

2026 Business Rules for Calculating Arkansas School and District Letter Grades



Division of Elementary and Secondary Education

Public School Accountability, School Performance Unit

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Overview

Arkansas's K-12 accountability formula for school and district ratings aligns all adults—educators, families, community stakeholders, and policymakers—around a shared definition of excellence for children in Arkansas schools. The accountability formula sets a baseline for Arkansas schools focused on rigorous academic outcomes, annual student progress, and workforce preparedness.

Throughout the feedback gathering and design process for the accountability formula, stakeholders reinforced that the accountability system should:

- Reflect high expectations for all students to ensure all students graduate prepared for success in college and/or career.
- Incentivize evidence-based practices that support student well-being and long-term success, beyond achievement on state assessments.
- Be consistently rigorous, reliable, and fair across grade configuration, size, geography, and student demographics.
- Be easily understood by educators, families, and community leaders, and provide transparent, disaggregated data for all stakeholders.

The Accountability Formula

The accountability formula includes nine measures across three or four indicators, depending on the grade span. The indicators are Achievement, Growth of All Students, Growth of Lowest Quartile, and Success Ready Graduate. One third of the formula focuses on achievement, with the remainder focused on growth and readiness (at high schools). Every grade span totals 900 possible points. Table 1 outlines all indicators and measures.

Each indicator provides an indication about one element of the school's academic progress:

Achievement: Are students achieving Level 3 and 4 on state assessments?

Growth of All Students: Are students achieving their individualized growth targets?

Growth of Lowest Quartile: Are the students who are farthest behind their peers achieving their individualized growth targets?

Success Ready Graduate: Are students graduating in four years and demonstrating postsecondary readiness for enlistment, enrollment, or employment?

Table 1. Indicators and Measures

Indicator	Measure	Elementary and Middle	High School and District
Achievement	% Proficient English Language Arts	100	100
	% Proficient Math	100	100
	% Proficient Science	100	100
Growth of All Students	% Met Growth Target, ELA with English Language Proficiency (ELP)	100	100
	% Met Growth Target, Math	100	100
	% Met Growth Target, Science	100	100
Growth of Lowest Quartile	% Met Growth Target, ELA	100	not used
	% Met Growth Target, Math	100	not used
	% Met Growth Target, Science	100	not used
	% Met Growth Target, average of ELA, Math, and Science (sum of the three divided by 3)	not used	100
Success Ready Graduate	% Graduating in four-year cohort	not used	100
	% Graduates with merit or distinction (transitional measure through the graduating class of 2027)	not used	100
Total	Nine measures in each grade span	900	900

Why Every Grade Span Totals 900 Points

Each of the nine measures is worth up to 100 points, so the maximum School Rating Index Score is 900 for every grade span. At high school and district level, the three Growth of Lowest Quartile subject measures are averaged into a single 100-point measure precisely so that the total remains 900, and ratings stay comparable across grade spans.

Grade Span Assignment

Each school is assigned to a grade span based on the grade range the school serves. Grade spans are determined based on the grade levels assessed on the statewide summative assessments.

When a school's grade range includes the majority of tested grades within a span, the school is assigned to that grade span for comparability. When a school configuration has an equal number of assessed grades in two grade spans, the school is included in the higher grade span.

An exception is schools that serve one or more high school grade levels and do not have Grade 12. These configurations are included in the middle grade span. A further exception applies to schools limited to

Grade 9 only (Freshman Centers), which are paired with the Grade 10-12 building in their district and assigned a rating based off the combined data from the two buildings. Freshman Centers therefore appear in the high school grade span in Table 2 despite not serving Grade 12. See Special Schools.

Schools with special situations due to grade configurations are addressed in the Special Schools section. This includes feeder schools (no tested grades) and schools that do not have sufficient data to meet the minimum N of 15 for a given measure (see Common Rules and Definitions).

Table 2. Grade Configurations by Grade Span

Grade Span	Grade Configurations Served
Elementary (1)	P-P, P-K, P-1, P-2, P-3, P-4, P-5, P-6, P-7, K-K, K-1, K-2, K-3, K-4, K-5, K-6, K-7, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 2-3, 2-4, 2-5, 2-6, 2-7, 3-3, 3-4, 3-5, 3-6, 3-7, 4-4, 4-5, 4-6, 5-5
Middle (2)	P-8, K-8, K-9, K-10, K-11, 1-8, 2-8, 3-8, 4-7, 4-8, 5-6, 5-7, 5-8, 5-10, 6-6, 6-7, 6-8, 7-7, 7-8, 7-9, 8-8, 8-9, 9-10, 9-11
High (3)	P-12, K-12, 5-12, 6-12, 7-12, 8-12, 9-12, 9-9, 10-12, 11-12

Common Rules and Definitions

Full Academic Year and Mobility

Full academic year (nonmobile): a student continuously enrolled in a particular school on or before October 1 through the date of the first data pull for the statewide summative assessment or alternate assessment.

For 2025-2026, the full academic year window is October 1, 2025 through April 13, 2026, for both the statewide summative assessment and the alternate assessment.

Highly mobile: any student who does not meet the definition of nonmobile above. Highly mobile students are excluded from Achievement and both Growth indicators but are included in Graduation Rate and the Merit and Distinction measure.

Data Pull Dates

All accountability data pulls for 2025-2026 are listed in Table 3.

Table 3. Accountability Data Pull Dates, 2025-2026

Purpose	First pull	Later pull	eSchool update deadline
Statewide general summative assessment	April 13, 2026	May 18, 2026	April 10 and May 15, 2026
Alternate assessment (DLM)	April 13, 2026	May 4, 2026	April 10 and May 1, 2026

Student enrollment, identification, and demographic information must be entered accurately into eSchool by 4 p.m. on the business day before each designated data download date.

For students appearing in both pulls, demographics are drawn from the first pull, except English Learner and Former English Learner status, for which the later status is used.

The first data pull is compared with the later data pull for both the general summative assessment and the alternate assessment. This comparison helps determine which students were expected to test and whether any non-tested students have a valid reason for not testing.

If a student appears in the first data pull but does not test and is not in the later data pull, the student will be expected to have an appropriate reason-not-tested or special circumstance code. These codes may be entered in TIDE for ATLAS, in the Kite Educator Portal for DLM, or through the Assessment Correction Engine (ACE), depending on the situation. These codes are used to determine whether the student should remain in the expected-to-test denominator or may be removed. See Appendix D for more information.

If a student transfers to another school after the first data pull and has not yet tested, the receiving school is expected to test the student. If the student does not test, the student counts against the receiving school's 95 percent participation calculation.

If a student moves to a different LEA between the first and later data pull but has already tested, the test record and participation data remain with the first LEA.

Minimum N and Small-School Provisions

The minimum N for any measure is 15 students in the denominator.

- If a measure meets the minimum N of 15 in the current year, current-year data is used.
- If a measure does not meet the minimum N of 15 in the current year, a three-year ed average is calculated for that measure, as defined below.
- If the three years combined still do not reach a minimum N of 15, the measure is dropped and the school is rated using the proportional cut scores in the Special Schools section.
- A school open fewer than three years uses the years of data it has. If those years combined do not reach a minimum N of 15, the measure is dropped on the same terms as any other school.

Three-Year Combined Average

The same method applies to Achievement, Growth of All Students, Growth of Lowest Quartile, Graduation Rate, and Merit and Distinction. Each year's rate is calculated by the number of students in that year's denominator, so a year with more students counts proportionally more.

