

School Selection in Philadelphia, 2015-16 to 2018-19

Part 3: Enrollment in 9th Grade

Key Findings

- Rising School District of Philadelphia (SDP) ninth-graders generally accept the offers they receive, and they generally follow through on those acceptances by enrolling at the corresponding school.
- Students who received offers of admission from *Special Admission* (SA) schools usually accepted them. SA offer acceptance rates were high among students who received offers from SA schools only (94 percent) as well as among students who received offers from both SA and *Citywide* (CW) schools (71 percent).
- The more highly qualified an applicant was, the more likely they were to accept offers of admission. This was true for offers from all types of schools and for all levels of qualification.
- Students who accepted an admission offer from a CW or SA school usually followed through and enrolled in that school (83.7 percent of the time)– especially in the case of accepted SA offers (92.9 percent).

Theodore Wills,
Senior Research Associate

Peter Hawes,
Data Analyst

Joy Lesnick,
Deputy Chief

Office of Research and
Evaluation

May 2020

Contents

Background	7
About this Report	7
Box 1. Terms and Definitions: Students in the Sample	9
Box 2. Terms and Definitions: School Types	10
Summary of Main Findings.....	11
Section I: Offer Acceptance Rates	12
What were the rates at which different subgroups of eighth-grade applicants accepted offers of admission to ninth-grade schools or programs with competitive criteria?.....	12
When students had admission offers, they usually accepted them	12
In general, students of different races/ethnicities accepted offers at similar rates. The exception was among students who received offers from both CW and SA schools: Asian applicants in this group had the highest SA offer acceptance rate, while Hispanic/Latino students had the lowest rate.....	13
Male and female students had similar offer acceptance rates for both CW and SA schools.....	18
Among students who received only SA offers, students with and without IEPs had similar offer acceptance rates. Among students with CW offers, or offers from both school types, students with IEPs had lower offer acceptance rates.....	21
English Learners were less likely to accept all types of offers than their peers.....	25
Sending School Offer Acceptance Rates.....	28
Receiving schools varied widely in the rate at which students accepted admission offers.	33
Section II: Student Qualifications.....	36
Box 4. Five Categories of 8 th Grade Applicant Qualifications.....	37
Were there differences in the qualifications of applicants from different subgroups who did or did not accept offers of admission to ninth grade schools or programs with competitive criteria?	38
The stronger a student’s qualifications, the more likely they were to accept offers of admission	38
Section III: When Students Accept an Offer from One School, but Enroll at Another	41
Box 5. Re-Direct Definitions	41
What were the rates at which different subgroups of 8 th grade applicants accepted an admission offer from a school, then subsequently enrolled at a different school?	41
When students accept an offer of admission from a school, they usually follow through and enroll at that school	41
Different sending schools had different CW and SA re-direct rates.	48

When a student did not enroll in the school from which they accepted an offer of admission, what type of school did they subsequently enroll in?..... 51

 When students do not have (or do not accept) CW or SA admission offers, they usually enroll at a neighborhood school the following year 51

Conclusion and Future Plans 58

Appendix: List of Citywide and Special Admission High Schools 59

Table of Figures

Figure 1. Overall Admission Offer Acceptance Rates for Students Receiving Offers from SA Schools, CW Schools, or Both (9 th Grade 2015-16—2018-19 Cohorts).....	12
Figure 2. Admission Offer Acceptance Rate by Race/Ethnicity (9 th Grade 2015-16—2018-19 Cohorts).....	14
Figure 3. Race/Ethnicity Distribution of Applicants who Received and Accepted Admission Offers (9 th Grade 2015-16—2018-19 Cohorts).....	15
Figure 4. Percentage of Students who Accepted Any Admission Offer for Each Race/Ethnicity	15
Figure 5. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by Race/Ethnicity	16
Figure 6. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by Race/Ethnicity.....	16
Figure 7. Number of Type-Choice Applicants who Accepted CW, who Accepted SA, or Declined All Offers, by Race/Ethnicity (9 th Grade 2015-16—2018-19 Cohorts)	17
Figure 8. Percentage of Type-Choice Applicants who Accepted CW Admission, by Race/Ethnicity..	17
Figure 9. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by Race/Ethnicity	18
Figure 10. Gender Distribution of Applicants who Received and Accepted Any Admission Offers (9 th Grade 2015-16—2018-19 Cohorts)	18
Figure 11. Percentage of Students who Accepted Any Admission Offer, by Gender	19
Figure 12. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by Gender	19
Figure 13. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by Gender	20
Figure 14. Number of Type-Choice Applicants who Accepted CW offers, who Accepted SA offers, or who Declined all Offers, by Gender (9 th Grade 2015-16—2018-19 Cohorts)	20
Figure 15. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by Gender	21
Figure 16. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by Gender	21
Figure 17. Distribution of Applicants With and Without IEPs who Received and Accepted any Admission Offer (9 th Grade 2015-16—2018-19 Cohorts).....	22
Figure 18. Percentage of Students who Accepted any Admission Offer, by IEP Status.....	22
Figure 19. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by IEP Status.....	23
Figure 20. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by IEP Status	23
Figure 21. Number of Type-Choice Applicants who Accepted CW Offers, who Accepted SA Offers, or who Declined all Offers, by IEP Status (9 th Grade 2015-16—2018-19 Cohorts)	24
Figure 22. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by IEP Status	24
Figure 23. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by IEP Status	25
Figure 24. Distribution of Applicants Who were English Learners or Non-English Learners who Received and Accepted any Admission Offer (9 th Grade 2015-16—2018-19 Cohorts).....	25
Figure 25. Percentage of Students who Accepted any Admission Offer, by EL Status.....	26
Figure 26. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by EL Status.....	26
Figure 27. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by EL Status	27

Figure 28. Number of Type-Choice Applicants who Accepted CW offers, who Accepted SA offers, or who Declined all Offers, by EL Status (9th Grade 2015-16—2018-19 Cohorts).....27

Figure 29. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by EL Status28

Figure 30. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by EL Status.....28

Figure 31. Percentage of Students who Accepted Any Admission Offer, by Qualification Level.....38

Figure 32. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by Qualification Level.....39

Figure 33. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by Qualification Level.....39

Figure 34. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by Qualification Level.....40

Figure 35. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by Qualification Level.....40

Figure 36. Percentage of Students who Re-Directed After Accepting an Admission Offer, by CW or SA Admission Offer (9th Grade 2015-16—2018-19 Cohorts)42

Figure 37. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)42

Figure 38. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)43

Figure 39. Percentage of Students who Re-Directed After Accepting a SA Admission Offer, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)43

Figure 40. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by Gender (9th Grade 2015-16—2018-19 Cohorts)44

Figure 41. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by Gender (9th Grade 2015-16—2018-19 Cohorts).....44

Figure 42. Percentage of Students who Re-Directed After Accepting an SA Admission Offer, by Gender (9th Grade 2015-16—2018-19 Cohorts).....45

