



# **Goal 2: Redefine the Measure of Student Success**

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**Class Rank Phase 2  
Recommendations**

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**Board Workshop  
January 24, 2022**

# Phase 1 Rank Removal College Acceptance Comparison Data

## Texas A&M University

Number of applicants: 2019 (89) and 2020 (91)

	1st Quartile (outside 10%)		2nd Quartile		3rd and 4th Quartile	
YEAR	2019	2020	2019	2020	2019	2020
Admission Any Method	90%	86%	60%	80%	4%	50%
Direct Admission	53%	75%	30%	44%	1%	38%

**\*Information based on student self reported data from Naviance Senior Survey. Approximately 20% of students that applied indicated “unknown” and therefore are not included in this data.**

# Phase 1 Rank Removal College Acceptance Comparison Data

## University of Houston

Number of applicants: 2019 (102) and 2020 (94) and 2021 (52)

	1st Quartile (outside 10%)			2nd Quartile			3rd and 4th Quartile		
YEAR	2019	2020	2021	2019	2020	2021	2019	2020	2021
Direct Admission	95%	97%	100%	83%	76%	93%	19%	44%	60%

\*Information provided by University of Houston

# Phase 1 Rank Removal College Acceptance Comparison Data

## University of Texas

	Fall 2019	Fall 2020	Fall 2021
<b>Direct Admission</b>	17	25	31
<b>Alternate Admission</b>	40	44	57
<b>PACE</b>	0	0	2

\*Information provided by University of Texas (no denials included) - so numbers of applicants represent those that applied and received some level of placement.



# **FISD Beliefs**

**Redefine  
the measure of  
student success.**

**Provide strategic  
opportunities for students  
to explore and create their  
own individual pathways of  
success.**

**How do we  
create these  
opportunities  
and align these  
beliefs for ALL  
FISD students?**

# **Student Voice**

## **Class of 2020 Top 15% Responses**

Does class rank impact  
your course selection?  
**94%**

Have you ever selected a  
course based solely on the  
weight of the course?  
**81%**

If we only used CORE classes in  
RANK GPA - would that impact your  
elective course selection?  
**71%**

# Student Voice

## Top Three Reasons that Influence Your Course Selection

Considerations in Course Selection	Under Current RANK  GPA System	Core Classes only RANK GPA
Meets my personal interests and strengths	69%	91%
Course Weight	64%	25%
Impact on GPA/Class Rank	91%	44%
Earning Automatic Admittance	57%	19%
Earn Certification	2%	13%
Level of rigor is low/easy going	3%	16%
Ability to gain experiences through an internship	6%	30%
Engagement of course - regardless of weight	16%	53%

## Phase 2 Focus Areas

1. Consider options of course content to be included in the RANK GPA.
2. Consider the three GPA scales - define purpose and evaluate accuracy.
3. Consider grade policies and examine purpose and alignment to FISD beliefs and goals.



