

# Class Rank Report



Developed by the *Class Rank Task Force*

of

**Lyons Township High School**

Submitted: March 7, 2014

## Introduction and Purpose

Lyons Township High School District 204 has focused on its longstanding motto of *Vita Plena*, or “the quest for the fulfilling life” for generations of its students. This motto, interpreted often to mean preparing students to enter into adulthood educated and prepared to meet his/her goals, has most recently been applied to the practice of ranking students. As many Districts surrounding LT, throughout the Chicago suburbs, and even nationally have decided to eliminate class rank, the question of whether to eliminate class rank or confirm the practice of ranking students at LT is the central question of this task force report. The following analysis, research, data collection, and surveys lead to a conclusion and next steps. The report is organized around the following table of contents:

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## Assumptions

As a task force, we began with the following guiding principles:

- ▶ We want to make sure all students maximize their potential.
- ▶ We want to make sure we remove obstacles that limit student opportunities.
- ▶ We want to increase the number of students who get in to their preferred colleges.
- ▶ We want to continue to honor the high achievement of the top students.

After further discussion and refinement, we came up with a guiding focus:

### **The Class Rank Task Force seeks to maximize post-high school opportunities for the greatest number of students and continue to recognize the high level of achievement of the highest performing students.**

With the guiding focus in mind, the Task Force looked at current weighted GPA ranking practice at LTHS and read through a packet of information about rank that included LT's existing procedures on ranking (both weighted and un-weighted), PowerPoint slides from a class rank presentation for the LT Community Advisory Council, graphs that plot five years of LT weighted and un-weighted GPA performance, an article from the Chronicle of Higher Education, a Chicago Tribune editorial, a chapter from the National Association of College Admissions Counseling from 2012 that charts the significance of all factors in admissions decisions, and two class rank study team reports from other high schools that decided to eliminate class rank.

Based on the review of available information, possible benefits for a weighted rank results in a Valedictorian, shows an accumulated ranking of student success, can serve as a motivator for students, and often encourages students to take higher level courses.

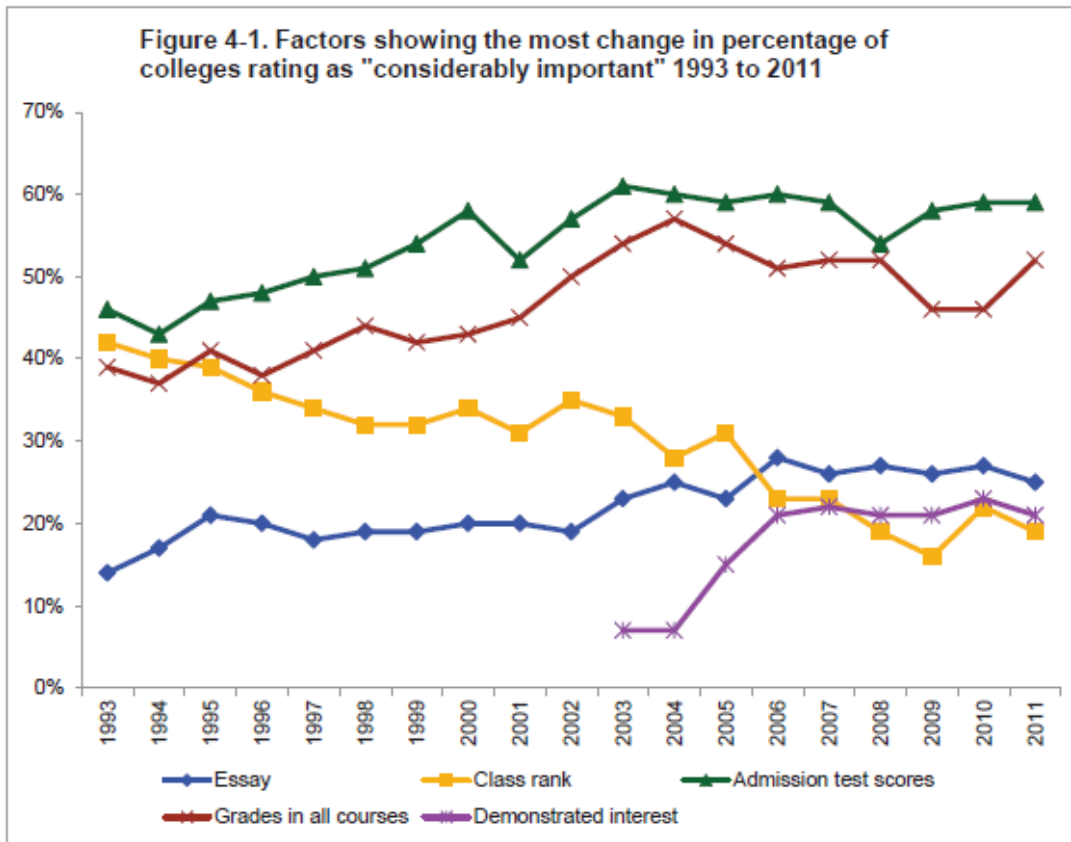
A discussion about the elimination of rank produced a much longer list:

