Response to Executive Order 26-01: *A-F School and District Grading Framework*

Submitted to

Governor Mike Kehoe

by the

Missouri Department of Elementary and Secondary Education

June 30, 2026

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Introduction

Governor Kehoe, in his January 13, 2026, State of the State address, announced the signing of Executive Order (EO) 26-01, which outlined a plan to improve education across the state by assigning grades to Missouri schools and districts on the basis of student outcomes. The plan called for a new A-F School and District Grading Framework that is simple, transparent, clear, and rigorous. The goal was the development of an "accountability system that rewards excellent schools, highlighting exceptional growth, while shining a light on schools in need of urgent improvement."

Executive Order 26-01 directed the State Board of Education and the Department of Elementary and Secondary Education (DESE) to design and implement the A-F School Grading Framework, with easy-to-understand reports grounded in academic performance and growth. DESE respectfully submits this report in response to the EO.

A-F School and District Grading Framework

DESE developed this A-F Grading Framework through an iterative process that included an environmental scan, stakeholder engagement, external technical advice, preliminary modeling, feasibility analysis, technical requirements gathering, and identification of resources necessary for implementation. This process included review of school grade card systems in other states (Arizona, Florida, Indiana, Louisiana, Mississippi, North Carolina, Oklahoma, Tennessee, and Texas). Along the way, DESE provided updates to the Governor's Office, and members of the State Board of Education. See Appendix A for details about the development plan.

In compliance with EO 26-01, the A-F School and District Grading Framework

- includes the specified measures;
- requires Missouri Assessment Program participation rate of 95%;
- assigns a grade rating to each public school district, public school, and public charter school;
- allows Missouri private schools to participate;
- provides grade cards that are easily understood by stakeholders; and
- produces aggregate state-level reporting.

This Framework will be presented to the State Board of Education on August 18, 2026. The EO asked DESE to include rulemaking in its implementation plan. At this time, no rulemaking is necessary for DESE to collect the required data and produce the Grade Cards.

School and District Grade Card Scoring

The EO lays out two specific plans for the Grade Card, providing requirements for K-8 schools and 9-12 schools. For K–8 schools, the grade ratings will be based entirely on overall student academic achievement with the majority based on growth measures, including proficiency in English language arts, literacy, mathematics, and science as measured across the following categories:

- academic achievement level;
- value-added growth;
- growth toward proficiency.

For high schools, the grade ratings will be based on overall student academic achievement, including proficiency in English language arts, mathematics, and science, as measured across the following categories:

- academic achievement level;
- value-added growth;
- Success Ready Graduate measures;
- four-year graduation rate.

After considering the variety of grade combinations across Missouri's schools, DESE intends to create Grade Cards for schools in three categories, 1) schools serving students in grades K-8, 2) schools serving students in grades 9-12, and 3) schools serving students in grades K-8 *and* 9-12. See Tables 1, 2, and 3 below for the grade card compositions.

Table 1. K-8 School Grade Card Scoring

Category	Subject	Percent of Total Points
Academic Achievement Level	English Language Arts Mathematics Science Literacy	38%
Value-Added Growth	English Language Arts Mathematics Science	33%
Growth to Proficiency	English Language Arts Mathematics	29%

Table 2. 9-12 School Grade Card Scoring

Category	Subject	Percent of Total Points
Academic Achievement Level	English Language Arts Mathematics Science	28%
Value-Added Growth	English Language Arts Mathematics Science	28%
Success Ready Graduate Measure		22%
Four-Year Graduation Rate		22%

Table 3. K-12 School Grade Card Scoring

Category	Subject	Percent of Total Points
Academic Achievement Level	English Language Arts Mathematics Science Literacy	26%
Value-Added Growth	English Language Arts Mathematics Science	23%
Growth to Proficiency	English Language Arts Mathematics	19%
Success Ready Graduate Measure		16%
Four-Year Graduation Rate		16%

For districts, an analogous rating will be calculated using the same method as for schools, aggregated at the district level. District grades will be calculated by aggregating student level data across the district for all applicable scores. See Table 4 below for the district grade card composition.

Table 4. District Grade Card Scoring

Category	Subject	Percent of Total Points
Academic Achievement Level	English Language Arts Mathematics Science Literacy	26%
Value-Added Growth	English Language Arts Mathematics Science	23%
Growth to Proficiency	English Language Arts Mathematics	19%
Success Ready Graduate Measure		16%
Four-Year Graduation Rate		16%

English Language Arts and mathematics will make up the majority of the academic achievement level and value-added growth scores for schools and districts. DESE has procedures in place that produce academic achievement level, value-added growth, success-ready graduate measures, and four-year graduation rate. To maximize existing resources and minimize additional cost and time, DESE will employ existing measures to the extent possible to create the Grade Cards.