# **Districts/High Schools that have adjusted the courses that are included in Class Rank GPA.**

Plano

Westlake

Eanes

Keller

Lake Travis

Leander

Coppell

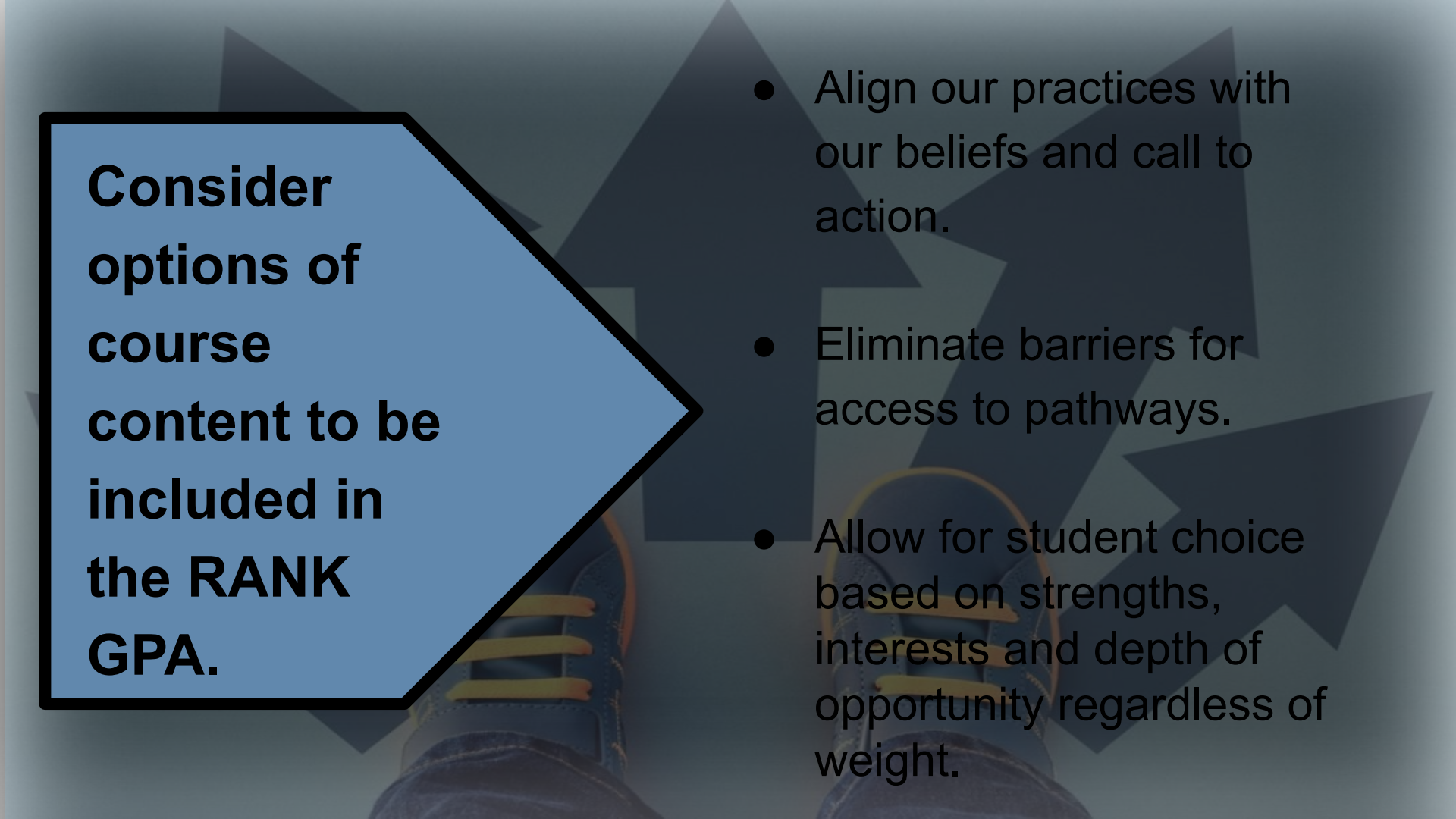
Highland Park

Frisco

Round Rock

Boerne

Austin HS



**Consider  
options of  
course  
content to be  
included in  
the RANK  
GPA.**

- Align our practices with our beliefs and call to action.
- Eliminate barriers for access to pathways.
- Allow for student choice based on strengths, interests and depth of opportunity regardless of weight.

# **Personal GPA VS RANK GPA**

**ALL courses will continue to count in an individual GPA - regardless of any change in policy for Rank GPA.**



## Removing barriers and creating choice - what does that look like?

AP ELA	100 *
AP MATH	100 *
AP SCIENCE	100 *
AP SS	100*
AP SCIENCE	100 *
AP MATH	100 *
AP SS	100 *

AP ELA	100 *
AP MATH	100*
AP SCIENCE	100*
AP SS	100*
Fine Arts/Athletics	
INTERNSHIP/ PRACTICUM	
INTERNSHIP/ PRACTICUM	



# Removing barriers and creating choice - what does that look like?

MAP ELA	100 *
MAP MATH	100 *
MAP SCIENCE	100 *
MAP SS	100*
MAP WL	100*
ATHLETICS	
FINE ARTS	

(FRESHMAN)