- ▶ Colleges only consider rank if a school provides it.
- ▶ Rank has dropped from the 2<sup>nd</sup> to the 5<sup>th</sup> most frequent component of college admissions. (NACAC)
- ▶ Students in large schools are often hampered by class rank. (310 ranking at LT = top third of class, A's & B's may not be top 1/3)
- ▶ Ranking can exclude students from scholarship opportunities that are open to unranked students.
- ▶ Ranking can lead to unhealthy competition and choice of classes based primarily on rank/GPA impact.
- ▶ Students with better grades sometimes are ranked below peers who choose courses based on ranking.
- ▶ Students in the middle rankings (33<sup>rd</sup> to 66<sup>th</sup> percentile) are incorrectly viewed as being less proficient when compared with schools and students nationwide.
- ▶ Although they help a weighted GPA, Accelerated classes are not understood outside of LT. (colleges would rather see students in honors/AP)
- ▶ Parents debate whether there is better access to colleges by attending Fenwick, St. Ignatius, or Nazareth who don't rank and are smaller in size.
- ▶ We have nearly 100 students in our top 10% while other schools have significantly fewer. A ranking of 64 at LT is like a ranking of 16 in a graduating class of 250.

## Research

### National Association for College Admission Counselors 2012 State of College Admission

The following line graph was instrumental in considering the value of a weighted ranking for the Task Force.



SOURCE: NACAC Admission Trends Surveys, 1993 through 2011.

Class rank, noted by the yellow line, has dropped considerably as a factor for consideration in college admissions since 1993. In just the last few years, an essay and a student's demonstrated interest in a school has carried more weight in an admissions consideration since many of the factors that are ostensibly reported by a ranking (grades in courses and rigor of courses chosen) can be measured in other ways.

## Other School Class Rank Studies

As schools have considered the question of whether to rank or not, class rank studies have been prepared and shared with Boards of Education and the wider public. Two such studies were reviewed by the Task Force. What both studies offered were methods for reviewing student performance, data models that took into account many potential student performance scenarios, and a wealth of research and analysis that had been reviewed and analyzed.

### HIGHLAND PARK HIGH SCHOOL (TEXAS)

Highland Park High School was one of the first large-scale class rank studies and has served as a model for many study teams. Their findings, published at the end of the 2008-2009 school year, provided a great deal of information about other schools and the practice of rank. Furthermore, the way that they collected data helped us to develop a GPA analysis that is found later in this document. Illinois schools that had dropped class rank cited in the Texas study included New Trier, Lake Forest, Libertyville, and Highland Park (IL) High Schools. The Texas study was interesting in particular because of its thoroughness of research and the specificity of its analysis of GPA data. The greatest obstacle in the Texas study had to do with a state requirement for ranking that resulted in state-funded tuition awards to students who graduated with a specific class rank. For our purposes, the study is not entirely applicable since they do not have as diverse a student population as LTHS and their concern with Texas scholarships seems to be a primary focus.

### COMMUNITY UNIFIED SCHOOL DISTRICT 200 (WHEATON NORTH & WHEATON WARRENVILLE SOUTH HIGH SCHOOLS)

CUSD 200's study is more recent (2011) and focuses more on the experiences of Illinois students who attend colleges similar to our graduates. Furthermore, CUSD 200 has a similar student population as LT. The District 200 study spent a considerable amount of time comparing students between its two high schools to see if there was a significant difference even in their own District in regard to class rank. They also looked at their student performance in comparison to the entire state on PSAT. The report revealed that, like LT, District 200 students consistently "scored an average of over fifteen percentile points higher on their PSAT than on both their weighted and un-weighted class rank percentiles," suggesting that despite performing considerably higher on a common assessment used throughout the state, students with a GPA in the middle (average) would have performed more than 15 percentiles higher than students statewide with an equal class rank.

CUSD 200 also stated that "competition negatively frames high performing students." Therefore, since more than half of the students at in District 200 had un-weighted and weighted GPA's 3.0 or higher, students with a B average were unfairly represented by rank when compared with students in schools that were not as highly competitive.

## College Admissions Officer Input (from the CUSD 200 study)

### University of Illinois – Jamie McFarling, Assistant Director of Undergraduate Admissions

“The rigor of the curriculum is strongly considered. Illinois appreciates applicants who take challenging courses, including honors, AP and IB, if available. Rank is not factored into the overall admissions decision. Less than half, I would say 40% of students, even have a rank anymore and that number goes down every year. So, we look at SRAR which includes grades, courses, rigor, grade trends and all the other things mentioned previously with the exception of rank not being a factor. So we will look at grades and other factors.”