Figure 43. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)45

Figure 44. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)46

Figure 45. Percentage of Students who Re-Directed After Accepting an SA Admission Offer, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)46

Figure 46. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by EL Status (9th Grade 2015-16—2018-19 Cohorts).....47

Figure 47. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by EL Status (9th Grade 2015-16—2018-19 Cohorts)47

Figure 48. Percentage of Students who Re-Directed After Accepting an SA Admission Offer, by EL Status (9th Grade 2015-16—2018-19 Cohorts)48

Figure 49. Fall Enrollment Type of Students Who Did Not Receive and/or Accept CW or SA Admission Offers (9th Grade 2015-16—2018-19 Cohorts).....51

Figure 50. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW or SA School, but did not Enroll at that School the Following Year (9th Grade 2015-16—2018-19 Cohorts) 52

Figure 51. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW, but did Not Enroll at that School the Following Year, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)..... 53

Figure 52. Fall Enrollment Type and Sector of Students who Accepted an Offer from a SA School, but did Not Enroll at that School the Following Year, for Each Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts) 53

Figure 53. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW, but did Not Enroll at that School the Following Year, by Gender (9th Grade 2015-16—2018-19 Cohorts).... 54

Figure 54. Fall Enrollment Type and Sector of Students who Accepted an Offer from an SA School, but did Not Enroll at that School the Following Year, by Gender (9th Grade 2015-16—2018-19 Cohorts)..... 55

Figure 55. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW School, but did not Enroll at that School the Following Year, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)..... 56

Figure 56. Fall Enrollment Type and Sector of Students who Accepted an Offer from a SA School, but did not Enroll at that School the Following Year, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)..... 56

Figure 57. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW School, but did not Enroll at that School the Following Year, by EL Status (9th Grade 2015-16—2018-19 Cohorts)..... 57

Figure 58. Fall Enrollment Type and Sector of Students who Accepted an Offer from a SA School, but did Not Enroll at that School the Following Year, by EL Status (9th Grade 2015-16—2018-19 Cohorts)..... 57

Background

Each fall, students enrolled in kindergarten through 12th grade in the School District of Philadelphia (SDP) have the opportunity to apply to schools that are not their assigned neighborhood or feeder school.¹ Many of these schools have desirable characteristics, including strong academic outcomes, specialized technical or artistic training, or unique coursework and school models. Students may apply to as many as five of these programs, and they can receive as many as five offers of admission. However, students can only accept one offer. The process is intended to match students with programs that fit their individual needs and to accomplish this equitably.

Two previous reports have described, in detail, four cohorts of rising 9th graders (2015-16 through 2018-19). The first report describes which students participated in the School Selection Process (SSP) by submitting one or more applications, and whether participation rates varied among subgroups of students with different demographic characteristics.² The second report describes how schools responded to those applicants, exploring patterns of admission offers.³

This report continues the series by providing an in-depth analysis of how these same students, over the same four years, responded to the admission offers that they received. Additional detail about the sample, as well as key terms and definitions, can be found in Boxes 1 and 2.

About this Report

This report addresses four research questions in three sections. For each research question, we provide information about trends at the District level, across the four school years, and in terms of student characteristics (i.e., race/ethnicity, gender, students who are English Learners, and students with IEPs) and school characteristics (i.e., prior school attended and accepting schools). The three sections are:

- **Section I: Offer Acceptance Rates.** The first section of the report describes how often students accept the offers they have received. This provides an overall understanding of this important step in the School Selection Process, and it also establishes context for the later sections. Section 1 responds to the first research question: *What were the rates at which different subgroups of eighth-grade applicants accepted offers of admission to ninth-grade schools or programs with competitive criteria?*
- **Section II: Student Qualifications.** Many of the schools that students apply to have requirements, and previous reports in this series have shown that student qualification

¹ For more information about the School Selection Process in the School District of Philadelphia, please visit <https://www.philasd.org/studentplacement/services/school-selection/>.

² [School Selection in Philadelphia, 2015-16 to 2018-19: Applications for 9th Grade.](#)

³ [School Selection in Philadelphia, 2015-16 to 2018-19: Admissions to 9th Grade.](#)

profiles influence whether students participate in the school selection process, where they choose to apply, and whether their applications are successful. In this report, we extend this analysis to see whether student qualifications also play a role in the offers that students accept. This section responds to the second research question: ***Were there differences in the qualifications of applicants from different subgroups who did/did not accept offers of admission to ninth-grade schools or programs with competitive criteria?***

- **Section III: When Students Accept an Offer from One School, but Enroll at Another.** The third section of this report addresses the third and fourth research questions, which explore cases when students' plans change. Sometimes, a student accepts an offer from a specific school, but ultimately enrolls in a different school: ***What were the rates at which different subgroups of eighth-grade applicants accepted an admission offer from a school, then subsequently enrolled at a different school?*** Further, ***when a student did not enroll in the school that they accepted an admission offer from, what type of school did they subsequently enroll in?***

Box 1. Terms and Definitions: Students in the Sample

Criteria for Inclusion in the Sample

- Student was an eighth-grader during the application window in school years 2014-15 through 2017-18 for ninth-grade admission in 2015-16 through 2018-19.
- Student was enrolled for at least 10 calendar days in SDP K-12 schools during that year's application window.
- Student was enrolled in a SDP K-12 school at the close of the application window. If a student was enrolled in multiple schools throughout the window, they were attributed to their last enrolled school for analysis purposes.
- Student submitted at least one application and received at least one offer of admission.

Note: We intend for the school years referenced to mean *admission* years, not *application* years. For example, if an eighth-grader applied in 2016-17 for admission to a ninth-grade program beginning in 2017-18, that student will appear in analyses for 2017-18.

Student Subgroup Definitions

Students with IEPs: Includes all students who had Individual Education Plans (IEPs) at the time of application, excluding only *gifted* IEPs.

English Learner: Includes any student with English Learner (EL) status during their application year. This designation disregards different proficiency levels within the EL designation.

Qualification Level: A summary of the student's academic and behavioral data. Levels are described in detail in Box 3, which can be found in Section 3 of the report.

Applicant Definitions

CW-only applicant: The student received admission offers to one or more *Citywide Admission* schools, but did not receive any admission offers to a *Special Admission* school.

SA-only applicant: The student received admission offers to one or more *Special Admission* schools, but did not receive any admission offers to a *Citywide Admission* school.

Sector-choice applicant: The student received admission offers to one or more *Citywide Admission* schools and to one or more *Special Admission* schools.

Offer Acceptance Rate Definitions

CW-only offer acceptance rate: The percentage of CW-only applicants who accepted a CW admission offer.

SA-only offer acceptance rate: The percentage of SA-only applicants who accepted a SA admission offer.

Sector-choice offer acceptance rates: Choice applicants had at least one CW option and at least one SA option. They may, therefore, have chosen either sector (but not both).