AP ELA	100 *
AP MATH	100*
AP SCIENCE	100*
AP SS	100*
AP SCIENCE	100*
IncubatorEDU	
SYSTEMS GO ROCKETRY	

(SENIOR)

# Teacher Feedback

**“I support this idea because...”**

I think it will also make great strides in allowing students the ability to actually focus their learning instead of having hours upon hours of homework every single night (or worse, cheating to make it through).

This option would allow for diversity. I can see this audience of student choosing alternatives that would build their resume of experiences. Excited for them!

student engagement will improve if they are choosing because they are interested.

This would eliminate the possibility of some students wanting to stack the grades playing the GPA game.

This allows students to explore more options without the concern of losing their place in their class rank.

This would allow those students to participate in extra curricular activities and not feel the pressure to drop because of the extra curricular/course load time commitment.

It empowers students to pursue their passions when choosing electives without worrying about the impact on their GPA for Class Rank. I believe high school electives offer students an opportunity to explore different career possibilities and begin to consider what they might want to do after high school.

I love the fact that students will be choosing classes based on interests and passion rather than class rank.

I believe it will allow students to take a more balanced course load and not overextend themselves both socially and emotionally.

Freedom of choice based on something other than how they compare to other's is empowering!

Beneficial for students to have experiences that are not necessarily easier - just different. These kids have not had that option.

This would make a more rounded adult.