### Northern Illinois University – Brandon T. Lagana, Director of Admissions

“Typically, we look for the GPA, weighted or unweighted. Most of the time, the GPA will be used, unless the student does not meet admission requirements. We would then look at rank, but would consider it in the context of the high school. If rank is not provided, we do not use it.” It seems that more and more schools are not ranking because it has not benefited most students.”

### Illinois State University – Nate Bargar, Office of Admissions

“We have not used class rank for 8 years or more. We don’t use it for admissions or scholarships. Most schools like LT have eliminated rank.”

### University of Illinois/Chicago - Oscar Rodriguez, Associate Director of Admissions:

“We will use class rank if we have it. It does help us to some degree, but there are so many schools that don’t rank anymore that have been forced to use something else. We do recalculate GPAs to an unweighted GPA, so it doesn’t adversely affect students if there is no rank provided.”

## Colleges/Universities where LTHS Students Frequently Apply

### Indiana University – Scott Siegel, Regional Admissions Director

“IU does not consider rank if it’s not provided. We don’t try to recreate class rank of our applicants from one school, or anything like that. We simply use the other academic indicators provided to make an admissions decision.”

### Purdue University – Jennifer Troupis, Assistant Director of Admissions for the Chicago Region:

“The significance of rank is less and less each year because more schools are not reporting it. We do a holistic review for admissions and merit scholarships, so if the class rank is offered we consider it as just another component, but if it is not offered, we can’t use it.”

### Augustana College – Kerstin O’Connor, Admissions Counselor

“In terms of rank and the application process at Augustana College, we are seeing quite a few schools opt out of ranking their students. If a school includes rank on a transcript, we will take it into consideration. I would say it is secondary to the student’s transcript, level of coursework and ACT score, though. If a school does not rank, we do not include it in the review process. We feel comfortable making a decision based on the other information provided.”

“The only time it (not ranking) may hurt a student is in awarding our annual Trustee Award for students ranking in the top 10% of their class. If a school counselor can provide an estimate or note that someone would otherwise be in the top 10% of the class, we will include the additional \$500 on top of

the previously awarded merit scholarship. If we do not have an indication that the student ranked in the top 10%, we do not have a way to award the additional money.”

**Marquette University – Joseph Yeado, Chicago Regional Admissions Counselor**

“We receive applications from all over the country and are finding that about half of the schools still rank students. We strive to evaluate all students on an even playing field. Therefore, class rank does not factor into our decision making process. To give you a better idea of how we make our decisions here are our five main criteria:

1. Classes Students Take - We like to see students challenge themselves with honors/AP/IB type classes
2. Grades - The average GPA of an incoming student last year was about 3.5-3.6 on a 4.0 un-weighted scale
3. Test Scores – The mid-range for students last year was 24-29
4. Extra Curricular Activities
5. Essay”

**University of Colorado – Brittany Monroe, Senior Admission Counselor**

“If rank is not given we use what we have. GPA, test scores, essays, etc. If rank is included we will use it as one of the factors to make an admission decision. It does help us determine how heavily weighted AP and honors classes are and where the student falls in their class. CU does not have an automatic admit, so we read every application. I think a school should either include rank or not include it. Giving the choice to the student seems subjective to and if an admission counselor reads on a regional system like we do, we can usually determine a bit of rank and the students not choosing to include it, probably have a low rank. Finally, rank has no bearing on scholarships on our campus.”

**University of Missouri – Jennifer Buxton, Chicago Regional Admissions Representative**

“For students that attend a non-rank high school, we calculate a core un-weighted GPA to use in place of their class rank. The core GPA is comprised of English, Math, Science, Social Studies, Foreign Language and a year Fine Arts, if they have it. We use this calculation in place of class rank. It’s honestly a double-edged sword. It helps some students and can hurt others. This is just one way of keeping the playing field even.

## Highly Selective Colleges and Universities

### **University of Michigan – Bernadette Lis, Admission Counselor**

“We do not take class rank into account as a major factor in the undergraduate admissions process because many schools do not rank their students. During the evaluation process, grades, curriculum and standardized test scores are given the most consideration; however, the entire application is reviewed before making an admissions decision. We also consider the educational environment, extra-curricular activities, special skills and talents, the quality of the essays and the secondary school report and teacher evaluation.”

### **Northwestern University – Mary Gillis, Senior Counselor/Office of Undergraduate Admissions**

“At Northwestern we understand that not all schools rank. This choice does not affect how a student’s application is looked at. We use the counselor’s letter to build a profile of the high school and to understand what would be a challenging curriculum and how a student is performing in the context of that school.”

### **Princeton University – Andria Mirabel, Undergraduate Admissions**

“Should the school offer rank, we use it as another piece of information in the evaluation process. That being said, if a school does not rank, we do not hold that against the student. We evaluate all applicants in the same manner, so they are neither benefitted nor put at a disadvantage if the class rank is not provided.”