Sector-choice CW offer acceptance rate: The percentage of Sector Choice students who accepted a CW offer.

Sector-choice SA offer acceptance rate: The percentage of Sector Choice students who accepted a SA offer.

Box 2. Terms and Definitions: School Types

Admission Type (or Admission Sector)

Neighborhood School (NS): Every student may attend their designated neighborhood school, and it is not necessary to apply for admission.

Citywide (CW): Some (but not all) of these schools have entry standards for grades, attendance, and behavior.

Special Admission (SA): These schools have entry standards for grades, attendance, behavior, and standardized test scores in math and English. The rigor of these requirements varies within the SA sector, but even the least stringent are more rigorous than the CW criteria (see Box 3 in Section 3 for more details about qualifications and entry criteria).

Summary of Main Findings

In general, students who received offers of admission followed through by accepting the offer and ultimately enrolling at their chosen school. There were, however, exceptions to, and variations on, this pattern. Some key findings include:

- Students who received offers of admission from *Special Admission* (SA) schools usually accepted them. SA offer acceptance rates were high among students who received offers from SA schools only (94 percent) as well as among students who received offers from both SA and *Citywide* (CW) schools (71 percent). This general pattern holds for all subgroups; however, some subgroups declined SA offers at slightly higher or lower rates. For example, among applicants who received both SA and CW offers, 63 percent of Hispanic/Latino students accepted a SA offer, compared with 82 percent of Asian students.
- The more highly qualified an applicant was, the more likely they were to accept offers of admission. This was true for offers from all types of schools and for all levels of qualification. For example, among students with offers from only CW schools, applicants who met SA admission standards (and were therefore over-qualified) were more likely to accept those CW offers than students who met CW (but not SA) standards (that is, those students who were appropriately qualified). In turn, students who met CW standards were more likely to accept CW offers than under-qualified students who did not meet CW standards.
- Students who accepted an admission offer from a CW or SA school usually followed through and enrolled in that school (83.7 percent of the time)– especially in the case of accepted SA offers (92.9 percent).
 - While students in all subgroups usually enrolled at their chosen school, members of some subgroups were more likely than their peers to withdraw their initial acceptance and enroll in a different school, often a neighborhood school or a Charter, or in some cases at a SA school where they had initially been wait-listed. (In this report, we refer to changes in expected enrollment as *re-directing*.) In particular, Hispanic/Latino students, students with IEPs, and English Learners were more likely to re-direct than members of other races/ethnicities, students without IEPs, and non-English Learners, respectively.
 - When students accepted a CW admission offer, but re-directed to another school, they were most likely to enroll in a neighborhood school.
 - When students accepted a SA admission offer, but re-directed to another school, they were most likely to enroll in a Charter school.

Section I: Offer Acceptance Rates

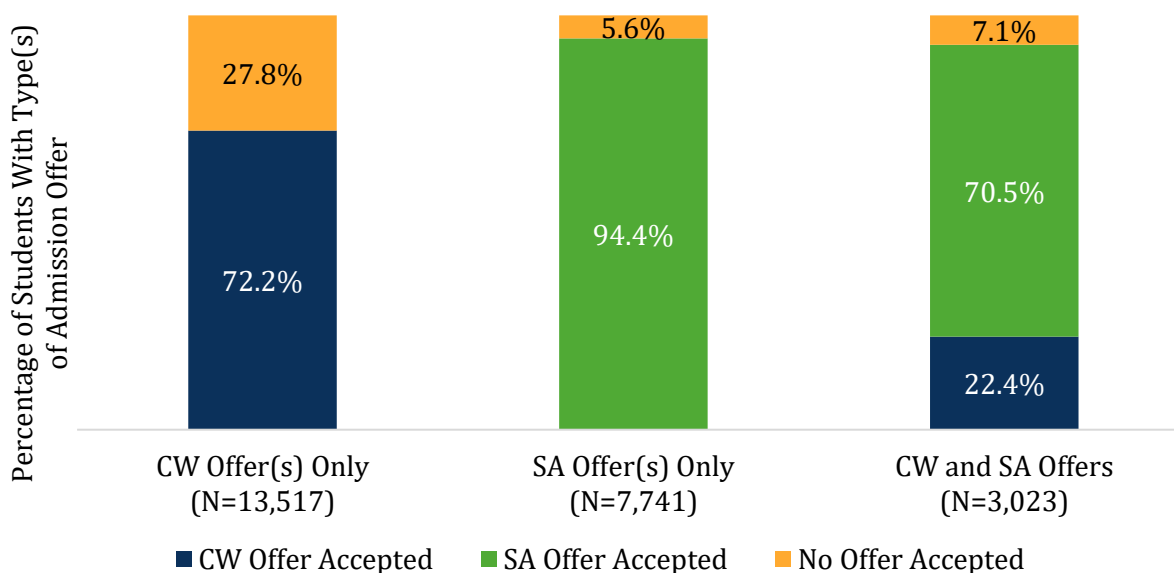
What were the rates at which different subgroups of eighth-grade applicants accepted offers of admission to ninth-grade schools or programs with competitive criteria?

When students had admission offers, they usually accepted them

In general, students who received one or more admission offers accepted one, and students were more likely to accept SA offers than CW offers (Figure 1). This was particularly true when students only received offers to attend one school type; those with only SA offers accepted at a rate of 94.4 percent compared with a rate of 72.2 percent for students with only CW offers. Further, when students had the option to choose either school type they chose SA offers more than three times as often as CW offers (70.5 percent and 22.4 percent, respectively).

These findings are consistent with the perception that SA schools are generally more attractive to applicants than CW schools, but it also reveals that there are still significant numbers of students who choose CW over SA. This, in turn, suggests that there are likely many factors that contribute to a student’s choices beyond school type (e.g., proximity to home, access to CTE programming, etc.).

Figure 1. Overall Admission Offer Acceptance Rates for Students Receiving Offers from SA Schools, CW Schools, or Both (9th Grade 2015-16—2018-19 Cohorts)



How to read this figure: Each bar represents students who received (a) offers to only Citywide schools (first bar), (b) students who received offers to Special Admission schools only (second bar) and (c) students who received offers to both Citywide and Special Admission Schools (third bar). Of the students who received offer(s) to only CW schools, 72.2% accepted the CW offer, compared to 94.4% of all students who received offers to SA schools.

In general, students of different races/ethnicities accepted offers at similar rates. The exception was among students who received offers from both CW and SA schools: Asian applicants in this group had the highest SA offer acceptance rate, while Hispanic/Latino students had the lowest rate.

Each year, from 2015-16 to 2018-19, approximately 6,000 students received an offer from a CW and/or SA school (Table 1).