Three-year combined average = $(\text{rate}_1 \times n_1 + \text{rate}_2 \times n_2 + \text{rate}_3 \times n_3) \div (n_1 + n_2 + n_3)$, where n is the number of students in the denominator for that year.

The three years are not the same for every indicator. Graduation Rate and Merit and Distinction are lagging indicators and run one year behind.

Table 4. Years Used in the Three-Year Combined Average, by Indicator

Indicator	Years used in the three-year combined average
Achievement	2024, 2025, 2026
Growth of All Students	2024, 2025, 2026
Growth of Lowest Quartile	2024, 2025, 2026
Graduation Rate	Graduating classes of 2023, 2024, 2025
Merit and Distinction	Graduating classes of 2023, 2024, 2025

Working example. A school’s math achievement denominators are 6 students in 2024, 4 in 2025, and 5 in 2026, with 50.00, 25.00, and 60.00 percent proficient. The combined average is $(50.00 \times 6 + 25.00 \times 4 + 60.00 \times 5) \div 15 = (300 + 100 + 300) \div 15 = 46.67$ percent. The combined denominator is 15, so the measure is scored.

Because each year is combined by its own denominator, this produces the same result as combining the three years of students into one calculation. The two descriptions are the same operation. Throughout this document, the operation is called a **three-year combined average**.

Comparability of assessment results. The three-year combined average for Achievement requires three years of comparable ATLAS results. The Growth indicators carry no comparability condition, because growth scores are converted to z scores, which standardizes results across administrations. Three years of ATLAS results are available for 2026 for most schools; schools open fewer than three years are addressed in the bullet above.

Recently Arrived English Learners (RAELs)

Recently Arrived English Learners (RAELs) have special considerations in the components of accountability. Their inclusion in the components of the School Rating Index Score depends on their cumulative or continuous enrollment in US schools. Cumulative enrollment refers to students whose enrollment in US schools may be interrupted by leaving the country and returning to US schools, whereas continuous enrollment refers to a student that remains enrolled in a US school from time of entry into a US school. Table 5 defines each RAEL’s year and shows when RAELs will be included into each indicator and indicator component.

Table 5. Recently Arrived English Learner Inclusion by RAEL Year

RAEL year	Cumulative months in US schools	Continuously Enrolled in US School	Excluded from
Year 1	First 12 cumulative months	05/17/2025 - 05/16/2026	Achievement and both Growth indicators
Year 2	13 through 24 cumulative months	05/17/2024 - 05/16/2026	Achievement only
Year 3	25 through 36 cumulative months	05/17/2023 - 05/16/2026	No exclusions

Students Excluded from All Accountability Calculations

The following exclusions apply across Achievement, both Growth indicators, and, where noted, Graduation Rate. Indicator sections list only exclusions unique to that indicator.

- Home and private school students (Resident Codes X1, 2, 4, 5, and 12), where student state ID and LEA match enrollment data downloaded from Triand.
- Residential treatment (Resident Code X) and Home/Private Enrolled in 21st Century with no ADM (Resident Code X1).
- Educational Placement Codes: Correctional Facility (CF), Private Residential (RI), Parent Placed (PP).
- Students attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA).

- International Exchange Students, for districts that elect removal under COM-25-053, Ark. Code Ann. § 6-18-235(d)(1), established by Act 426 of 2023.
- Highly mobile students, from Achievement and both Growth indicators only.
- Students with DLM scores, from both Growth indicators only, because DLM does not produce scores compatible with value-added calculations.

Business Rules by Indicator

Each indicator below follows the same structure: what it measures, who is included, who is excluded, how it is calculated, and how small numbers are handled. Rules that apply to more than one indicator are stated once in Common Rules and Definitions and are not repeated here. Every indicator is calculated at the subgroup level, but only the All Students group is used in the School Rating Index Score and adjustments to the Achievement denominator.

Participation — Percent Tested

What it measures

Participation is the percentage of students tested compared to the number of students expected to be tested. Participation ensures achievement scores are based on at least 95 percent of the student population enrolled at the time of testing, for both the general and alternate assessments.

Participation is included in the School Rating Index calculation only to this extent: if a school does not test at least 95 percent of students in a subject, the denominator for that subject's Achievement measure is adjusted to 95 percent of students expected to test. Participation is not one of the nine scored measures.

Who is included

All students enrolled at any point during the testing window, including both full academic year and highly mobile students.

Calculation

Percent Tested = (number of students tested ÷ number of students expected to test) × 100, rounded to two decimal places.

Adjustment for testing fewer than 95 percent: the adjusted denominator for the subject equals 95 percent of the number of students expected to test in that subject, truncated down to the nearest whole student.

Achievement (ELA, Math, and Science)

What it measures

Points earned on the ELA, Math, and Science achievement measures equal the percent of students earning a proficient or higher score (Level 3 or 4), including students taking the DLM alternate assessment.

Who is included

All nonmobile students who completed an ATLAS or DLM Grades 3-HS summative assessment. All nonmobile Grade 10 students who completed Geometry/Biology prior to the 9th grade.

Who is excluded

The exclusions in Common Rules and Definitions apply. In addition, students classified as RAEL Year 1 and Year 2 are excluded, and students without a test score are excluded so long as at least 95 percent of students tested.

Calculation

Subject Achievement Score = (number of nonmobile students at Level 3 and Level 4) ÷ (number of nonmobile students at all levels + nonmobile 10th grade students who completed Geometry prior to the 9th grade+ nonmobile 10th grade students who completed Biology prior to the 9th grade) × 100

School Achievement Score = ELA Score + Math Score + Science Score

ATLAS performance levels and cut scores are listed in Appendix A.

Small numbers

Where the number of students is fewer than 15, see Minimum N and Small-School Provisions in Common Rules and Definitions.

Growth of All Students

What it measures

Arkansas's value-added growth scores show how much a school is helping students improve academically from one year to the next in each subject. The measure accounts for where students started, using their previous test scores, and adjusts for factors schools cannot control so that it fairly reflects the school's impact on student learning.

Growth shows how all students are progressing, not only those already meeting grade-level expectations, and values continued progress whether a student is working toward proficiency or already performing at an advanced level.

Who is included

All nonmobile students in the school who have a current year summative assessment scale score and at least one prior year score within the past two years.

Science excludes Grade 3, because there is no prior Grade 2 science assessment. Grade 10 students whose most recent prior math or science score was Grade 8 are included, using the Grade 8 score as the prior year score for growth to the End of Course exam. Both rules apply to the Growth of All Students and to the Growth of Lowest Quartile.

Calculation

For each tested subject, the denominator is the number of nonmobile students who have a growth score. The numerator is the number of those students who met or exceeded their expected growth. Points earned equal the numerator divided by the denominator, multiplied by 100 for that subject.

A student met or exceeded expected growth if the student's growth score is at or above 0.0000. A score below 0.0000 counts as not met.

School/district All Student Growth Score = ELA with ELP Growth Score + Math Growth Score + Science Growth Score

ELA combined with English Language Proficiency

The denominator consists of nonmobile students with an ELA growth score plus nonmobile students with an ELP growth score. The numerator consists of nonmobile students who met expected ELA growth plus nonmobile English Learners who met expected ELP growth.

An English Learner who has both an ELA growth score and an ELP growth score therefore contributes two records to the denominator and can contribute up to two to the numerator. This is what it means to include ELP growth proportionally.