### **Notre Dame University – Alisa M. Fisher, Senior Associate Director**

“We evaluate each file based on grades and academic rigor. Certainly, we appreciate a specific, weighted assignment in the class, but as more schools drop rank, we appreciate GPA ranges on profiles. Standardized tests continue to carry weight as well. We do not have any cut-offs, so students without rank are not penalized. We often refer to historical high school reports to help place each candidate in his/her school group after RIC is discontinued. Our consistent response is to encourage submission of all information available to help us assess a student's credentials based on the high school's reporting system. We also include extracurricular leadership, altruism, written expression and school support when evaluating a student. Excellent GPAs and tests do not assure admission. As for scholarships, no, not at all as our aid is predominantly need-based.”

### **Harvard University – Meg Swift, Office of Admissions**

“We always focus on GPA, classes taken and progress over time. Rank can sometimes be somewhat confusing since a weighted GPA and rank provides data that may contradict what the transcript itself shows. We do not have an auto admit formula - no minimum GPA or achievement stores. We look holistically at each student paying attention to a variety of factors including academic performance but also personal qualities and extracurricular involvement. I think it would be detrimental to have some people include rank and others not. While we have no quotas from particular schools we do look at students in a larger comparison with classmates. At Harvard all of our financial aid is all need based.”

### **Washington University – Kevin Crimmins, Admission Officer**

“Rank is considered when it is provided (either positively or negatively). When it is not provided, we focus on strength of schedule, GPA, and overall "feel" of academic performance. We have no automatic cutoffs either way. I would say that the majority of the schools that I read for do not rank, so they are certainly not penalized. I've not come across many schools that give the individual option to rank. I wouldn't look negatively on it. I do have a few schools that only include rank for the top 10 or 5 % in a class though to give more opportunity to students who just miss the cutoff. Rank does not directly affect scholarships.”



## Survey Information

Two surveys were administered for this study. One was sent to Curriculum Directors who led a change to the school day in their Districts and one was sent to college and career counselors.

### Curriculum Director Survey

Districts that responded included Oak Park & River Forest, Niles, Barrington, Deerfield/Highland Park, Warren Township, District 211 and District 219.

The purpose for eliminating rank varied, but included the following themes: equity, diminished importance in acceptance in colleges, and “even though [their students] outperformed other candidates on the ACT...they had a lower class rank.”

When asked how elimination of ranking has affected particular groups of students, 70% felt it has benefitted high achievers (top 5%), 80% benefit for the top third, and either 40 or 50 percent felt minority students, students with disabilities, and free/reduced lunch students gained benefit from the change. No school reported that the elimination of rank harmed any single group.

Half of the respondents felt that more students were being accepted into elite colleges without a rank and 60% felt eliminating rank resulted in more college acceptance overall. 70% of schools reported that without ranking, students have been encouraged to take more advanced classes. And while half of the schools agreed that eliminating rank reduced academic stress and created more opportunities for students to qualify for and earn scholarships, only one District strongly agreed and no Districts disagreed.

Most schools phased in the change over a few years with 2 making an immediate change. Of those two, one allowed students in the graduating class that year request the rank.

When asked about how the upper 5% of students were recognized, 8 of the 10 no longer recognized a valedictorian. Instead, National Honor Society, a cum laude system, or other recognition program based on achievement independent of a ranking was used. In one school, one boy and one girl were chosen to speak at graduation. In another school, the top 5% were given a banquet where they could invite one of their teachers.

### Counselor Survey

In the counselor survey, the question asking about how GPA was reported varied widely. Some used a quartile distribution, the majority provided the highest and lowest GPA only with the student's GPA placed in the range, and others included unique identifiers, such as high and midpoint GPA of weighted and un-weighted GPAs.

All felt the elimination of rank was beneficial, all felt it reduced academic stress, half felt that elimination discouraged “gaming the system” while nearly 3/5 believed it allowed for more students to be accepted into college.

Upon surveying the members of the Illinois Association of College and Career Counselors who no longer rank, few of the respondents have had colleges or scholarship groups request a student's ranking. Some schools report student performance by quartiles, deciles, or other means, but an administrator and a counselor at Highland Park High School cautioned that if you keep any kind of a ranking, the number could be demanded by a family. Case in point, Metea Valley no longer ranks and nobody has access to any kind of a ranking in their student information system.

## Climate Survey Results

The recent School Climate Survey conducted by School Perceptions recognized the debate about class rank as a significant finding in the survey. While most comments opposed ranking, there were a few comments in support.

### *Parents made the following comments:*

A child with a high class rank is under pressure to keep the high class rank and feels pressure to take all of the hardest classes and get all A's. This prevents them from excelling in the classes that are important to them. Also a slight drop in GPA would not be as stressful as a large drop in class rank.

Get rid of class rank!!!! Too much game playing to boost it.