Table 1. Number of Students who Received and Accepted CW and/or SA Offers Each Year, by Race/Ethnicity

Race / Ethnicity	2015-16		2016-17		2017-18		2018-19		Four-Year Total	
	Number of students who received a CW and/or SA Offer	Number of students who accepted a CW and/or SA Offer*	Number of students who received a CW and/or SA Offer	Number of students who accepted a CW and/or SA Offer	Number of students who received a CW and/or SA Offer	Number of students who accepted a CW and/or SA Offer	Number of students who received a CW and/or SA Offer	Number of students who accepted a CW and/or SA Offer	Number of students who received a CW and/or SA Offer	Number of students who accepted a CW and/or SA Offer
Asian	651	467	641	608	628	592	653	623	2,573	2,290
Black/African American	3,404	2,231	3,291	2,923	3,073	2,556	3,060	2,820	12,828	10,530
Hispanic/ Latino	1,137	652	1,051	913	1,063	791	1,088	952	4,339	3,308
Multi Racial/ Other	184	130	205	187	264	221	363	341	1,016	879
White	888	571	891	790	876	753	870	762	3,525	2,876
Total	6,264	4,051	6,079	5,421	5,904	4,913	6,034	5,498	24,281	19,883

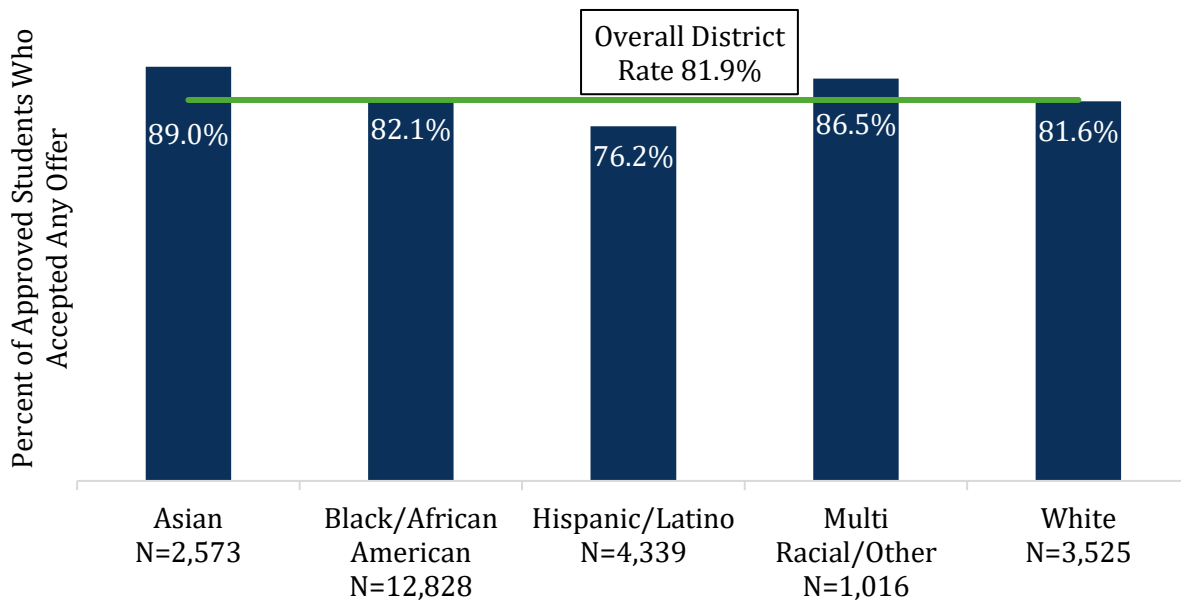
*See Box 3 for a note about 2015-16 CW acceptance data.

Box 3. A Note about 2015-16 Citywide (CW) Offer Acceptance Data

According to the available data, the rate at which students accepted CW offers was noticeably lower in 2015-16 than in all subsequent years; this was also true, to a lesser extent, with SA offers. The reader will see this finding recur throughout this Section, and it impacts both CW-only analyses and also overall analyses (which include CW acceptances). However, we were not able to identify any known contextual explanation that could account for such large differences. For this reason, we believe that there may be a difference in data quality or data capture from that year. However, because this could not be definitively confirmed, we have chosen to include 2015-16 in this report.

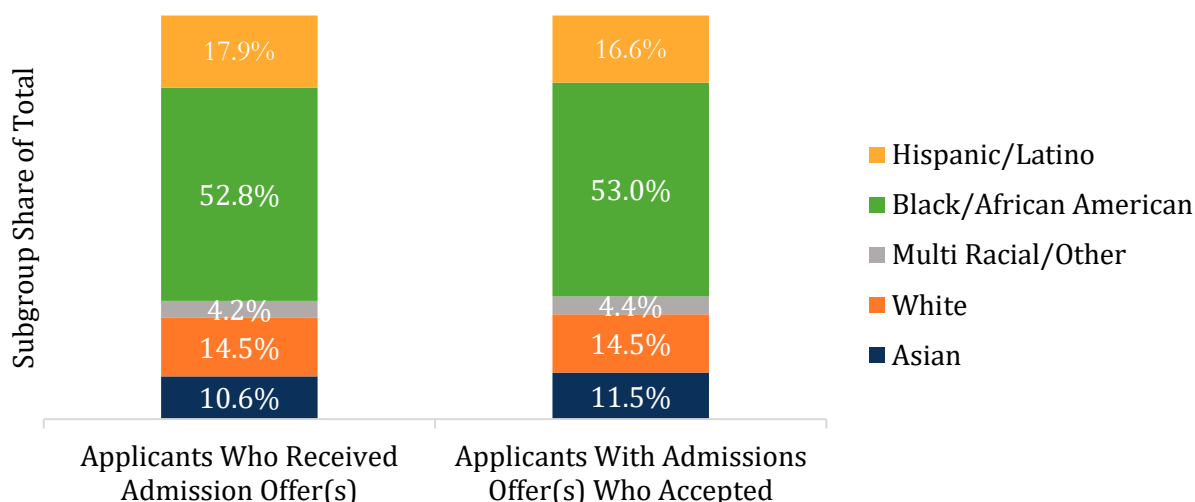
Overall, from 2015-16 through 2018-19, 81.9 percent of applicants who received one or more admission offers (of any kind) accepted one of those offers (Figure 2). There were small variations in this rate across races/ethnicities, with Asian students accepting offers at the highest rate (89.0 percent), and Hispanic/Latino students accepting offers at the lowest rate (76.2 percent).