Work to date has helped develop the two metrics DESE does not currently produce: literacy and growth toward proficiency. See Appendix B. New Metrics for details.

Grading Scale

The final grades for each school and district will be assigned using a common set of cut scores across all four types of entities (K-8 school, 9-12 school, K-8 and 9-12 school, district). Each grade will be assigned at the school or district level, using the percentage breakdowns outlined above.

Other states adjust their grading scales according to score distribution. Missouri's School and District A-F Grading Scale aligns the failing category with the unaccredited classification in the Annual Performance Report. The scale can be adjusted to increase rigor when more than 65% of schools earn an A or B. See the initial proposed grading scale in Table 5 below.

Table 5. School and District A-F Grading Scale

Percentage Score	Grade
100% – 89%	A
88% – 76%	B
75% – 63%	C
62% – 50%	D
49% – 0%	F

Assignment of Scores

Schools

In 2025, approximately 2,400 traditional public schools and public charter schools—with 58 different grade configurations—served Missouri's students. Some schools will not receive grades because they do not serve students in tested grades. In the first year, approximately 2,168 schools will be eligible for Grade Cards under the Framework. This number may vary from year to year.

Districts

In 2025, there were 559 local education agencies (522 districts and 37 public charters) in Missouri. Under the Framework, each district score will be built from individual student scores aggregated to the district level. Under current assumptions, every district will have a grade. The Framework provides for public charter schools with multiple buildings to receive a grade at the district level.

Private Schools

In 2025, there were 438 schools in DESE's non-public school registration system. Multiple years of data are necessary to produce a Grade Card. Although a small number of non-public schools administer Missouri Assessment Program tests, none have enough data to build a Grade Card under the Framework. DESE will outline the information that is necessary to calculate a Grade Card and provide support for private schools that want to participate.

Statewide Grade Card

With the public release of the school and district Grade Cards each year, DESE will produce a statewide Grade Card that fulfills the requirements of the EO to

- produce a statewide report card that provides the percentages of Missouri students annually attending schools rated at each grade level, with the objective of increasing the percentage of students attending more highly rated schools each year; and

- use The National Assessment of Educational Progress (NAEP) as a guide to ensure that the rigor of Missouri's proficiency rates is reasonably aligned with other states.

See Appendix C for a sample of the NAEP comparability information.

Timeline

DESE's work in the planning and development of the A-F School and District Grading Framework began with the issuing of EO 26-01. Prior to implementation, DESE submits this plan for review and approval from the Governor's Office and the State Board of Education. Table 6 below provides the approval timeline.

Table 6. School and District Grade Card Approval Timeline

January 13, 2026	Governor Kehoe Signs Executive Order 26-01
June 30, 2026	DESE Delivers A-F School and District Grading Framework and Implementation Plan to Governor's Office
August 18, 2026	State Board of Education Reviews A-F Grading Framework
September 15, 2026	State Board of Education Approval of A-F Grading Framework

As called for in the EO, Grade Cards will be provided to schools and districts in a secure, embargoed format two weeks in advance of their public release.

Although DESE has developed the Framework itself, actual processing and implementation begins after the required approvals and Board action. In order to implement, DESE relies on the Office of Administration Information Technology Services Division (OA-ITSD) for development and deployment. Table 7 summarizes development and key deliverables using the timeline information provided by OA-ITSD.

Table 7. School and District Grade Card Development and Release Timeline

November 2, 2026	OA-ITSD Begins Grade Card Development
2025-26 School and District Grade Cards	
March 31, 2027	School and District Grade Card Secure Release
April 16, 2027	School, District, and State Grade Card Public Release
2026-27 School and District Grade Cards	
September 15, 2027	School and District Grade Card Secure Release
September 30, 2027	School, District, and State Grade Card Public Release

The release timeline for 2025-26 differs from 2026-27. The 2025-26 release timeline is subject to change based on budget and resources. Resource constraints mean that OA-ITSD work on the 2025-26 Grade Card begins after the production of the pre-existing State and Federal Accountability reporting (MSIP 6 APR and ESSA identification of schools).

Meeting the annual reporting timeline is an important concern for DESE. To do so, significant changes to existing processes will be made, including

- shortening spring statewide test windows;
- updating MOSIS/Core Data submission schedule;
- shortening data corrections and appeals windows; and
- calculating Missouri Growth Model using early data.

See Appendix E for more information about these changes and their implications.