Get rid of class rank. It needs to go. If top schools like Hinsdale and New Trier no longer use it and have adjusted fine, why not follow their lead? It is an unfair system since some students are able to start accumulating higher level classes in Junior High. Not all kids are offered that opportunity and should not be penalized.

Get rid of class rankings. My son had a gpa of 4.10 weighted and would have qualified for more scholarships if class ranking had not be a part of his transcript. His ranking was not within the top 25% after 7 semesters making him ineligible for many of the more lucrative scholarships. He did live "vita plena" and enjoyed trying match the honors students. So many great kids have their hard work go unrecognized because they are not in the top 15% or so in class rank.

Take away the class ranking system which encourages some students to do things to improve their rank rather than to improve their overall intelligence.

Class rank helps my children understand and motivate their potential.

some alternative courses (at prep or accel level) along with his other college prep courses. Unfortunately, the choice to really live "vita plena" did bring down his gpa and ranking.

Rethink the choice to implement Class Rank. You may feel like you are giving students a choice whether or not to approach this as a "game" to manage the numbers, but to many, it does not feel like there is any choice. They are concerned with how their class rank and GPA will impact their options for admission to competitive colleges and it is wasting valuable time and opportunity for students to actually grow, experience new curriculum, take risks and truly prepare for their college experience and beyond.

I would love to see LTHS get rid of class rank, as some other large high schools in the same kind of demographic have. My child is a very solid B student and is hurt on college applications because a B average puts her rank around or just slightly higher than the 50<sup>th</sup> percentile.

I would like to see less overall focus on the above average student (of which there are many!) and more recognition for the average student who works very hard in prep or even accel level classes and

participates in co-curriculars and is overall a success--just does not have the GPA and class rank to match the honors students. So many great kids have their hard work go unrecognized because they are not in the top 15% of class rank.

### *Students said the following about class rank in terms of reducing stress at school:*

Emphasize how important GPA is to students before and during their freshman year. Eliminate class rank and all + and - in our report cards.

Get rid of class rank

I create my own stress. I stress mostly about getting into a good college and having good grades/class rank so my parents won't be disappointed.

Less homework and abolish class rank. It is an elitist system that only benefits the top 10% weight things in the grade book differently and get rid of class rank. It's stressful for a lot of students.

### **Lyons Township Community Advisory Council Input**

On December 11, 2013, Scott Eggerding and Lianne Musser addressed the LTCAC and shared information similar to that presented in this report. At the end of the evening, the council gave input on three questions.

For the question "Should LTHS maintain its current system of ranking students?" the consensus report stated "every table agreed that LTHS should NOT maintain class rank as it hurts more students than it helps. There are students who do very well at LTHS and are not recognized for their accomplishments."

When asked "What should the Class Rank Task Force consider before making its recommendation to the Board of Education?" the Council raised a number of issues, including:

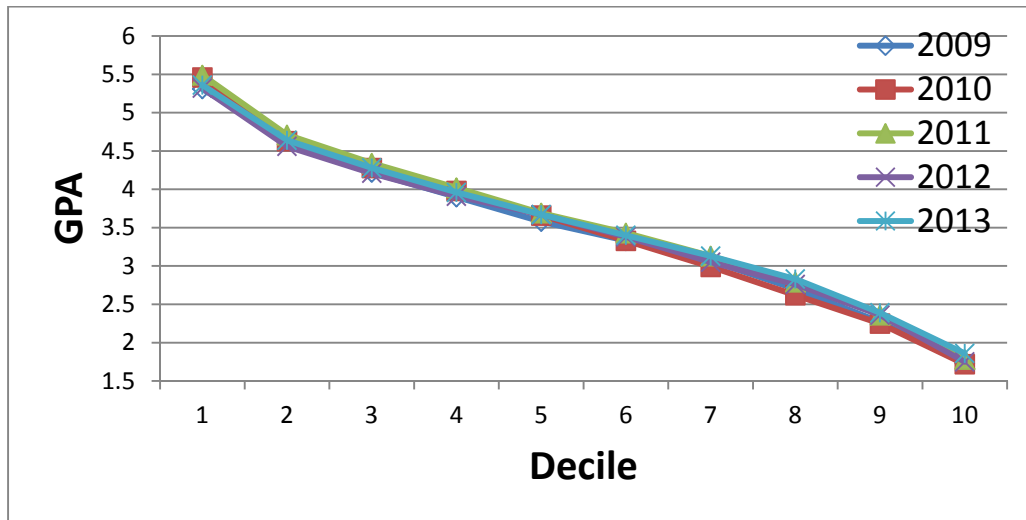
- Greatest benefit to the greatest number of students.
- Well articulated purpose and philosophy for maintaining or dropping the class rank.
- Feedback from cross section of colleges around their acceptance practices. What is the impact on student admissions to highly selective schools?
- Student input, particularly around class selection if class rank is not maintained, internal competition among LTHS students and impact on reducing student stress.
- Ability of students to achieve outstanding learning outcomes with/without class rank.
- Creating criteria in selecting a class Valedictorian (is it possible to have more than one?)
- Would access to student scholarships be affected?
- Are there legal implications?