Figure 2. Admission Offer Acceptance Rate by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)



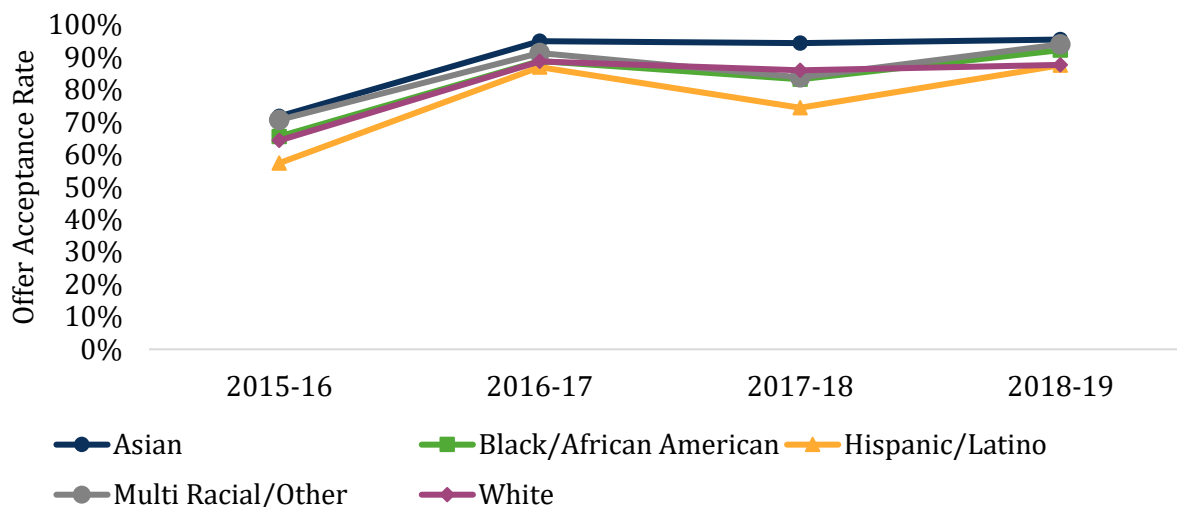
Another way to visualize different offer acceptance rates is by looking at a side-by-side comparison of the distributions of students who received offers and those who accepted (Figure 3). Asian students comprised 10.6 percent of all students who received an offer, but because their acceptance rate was particularly high, they represented 11.5 percent of the students who accepted an admission offer. In contrast, Hispanic/Latino students represented a slightly smaller percentage of those who accepted offers (16.7 percent) compared with those who received offers (17.9 percent).

Figure 3. Race/Ethnicity Distribution of Applicants who Received and Accepted Admission Offers (9th Grade 2015-16—2018-19 Cohorts)



Asian students had relatively high offer acceptance rates, and Hispanic/Latino students had relatively lower offer acceptance rates, consistently across years (Figure 4).

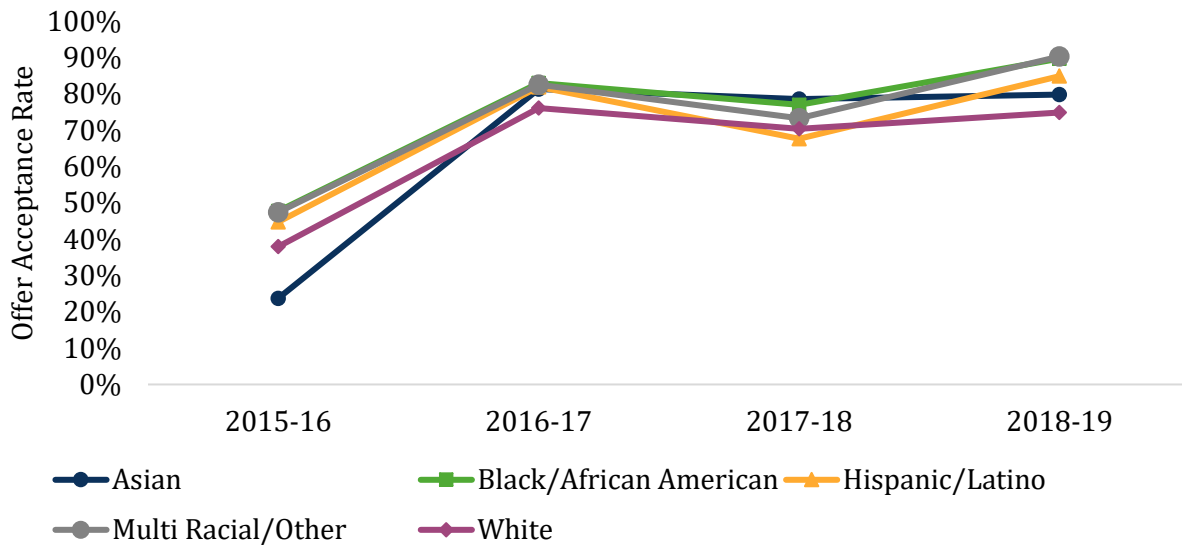
Figure 4. Percentage of Students who Accepted Any Admission Offer for Each Race/Ethnicity



Note: See Box 3 for a note about 2015-16 CW acceptance data.

For those who received offers only from CW schools (CW-only applicants), the overall acceptance rates among students of all races/ethnicities fluctuated from year to year. However, most subgroups had rates that were neither consistently higher nor lower than the other subgroups (Figure 5). The exceptions were Black/African American applicants, who consistently had one of the highest CW-only offer acceptance rates across years.

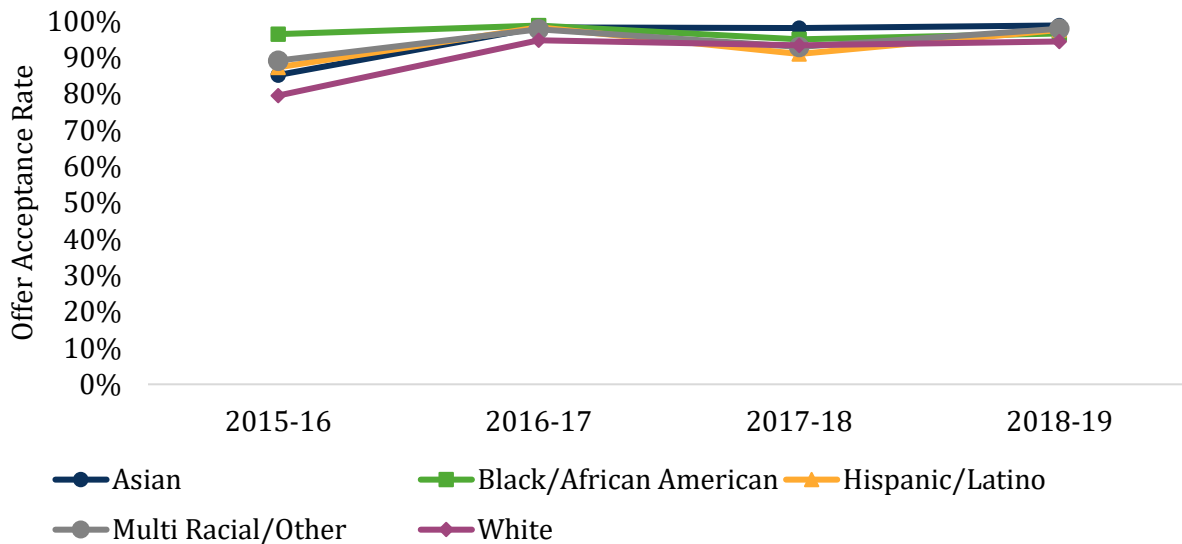
Figure 5. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by Race/Ethnicity



Note: See Box 3 for a note about 2015-16 CW acceptance data.

