



EFFECTIVELY USING STATE REPORTS TO IMPROVE ACHIEVEMENT

From “information rich, data poor” to a clear action plan every teacher can use, all year long.

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Goals For The Session:

- 1 Identify which state reports actually matter — not just overall proficiency numbers
- 2 Make the data visible and usable
- 3 Use a protocol that will drive instructional change
- 4 Match state-released examples to those gaps to guide instructional adjustments
- 5 Discover the power of building a district data landing page that puts all of this in front of every teacher

THE PROBLEM

Information rich, data poor.

Principals aren't short on data — they're drowning in it. State portals hand districts dozens of reports without ever showing leaders which ones matter, how to break results down by standard, or how to spot the exact type of question students keep missing.

Barriers of Data

A full Item Summary export can run dozens of columns. When the meeting starts there:

It ends without a clear action plan.

The loudest voice drives the conversation, not the evidence.

The first 10 minutes go to finding the standard everyone means.

It gets personal. Bad data does not always equal bad teaching.

What the Research Says Moves Achievement

1.57

Collective teacher efficacy

Teams that study evidence together and act on it move students further than any one teacher alone.

0.70

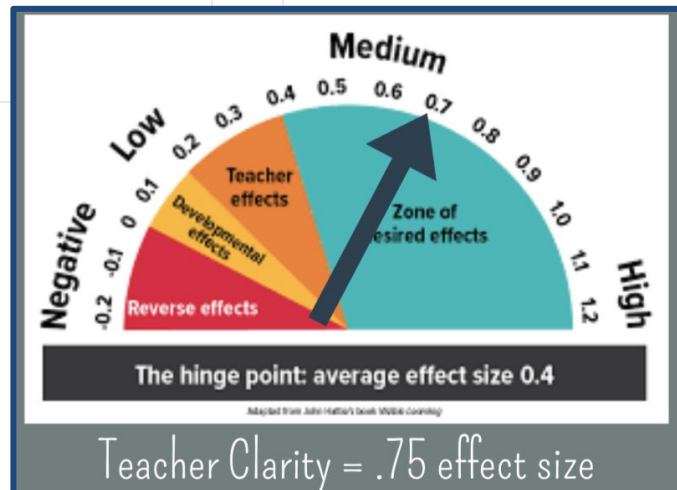
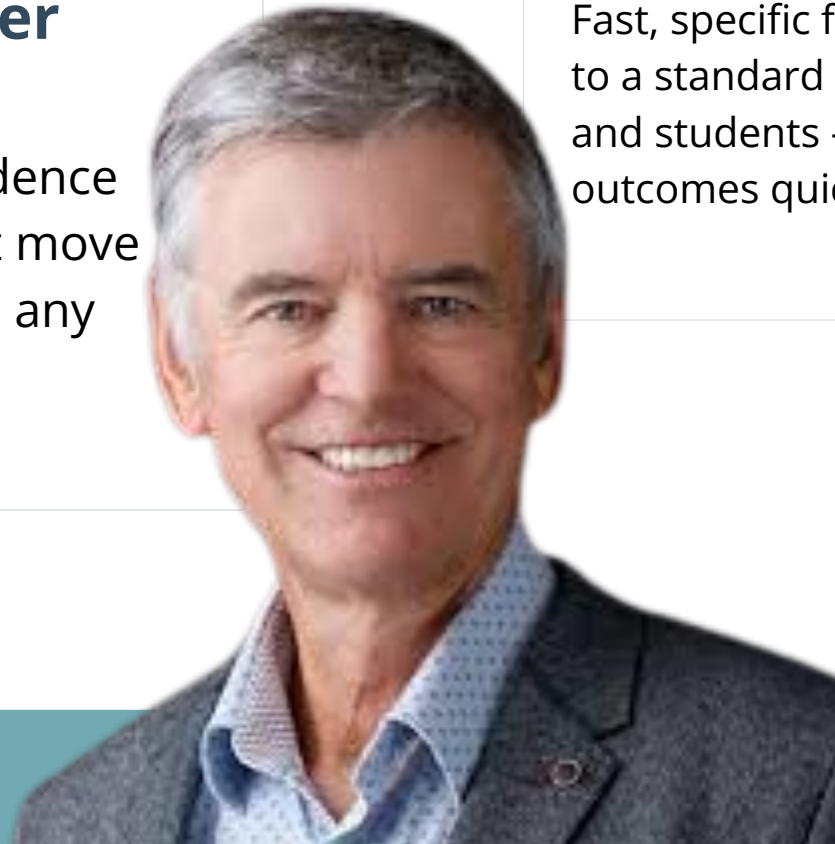
Feedback