Worked example. A school has 100 nonmobile students with an ELA growth score, 20 of whom are English Learners who also have an ELP growth score. The denominator is 120. If 60 students met expected ELA growth and 14 English Learners met expected ELP growth, the numerator is 74 and the ELA with ELP Growth Score is $74 \div 120 \times 100 = 61.67$.

Small numbers

See Minimum N and Small-School Provisions in Common Rules and Definitions.

Growth of Lowest Quartile

What it measures

Students performing at the lowest achievement levels often have the most ground to make up. Focusing on the growth of the Lowest Quartile of students within each school, this indicator encourages schools to ensure these students are making accelerated progress toward grade-level expectations. It also provides insight into how well a school's multi-tiered system of support is working for these learners.

Who is included

Nonmobile students who scored in the lowest 25 percent of achievement by subject and grade on the previous year's summative test. Students are ranked on prior year achievement scale score by grade and subject or course within each school based on October 1 enrollment. If there is a tie at the Lowest Quartile cut, all scores equal to that scale score are included.

Growth scores for the Lowest Quartile are calculated in the same way as described in Growth of All Students.

The denominator consists of nonmobile students ranked in the Lowest Quartile based on a one-year prior scale score who have a student growth score.

Who is excluded

The exclusions in Common Rules and Definitions apply. In addition, students classified as RAEL Year 1 are excluded; students in Grades 11 and 12 whose most recent prior math or science score was Grade 8 are excluded; and highly mobile students are excluded after ranking on prior-year scale score.

Science excludes Grade 3, because there is no prior Grade 2 science assessment. Grade 10 students whose most recent prior math or science score was Grade 8 are included, using the Grade 8 score as the prior year score for growth to the End of Course exam. A student may have a growth score with a skipped year;

however, the student is not included in the Lowest Quartile if the student does not have a one-year prior summative scale score.

Calculation

Subject Growth Lowest Quartile Score = (number of nonmobile Lowest Quartile students who met subject growth ÷ number of nonmobile Lowest Quartile students with a subject growth score) × 100

Elementary and middle school indicator = ELA + Math + Science Lowest Quartile scores

High school and district indicator = (ELA + Math + Science Lowest Quartile scores) ÷ 3

Small numbers

See Minimum N and Small-School Provisions in Common Rules and Definitions.

Success Ready Graduate: Graduation Rate (Four-Year Adjusted Cohort)

What it measures

The Four-Year Adjusted Cohort Graduation Rate (ACGR) measures the percentage of students who graduate within four years of entering high school. Students are assigned to a cohort based on the year they first enroll as an on-time Grade 9 student.

For schools serving Grades 10-12, students enter the cohort when they first enroll as an on-time Grade 10 student. For schools serving Grades 11-12, students enter the cohort when they first enroll as an on-time Grade 11 student.

Arkansas Graduation Requirements may be completed through the Core pathway, Smart Core pathway, or the Alternate Pathway to Graduation.

Graduation Rate is a lagging indicator. The 2026 school and district ratings use the Four-Year Adjusted Cohort Graduation Rate for the graduating class of 2025.

Who is included in the cohort?

The adjusted cohort begins with all students who enter a school's cohort on time and is adjusted by adding eligible on-time transfers into the school and removing students who qualify as transfers out.

A student's grade level each year is used to determine whether the student transfers into a cohort on time. Students who transfer into a school after falling behind their expected grade progression remain in the cohort of the school where they were last considered on time.

Students may fall behind and later catch up. If a student transfers into a school at the expected grade level for that point in the cohort, the student may be considered an on-time transfer and added to the receiving school's cohort.

Transfers out of the cohort

Students are removed from a school's cohort only when the student meets the federal definition of a transfer.

A transfer out occurs when a student leaves a high school and enrolls in another high school or educational program from which the student is expected to complete Arkansas Graduation Requirements.

Examples include:

- Transfer to another Arkansas public school
- Transfer to another school within the district
- Transfer to an Arkansas charter school
- Transfer to a private school
- Transfer to a home school
- Transfer to a school in another state
- Emigration to another country
- Death
- Students attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA) are also removed from the sending school's cohort.
- Students are not removed from the cohort for reasons such as:
 - Repeating a grade
 - Enrolling in a GED program
 - Leaving school without enrolling in another diploma-granting program
 - Placement in a correctional or juvenile facility that does not provide an opportunity to complete Arkansas Graduation Requirements

These students remain in the cohort denominator.

Early graduates and actual graduates

Students who graduate early are counted in the cohort associated with their original on-time high school entry year, not in the year they graduate.

Actual graduates are students reported as graduates in the certified Cycle 9 Graduates Table for the cohort's expected graduation year. Only certified Cycle 9 Graduates Table data are used in the graduation rate calculation.

Districts should ensure that all graduates are accurately reported in the Cycle 9 Graduates Table by August 31.

Alternate Pathway to Graduation

Some students with the most significant cognitive disabilities may participate in Arkansas's Alternate Pathway to Graduation.

To be eligible:

- The student must qualify for the alternate assessment.
- The student must participate in the alternate assessment in Grades 9 and 10 or meet equivalent eligibility requirements if transferring from another state.
- The student must be identified in eSchoolPlus as participating in the Alternate Pathway to Graduation.

If an eligible student completes graduation requirements at the same time as the student's original four-year cohort, the student remains in the numerator and denominator of that original cohort.

If an eligible student continues working toward graduation beyond the fourth year, the student may be removed from the original cohort and placed in holding until the student graduates, exits school, reaches the maximum age for Free Appropriate Public Education (FAPE), or is no longer designated as participating in the Alternate Pathway.

When the student eventually exits:

- Students completing graduation requirements through the Alternate Pathway are counted in the numerator and denominator of the cohort assigned at exit.
- Students exiting without completing graduation requirements remain in the denominator only.
- Students completing graduation requirements through general pathways remain in their original cohort.

Calculation

Four-Year ACGR = (Number of actual graduates ÷ Adjusted cohort)

where:

Adjusted cohort = Initial cohort + On-time transfers in – Transfers out

The result is expressed as a percentage and rounded to two decimal places.

Subgroups

Graduation Rate is reported for:

- All Students
- White
- African American
- Hispanic/Latino(a)
- Economically Disadvantaged
- English Learner
- Students with Disabilities

A student is included in every subgroup of which the student was a member at any time during the cohort period, consistent with federal graduation rate guidance.

Small numbers

If a school has fewer than 15 students in the All Students graduation cohort, a three-year combined average of Four-Year Adjusted Cohort Graduation Rates is calculated using cohort size as the weight.

For the 2026 ratings, the combined average uses the graduating classes of 2023, 2024, and 2025.

Success Ready Graduate: Merit and Distinction

What it measures

Merit and Distinction measures the percentage of students in the four-year graduation cohort who graduate on time and meet the requirements for merit or distinction as outlined in the [Success Ready Pathway Guide](#). The denominator for this measure is the same four-year graduation cohort used for the Four-Year Adjusted Cohort Graduation Rate described in the previous section. Because this measure relies on finalized graduation cohort data, it is also a lagging indicator: the 2025 graduate cohort is used for the 2026 letter grade calculation. A transitional measure is used until Success Ready Pathways are fully implemented with the graduating class of 2028 and the subsequent 2029 letter grade.

If a three-year combined average is needed, it uses the graduating classes of 2023, 2024, and 2025.

