.	Invalid
19						

No.	Never	Sometime	1 weekly	2-3 times	4-5 times	Invalid
20						

No.	Yes	No	Invalid
21			

Page _____ – Arts & Humanities Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

Page ____ – Disaggregation Index Trends – Art & Humanities
Compare annual trend data for each subgroup. Which subgroups show increases in the arts & humanities index?

Are there any subgroups that show decline? If so, which ones?

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Page_____ – Arts & Humanities Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

Pages_____ – Arts & Humanities Scale Score data Disaggregation
Find any significant differences (asterisk* denotes significant difference) found in the school's subgroups. *Differences are computed by subtracting scale scores (such as Female = 550 and Male = 523, when subtracted the answer is 27*, which is a significant difference)*

Are there any subgroups at the school level where no significant differences exist?
Exclude information that is blank because there are fewer than 10 students in that group.

Page_____ – Practical Living/Vocational Studies Trend Data
(Practical Living / Vocational Studies 5% of KCCT) (Health – 40%, Physical Education – 25%, Consumerism – 15%, Vocational Studies – 20%)
Failure to reduce novices by 30% and any losses in Proficient and Distinguished should be circled red.

Year	N-non	N	A	P	D
From 1999 – 2000					
From 2000 – 2001					
From 2001-2002					
From 2002-2003					
From 2003-2004					

Page_____ – Practical Living and Vocational Studies Sub-domains
Instructions are the same as page 8.

Health (40%)	P.E. (25%)	Consumerism (15%)	Voca. St. (20%)

Page_____ – Practical Living and Vocational Studies Core Content

*Compute the combined total % for B, 0, and 1. Is it greater or less than the % for 2 category? Place the total in the corresponding box. (**Circle the answer in red if it is greater than the 2 category.)** Place the % of 2s in the 2 column.

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#Compute the combined total % for the 3 and 4. Place the total of 3 and 4 in the corresponding box (**Circle the answer in red if is less than the total of the B,0,1, and 2 categories.)**

^Check for comparison with state mean; if our mean is above the state place a (+) in the appropriate box, if our mean is lower, place a (-). **(Circle any (-) in red.)**

For multiple choice, record % for correct and incorrect. **(If % of correct is less than 50, circle in red.)**

PL (Open Response)	B,0,1 Totals	% of 2s	3-4 Totals	State mean
Health				
Physical Education				
Consumerism				
VS (Open Response)				
Job/Career				
PL (Multiple Choice)	Correct	Incorrect		
Health				
Physical Education				
Consumerism				
VS (Multiple Choice)				
Job/Career				

<u>Page_____</u>– PL/VS Questionnaire Data

Compare school's percentages with state in each category. Record differences in appropriate box.

No.	None	Some	Most	All	Invalid
16					

<u>Page_____</u>– PL/VS – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

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Page _____ - Disaggregation Index Trends – PL/VS

Compare annual trend data for each subgroup. Which subgroups show increases in the PL/VS index?

Are there any subgroups that show decline? If so, which ones?

Page _____ – PL/VS Mean Scale Score/Standard Deviation

Which subgroup(s) has a mean that is close to a proficient cut score line?

Pages _____ – PL/VS Scale Score data Disaggregation

Find any significant differences (asterisk* denotes significant difference) found in the school's subgroups. D*ifferences are computed by subtracting scale scores (such as Female = 550 and Male = 523, when subtracted the answer is 27*, which is a significant difference)*

Are there any subgroups at the school level where no significant differences exist? *Exclude information that is blank because there are fewer than 10 students in that group.*

Page _____ – National Norm Referenced Test

(End-of-Primary CTBS 5% of KCCT) – write the gains (+) or losses (-) for each year in the corresponding box. If there are gains in the 1st and 2nd quartiles, circle in red. If there are losses in the 3rd and 4th quartile, circle in red.

(The *1st quartile should be less than 20% and the *4th quartile should be greater than 20%)

Year	No score (Weight = 0)	1st Quartile 1-24 % (Weight = 0)	2nd Quartile 25-49 % (Weight = 60)	3rd Quartile 50-74 % (Weight = 100)	4th Quartile 75-99 % (Weight = 140)
From 1999 to 2000					
From 2000					

to 2001					
From 2001 to 2002					
From 2002 to 2003					
From 2003-2004					

Page _____ – NRT Data Disaggregation

Which subgroup(s) in each content area is performing in the lower percentage range? Explain any patterns.

TRANSLATION ACTIVITY

1. Given the results of the KCCT disaggregation analysis, I believe that our three most pressing concerns are……

2. Our next step should be to…..

3. At my grade level (content team/department), the most immediate concern is……

4. In addressing KCCT disaggregation needs findings, our biggest hurdle will be….

5. The most important thing that I learned today was…..

REFLECTION ACTIVITY

1. KCCT disaggregation issues that have an impact on my classroom include……..

2. If I address these issues, the changes in my students' performances will include……..

3. To be successful, I will need…….

4. You will be able to tell that I have been successful by checking…….

5. Other issues I intend to address include……..