Fast, specific feedback tied to a standard — for teachers and students — changes outcomes quickly.

0.75

Teacher clarity

Knowing exactly what “proficient” looks like on a standard before you teach it.



Identify Which Reports Will Make the Data Usable

Not just overall proficiency numbers.



The Item Summary, by Building and Grade Level

- Teachers can easily see which standards are low across a building or grade level.
- Targets the standard, not an individual teacher.
- Narrowed and color-coded.
- Gives a team a focus standard in minutes and an action plan before they leave the room.

Keep Only What a Teacher Can Act On

KEEP

- Reporting Category
- MLS code
- Priority standard flag (Yes/No)
- Mathematical Practices
- Item type (CR, MC, MS, PE, TE)
- Points possible & % points earned
- MLS expanded standard

CUT OR HIDE

- Raw item IDs / form or version codes
- Duplicate or system metadata columns
- Anything a teacher has no power to change

A Five-Second Read of Every Standard

70%+

STRONG

The majority of students seem to have a strong hold on the standard.

51–69%

APPROACHING

Most students seem to have a strong hold. This area can target simple Teir 1 fixes to bring more students to the green.

50% and below

PRIORITY

We need to take a deep dive into when and how we are teaching these standards across the board.

Set your own cut points. Match them to how your district already defines proficiency. If a class average is very low, adjust the bands toward a growth model.

A Real, Narrowed and Color-Coded Item Summary

A	B	C	D	E	G	H	I	J	N
Testlets	Reporting Category	MLS Code	Priority Standard	Practices	Item Type	TE Item Subtype	Points Possible	% Points Earned	MLS Description
#7	Number Sense and Operations	6.NS.C.8	Yes	MP2	LR		1	69	Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals & percentages (limit to terminating decimals and/or benchmark fractions of $\frac{1}{3}$ and $\frac{2}{3}$).
	Number Sense and Operations	6.NS.C.8	Yes	MP2	MS		1	31	Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals & percentages (limit to terminating decimals and/or benchmark fractions of $\frac{1}{3}$ and $\frac{2}{3}$).
	Ratios and Proportional Relationships	6.RP.A	Yes	MP3	PE		4	47	Understand and use ratios to solve problems.
#1	Ratios and Proportional Relationships	6.RP.A.1	Yes	MP2	CR		1	63	Understand a ratio as a comparison of two quantities and represent these comparisons.
	Ratios and Proportional Relationships	6.RP.A.1	Yes	MP2	MC		1	88	Understand a ratio as a comparison of two quantities and represent these comparisons.
#2	Ratios and Proportional Relationships	6.RP.A.3.a	Yes	MP7	MC		1	56	Solve problems involving ratios and rates: a. Create tables of equivalent ratios, find missing values in the tables and plot the pairs of values on the Cartesian coordinate plane.
#3	Ratios and Proportional Relationships	6.RP.A.3.b	Yes	MP1	CR		1	69	Solve problems involving ratios and rates: b. Solve unit rate problems.
	Ratios and Proportional Relationships	6.RP.A.3.b	Yes	MP2	MC		1	81	Solve problems involving ratios and rates: b. Solve unit rate problems.
#4	Ratios and Proportional Relationships	6.RP.A.3.c	Yes	MP2	CR		1	25	Solve problems involving ratios and rates: c. Solve percent problems.
#4	Ratios and Proportional Relationships	6.RP.A.3.c	Yes	MP1	MC		1	50	Solve problems involving ratios and rates: c. Solve percent problems.
#5	Ratios and Proportional Relationships	6.RP.A.3.d	Yes	MP6	MC		1	50	Solve problems involving ratios and rates: d. Convert measurement units within and between two systems of measurement.