Transitional criteria

During the transitional period (through the 2028 letter grade), a student is identified as demonstrating postsecondary readiness if the student is an on-time cohort graduate and meets at least one of the following criteria:

- Completed three or more Concurrent Credit courses
- Completer in a High Demand and High Wage (H2) Pathway
- Completed three or more Advanced Placement courses
- Completed three or more International Baccalaureate courses
- Completed three or more Cambridge courses
- Earned the Seal of Biliteracy
- Enlisted in branch of Armed Services

Notes:

- Starting with the graduating class of 2028, students will have to fully complete the requirements for merit or distinction as outlined in the [Success Ready Guide](#) which includes both coursework and corresponding demonstration of readiness.
- These transitional measures only apply to the school rating calculations, not for ADHE scholarship purposes. For more information about ADHE scholarships tied to merit and distinction, see <https://adhe.edu/about/scholarships>.

Data Included

Concurrent Credit courses: Cycle 7 certified course completion and credit data are used to identify students who completed Concurrent Credit courses. Course codes are listed in Appendix B.

H2 Completers: H2 Pathway completers are identified through CTE calculations. H2 Pathways are listed in Appendix C.

AP, IB, and Cambridge courses: Cycle 7 certified course completion and credit data are used to identify students who completed qualifying AP, IB, or Cambridge courses. Course codes are listed in Appendix B.

Seal of Biliteracy: Students who earned the Seal of Biliteracy are identified using the 2025 SIS Cycle 7 student table.

Calculation

Merit and Distinction Score = (number of students in the four-year graduation cohort who graduated on time and met merit or distinction criteria ÷ number of students in the four-year graduation cohort) × 100

Compiling the Final School Rating Index Score

The final School or District Rating Index Score is calculated using all indicators. The measures included differ by grade span.

Grade Spans 1 and 2 (Elementary and Middle)

School Rating Index Score = School Achievement Score + Growth of All Students Score + Growth of Lowest Quartile Score.

Maximum 900 points: three Achievement measures, three Growth of All Students measures, and three Growth of Lowest Quartile measures, each worth up to 100 points.

Grade Span 3 (High School) and Districts

School Rating Index Score = School Achievement Score + Growth of All Students Score + Average Growth of Lowest Quartile Score + Four-Year Cohort Graduation Rate + Merit and Distinction Score.

Average Growth of Lowest Quartile Score = (ELA + Math + Science Lowest Quartile scores) ÷ 3

Maximum 900 points: three Achievement measures and three Growth of All Students measures at up to 100 points each, plus one averaged Growth of Lowest Quartile measure, one Graduation Rate measure, and one Merit and Distinction measure at up to 100 points each.

Determining School and District Letter Grades

Letter grades are based on each school's or district's School Rating Index Score. For schools missing one or more measures, refer to the Special Schools section.

Cut Scores

Table 6. School Rating Index Cut Scores by Grade Span

Letter grade	Grade Span 1 (Elementary)	Grade Span 2 (Middle)	Grade Span 3 (High) and District
A	523.09 – 900.00	519.16 – 900.00	532.00 – 900.00
B	441.12 – 523.08	445.54 – 519.15	457.11 – 531.99
C	367.53 – 441.11	380.59 – 445.53	385.96 – 457.10
D	327.78 – 367.52	345.70 – 380.58	348.90 – 385.95
F	0.00 – 327.77	0.00 – 345.69	0.00 – 348.89

Special Schools

Feeder Schools

A feeder school is a school whose grade configuration serves only non-tested grades, such as K-2, and therefore does not have its own statewide summative assessment results for Achievement or Growth. Feeder schools remain part of the accountability system. For rating purposes, each feeder school is paired with a school that serves tested grades, and the paired school's Achievement and Growth data are used for the feeder school. The list of feeder schools and their paired schools is published annually.

Paired Schools (Grades 11-12)

A school serving only Grades 11-12 is paired with another school because it does not serve the tested grades used for Achievement and Growth. For those measures, the Grades 11-12 school uses the Achievement and Growth data from its paired school.

For the Success Ready Graduate measures, the Grades 11-12 school uses its own Graduation Rate and Merit and Distinction data when the minimum N is met. In this way, the paired school provides the Achievement and Growth data, while the Grades 11-12 school's own Success Ready Graduate data complete the high school formula.

Paired Schools (Freshman Centers)

A school serving only Grade 9 is paired with the Grade 10-12 building in the same district. For rating purposes, the Grade 9 school and the Grade 10-12 school are treated as one combined high school, and the combined data are used to assign the same school rating to both buildings.

The combined high school rating includes applicable Achievement, Growth, and Success Ready Graduate measures from the paired Grade 9 and Grade 10-12 buildings, subject to the minimum N and other business rules described in this document.

Schools with Fewer Than Nine Measures

A school may have fewer than nine measures when a measure has fewer than 15 students in the denominator, and the three years combined do not reach the minimum N of 15. In that case, the school's rating is assigned using proportional cut scores based on the number of measures for which the school met the minimum N.

Proportional cut scores are derived by multiplying the nine-measure cut score by the number of measures met and dividing by nine. For example, a Grade Span 1 school with six qualifying measures needs $327.78 \times 6 \div 9 = 218.52$ points to earn a D. Table 7 lists all values.

Table 7. Proportional Cut Scores by Number of Measures Meeting Minimum N of 15

Cells Meeting Min N	Grade span	To get a D	To get a C	To get a B	To get an A
9	1	327.78	367.53	441.12	523.09
9	2	345.70	380.59	445.54	519.16
9	3	348.90	385.96	457.11	532.00
8	1	291.36	326.69	392.11	464.97
8	2	307.29	338.30	396.04	461.48
8	3	310.13	343.08	406.32	472.89
7	1	254.94	285.86	343.09	406.85
7	2	268.88	296.01	346.53	403.79
7	3	271.37	300.19	355.53	413.78
6	1	218.52	245.02	294.08	348.73
6	2	230.47	253.73	297.03	346.11
6	3	232.60	257.31	304.74	354.67
5	1	182.10	204.18	245.07	290.61
5	2	192.06	211.44	247.52	288.42
5	3	193.83	214.42	253.95	295.56
4	1	145.68	163.35	196.05	232.48

Cells Meeting Min N	Grade span	To get a D	To get a C	To get a B	To get an A
4	2	153.64	169.15	198.02	230.74
4	3	155.07	171.54	203.16	236.44
3	1	109.26	122.51	147.04	174.36
3	2	115.23	126.86	148.51	173.05
3	3	116.30	128.65	152.37	177.33
2	1	72.84	81.67	98.03	116.24
2	2	76.82	84.58	99.01	115.37
2	3	77.53	85.77	101.58	118.22
1	1	36.42	40.84	49.01	58.12
1	2	38.41	42.29	49.50	57.68
1	3	38.77	42.88	50.79	59.11

District Letter Grades

District ratings are determined using the same calculation method as high schools, with the district treated as a single K-12 campus. All students within the district are included, and the high school cut scores are applied. Districts that do not include Grade 12 are calculated using the middle school formula.

Included students: all nonmobile students in the district who completed an ATLAS or DLM Grades 3-HS summative assessment.

Highly mobile students are included in the calculation of graduation rate and Merit and Distinction.

District Grade Floor and Ceiling

A district's overall letter grade cannot exceed the highest school letter grade within the district and cannot fall below the lowest school letter grade within the district. For example, if every school in a district receives a D rating, the district grade will not be higher than a D; if every school receives an A or B rating, the district grade will not be lower than a B.