DESE's plan and schedule are dependent, at minimum, upon existing levels of staffing and resources applied to State and Federal Accountability and EO 26-01 projects at OA-ITSD. For purposes of this response, DESE assumes that OA-ITSD staff resources will continue at current levels.

Funding

At present, funding has not been identified to support certain one-time and recurring costs to implement the A-F School and District Grading Framework. DESE's fiscal year 2026 and 2027 budgets do not contain appropriation for the Grade Cards. Currently, one-time and annual recurring expenses are estimated at $518,000 and $715,100, respectively. These expenses include only those items that require payments to entities outside DESE and are subject to change. See Table 8 below for the breakdown of estimated costs.

Table 8. A-F School and District Grading Framework Cost Estimates

Expense Type	Provider	One Time	Annual
Development	OA-ITSD	168,000.00	
MOSIS/Core Data Changes	Vendor	150,000.00	
Platform/Display	Vendor	200,000.00	250,000.00
Annual Processing	OA-ITSD		327,600.00
Literacy Reporting	Vendor		137,500.00
Totals		**$518,000.00**	**$715,100.00**

The OA-ITSD costs indicated above are in addition to existing costs for OA-ITSD resources (staff and contractors) currently assigned to work on DESE's state and federal accountability and reporting projects. The Grade Card production is dependent upon data from this existing work and may require additional OA-ITSD staff. See Appendix D for relevant correspondence.

DESE has identified a one-time funding source for fiscal year 2027 covering the annual costs for the vendor-provided platform/display. To fund the ongoing production of the A-F School and District Grading Framework, DESE will submit a supplemental request for additional funds in fiscal year 2027 and new decision item requesting core funding for fiscal year 2028 and beyond. OA-ITSD may request additional funds or FTE to support the project.

Assumptions and Challenges

When developing the Framework and implementation plan, DESE made several assumptions. This section highlights some of the most notable. It also includes notable concerns for consideration.

Assumptions

- All public schools, districts, and charter schools will receive Grades.
    - Public charter schools with more than one building will receive school and district level Grade Cards.
    - Private schools with more than one building that opt in will receive school and district level Grade Cards.

- Opt-in for Missouri private schools can be provided only if those schools submit necessary data through DESE-required data collection systems.
- Academic achievement for English language arts, mathematics, and science will be determined based upon student performance in the Missouri Assessment Program.
- The Missouri Growth Model value-added measures will be used in the Grade Cards where value-added growth is indicated.
- Measures for Success Ready Graduates (scores on ACT, SAT, ASVAB, Advanced Placement tests and credit earned in post-secondary courses) and four-year graduation rate will be calculated using existing procedures.
- Established systems for capturing, processing, and reporting data will be used whenever possible.
- Data used for the A-F School and District Grading Framework are the same data used in other high-stakes reporting and analysis (e.g., classification of school districts, ESSA identification, report card).

Challenges

- Significant changes to data capture, validation, and processing are necessary to meet the annual required timeline. These changes may impact the quality of data used in the Grade Cards, especially in the initial cycle.
- Infrastructure for capturing data from private schools does not currently exist.
- Funding has not been identified to support certain one-time and recurring costs to implement the A-F School and District Grading Framework.
- OA-ITSD (outside DESE) work is required to implement, and the continued availability of existing OA-ITSD resources (employees and contractors) is in question.

DESE's implementation plan addresses these challenges to the extent possible. At this time, the greatest concerns center on availability of OA-ITSD resources and sustainable funding.

Appendices

A. Executive Order 26-0: A-F Grading Framework Development
B. New Metrics
C. NAEP Comparability Sample
D. Selected Correspondence with Office of Administration Information Technology Services Division (OA-ITSD)
E. Timeline Required Changes

Appendix A. Executive Order 26-0: A-F Grading Framework Development

Goal

The primary objective is to complete the comprehensive implementation plan and proposed schedule for first publication of A–F school and district grade cards as required in Governor Kehoe's Executive Order 26-01.

In compliance with EO 26-01, the framework will

- Include the specified measures
- Require 95% participation in the Missouri Assessment Program
- Assign a grade rating to each public school district, school, and charter
- Allow Missouri private schools to participate
- Provide grade cards that are easily understood by stakeholders
- Produce the required individual and aggregate reporting

Major Components/Deliverables

Environmental Scan

Review the K-12 educational landscape to gain understanding of similar frameworks currently or recently in use. The scan will involve review of A-F frameworks and their uses, including technical documentation, business rules, accountability reports, and communications.

Background Information and Initial Questions

Estimates indicate that 11 other states currently employ A-F frameworks to produce a grade for public schools. Among those, some also produce grades for local education agencies (public school districts).