**Goal 1: Consider Courses Calculated in RANK GPA**

**Beliefs, Research and Focus Group Discussions  
Pointed us in this direction.....**

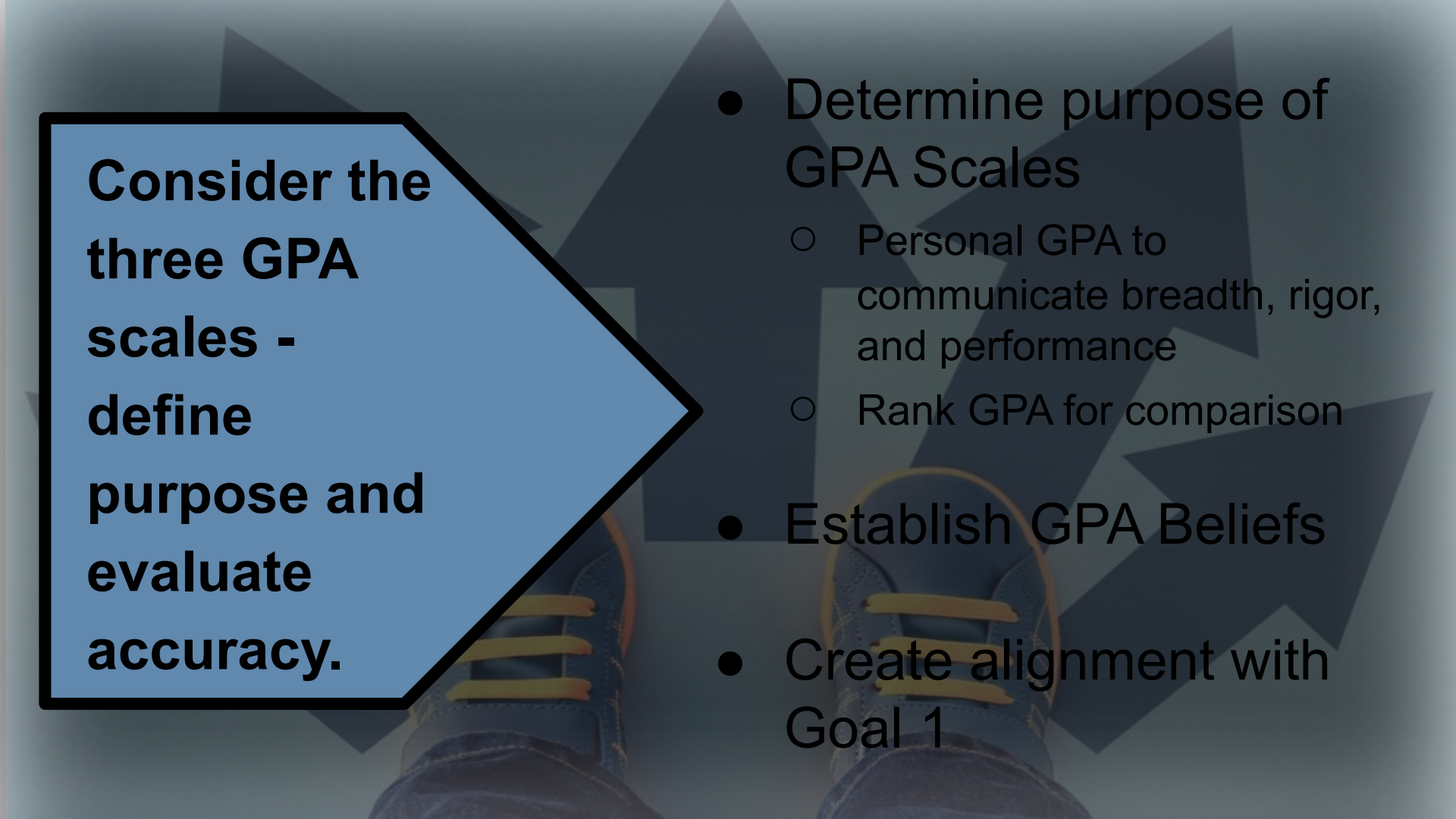
**Four CORE plus WL**

*“This will encourage students to select their elective courses more on the basis of interest than on the basis of competitive academic advantage, thus preparing them better for post secondary education. In removing the incentive to load one’s schedule with AP course for the sake of rank, it may also alleviate the problem of high achieving students overworking themselves. This may prove beneficial to their mental health. It may also improve learning by allowing students more time for deep focus on the advanced coursework. The fewer the advanced courses, the more intellectual energy they are able to devote to those courses.”*

*-Adam Brown  
Junior ELA Teacher*

Student Voice Link





**Consider the  
three GPA  
scales -  
define  
purpose and  
evaluate  
accuracy.**

- **Determine purpose of GPA Scales**
  - Personal GPA to communicate breadth, rigor, and performance
  - Rank GPA for comparison
- **Establish GPA Beliefs**
- **Create alignment with Goal 1**