Lastly, when asked "What needs to be included in any kind of implementation or transition plan should class rank be eliminated?" the council had a few areas of input with a desire to act soon with no consensus on how to phase in a change. The one clear message, however, was for a task force to develop "A well orchestrated and articulated communication /change management plan that ensures consistency in messaging (including the reasons for the change) to faculty, staff, parents, and students."

## LT Grade Point Average (GPA) Data

### Weighted GPA by decile

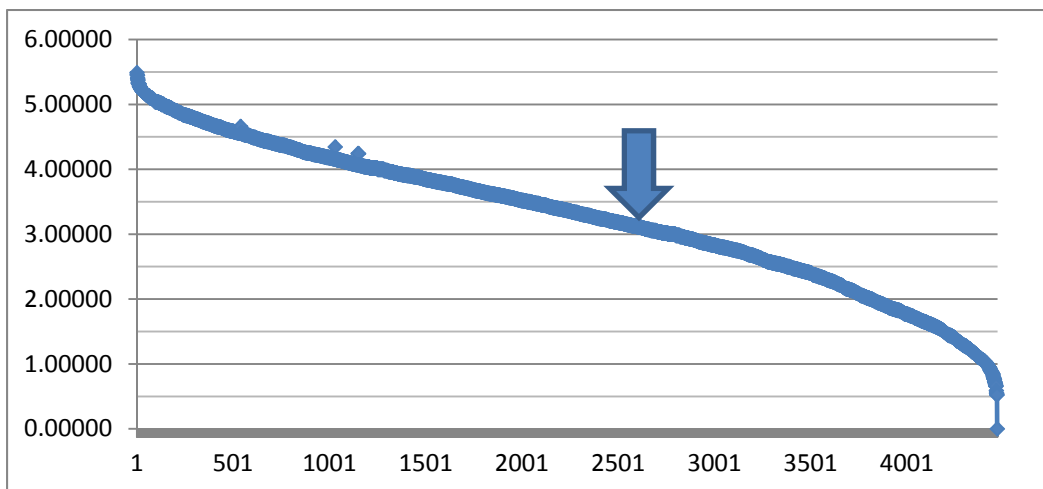
One way that some schools choose to report GPA data is by decile. Breaking up GPA into 10% blocks can help to give students an understanding of where they rate compared with their peers in their own school. When the weighted decile is reviewed, it is clear that the top decile has the greatest amount of variance when compared to the adjacent decile. As we have found during the deliberation of the Task Force, the desire to recognize the highest achievers is supported by this graph.



### Average weighted GPA = 3.275

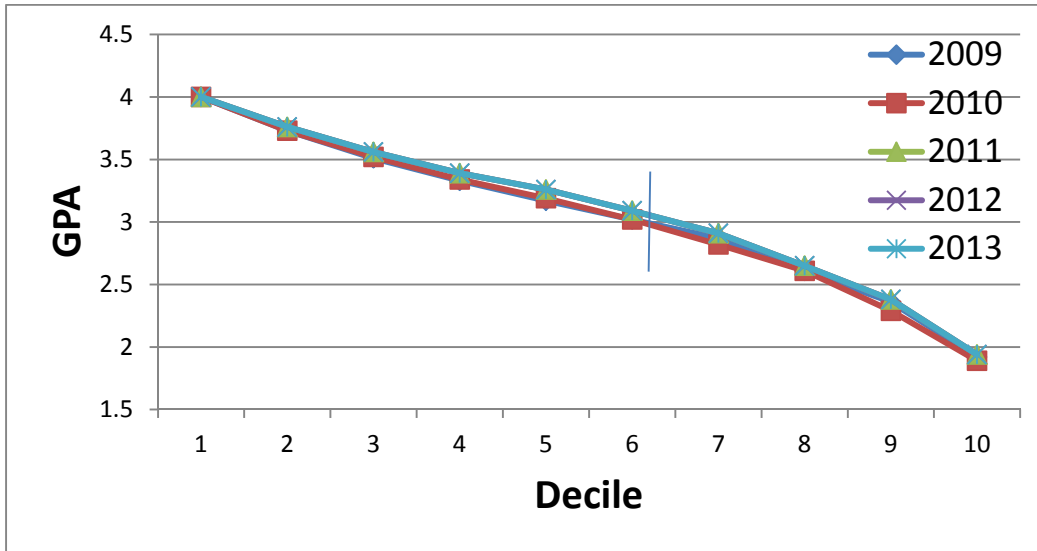
(5 years of data combined into one graph)

When all weighted GPAs of the last five years are combined into a single graph, the average weighted GPA is 3.275. Students with a 3.0 weighted GPA have a class rank in the bottom of their class.