The offer acceptance rates among subgroups of students who received only SA offers (SA-only) were very similar to each other (Figure 6). Across years, offer acceptance rates were consistently high among SA-only applicants, and the variations among racial/ethnic groups were small.

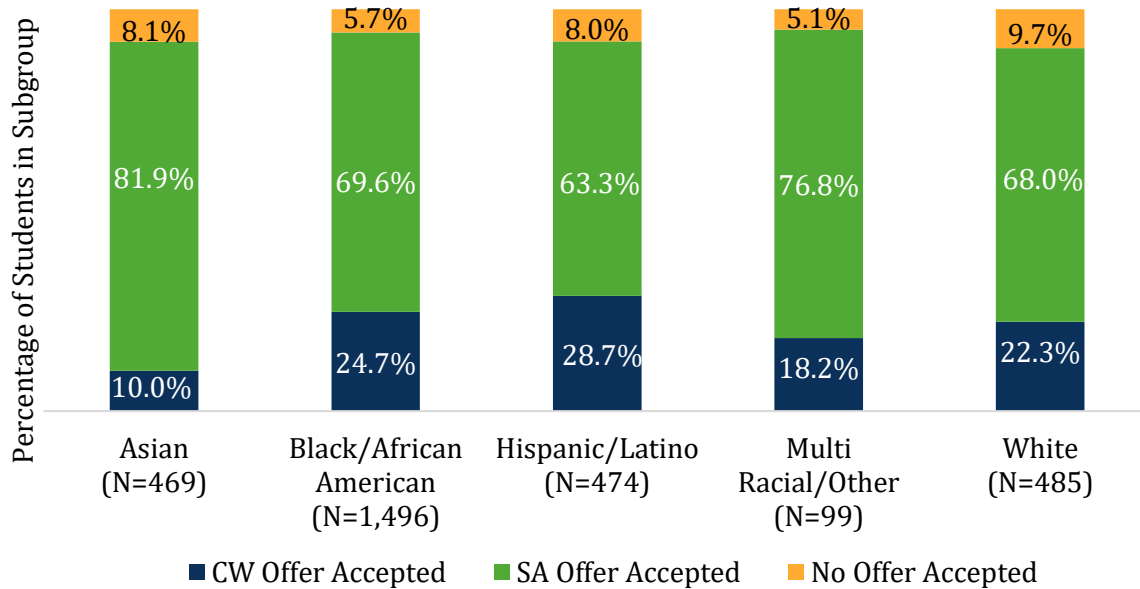
Figure 6. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by Race/Ethnicity



However, significant differences among racial/ethnic groups were evident among students who received offers from both SA and CW schools (type-choice applicants; see Figure 7). In all years, Asian students were among the most likely to choose a SA option (81.8 percent) and they were the least likely to accept a CW offer (10.0 percent). Hispanic/Latino students also usually accepted SA offers, but they did so at the lowest rate (63.3 percent), while also having the highest rate of CW

offer acceptance (28.7 percent). Across years, type-choice Hispanic/Latino students were the least likely to choose a SA option, except in 2018-19, when Black/African American students had the lowest rate (Figures 8 and 9).

Figure 7. Number of Type-Choice Applicants who Accepted CW, who Accepted SA, or Declined All Offers, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)



Note: This table displays percentages, but the sample sizes for different groups are extremely different; see the “N=” section of the labels.

Figure 8. Percentage of Type-Choice Applicants who Accepted CW Admission, by Race/Ethnicity

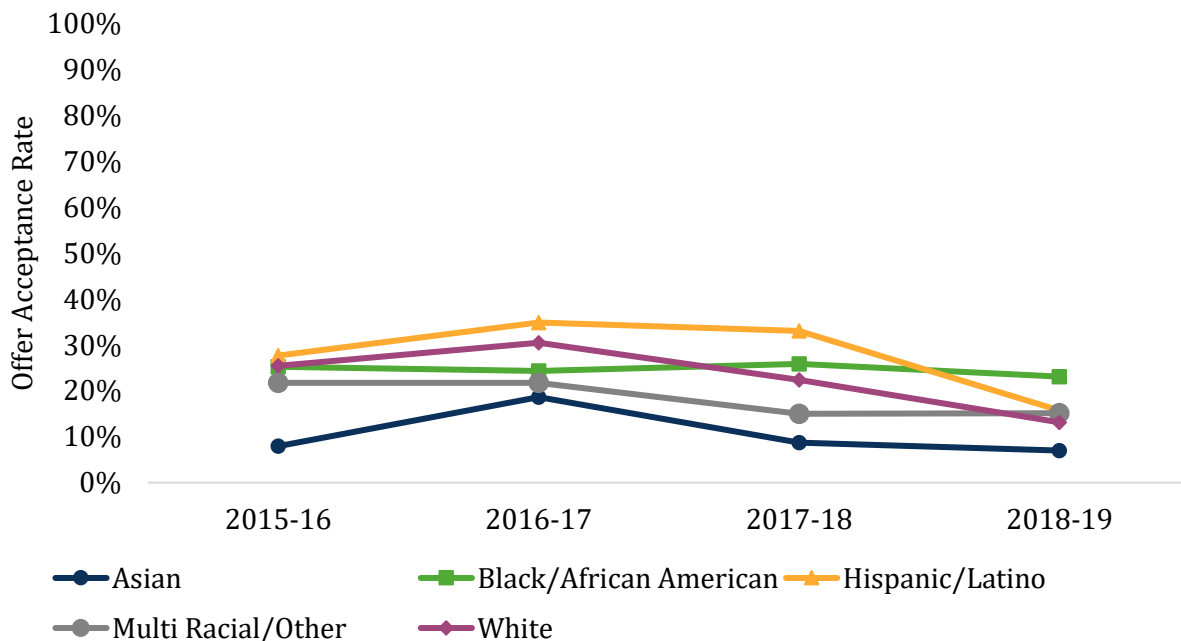
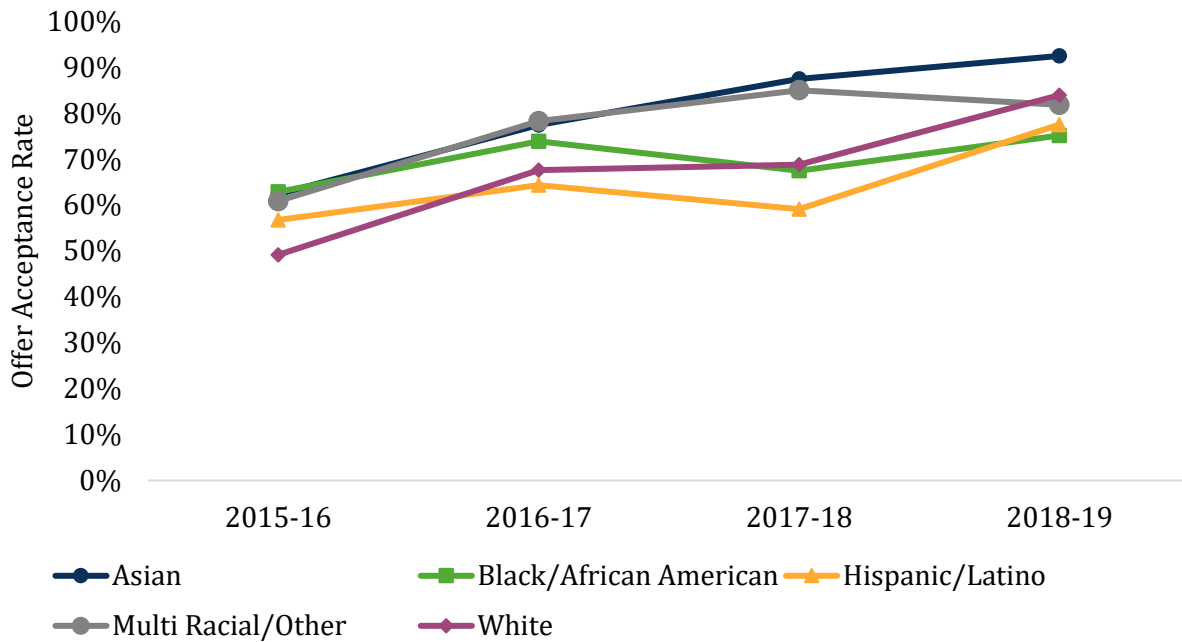