How many states have similar frameworks?
How are they used?
What are the elements and how are they weighted?
How are the grades reported?
What user-friendly reporting features are included?

State Education Agency Experiences

Expand understanding of how A-F frameworks work in actual operation through discussions with counterparts in other states. Discussions will include references to the following:

- Uses of the grades
- Functionality on the ground
- Implications for the agency's other programming
- Outcomes – positive and negative
- Lessons learned, including unintended consequences
- Stakeholder engagement
- Communication to stakeholders, including parents

Environmental Scan Key Deliverables	**Who**
Summary of technical components of existing frameworks	Office of Quality Schools (OQS), Office of Data System Management (ODSM), external contributors
Crosswalk of framework features	OQS

Stakeholder Engagement

Engagement here accomplishes two important things: 1) communication about the process and progress of development and deployment of the A-F grading framework and 2) capture feedback from multiple groups that will inform and improve the framework design.

Stakeholder Groups

Inclusion of multiple stakeholder groups in the planning phase will help to better understand their needs, how the grading framework will be used by various audiences, what features are most meaningful, views on user-friendly messaging, etc. Additionally, it builds buy-in and helps schools and LEAs prepare their own local messaging. Among the stakeholder groups:

- Schools and Educators (the "MO Associations")
- Parents and Guardians
- Employers, Business Leaders, Military
- Legislators and Other Policymakers
- Success Ready Student Network (SRSN)
- MSIP Advisory Committee
- Commissioner's Advisory Council
- Post-Secondary Education

Stakeholder Engagement Key Deliverables	Who
DESE-facilitated in-person and virtual discussions	OQS, Communications, Commissioner's Office
Centrally released messaging See the Communication Plan for more information.	Communications, OQS, Commissioner's Office

External Technical Advice

Consultation with standing technical advisory and ad hoc groups of technical advisors adds external perspective and credibility to the framework development. Technical advisors should have experience in methodologies that relate to the requirements, elements, and uses of the framework.

Ad Hoc Growth-to-Proficiency Advisory

This group will provide analysis of existing methodologies and assist in suggesting alternatives to include in the framework.

- Eric Parsons, University of Missouri
- Collin Hitt, PRIME Center

Missouri Assessment Technical Advisory Committee

This group will review the proposed framework from multiple perspectives, including technical quality and appropriate uses of assessment data.

- Karla Egan, Ed Metric
- Michael Pragman, University of Missouri Kansas City
- Ed Roeber, Michigan Department of Education
- Jonathan Templin, Clemson University
- Barbara Plake, Co-Chair, Joint Committee for the *Standards for Educational and Psychological Testing*

Additional Technical Advisors

- TBD
- John White, SAS
- Chad Buckendahl, ACS Ventures

External Technical Advisors Key Deliverables	Who
Review and evaluation of framework elements	Facilitated by OQS
Data simulations and resources	Facilitated by OQS

A-F Modeling

Using information from multiple sources, DESE will evaluate potential models for the A-F framework. Upon initial review, DESE has metrics in place to evaluate the required performance, value added growth, graduation, and college/career-ready elements. Initial steps involve identification of any additional framework elements and specification of growth-to-proficiency metrics.

- Review options for growth-to-proficiency measure
- Prepare A-F models to simulate
- Run data simulations
- Review impact data
- Compare results with other frameworks in use

A-F Modeling Key Deliverables	Who
Define models	OQS, ODSM
Produce analysis and simulations for review	OQS, ODSM, OA-ITSD

Technical Resources

This section refers to the structures needed to deploy and implement the A-F grading framework, from calculations to validation and display.

Infrastructure Considerations

- Data tables
- Coding
- Documentation
- Testing, review, and validation
- Reporting in secure and public environments

Resources

- OQS
- ODSM
- OA-ITSD

Technical Resources Key Deliverables	Who
IT project plan and documentation	OQS, ODSM, OA-ITSD

Review and Approvals

At various points in the development process, information will be presented for review and authorization. Internal DESE leaders will provide direction. Updates will be presented to the State Board of Education during the development phase. The A-F grading framework proposal and plan will be presented to the Governor and his office; following that, DESE expects to ask for action from the State Board of Education approving the plan prior to its implementation.