Appendices

Appendix A — ATLAS Technical Manual

The ATLAS performance levels and the scale score cut points that define them, for the Grades 3-8 and high school end-of-course summative assessments, are published in the ATLAS technical manual. They are not reproduced in this document.

Link to technical manual: <https://atlasportal.org/resources>

Appendix B — AP, International Baccalaureate, Concurrent Credit, and Cambridge Courses

The Success Ready Graduate transitional measure reflects students graduating with demonstrated postsecondary readiness. The graduation rate indicator is lagged for a year due to when the graduation rate is available. Thus, the Success Ready Graduate transitional measure is also lagged as it relies on the graduation data.

Table 8 shows the course codes used for the lagged transitional measure for the 2024-2025 school year.

Courses are extracted based on the first 5 digits of the course code. This is due to the use of the 6th digit for local purposes. The list below shows a 0 in the 6th digit rather than all the different possibilities based on districts' local coding.

Please note that as long as the first five digits of the course code match the codes listed below, a student's course record will be in the extract.

Table 8. AP, International Baccalaureate, Concurrent Credit, and Cambridge Course Codes

Course Code	Course Name
517030	AP English Language and Composition
517040	AP English Literature and Composition
517060	AP Seminar
517070	AP Research
520030	AP Biology
521030	AP Chemistry
522040	AP Physics C: Electricity and Magnetism
522050	AP Physics C: Mechanics
522080	AP Physics 1
522090	AP Physics 2
523030	AP Environmental Science
533030	AP Precalculus
534040	AP Calculus AB
534050	AP Calculus BC
539030	AP Statistics
540070	AP Spanish Language and Culture
540080	AP Spanish Literature and Culture
541060	AP French Language and Culture
542060	AP German Language and Culture
543060	AP Italian Language and Culture
545070	AP Latin
546060	AP Japanese Language and Culture

Course Code	Course Name
547060	AP Chinese Language and Culture
559010	AP Music Theory
559030	AP Art History
559040	AP Studio Art Drawing Portfolio
559050	AP Studio Art 2-D Design Portfolio
559060	AP Studio Art 3-D Design Portfolio
565030	AP Computer Science Principles - Year 1
565130	AP Computer Science A - Year 2
570020	AP United States History
571020	AP World History
572010	AP United States Government and Politics
572040	AP United States Government & Politics (for Civics credit)
574700	AP African American Studies
579080	AP Human Geography
579120	AP Psychology
579130	ADE Approved AP Macroeconomics & Personal Finance (.5 credit)
579140	ADE Approved AP Microeconomics with Personal Finance (.5 credit)
579150	AP Macroeconomics (0.5 credit)
579160	AP Microeconomics (0.5 credit)
579170	AP European History
579180	AP Comparative Government & Politics
517100	IB English 11
517200	IB English 12
521040	IB Chemistry
521050	IB Chemistry II
522060	IB Physics
522100	IB Physics II
529030	IB Biology
529040	IB Sports, Exercise, and Health Science
529050	IB Environmental Systems and Societies
529060	IB Biology II
539160	IB Math: Applications and Interpretation SL Year 1
539170	IB Math: Applications and Interpretation SL Year 2
540020	IB Spanish
540130	IB Spanish III
540140	IB Spanish IV
540150	IB Spanish Ab Initio
541070	IB French III
541080	IB French Ab Initio SL
541090	IB French IV
547070	IB Chinese IV
547080	IB Mandarin IV
553020	IB Film
559120	IB Theatre
559810	IB Fine Arts
559820	IB Visual Arts
565230	International Baccalaureate (IB) Computer Science SL - Advanced Year 3 - Weighted Credit

Course Code	Course Name
565330	International Baccalaureate (IB) Computer Science HL - Advanced Year 3 - Weighted Credit
565340	International Baccalaureate (IB) Computer Science HL - Year B
569210	IB Philosophy
570040	IB Contemporary American History
570050	IB History of the Americas
579020	IB World Religions
579030	IB Psychology
579050	IB Psychology II
579190	IB Geography
592200	IB Business and Management
593000	IB Business and Management II
596200	IB Theory of Knowledge
596210	IBCP Core 1
596220	IBCP Core 2
514000	Concurrent Credit Oral Communication
519900	Other Concurrent Credit Language Arts
519910	Concurrent Credit English 9
519920	Concurrent Credit English 10
519930	Concurrent Credit English 11
519940	Concurrent Credit English 12
524030	Concurrent Credit Anatomy & Physiology
524040	Concurrent Credit Environmental Science
525030	Concurrent Credit Earth Science
525050	Concurrent Credit Astronomy
529900	Other Concurrent Credit Science
529910	Concurrent Credit Biology
529920	Concurrent Credit Physical Science
529930	Concurrent Credit Chemistry
529940	Concurrent Credit Physics
539150	Concurrent Credit Quantitative Literacy
539900	Concurrent Credit College Algebra
539940	Concurrent Credit Precalculus/Trigonometry
539950	Concurrent Credit Statistics
539960	Other Concurrent Credit Math
539970	Concurrent Credit College-Site Technical Math
539980	Concurrent Credit Math Beyond Algebra II
549900	Concurrent Credit Foreign Language
559000	Concurrent Credit Fine Arts
559080	Other Concurrent Credit Fine Arts
565810	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565820	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565830	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565840	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565850	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565860	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565870	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565880	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)

Course Code	Course Name
565890	Concurrent Credit Computer Science (Weighted – requires ADE approval) (1 Credit)
565910	Concurrent Credit Computer Science (1 Credit)
565920	Concurrent Credit Computer Science (1 Credit)
565930	Concurrent Credit Computer Science (1 Credit)
565940	Concurrent Credit Computer Science (1 Credit)
565950	Concurrent Credit Computer Science
565960	Concurrent Credit Computer Science
565970	Concurrent Credit Computer Science (1 Credit)
565980	Concurrent Credit Computer Science (1 Credit)
565990	Concurrent Credit Computer Science (1 Credit)
574000	Concurrent Credit Economics with Personal Finance
579900	Other Concurrent Credit Social Studies
579910	Concurrent Credit World History
579920	Concurrent Credit United States History
579930	Concurrent Credit Civics
580470	Concurrent Credit Firefighting I
580480	Concurrent Credit Firefighting II
580490	Concurrent Credit Community Preparedness & Response
580900	Other Concurrent Credit Health Ed.
583680	Concurrent Credit Media Communications
585900	Concurrent Credit Physical Ed.
590140	Razorback AgCademy Foundation of Ag Education
590150	Razorback AgCademy Intro to Animal Science
590160	Concurrent Credit Forestry and Wildlife Ecosystems
590170	Concurrent Credit Advanced Plant Science
590180	Razorback AgCademy Fundamentals of Ag Systems
590190	Concurrent Credit Skilled Trades: Construction
590200	Concurrent Credit A/V Productions I
590210	ADE Concurrent Credit Management
590220	ADE Approved Concurrent Credit FACS - Hospitality & Tourism (Requires ADE Approval)
590230	Introduction to Education: Concurrent Credit
590240	ADE Concurrent Credit Accounting I
590260	Concurrent Credit Foundations of Health Care
590270	ADE Concurrent Credit Tourism Industry Management
590280	Concurrent Credit Food Production, Management, & Services
590290	ADE Concurrent Credit Family & Consumer Sciences
590300	ADE Approved Miscellaneous CTE Concurrent Credit (Requires ADE Approval)
590310	Concurrent Credit Introduction to Criminal Justice
590330	Concurrent Credit Drafting & Design
590340	Concurrent Credit Architecture/CAD I
590350	Concurrent Credit Aviation I
590360	ADE Concurrent Credit Culinary Arts Lab
590370	Concurrent Credit Non-Structural Analysis/Repair
590380	Concurrent Credit Painting/Refinishing
590390	Concurrent Credit Damage Analysis, Estimating and Customer Service
590400	Concurrent Credit Structural Analysis/Repair
590410	Concurrent Credit Power Equipment Technology I
590420	Concurrent Credit Power Equipment Technology II
590430	Concurrent Credit Power Equipment Technology Lab
590440	Concurrent Credit Brakes/Manual Drive Train