## Un-weighted GPA by decile

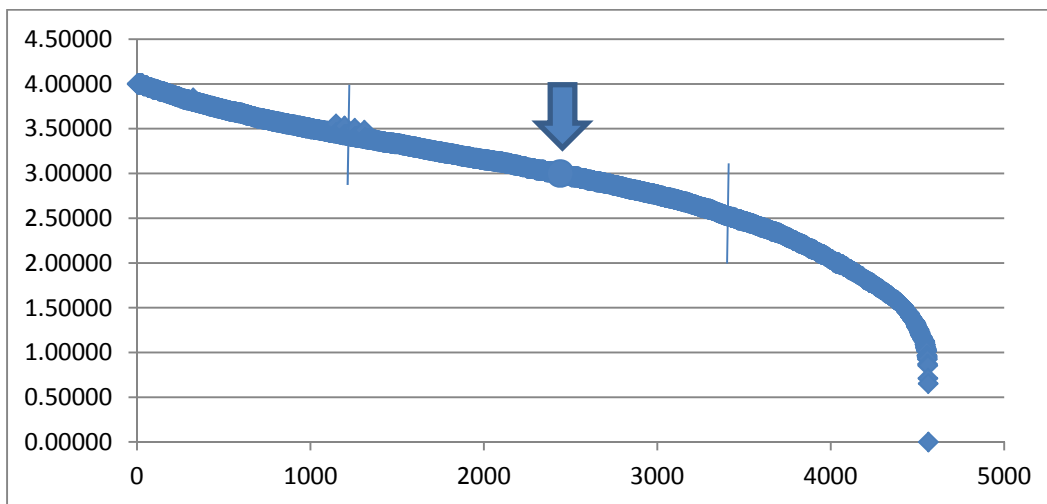
Un-weighted GPAs do not show the same steep slope in the first decile as weighted GPAs. Even so, the students in the top 5 deciles have a GPA above 3.0.



## Average un-weighted GPA = 2.939

(5 years of data combined into one graph)

Unlike the weighted combined graph, the un-weighted graph is much less steep and results in an average GPA of 2.939, or nearly a B for half of all students in the last five years. Even in an un-weighted measure, LTHS students in the middle (25<sup>th</sup> to 75<sup>th</sup> percentiles) range roughly between a 3.5 and 2.5 GPA.



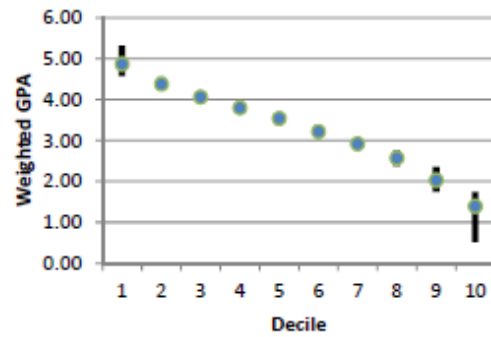
## Snapshot of a Specific Graduating Class

The charts below delve deeper into the weighted and un-weighted GPA by decile for the class of 2012.

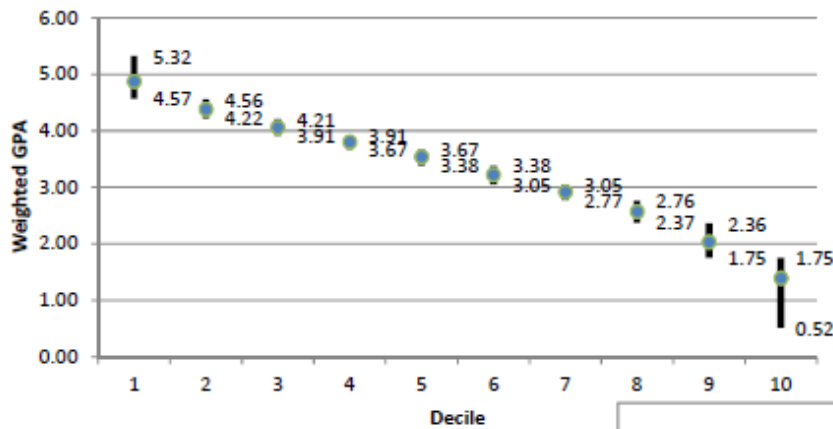
**Weighted GPA**

DECILE	GPA RANGE	GPA RANGE	MEAN GPA	GPA SPREAD	# OF STUDENTS
1	5.32	4.57	4.87	0.75	87
2	4.56	4.22	4.38	0.34	87
3	4.21	3.91	4.06	0.30	87
4	3.91	3.67	3.80	0.24	87
5	3.67	3.38	3.54	0.29	87
6	3.38	3.05	3.22	0.33	88
7	3.05	2.77	2.92	0.28	88
8	2.76	2.37	2.57	0.39	88
9	2.36	1.75	2.03	0.61	88
10	1.75	0.52	1.39	1.23	88