Four Questions Every Data Meeting Should Answer

1

What is our focus standard?

The exact MLS code — not the whole reporting category.

2

Where / when are we teaching it?

This unit, this week, in the pacing guide.

3

How are we assessing it?

Which testlet, item type, or checkpoint gives evidence.

4

What's our action plan?

How testlets or MO LEAP blocks will reteach, reassess, and monitor.

Math Scope and Sequence			
6th Grade			
MLS	Item Specifications	Priority Standards	MO LEAP Blocks
Chapter 1: Whole Numbers and Decimals	Chapter 2: Fractions	Chapter 3: Rational Numbers	Chapter 4: Ratios and Rates
7 days	6 days	12 days	6 days
Priority Standards	Priority Standards	Priority Standards	Priority Standards
6.NS.B.4.b Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers.	6.NS.C.7 Understand that the absolute value of a rational number is its distance from 0 on the number line		6.RPA.1 Understand a ratio as a comparison of two quantities and represent these comparisons
	6.NS.A.1.a Compute and interpret quotients of positive fractions; solve problems involving division of fractions by fractions	6.NS.C.6.c Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line	6.RPA.3.a Create tables of equivalent ratios, find missing values in the tables, and plot the pairs of values on the Cartesian coordinate plane
		6.GM.A.3.b Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes	6.RPA.2 Understand the concept of a unit rate associated with a ratio, and describe the meaning of unit rate
		6.GM.A.3.c Find distances between points with the same first coordinate or the same second coordinate	6.RPA.3.b Solve unit rate problems
Supporting Standards	Supporting Standards	Supporting Standards	Supporting Standards
6.NS.B.3 Demonstrate fluency with addition, subtraction, multiplication, and division of decimals	6.NS.C.6.a Locate a rational number as a point on the number line; locate rational numbers on a horizontal or vertical number line		
6.NS.B.4.a Find common factors and multiples; find the greatest common factor (GCF) and the least common multiple (LCM)	6.NS.C.6.b Write, interpret, and explain problems of ordering of rational numbers		

When/Where are we teaching it?

70–100% proficient / advanced

51–69% approaching

50% and below

Where would you add days? Where could you spiral instead of reteach?

ONE STANDARD, TWO ITEM TYPES

6.RP.A.3.c — Solve Percent Problems

25%

**Constructed
response**

50%

Multiple choice

**Is this a gap in
concept – or question
type exposure?**

ITEM TYPES TO LOOK ACROSS

CR

Constructed
response

MC

Multiple choice

MS

Multiple select

PE

Performance event

TE

Technology
enhanced

Find, Vet, Revise

1

Find

Pull a released practice item, a MO LEAP block passage, and the DESE item-type description for the standard and item type students missed.



2

Vet

Lay current unit assessments beside it. Do our questions ask for the same thinking at the same rigor? Mark the gaps before writing anything new.



3

Revise

Rewrite or add questions grounded in the text and aligned to the 3.0 proficiency level on the MATT tool scale.

Why it works: Students practice the exact kind of question they're missing — at the rigor the state expects — inside the unit where the standard is taught.

Filling Gaps in Mastery

1

Analyze Prior Data

Review previous year's data for current classes to identify low-performing standards from lower grades and target unmastered core skills.



2

Diagnose & Assess

Work together to determine if gaps stem from item type or content, then administer pre-assessments to isolate specific learning needs.



3

Targeted RTI

Sort students into flexible cycle groups based on assessment data, focusing targeted instruction to fill critical knowledge gaps.