Course Code	Course Name
590450	Concurrent Credit Medium/Heavy Brake/Drive Train
590460	Concurrent Credit Medium/Heavy Electrical Systems/HVAC
590470	Concurrent Credit Medium/Heavy Steering & Suspension/Hydraulics
590480	Concurrent Credit Medium/Heavy Diesel Engines/CAB
590490	Concurrent Credit A/V Productions II
590500	Concurrent Credit A/V Productions III
590510	Concurrent Credit A/V Tech and Film Lab
590520	Education Technology: Concurrent Credit
590550	ADE Concurrent Credit Hospitality Administration (0.5 credit)
590560	ADE Concurrent Credit Arkansas Hospitality and Tourism
590580	ADE Concurrent Credit Food Safety and Nutrition
590590	ADE Concurrent Credit Life and Fitness Nutrition
590600	ADE Concurrent Credit Advanced Nutrition & Dietetics
590610	ADE Concurrent Credit Carpentry
590620	Concurrent Credit MEP Systems Lab
590630	ADE Concurrent Credit Cabinetry
590640	ADE Concurrent Credit HVACR I
590650	ADE Concurrent Credit HVACR II
590660	ADE Concurrent Credit T & I - Architecture & Construction II (Requires ADE Approval)
590670	ADE Concurrent Credit Mechanical, Plumbing, and Electrical Systems
590680	ADE: CTE Concurrent Credit Anatomy/Physiology
590690	ADE Concurrent Credit Abnormal Psychology (0.5 credit)
590700	ADE Concurrent Credit First Responder
590710	ADE Concurrent Credit Certified Nursing Assistant (CNA) (0.5 credit)
590720	ADE Concurrent Credit Certified Nursing Assistant (CNA) (1.0)
590730	ADE Concurrent Credit Foundations of Law Enforcement
590740	ADE Concurrent Credit Crime Scene Investigation
590750	ADE Concurrent Credit Criminal Law
590760	ADE Concurrent Credit Information Technology 1
590770	ADE Concurrent Credit Automation and Robotics Technology I
590780	ADE Concurrent Credit Automation and Robotics Technology II
590790	ADE Concurrent Credit Design for Manufacturing
590800	ADE Concurrent Credit Manufacturing Production Processes
590810	ADE Concurrent Credit Machine Power and Equipment Systems
590820	ADE Concurrent Credit Industrial Technologies I
590830	ADE Concurrent Credit Industrial Technologies II
590840	ADE Concurrent Credit Industrial Technologies Lab
590850	ADE Concurrent Credit Manufacturing V
590860	ADE Concurrent Credit Skilled Trades: Manufacturing
590870	ADE Concurrent Credit Shielded Metal Arc Welding
590880	ADE Concurrent Credit Gas Metal Arc Welding
590890	ADE Concurrent Credit Gas Tungsten Arc Welding
590900	ADE Concurrent Credit Architecture/CAD II (1 credit)
590910	ADE Concurrent Credit Engineering/CAD I
590920	ADE Concurrent Credit Human Behavior and Disorders (0.5 credit)
590930	ADE Concurrent Credit Introduction to Medical Professions Expanded (0.5 Credit)
590940	Concurrent Credit Emergency Services I
590950	Concurrent Credit Emergency Services II
590960	ADE Concurrent Credit Agribusiness Management
590970	ADE Concurrent Credit Advanced Ag Leadership & Communications
590980	ADE Concurrent Credit Natural Resources Management

Course Code	Course Name
590990	ADE Concurrent Credit Information Technology 2
591000	Concurrent Credit Emergency & Fire Management Lab (1.0 credit)
591050	ADE Concurrent Credit Plant Science
591060	ADE Concurrent Credit Agricultural Mechanics
591070	ADE Concurrent Credit Survey of Agriculture Systems
591080	ADE Concurrent Credit Advanced Animal Science
591090	ADE Concurrent Credit Veterinary Science
591100	ADE Concurrent Credit Poultry Science
591110	ADE Concurrent Credit Food Products and Processing I
591120	ADE Concurrent Credit Food Products and Processing II
591160	ACE Concurrent Credit Natural Resource & Environmental Systems III
591200	ADE Approved Other CTE Concurrent Credit/Local Credit Only (Requires ADE Approval)
591220	ADE Concurrent Credit Greenhouse Management
591240	ADE Concurrent Credit STEM - Architecture & Construction I (Requires ADE Approval)
591250	ADE Concurrent Credit STEM - Architecture & Construction II
591290	ADE Concurrent Credit Agricultural Metals
591300	ADE Concurrent Credit Agricultural Structures
591310	ADE Concurrent Credit Forestry Equipment Operations
591320	ADE Concurrent Credit Advanced Agricultural Mechanics
591360	ADE Concurrent Credit Retail Business
591370	ADE Concurrent Credit Transportation and Distribution
591380	ADE Concurrent Credit Introduction to Supply Chain and Logistics
591390	ADE Concurrent Credit Business - Transportation, Distribution, & Logistics (Requires ADE Approval)
591430	ADE Concurrent Credit Business Law I (0.5 credit)
591440	ADE Concurrent Credit Business Law II (0.5 credit)
591450	ADE Concurrent Credit Business Procedures
591460	ADE Concurrent Credit Medical Office Administration
591470	ADE Concurrent Credit Medical Coding and Billing
591480	ADE Concurrent Credit Business Management & Administration (requires ADE approval)
591580	ADE Concurrent Credit Accounting II
591590	ADE Concurrent Credit Survey of Business
591650	ADE Concurrent Credit Principles of Banking
591660	ADE Concurrent Credit Advanced Banking
591670	ADE Concurrent Credit Financial Planning
591680	ADE Concurrent Credit Securities, Investments, Risk, and Insurance
591690	ADE Concurrent Credit Finance (Requires ADE Approval)
591810	ADE Concurrent Credit Advertising and Graphic Design I
591820	Concurrent Credit Advertising and Graphic Design II
591830	Concurrent Credit Advertising and Graphic Design III
591840	ADE Concurrent Credit Advertising and Graphic Design Lab
591850	ADE Concurrent Credit Digital Photography I
591860	ADE Concurrent Credit Digital Photography II
591870	ADE Concurrent Credit Digital Photography III
591880	ADE Concurrent Credit Digital Photography Lab
591890	ADE Concurrent Credit Marketing Business Enterprise
591900	ADE Concurrent Credit Marketing Management
591910	ADE Concurrent Credit Small Business Operations
591920	ADE Concurrent Credit Digital Marketing
591930	ADE Concurrent Credit Markets and Analytics
591940	ADE Concurrent Credit Marketing (Requires ADE Approval)
591950	ADE Concurrent Credit Web Design 1