Review and Approvals Key Deliverables	Who
Internal data presentations	OQS, ODSM, OA-ITSD
Materials for State Board of Education	OQS, Commissioner's Office
Materials for Governor's Office	OQS, Commissioner's Office

High-Level Timeline

Environmental Scan	
Mid-January - February	Review Existing Frameworks
February	Crosswalk
Stakeholder Engagement	
March – May	Stakeholder Activities
April – May	Review and Respond to Stakeholder Feedback
External Technical Advice	
February – March	Growth to Proficiency
April – May	Framework
A-F Data Modeling	
January – March	Preliminary Data Modeling
March	Model Specification
April – May	Data Simulation and Review
May	Model Selection
Technical Resources	
February – March	Preliminary Specifications
March	Project Plan
April	Establish Initial Deployment and Reporting Timeline
Review and Approvals	
April 21 (tentative)	Progress Report to State Board of Education
June 5	Final A-F Framework Plan
June 30	A-F Plan to Governor Kehoe's Office
August/September	Plan to State Board of Education for Approval

Appendix B. New Metrics

Among the requirements of EO 26-01 are two metrics not previously included in Missouri's accountability reporting, Growth to Proficiency and Literacy. Both are required to be included in grade cards for K-8 schools. DESE evaluated options and selected measures for each.

Growth to Proficiency

> *A "growth to proficiency" measure that evaluates, for each student with two consecutive years of Missouri Assessment Program performance levels, whether that student is on a trajectory to reach grade-level proficiency within three years in addition to existing normative value-added growth measures.*

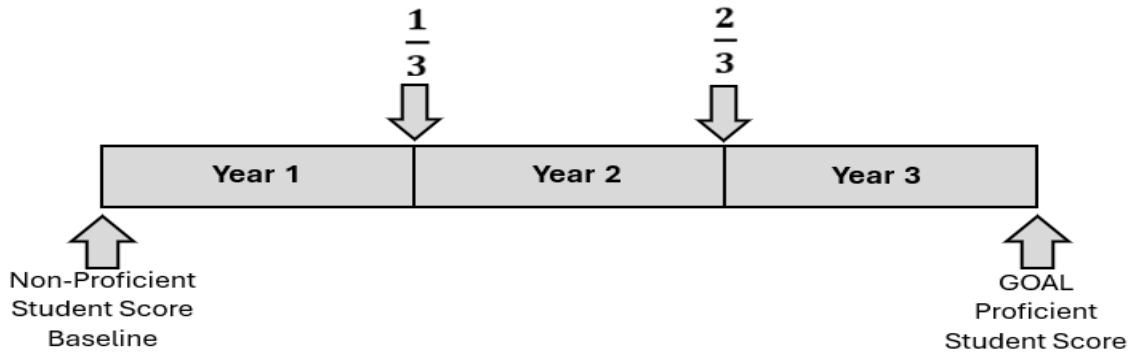
The EO requires a metric new to Missouri, Growth to Proficiency. This design feature is intended to emphasize the goal that all students demonstrate proficiency over the Missouri Learning Standards and focus attention on the needs of students currently scoring below proficient. DESE considered various models for this metric and reviewed those in use by other states, seeking a model that

- includes a three-year trajectory to proficient;
- is distinct from Missouri's current value-added growth model; and
- is simple, clear, accessible and transparent.

DESE considered and discarded models that were very complex or relied heavily on metrics similar to those in our existing value-added growth model. These models could not be replicated by schools and districts, and some used norming components to adjust student growth trajectories to proficient.

DESE's solution is a Growth to Proficiency metric that aligns with the EO, while minimizing the issues found in other models. This measure does not predict growth; it measures growth across a three-year span. The gap between a student's previous score and a proficient score determines how much the score must increase each year to reach proficiency. Figure B1 below illustrates the design.

Figure B1. Growth to Proficiency Diagram



The model involves simple calculations comparing each non-proficient student's scores from year to year and creates individual benchmarks for each student. The Growth to Proficiency metric is designed to be a clear indicator of how well schools are moving their lowest preforming students towards proficiency in English language arts, mathematics, and science.

DESE believes in this effort to improve the scores of the lowest performing students across the state. However, we also understand the difficulty in moving students at the lowest levels toward this very ambitious goal in a short period of time. Therefore, we continue to evaluate methods that address this challenge while encouraging and enticing school staff to drive change.

Literacy

EO 26-01 calls for literacy to be included in K-8 grade cards; this is another new metric for Missouri's accountability reporting. Other states have included stand-alone literacy metrics in their school grade cards. After evaluating various options, DESE devised a solution that uses Lexile® data already collected in grades 1 through 8.

Lexile® measures indicate reader ability (how well a child understands text) and text difficulty (text complexity, vocabulary, sentence structure) by grade level. Many assessments include Lexile® measures in their reports to help users interpret them. Reading reports with Lexile® measures are ubiquitous in elementary schools across the country. Parents receive Lexile® reports, which indicate reading ability at specific grade-levels. Consequently, Lexile® data is well known in education circles and to parents.