**Class of 2012 Weighted GPA**



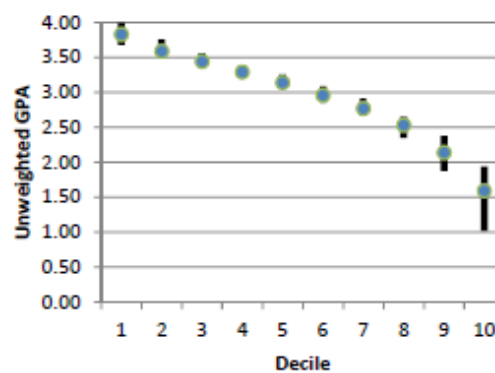
**Class of 2012 Weighted GPA**



**Unweighted GPA**

DECILE	GPA RANGE	GPA RANGE	MEAN GPA	GPA SPREAD	# OF STUDENTS
1	4.00	3.68	3.83	0.32	87
2	3.76	3.52	3.59	0.16	87
3	3.56	3.38	3.44	0.14	87
4	3.39	3.22	3.29	0.15	87
5	3.26	3.06	3.14	0.16	87
6	3.09	2.86	2.96	0.20	88
7	2.91	2.67	2.77	0.18	88
8	2.65	2.35	2.53	0.32	88
9	2.38	1.88	2.14	0.47	88
10	1.94	1.02	1.59	0.85	88

**Class of 2012 Unweighted GPA**



## LT's Middle Compared to the State

One of the more compelling arguments put forth in the District 200 class rank study compared D200 students to the overall state averages on the ACT test and the Prairie State Achievement Exam. They found that their students in the middle of their rankings were performing well above the state average yet their students had ranks that were lower than the students in schools that did not do as well on the tests.

In 2011, LT did an analysis of the middle level student (in this case the middle third). The class of 2010 had 983 students, so the middle third was comprised of 327 students. This group was characterized by:

- Un-weighted GPA range of 2.64-3.275 (average GPA of 2.8)
- Weighted GPA range of 2.6-3.775 (average GPA of 3.1)
- All students in the middle third scored at or above the state average on the PSAE.
- At LT, 76.2% of all students met or exceeded state standards. Statewide, only 56.9% of students met or exceeded state standards.
- For science and English subtests of the ACT, all students were above the state average.
- For the reading subtest of the ACT, only 14 students did not achieve the state average.
- For the math subtest of the ACT, only 19 students did not achieve the state average.
- 41% of these students were in Accelerated English and 8% were in Honors English.

As an example, a student at LT, who ranked as low as 600<sup>th</sup> in his class with weighted and un-weighted GPAs of nearly 2.7, was still decidedly above the state average in ACT and PSAE scores Compared to their peers statewide. LT provides a more rigorous curriculum and prepares all students in the middle to succeed on standardized tests. Class ranking, for our middle level students, puts them at a decided disadvantage when compared to students across the state and may very well keep them from being accepted into colleges that consider rank only when rank is provided.

## Summary of Research and Final Recommendation

Beginning with the relatively recent drop in the significance of rank in college decisions, continuing with a review of why many schools in the Chicago area and nationally have discontinued the report of a class rank to colleges, furthering its analysis with input from a variety of sources, and concluding with a review of how our own students are perceived through their rankings, the Task Force applied its guiding focus to the material gathered and summarized in this report.

*The Class Rank Task Force recommends that LTHS discontinue the practice of ranking students by grade point average. It is believed that the discontinuation of this practice will allow more students to maximize potential through post-secondary opportunities.*

*The Class Rank Task Force further recommends that special consideration be given to those students who have distinguished themselves by taking rigorous classes and earning high grades. We currently recognize the top 15% of students as "honor graduates." Since that is the same distinction as National Honor Society, the Task Force recommends recognizing those who have achieved a 4.0 un-weighted GPA and/or a 5.0 or higher weighted GPA with the distinction of Honor Graduate.*

*The Class Rank Task Force encourages the Curriculum Staff Development Team to develop a procedure to discontinue the ranking of students that does not significantly impact those who have chosen classes for multiple years under the rules and expectation of a weighted and un-weighted GPA. We could not arrive at consensus as to which class should be the first to no longer be represented by class rank.*

## Issues for Further Consideration

Much was discussed about playing games to improve a GPA and whether changing the reporting of a rank would reduce student stress. It must be emphasized that the decisions made by the Study Team reflect the desire to maximize opportunities for the greatest number of students and continue to recognize the high level of achievement of the highest performing students. Other groups will need to weigh in on the continued use of weighted grades, three academic levels, credit/no credit, the inclusion of driver education or PE in a grade point average, or any other means by which students currently enhance their GPA independent of performance in the classroom. We feel the recommendations contained in this study report reflect the best interest of the greatest majority of students and will truly benefit most students at LTHS.