Figure 9. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by Race/Ethnicity



Male and female students had similar offer acceptance rates for both CW and SA schools.

Across years, female students accepted admission offers slightly more frequently than male students, though the discrepancy was small (Figure 10) and has narrowed over time (Figure 11).

Figure 10. Gender Distribution of Applicants who Received and Accepted Any Admission Offers (9th Grade 2015-16—2018-19 Cohorts)

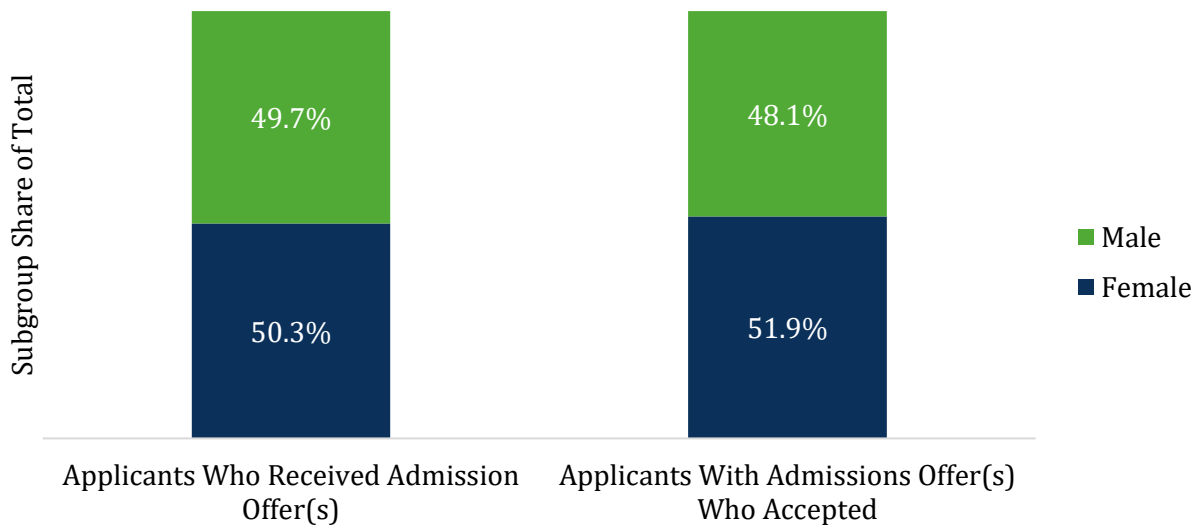
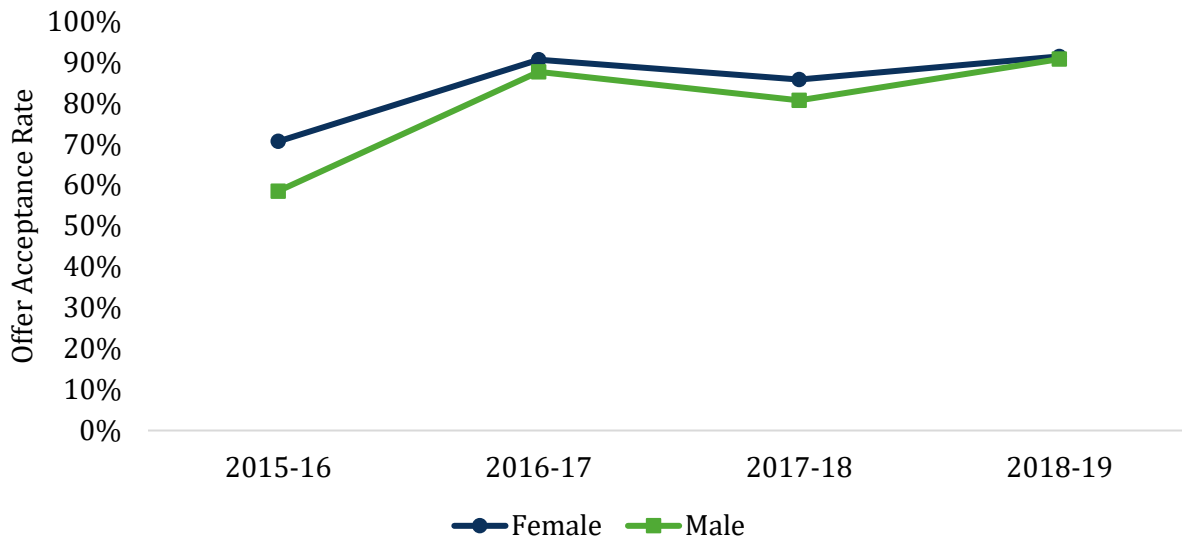