The goal of the literacy metric: a clear score for parents to use in evaluating the quality of schools' literacy instruction. The Lexile® approach minimizes additional effort and aligns with the EO's goals for clear, rigorous, easy to understand and transparent. In addition, this approach enables DESE to provide grade card data for schools that do not serve students in grade levels tested in the Missouri Assessment Program.

In 2026, 44 school districts and 11 charter schools did not use approved vendors for the foundational reading assessments. Therefore, no data from the foundational reading assessments for these districts is available to DESE. For the literacy portion of the K-8 grade cards, these districts and their schools will score zero. Upon approval of the Framework, DESE will notify districts of the implications for their Grade Cards.

Appendix C. NAEP Comparability Sample

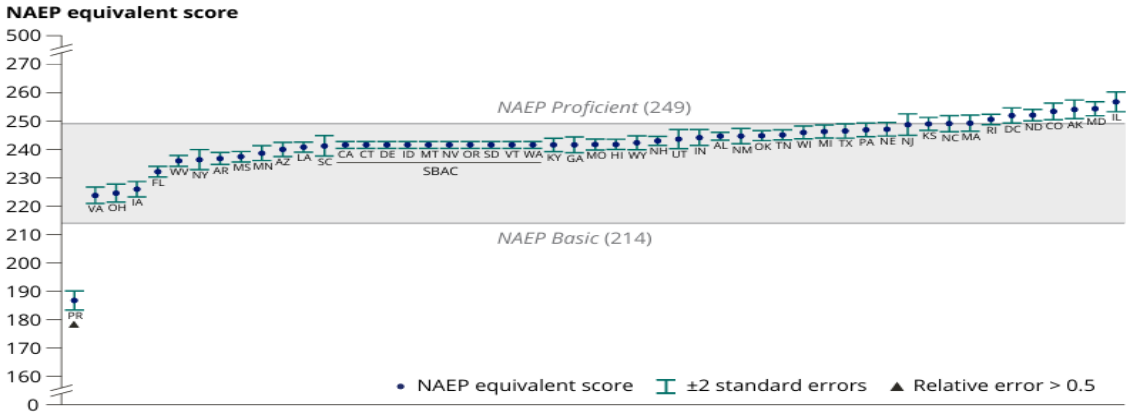
EO 26-01 calls for DESE to use The National Assessment of Educational Progress (NAEP) as a guide to ensure that the rigor of Missouri's proficiency rates is reasonably aligned with other states.

NAEP has been assessing what our country's students know and can do since the 1970s. The near six-decade long trends in data allow our Nation to track educational trends at the national and state level in various subjects and grades. NAEP does not assess all subjects and grades, but tests to provide information and key points in the student journey through school: Reading and Mathematics at grades 4 and 8.

Since the 1990s NAEP has provided state-specific data that allows our nation's leaders to compare the differences in educational outcomes between states. More importantly, NAEP provides information for leaders and policymakers that illustrates the relative rigor of individual state assessments compared to NAEP.

The NAEP Mapping Study aligns each state's proficient achievement level cut scores on to the NAEP scale. This allows for direct comparisons of these cut scores. Figure C1 shows that Missouri's proficient cut score for 4th grade English Language Arts lands in the middle of the distribution of states on the most recent NAEP 2022 Mapping Study.

Figure C1. NAEP 2022 State Mapping Study Grade 4 Reading



The NAEP Mapping Study provides information at grades 4 and 8 in mathematics and reading. Each NAEP alignment over the past 20 years illustrates that Missouri's cut scores are set near the middle of the distribution of states, which supports the Governor's charge to be reasonably aligned.

Appendix D. Selected Correspondence with Office of Administration Information Technology Services Division (OA-ITSD)

From: Brent
Sent: Friday, June 05, 2026 3:52 PM
To: Konnie ,Jessica
Subject: RE: Timeline for receiving data for Grade Card components

Good afternoon Konnie,

Based on the information Jessica and I have collected, combined with discussions with you and Emily, our estimate of when the Grade Card report could be published is end of October 2027. This comes with the caveat that we still have a lot of questions, mainly around DESE's process of reviewing the reports along with the major assumptions regarding the use of lag data. As far as a level of effort is concerned, my rough estimate is $300,000-$350,000. There are also a lot of assumptions tied to this amount. It is based on ETA reports I pulled for SAFA. I have set up a meeting next Monday to show you the details of my estimate.

Have a great weekend,

MISSOURI OFFICE of ADMINISTRATION

Brent

Information Technology Services Division (ITSD)
Excellent customer service, every time.