Course Code	Course Name
591960	ADE Concurrent Credit Web Design 2
591970	ADE Concurrent Credit Web Design 3
592000	ADE Concurrent Credit Fashion and Interior Design
592010	ADE Concurrent Credit Advanced Fashion and Interior Design
592020	Child Growth and Development: Concurrent Credit
592030	ADE Concurrent Credit Dynamics of Human Relationships
592040	ADE Concurrent Credit Child Care Guidance, Management, & Services
592060	ADE Concurrent Credit Advanced Consumer Services
592070	ADE Concurrent Credit Arts, A/V Technology & Communications I (Requires ADE Approval)
592080	ADE Concurrent Credit Arts, A/V Technology & Communications II (Requires ADE Approval)
592090	ADE Concurrent Credit Arts, A/V Technology & Communications III (Requires ADE Approval)
592110	ADE Concurrent Credit Arts, A/V Technology & Communications IV (Requires ADE Approval)
592120	ADE Concurrent Credit Arts, A/V Technology & Communications V (Requires ADE Approval)
592130	ADE Concurrent Credit Consumer Science - Arts, A/V Technology & Communications (Requires ADE Approval)
592150	ADE Concurrent Credit Culinary Arts I
592160	ADE Concurrent Credit Culinary Arts II
592170	ADE Concurrent Credit Business - Hospitality & Tourism (Requires ADE Approval)
592230	ADE Concurrent Credit Chemistry of Foods
592300	ADE Concurrent Credit Education and Training VIII
592310	ADE Concurrent Credit Automotive Collision Lab
592320	ADE Concurrent Credit Transportation, Distribution and Logistics I
592330	ADE Concurrent Credit Transportation, Distribution and Logistics II
592350	ADE Concurrent Credit Automotive Electrical Systems / HVAC
592360	ADE Concurrent Credit Engine Performance/Engine Repair
592370	ADE Concurrent Credit Suspension & Steering/Automatic Transmissions
592380	ADE Concurrent Credit Automotive Service Lab
592390	ADE Concurrent Credit Medium/Heavy Truck Lab
592430	ADE Concurrent Credit Electrical
592440	ADE Concurrent Credit Plumbing
592450	ADE Concurrent Credit Furniture Manufacturing I (Requires ADE Approval)
592460	ADE Concurrent Credit Furniture Manufacturing II (Requires ADE Approval)
592470	ADE Concurrent Credit HVACR Lab
592480	ADE Concurrent Credit Computer Hardware 1
592490	ADE Concurrent Credit Computer Hardware 2
592510	ADE Concurrent Credit Health Science I (Requires ADE Approval)
592520	ADE Concurrent Credit Health Science II (Requires ADE Approval)
592530	ADE Concurrent Credit Health Science III (Requires ADE Approval)
592550	ADE Concurrent Credit Automation and Robotics Technology II
592560	ADE Concurrent Credit STEM (Requires ADE Approval)
592590	ADE Concurrent Credit Machine Tool I
592600	ADE Concurrent Credit Machine Tool II
592610	ADE Concurrent Credit Machine Tool Lab
592630	ADE Concurrent Credit Approved Manufacturing VI
592650	ADE Concurrent Credit Electronics I
592660	ADE Concurrent Credit Electronics II
592670	ADE Concurrent Credit Advanced Shielded Metal Arc Welding
592680	ADE Concurrent Credit Electronics Lab
592700	ADE Concurrent Credit Welding Lab
592710	ADE Concurrent Credit Engineering/CAD II (1 credit)
592720	ADE Concurrent Credit Education and Training

Course Code	Course Name
592730	ADE Concurrent Credit Human Services (Requires ADE Approval)
592750	ADE Concurrent Credit Health Science IV (Requires ADE Approval)
592770	ADE Concurrent Credit Medical Lab (0.5 credit)
592780	ADE Concurrent Credit Medical Lab (1.0)
592790	Concurrent Credit Radio Broadcasting I
592800	Concurrent Credit Radio Broadcasting II
592810	Concurrent Credit Radio Broadcasting III
592820	Concurrent Credit Radio Broadcasting Lab
592830	ADE Concurrent Credit Aviation II
592840	ADE Concurrent Credit Aviation Lab
592850	ADE Concurrent Credit UAS Flex
592860	ADE Concurrent Credit UAS Level I
592870	ADE Concurrent Credit UAS Level II
592880	ADE Concurrent Credit UAS Level III
592910	ADE Concurrent Credit Medical Math
592920	ADE Concurrent Credit Medical Procedures Expanded (0.5 credit)
592930	ADE Concurrent Credit Agribusiness, Food, & Natural Resources (Requires ADE Approval)
593140	Concurrent Credit Digital Cinema Productions I
593150	Concurrent Credit Digital Cinema Productions II
593160	Concurrent Credit Digital Cinema Productions III
593170	Concurrent Credit Digital Cinema Productions Lab
593180	ADE Concurrent Credit Manufacturing I
593190	ADE Concurrent Credit Manufacturing II
593200	ADE Concurrent Credit Manufacturing III
593210	ADE Concurrent Credit Manufacturing IV
593220	Concurrent Credit Pharmacological Science
593230	Concurrent Credit Principles of Sports Medicine
593240	ADE Concurrent Credit Sports Medicine Injury Assessment
593250	Concurrent Credit Emergency Services III (1.0)
593260	ADE Concurrent Credit Medical Terminology
593270	ADE Concurrent Credit Pathology (0.5 credit)
593280	ADE Concurrent Credit LPN I
593290	ADE Concurrent Credit LPN II
593300	ADE Concurrent Credit LPN III
593310	ADE Concurrent Credit LPN IV
593320	ADE Concurrent Credit LPN V
593330	Concurrent Credit College-Site Technical Communications
593340	ADE Concurrent Credit Transportation, Distribution and Logistics III
593480	ADE Concurrent Credit T&I - Architecture & Construction II (Requires ADE Approval)
593500	ADE Concurrent Credit Transportation, Distribution and Logistics IV
593510	ADE Concurrent Credit Transportation, Distribution and Logistics V
593520	ADE Concurrent Credit Consumer Services (Requires ADE Approval)
593530	ADE Concurrent Credit Law, Public Safety, Corrections & Security (Requires ADE Approval)
593570	ADE Concurrent Credit Transportation, Distribution and Logistics VI - Additional Flex course for secondary career centers 9-12
593580	ADE Concurrent Credit Transportation, Distribution and Logistics VII - Additional Flex course for secondary career centers 9-12
593590	ADE Concurrent Credit Transportation, Distribution and Logistics VIII - Additional Flex course for secondary career centers 9-12
593600	Concurrent Credit Animal Science
594080	Concurrent Credit Exercise Science

Course Code	Course Name
594200	ADE Concurrent Credit Manufacturing VII - Additional Flex course for Secondary Career Centers 9-12
594210	ADE Concurrent Credit Manufacturing VIII - Additional Flex course for Secondary Career Centers 9-12
595260	Concurrent Credit Advanced Manufacturing Lab
596500	Miscellaneous Concurrent Credit
696200	Other Concurrent Credit/Local Credit Only
517010	Cambridge Advanced English General Paper

Appendix C — H2 Pathways

Following is the list of H2 Pathways used in the merit and distinction measure for the 2025 graduates:

- Accounting
- Advanced Manufacturing
- Agriculture, Power, Structural and Technical Systems
- Animal Systems
- Arkansas Military Service & Security
- Automotive Service Technology
- Banking
- Business Finance
- Business Management
- Construction Technology
- Criminal Justice
- Data Analytics and Machine Learning (Computer Science)
- Education and Training (Pre-Educator)
- Information Technology and Security (Computer Science)
- JROTC (Army, Navy, Air Force, Marine Corps)
- Medium/Heavy Truck Technology
- Nursing Services
- Plant Systems
- Pre-Engineering
- Retail Management
- Software Development (Computer Science)
- Supply Chain and Logistics
- Welding

Completer definition

A Completer is defined as a student who has earned valid credit in Level 1, Level 2, and Level 3 courses within the same CTE pathway.