Goal: Collaborative data analysis and pre-assessments enable teams to group students intentionally and address essential learning gaps efficiently.

Build a District Data Landing Page

One link that puts all of this in front of every teacher, all year long.



Make It Simple

One link has everything you need

- Data
- Pacing guides
- Assessments
- Blueprints
- Released Items
- Testlets
- MO LEAPs
- Anything they find useful!

(District) Elementary School Landing Page

Welcome to the Elementary School Landing Page. This page serves as a central hub for accessing pacing guides, data related items for SBG and high stakes assessments for various course subjects.

How to Use This Page

Below you will find links to pacing guides, data reports, assessment stems, and MO LEAP blocks for each subject. Click on the relevant link to access the tools you need.

Course Subjects and Data Links

MATT Tools	Testlets	Pacing Guides	Item Analysis/ Assessment Data	MO LEAP
Universal Uses	Item Type Descriptions	Item Types	Science item types	
Vertical Progressions	ELA VPs	Math VPs	Science VPs	Social Studies VPs
K ELA K Math K Science K Social Studies		Reading Foundations Reading Speaking Listening Writing Science Math Social Studies	ELA Math	K Social Studies K Science K Math
1st ELA 1st Math 1st Science 1st Social Studies		Reading Foundations Reading Speaking Listening Writing Science Math Social Studies	ELA Math	1st Social Studies 1st Science 1st Math
2nd ELA 2nd Math 2nd Science 2nd Social Studies		Reading Foundations Reading Speaking Listening Writing Science	ELA Math	2nd Social Studies 2nd Science 2nd Math

All They Need Found In One Place

- Item analysis / Item Summary data

- Pacing guides

- Grade-level MATT tools

- Testlet PDFs

- MO LEAP blocks

- MO LEAP / testlet alignment

- DESE item-type descriptions

- Vertical alignments

All They Need Found In One Place

● Scope & Sequence

Priority Standards	Priority Standards	Priority Standards	Priority Standards
6.NS.B.4.b Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers.	6.NS.C.7 Understand that the absolute value of a rational number is its distance from 0 on the number line	6.NS.C.6.c Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line	6.RP.A.1 Understand a ratio as a comparison of two quantities and represent these comparisons
	6.NS.A.1.a Compute and interpret quotients of positive fractions solve problems involving division of fractions by fractions	6.NS.C.6.c Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line	6.RP.A.3.a Create tables of equivalent ratios, find missing values in the tables, and plot the pairs of values on the Cartesian coordinate plane
		6.GMA.3.b Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes	6.RP.A.2 Understand the concept of a unit rate associated with a ratio, and describe the meaning of unit rate
		6.GMA.3.c Find distances between points with the same first coordinate or the same second coordinate	6.RP.A.3.b Solve unit rate problems

● Item Analysis & Data

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Number and Operations	6.RP.A.1	Yes	MP3	MS	PE	4	47	Extend prior knowledge to generate equivalent numbers between fractions, decimals & percents and/or benchmark fractions of $\frac{1}{3}$ and $\frac{2}{3}$. Understand and use ratios to solve problems.
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Number and Operations	6.RP.A.3.a	Yes	MP7	MC	MC	1	58	Solve problems involving ratios and rates: a. Find missing values in the tables and plot the coordinate plane.
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Number and Operations	6.RP.A.3.b	Yes	MP2	MC	MC	1	81	Solve problems involving ratios and rates: b. Find missing values in the tables and plot the coordinate plane.
Number and Operations	6.RP.A.3.c	Yes	MP2	CR	CR	1	23	Solve problems involving ratios and rates: c. Find missing values in the tables and plot the coordinate plane.
Number and Operations	6.RP.A.3.c	Yes	MP1	MC	MC	1	50	Solve problems involving ratios and rates: c. Find missing values in the tables and plot the coordinate plane.
Number and Operations	6.RP.A.3.d	Yes	MP6	MC	MC	1	50	Solve problems involving ratios and rates: d. Find missing values in the tables and plot the coordinate plane.