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From: Konnie
Sent: Friday, June 5, 2026 2:30 PM
To: Jessica ; Brent
Subject: RE: Timeline for receiving data for Grade Card components

Yes this is correct.

From: Jessica
Sent: Friday, June 05, 2026 9:50 AM
To: Konnie, Brent
Subject: Timeline for receiving data for Grade Card components

Good morning!

Can you please review what I have below to ensure the dates are correct on when we receive data and the appeal windows? Please add in anything that I could have missed or did not capture correctly!
For CCR, we get the SAT, ACT, Accuplacer, and ACT Work keys, I do not believe I have how this data gets collected and when we receive the data. Can you please add that to the list below?

Status:
Receive files from DRC and DLM around June 10th.
Districts can appeal their testing scores, Konnie sends the rescored files to the vendor around July 24th and then vendor sends them back to DESE and are received around August 13th.

Literacy Data – ticket was entered into ADO last year by Lukas Vitt (ODSM), September 10th. This ticket was not closed until October 7th: 2025 Literacy Assessment File Upload Process

Graduation Rate:
This data is collected through the June MOSIS Cycle and closes June 30th. Districts are able to appeal and this is completed August 24th.

Growth:
DESE receives files from MU (around 130 files for this year). We receive those files about 3 weeks after DESE gives them MAP Student Test data – this is around August 15th

CCR:
(For APR this is lag data – have not yet been given the approval to use lag data for Grade Card)
Data typically comes in the summer, because DESE uses lag data for APR, the LEA's have until December-February to complete their appeals.

IB – comes directly from the vendor End of June – Early July
PLTW – comes directly from the vendor End of June – Early July
AP – College Board – Receives mid July
IRC and ASVAB – come from June MOSIS cycle – closes June 30th.

MISSOURI OFFICE of ADMINISTRATION

Jessica

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Appendix E. Timeline-Required Changes

A number of changes to existing practices are necessary in order to meet the timeline for releasing Grade Cards annually in September, including

- shortening spring statewide test windows;
- updating MOSIS/Core Data submission schedule;
- shortening data corrections and appeals windows; and
- calculating Missouri Growth Model using early data.

These changes are highlighted because they reflect notable departures from current practices and will have implications for data used in the Grade Cards. Implementing these changes will require effort and funding on the part of DESE, OA-ITSD, and Missouri school districts.

Shorten Spring Test Windows

This change proposes shortening the Missouri Assessment Program (MAP) spring test windows for Grade-Level, End-of-Course, and Alternate (MAP-A) assessments, as well as the spring post-test window for the Foundational Reading Assessments (FRAs) required by Missouri statute (Section 167.645 RSMo).

The test window is an important variable in large scale assessment management. One of the core principles outlined in the *Standards for Educational and Psychological Testing*[i] is standardized assessment administration. The *Standards* lays out recommendations to avoid assessment construct variances that could mask or magnify score changes due to modifications in the assessment design and not due to underlying student achievement. Shortening the test windows requires more caution when using data and interpreting scores, especially across multiple years.

Spring 2026 Assessment Windows

- April 6, 2026 to May 15, 2026 Grade-Level Assessments (6 Weeks)
- March 9, 2026 to May 15, 2026 End-of-Course Assessment (10 Weeks)
- February 2, 2026 to May 15, 2026 MAP-A (15 Weeks)
- April 6, 2026 to May 29, 2026 Foundational Reading Assessment (8 Weeks)

Proposed 2027 Spring Assessment Windows

- March 29, 2027 to April 30, 2027 Grade-Level Assessments (5 Weeks)
- March 8, 2027 to April 30, 2027 End-of-Course Assessments (8 Weeks)
- February 1, 2027 to April 30, 2027 MAP-A (13 Weeks)
- April 5, 2027 to May 14, 2027 Foundational Reading Assessment (6 Weeks)

The removal of two weeks in the assessment windows is likely to have an impact, but the magnitude is difficult to predict in advance. DESE shortened the assessment window in 2026 by two weeks. Preliminary analyses of 2026 data do not show adverse impact to statewide results.

Meeting the A-F Grading Framework timeline requires shortening the window by two additional weeks in 2027. Therefore, caution must be exercised when comparing prior year assessment data to 2027 or later data. Although the potential effect is a loss of two weeks of instruction prior to testing, it is unlikely this impact will be standard across the distribution of students, as many schools test their students early in the statewide test window.