All coursework taken in or before School Year 2024 (SY24) is considered valid, regardless of course level or order. Course-sequence requirements are not enforced for this period. A student who completes any three courses within the same pathway in or before SY24 qualifies as a Completer, even if the courses are taken out of order or skip levels.

Beginning in School Year 2025 (SY25), course-sequence requirements are enforced. To be considered valid, courses must be completed in the following order: Level 1, then Level 2, then Level 3.

Any course taken out of sequence (for example, completing a Level 3 course before completing both Levels 1 and 2, or taking a Level 2 or 3 course before taking the Level 1 course) is considered invalid for Completer determination.

Students with coursework both in or before SY24 and in SY25 or later

- All coursework completed in or before SY24 is automatically considered valid, regardless of course level or order.
- Beginning in SY25, a course is considered valid only if it is the next required level in the pathway sequence that the student has not yet completed.
- Courses taken in SY25 or later that skip a required level are not valid and do not advance the student toward Completer status.

A student is classified as a Completer only when they have earned valid credit in Level 1, Level 2, and Level 3 under the rules above.

Examples

- Example 1: A student completes a Level 2 course in SY24 and then completes a Level 3 course in SY25. The Level 2 course is valid (completed in or before SY24). The Level 3 course is not valid because the student has not completed Level 1. To progress toward Completer status, the student must complete Level 1 in SY25 or later.
- Example 2: A student completes a Level 2 course in SY23 and a Level 3 course in SY24. Both courses are valid (completed in or before SY24). The student is missing Level 1. To be counted as a Completer, the student must complete Level 1 in SY25 or later.
- Example 3: A student completes Level 1 and Level 3 courses in or before SY24. Both courses are valid (completed in or before SY24). The student is missing Level 2. To be counted as a Completer, the student must complete Level 2 in SY25 or later.

Appendix D — Data Corrections

Before the 2026 school and district ratings were calculated, districts had three opportunities to review the underlying data and submit corrections. All three windows have closed. They are recorded here so that districts, families, and the public can see what data could be corrected, when each window was open, and what documentation was required.

Table 9. Data Correction Opportunities for the 2026 Ratings

Correction opportunity	Data reviewed and corrected	Window	Status
Success Ready Graduate data verification	Merit and distinction status for the graduating class of 2025	May 21 - June 5, 2026	Closed
ADE Cohort Graduation Rate System (ACGRS)	Four-year adjusted cohort graduation rate for the graduating class of 2025	November 6 - 20, 2025	Closed
Assessment Correction Engine (ACE)	Spring 2026 assessment participation and Reason Not Tested codes	July 13 - 23, 2026	Closed

Assessment Correction Engine

The Assessment Correction Engine (ACE) interface was available to all districts to submit corrections and certify data through the ADE Data Center from July 13 through July 23, 2026. District or school level users scrolled down to the "ADE Systems of Support" tiles, then toward the bottom right of the page clicked on

"Assessment Correction Engine," on the "Systems of Accountability: ESSA" tile. They used their LEA Insights login credentials to log in.

Districts were encouraged to review all the data available for review. Schools reviewed the percent tested information and entered Reason Not Tested codes and documentation where needed.

Corrections made in ACE during Summer 2026 applied only to data from the Spring 2026 testing window. Guidance to schools concerning data corrections is provided in the ACE Required Documentation 2025-2026, a quick reference for codes and required documentation.

ADE Cohort Graduation Rate System

The ADE Cohort Graduation Rate System (ACGRS) interface was available to all districts to submit corrections and certify data through the ADE Data Center during November 6 through November 20, 2025. District or school level users scrolled down to the "ADE Systems of Support" tiles, then toward the bottom right of the page clicked on "ADE Cohort Graduation Rate System," which is on the "Systems of Accountability: ESSA" tile. TRIAND login credentials were used to log in.

Districts reviewed the graduation rate information and entered cohort corrections and documentation where needed. Using ACGRS in Fall 2025, changes were only made to data for the graduating class of 2025. The 2024-2025 ACGRS Corrections and Required Documentation for ACGRS provided guidance to schools concerning data corrections and the evidence, in the form of documentation, to support the corrections that were uploaded through the ACGRS interface.

2025 Success Ready Graduate Data Verification

Because the Success Ready Graduate indicator is a lagging indicator, the 2026 letter grade uses data for the graduating class of 2025. The Division opened a verification and corrections window so districts could confirm the accuracy of that data before the ratings were calculated. The window opened Thursday, May 21, 2026, and closed Friday, June 5, 2026.

Superintendents downloaded their district's student spreadsheet from the ADE Digital Locker and shared it, along with the Success Ready Graduate User Guide, with the district personnel responsible for verification, such as the district test coordinator, high school principal, or school counselor. Where corrections were needed, districts identified the graduates for review on the spreadsheet and submitted it to the Division following the steps in the user guide.

The Success Ready Graduate User Guide carries the detailed business rules, the criteria definitions for concurrent credit, AP and IB, career pathways, and the Seal of Biliteracy, and the step-by-step submission instructions. Commissioner's Memo COM-26-059, dated May 22, 2026, announced the window.

Beginning with the 2027 ratings, this verification moves into the adjusted cohort graduation rate window, scheduled to open November 2, 2026.

Appendix E — Business Rules Document History

This document details the business rules used to calculate Arkansas school letter grades.

Table 10. Business Rules Document Version History

Version number	Date	Summary of change
1.0	4/11/2025	The first version of the Business Rules for calculating the new Arkansas school letter grades. Version 1 was Simulated Letter Grades for 2023-2024.
2.0	9/12/2025	Updated the dates for 2024-2025. Added Earned Seal of Biliteracy to postsecondary readiness criteria. Updated links. Added Appendix F Assignment of Literacy Coaches.
2.1	10/22/2025	Added District Letter Grades.
3.0	8/21/2026	Reorganization and clarification for 2026 Letter Grades.

Appendix F — Assignment of Literacy Coaches

To ensure that every Arkansas student receives the literacy support they need, DESE assigns literacy coaches to schools based on their annual A-F letter grades. Because school ratings are released after the start of the school year, there may be times when adjustments in coach placement or frequency of support are necessary. These guidelines outline how literacy support is assigned, scaled, or reduced when a school's rating changes during the school year. The goal is to provide targeted, individualized support that aligns with Act 1082 and helps schools implement strong literacy plans for all students.

Literacy Support Guidelines Based on School Status

What if I improve my School Letter Grade to a C or better?

If the school improves its letter grade to a C or better, then the literacy coach assigned to the building will be reassigned to support another school with a letter grade of D or F. The reassignment will not occur immediately. A two-week transition period will be provided so the school can develop a plan to sustain progress in systems, instructional alignment, and student outcomes.

If the school does not improve its letter grade to a C or better, then the literacy coach will remain assigned to the school. District and school leaders will need to work closely with the literacy coach to develop an intensive support plan for the school year. This plan should identify the areas of greatest need and focus on support for strengthening leadership systems, improving instructional alignment, and increasing student achievement and growth.