Policy 9742 Class Rank/Honors Credits – Class of 2011 and Beyond

**Concern**:

A concern was raised that current policy 9742 affords a GPA advantage for students enrolled in dual enrollment courses as compared to students taking advanced courses in their high schools.

**Committee formed:**

A committee was formed made up from a student from each high school, a School Board member, a College Admission Officer, several teachers and several School Administrators. The committee has met approximately six times over the last six months discussing the GPA concern and trying to develop possible solutions that would address this concern. The committee discussed a number of options and possible solutions that would correct the advantage for those students enrolled in dual enrollment courses. The materials and examples discussed by the committee were shared with secondary principals for their thoughts and input.

**Material and examples that have been shared and examined with the committee:**

* Present Policy 9742 (there is a 10% additive added to all dual enrollment courses – 70% or higher
* Chart showing the number of AP and Honor courses taught in each of the four high schools
* Chart showing that there is an advantage for students enrolled in dual enrollment courses towards the student’s GPA compared to students remaining in their high schools
* Charts showing different numerical examples in an attempt to find equity

**Numerical formulas / examples trying to find equity between dual enrollment / district courses:**

* 5% additive for all dual enrollment courses
* Dual enrollment courses receiving half credit w/10% additive
* Dual enrollment courses receiving half credit w/5% additive
* Maximum 100% for all courses that receive an additive (10%)
* Maximum 100% for all courses that receive an additive (5%)
* Maximum 100% with no additives

After much discussion, it was apparent that there was no clear numerical formula that could be developed and used that would allow parity for all students in all schools.

**Other options discussed as possible solutions:**

* Number of opportunities per building – should these be limited or expanded in some way
* Building committee to establish the number of dual enrollment courses that would
* Limit the number of dual enrollment to CORE courses
* Establish a different criteria for credits to be earned towards graduation for dual enrollment students
* Continue to do what we are doing now and look at sharing scholastic recognition (Valedictorian, Salutatorian, and Historian)

**Recommended solutions to resolve this issue by the committee:**

* Class of 2012 and Class 2013: Continue to run dual rank
* Class of 2014 and beyond: Recognize student scholastic recognition through summa cum laude – GPA final average is equal to or greater than 98%, magna cum laude – GPA final average is equal to or greater than 93% but less than 98%, and cum laude – GPA final average is equal to 86% or greater but less than 93%
* Scholastic recognition through class rank would no longer be used

\*\* It should be noted that two students serving on this committee were concerned that dropping class rank would take away the competitive drive to do well. The overall conclusion of the group was that the competition would be better utilized by having students compete against themselves for achievement at a higher level of recognition.