# FISD GPA BELIEFS

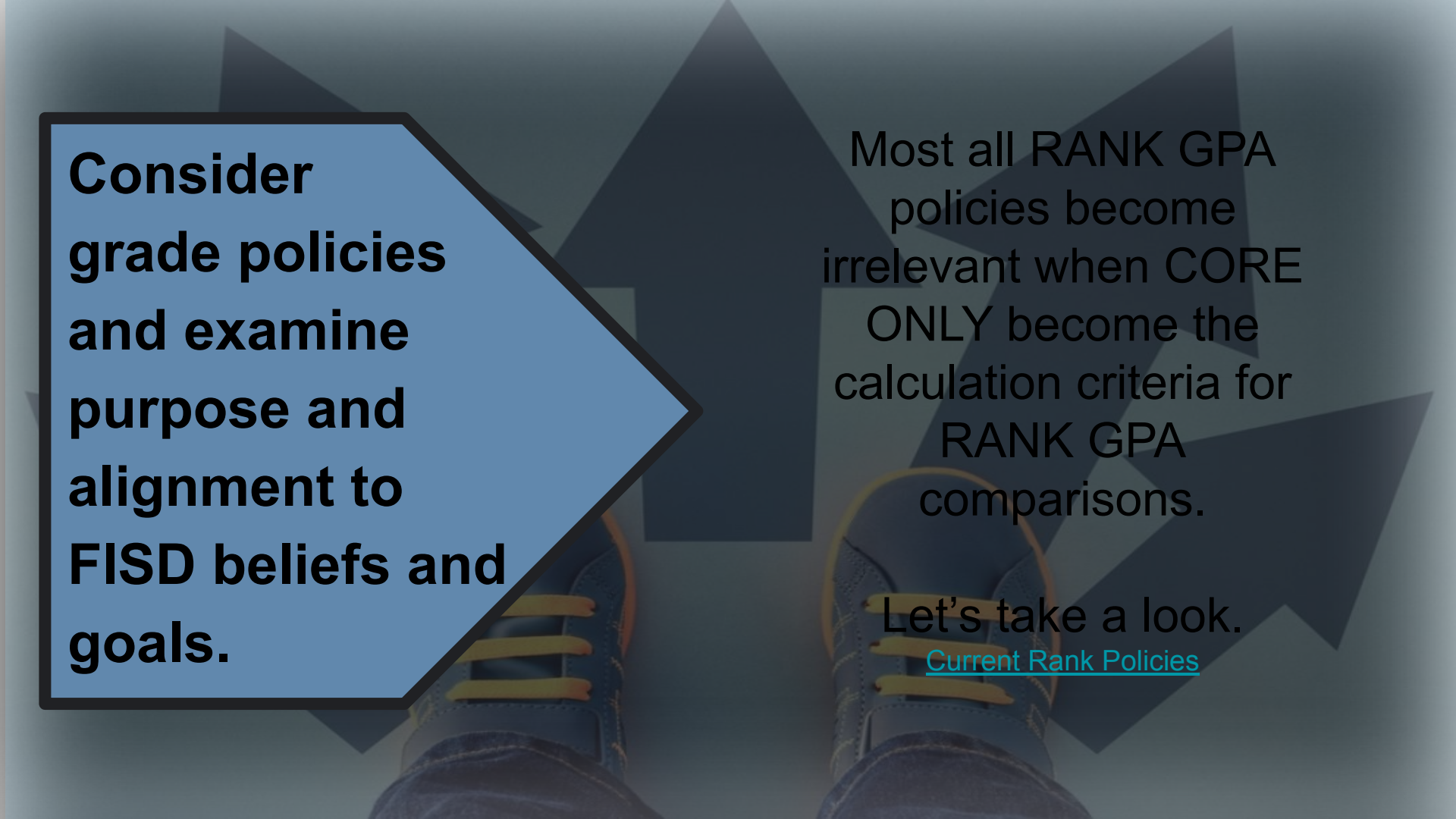
- Scale should honor the learning, growth, and choice of ALL students.
- Scale should value and highlight excellence among all pathway choices.
- Scale should lessen the impact between grade point differentials (narrow the bands and grade points assigned).
- Scale should not have a range between AP and Regular coursework that encourages choice based on points received instead of the quality of learning and growth.
- Scale should intentionally establish key anchor points:
  - Points assigned at the lowest level AP should not be higher than the top level of regular.
  - There should be an appropriate differential of the same GPA on an AP and regular scale: ideally between 15-20 points.



# FISD Recommended GPA Scale

**RANK GPA will be calculated with CORE plus WL courses only.**

**Personal GPA will be calculated with all courses.  
Same 4pt weighted scale.**



**Consider  
grade policies  
and examine  
purpose and  
alignment to  
FISD beliefs and  
goals.**

Most all RANK GPA  
policies become  
irrelevant when CORE  
ONLY become the  
calculation criteria for  
RANK GPA  
comparisons.

Let's take a look.

[Current Rank Policies](#)



**Goal 1: We recommend  
CORE PLUS WL ONLY courses to be  
calculated in RANK GPA.**

**Goal 2: We recommend  
creating a single GPA system.  
4pt weighted scale calculating  
CORE PLUS WL ONLY  
4pt weighted scale calculating ALL courses**

**Goal 3: We recommend removal of ALL  
RANK GPA policies.**