CENTRAL DATA & RESOURCE HUB

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Math		Reading Foundations Reading Speaking Listening Writing Science Math Social Studies	ELA Math	1st Social Studies 1st Science 1st Math
ELA Math Science Social Studies		Reading Foundations Reading Speaking Listening Writing Science	ELA Math	2nd Social Studies 2nd Science 2nd Math

● Assessments

and Sam tell their pets it is too cold. But they are tired of noisy meowing and barking, so they let them outside.



Brrr! It is too cold outside. A cold rain comes down on Pat and Tip. Then, a chilly wind blows and makes them even colder! They run to the door together. Pat meows and scratches to go in. Tip barks and jumps to go in. Now, Pat and Tip want to go inside. Where are the kids?

✓ Check your understanding of the story.

1. Color Pat yellow. Color Tip brown.

2. What do Kim and Sam let the animals out?

● Testlet Alignment

G3 Math Testlet

brought 9 boxes of forks to use for a school party. Each box contains 40 forks.

the two expressions that Paige could use to find how many forks she brought.

+ 40

× 40

× 4

× 4 × 10

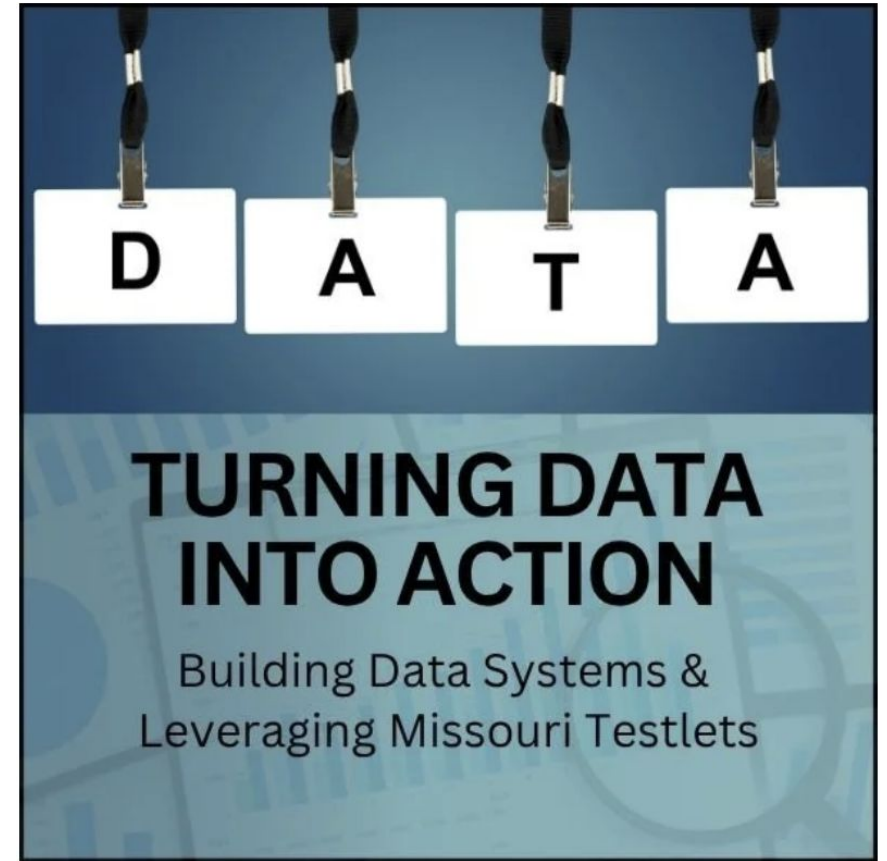
× 4 + 10

Which of these is the weakest link in your district right now?

- 1 Identify which state reports actually matter — not just overall proficiency numbers
- 2 Make the data visible and usable
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- 4 Match state-released examples to those gaps to guide instructional adjustments
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QUESTIONS?



November 11th, 2026 9AM-2:30PM
Nixa, MO

THANK YOU

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