Kay Brown – Achievement Gap Coordinator

KCCT DISAGGREGATION FORM
SPRING 2004
KENTUCKY PERFORMANCE REPORT
HIGH SCHOOL

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 and dropout criteria for rewards 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?

Page 6 – 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	Science	Soc. St.	Writing	A&H	PL/VS
From 1999 to 2000								
From 2000 to 2001								
From 2001 to 2002								
From 2002 to 2003								
From 2003 to 2004								

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

Page 7 – 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

Page 8 – Reading Trend Data
(Reading 15% 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 to 2003								
From 2003 to 2004								

Page 9 - 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 (30%)	Informational (30%)	Persuasive (20%)	Practical/Workplace (20%)

<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. **(Circle in red any % less than 50 in the correct column.)**

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 once, 2-3 times, 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 the proficient cut score line?

<u>Pages 15-16</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.

<u>Page 17</u> – Math Trend Data
(Math 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								
From 2000-2001								
From 2001-2002								
From 2002-2003								
From 2003-2004								

<u>Page 18</u> – Math Sub-domains
Instructions are same for page 8

Number/Comp (20%)	Geo. /Meas (30%)	Prob/Stats (15%)	Algebraic (35%)

<u>Page 19</u> – 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. **(Circle in red any % less than 50 in the correct column.)**

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				

<u>Page 20</u> – 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*						

<u>Page 21</u>– Math Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 22 – Disaggregation Index Trends - Mathematics</u>
Compare annual trend data for each subgroup. Which subgroups show increases in the math index?

Are there any subgroups that show decline?

<u>Page 23</u> – Math Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

<u>Pages 24-25</u> – 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.

<u>Page 26</u>– 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								
From 2000-2001								
From 2001-2002								
From 2002-2003								
From 2003-2004								

<u>Page 27</u> – Science Sub-domains
Instructions are same for page 8

Physical (35%)	Earth & Space (30%)	Life (35%)

<u>Page 28</u> – 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. **(Circle in red any % less than 50 in the correct column.)**

Science (Open Response)	*B+0+1 totals	% of 2s	# 3+4 totals	^ school/state mean
Physical Science				
Structure of Atoms				
Matter/Structure/Property				
Chemical Reactions				

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Motion and Force				
Conservation of Energy				
Matter/Energy Interactions				
Earth & Space Science				
Energy in the Earth System				
Geochemical Cycles				
Earth Formation/Changes				
Univ.'s Formation/Changes				
Life Science				
The Cell				
Behavior of Organisms				
Heredity/Molecular Basis				
Biological Change				
Organism Interdependence				
Energy in Living Systems				
Science (Multiple Choice)	Correct	Incorrect		
Physical Science				
Structure of Atoms				
Matter/Structure/Property				
Chemical Reactions				
Motion and Force				
Conservation of Energy				
Matter/Energy Interactions				
Earth & Space Science				
Energy in the Earth System				
Geochemical Cycles				
Earth Formation/Changes				
Univ.'s Formation/Changes				
Life Science				
The Cell				
Behavior of Organisms				

Heredity/Molecular Basis				
Biological Change				
Organism Interdependence				
Energy in Living Systems				

<u>Page 29</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*						

<u>Page 30</u> – Science Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 31 – Disaggregation Index Trends – Science</u>
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?

<u>Page 32</u>– Science Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

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<u>Pages 33-24</u> – Science 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.

<u>Page 35</u> – 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								

<u>Page 36</u>– Social Studies Sub-domains
Instructions - same as pages 8

Gov/Civics (20%)	Culture/Society (10%)	Economics (15%)	Geography (20%)	History (35%)

<u>Pages 37-38</u> – 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.)**

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For multiple choice, record % for correct and incorrect. **(Circle in red any % less than 50 in the correct column.)**

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				
World History				
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				
World History				

<u>Page 39</u> – Social Studies Questionnaire Data
Questionnaire data

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*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 time 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						

<u>Page 40</u> – Social Studies Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 41 – Disaggregation Index Trends – Social Studies</u>
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?

<u>Page 42</u>– Social Studies Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

<u>Pages 43-44</u> – 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.

<u>Page 45</u> – 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					

<u>Page 46</u> – Writing Portfolio Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 47</u> – 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?

<u>Page 48</u> – 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.

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

From 2002-2003					
From 2003-2004					

<u>Page 49</u> – On-demand Writing Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 50</u> – 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?

<u>Page 51</u> – 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			

<u>Page 52</u>– 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
From 1999 – 2000					
From 2000 –2001					
From 2001-2002					
From 2002-2003					
From 2003-2004					

Page 53 – 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 54 – Arts & Humanities Trend data
(Arts & Humanities 7.5% 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 55 – Arts & Humanities Sub-domains
(Music – 25%, Dance – 20%, Drama – 20% , Art – 25% and Literature – 10%)

Instructions are the same as page 8.

Music (25%)	Dance (20%)	Drama (20%)	Art (25%)	Lit (10%)

Page 56 – 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.)**

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^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. **(Circle in red any % less than 50 in the correct column.)**

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

<u>Page 57</u>– 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	Sometimes	1 weekly	2-3 times	4-5 times	Invalid
20						

No.	Yes	No	Invalid
21			

<u>Page 58</u>– Arts & Humanities Disaggregation – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

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Page 59 – 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?

Page 60– Arts & Humanities Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

Pages 61-62 – 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 63 – Practical Living/Vocational Studies Trend Data
(Practical Living / Vocational Studies 7.5% 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					

<u>Page 64</u> – Practical Living and Vocational Studies Sub-domains
Instructions are the same as page 8.

Health (35%)	P.E. (10%)	Consumerism (15%)	Voca. St. (40%)

<u>Page 65</u> – 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.

#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. **(Circle in red any % less than 50 in the correct column.)**

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 66</u>– PL/VS Questionnaire Data

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

No.	None	Some	Most	All	Invalid
16					

<u>Page 67</u>– PL/VS – Performance Level Percents
Is there a specific subgroup(s) showing lower performance?

<u>Page 68 – Disaggregation Index Trends – PL/VS</u>
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?

<u>Page 69</u>– PL/VS Mean Scale Score/Standard Deviation
Which subgroup(s) has a mean that is close to a proficient cut score line?

<u>Pages 70-71</u> – PL/VS 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.

<u>Page 72</u> – National Norm Referenced Test
(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	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile

	(Weight = 0)	1-24 % (Weight = 0)	25-49 % (Weight = 60)	50-74 % (Weight = 100)	75-99 % (Weight = 140)
From 1999 to 2000					
From 2000 to 2001					
From 2001 to 2002					
From 2002 to 2003					
From 2003 to 2004					

Page 73 _____ – 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……..