Shorten Data Corrections and Appeals Windows

Accurate data is critical to using and understanding school performance. The data DESE receives from vendors and districts must be reviewed for inconsistencies and inaccuracies prior to accountability analyses and reporting. This process is time consuming for various reasons. In a single year, following key MOSIS/Core Data submission deadlines, DESE processes thousands of appeals and districts make updates to their submissions.

Districts self-report the majority of their data through MOSIS/Core Data, often with many errors. Reviews by DESE and OA-ITSD occur in the summer when most school officials are not under contract. This makes communication slow, with responses often coming over weeks rather than days. Because data accuracy is the primary focus, this process affords data review and corrections as soon as possible after state assessment results are available.

To meet the timeline, DESE will shorten the windows provided for reviews, appeals, and corrections of data reported by districts via MOSIS/Core Data. This will require district staff to more quickly identify and respond to errors. Ideally, district staff will carefully review their data prior to submission, minimizing errors, and preventing the need for corrections or appeals. Additionally, DESE leadership must be prepared to maintain the new schedule, using corrected district-reported data within the new, shortened timelines. Schools and districts must be prepared to receive grades and other reports based upon the data they report. It is not feasible to allow adjustments to scores or grades after reports are rendered and delivered.

In short, DESE expects to tighten data reporting requirements and drive districts toward error-free or nearly error-free data submissions, lessening districts' reliance on post-submission appeals and updates.

Update MOSIS/Core Data Submission Schedule

DESE requires LEAs to submit data via MOSIS/Core Data periodically throughout the school year. Although the data is used for other purposes, it is integral to assessment and accountability measures. Timeliness of submissions and the error correction process impact the overall schedule. To meet the Grade Card timeline, the MOSIS/Core Data submission schedule and rules will change beginning in the 2026-27 school year.

DESE's plan calls for the June 30 MOSIS submission to be considered final. To assist districts, DESE will encourage submission of information as soon as June 1. This allows production of reports that help districts find and resolve errors and discuss issues with DESE staff prior to the final submission deadline.

DESE will work with districts throughout the 2026-27 school year to assist them with meeting the new data submission deadlines and—more importantly—improving the quality of the data that they submit. Districts' inaccurate data submissions under the newly shortened timeline are less likely to be corrected before public release.

This change will allow DESE to move forward with data calculations earlier than during previous cycles and is necessary to meet the timeline. However, these changes to the MOSIS/Core Data deadlines for districts do have implications for districts if inaccurate data is used in accountability

calculations. While district leaders will have serious concerns related to this abbreviated opportunity for data corrections, it is incumbent upon all parties, including DESE, to maintain the schedules so the Grade Card can be released as required.

Calculate Missouri Growth Model Using Early Data

DESE employs a well-researched, peer reviewed, technically sound value-added growth model in its existing accountability measures and reports. Referred to as the Missouri Growth Model, it has been a component of accountability in Missouri for over ten years. Researchers at the University of Missouri-Columbia are contracted to calculate this measure. In the current schedule for processing accountability data, this is the last metric to be generated prior to the combination of metrics and ultimate data release. Currently, data is delivered for processing after appeal, rescore, and review windows.

To meet the timeline, DESE proposes moving this work to an earlier window, delivering assessment data for processing at an earlier stage. DESE and its contractors believe that the Missouri Growth Model can be calculated on pre-appeal, -rescore, and -review data without significant effects on the quality of the growth model output. Due to the nature of the calculations and sheer volume of data, the few errors that may exist in the data will not have a meaningful impact. This theory will be tested in 2026 by running the Missouri Growth Model under both scenarios. All indications point toward little to no impact on final results. If necessary, the contractor will design strategies to mitigate any negative impact on school or district scores as a result of the change.

Implications of Timeline-Required Changes

Although not directly related to the delivery of the A-F School and District Grading Framework, an additional concern should be noted. After the Grade Cards are released, DESE is required by statute to produce and release other state and federal accountability reports including the MSIP 6 APR, the ESSA identification of schools for improvement, and other related data. Time and budget constraints will not allow additional appeals, corrections, or updates to the required data. DESE will use the data from the Grade Card calculations to create these other reports. These other state and federal accountability measures have greater impact on schools and districts.

Our data has never been perfect; however, DESE has provided districts with multiple opportunities to review and correct errors prior to accountability reporting. The changes described here still allow districts to make corrections, but they must review their data earlier and be quicker with appeals and updates. As these changes are rolling out and districts are learning new processes, there is a greater likelihood of errors in the final data.

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[i] ***Standards for Educational and Psychological Testing***
The testing standards are a product of the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME). Published collaboratively by the three organizations since 1966, they represent the gold standard in guidance on testing in the United States and in many other countries.