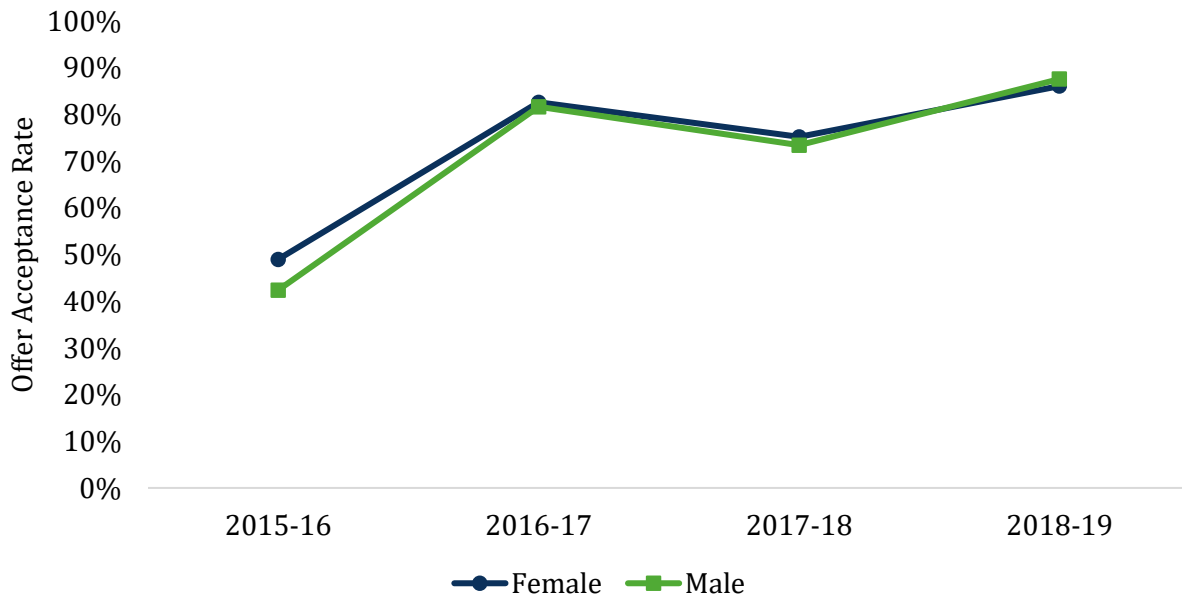
Figure 11. Percentage of Students who Accepted Any Admission Offer, by Gender



Note: See Box 3 for a note about 2015-16 CW acceptance data.

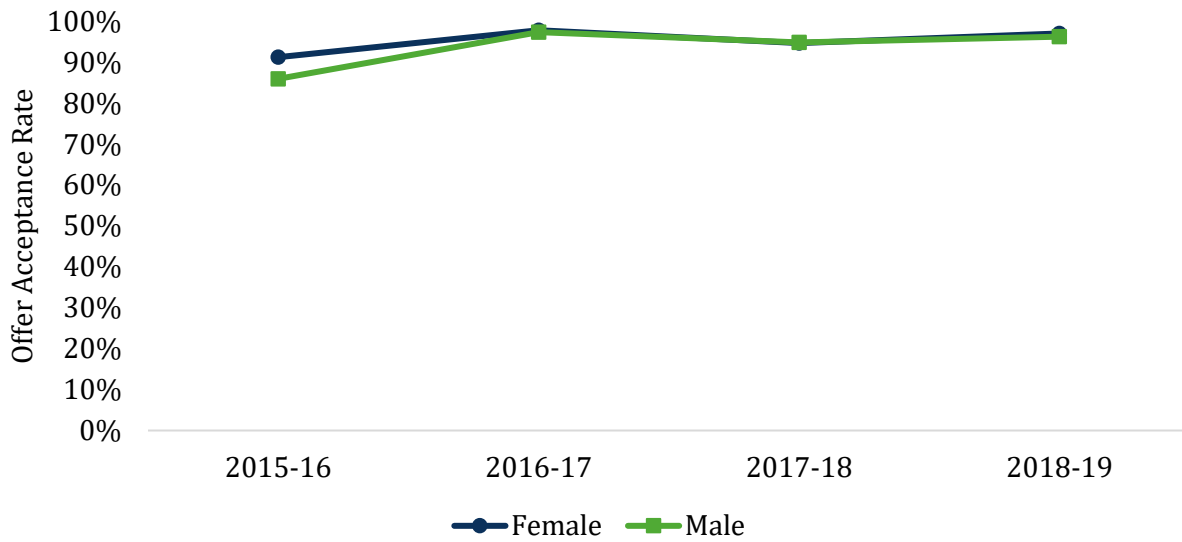
Among CW-only applicants, the acceptance rates of male students and female students were very similar overall and nearly identical from 2016-17 through 2018-19 (Figure 11). This same pattern was also evident among the SA-only students (Figure 12).

Figure 12. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by Gender



Note: See Box 3 for a note about 2015-16 CW acceptance data.

Figure 13. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by Gender



When applicants had their choice of school type, both male and female students were more likely to select SA options over CW options. This preference for SA offers was very slightly stronger among female students than among male students (Figure 14); however, this small preference was not consistent across years. Male and female type-choice applicants chose a CW option with the same frequency in all years (Figure 15), while female students had higher SA acceptance rates in 2015-16 and 2017-18 only (Figure 16).

Figure 14. Number of Type-Choice Applicants who Accepted CW offers, who Accepted SA offers, or who Declined all Offers, by Gender (9th Grade 2015-16—2018-19 Cohorts)

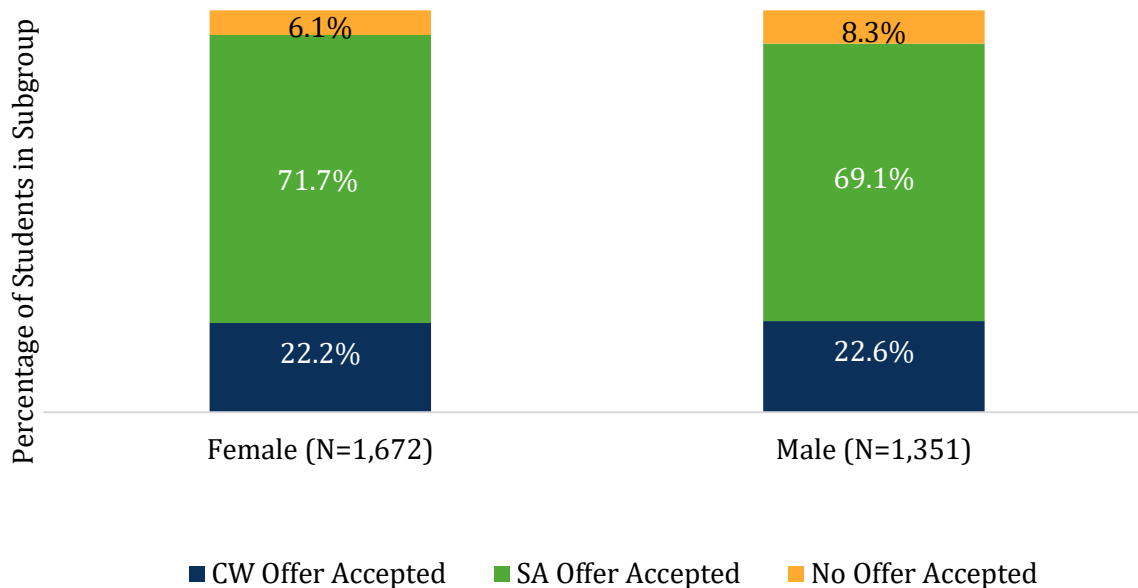


Figure 15. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by Gender

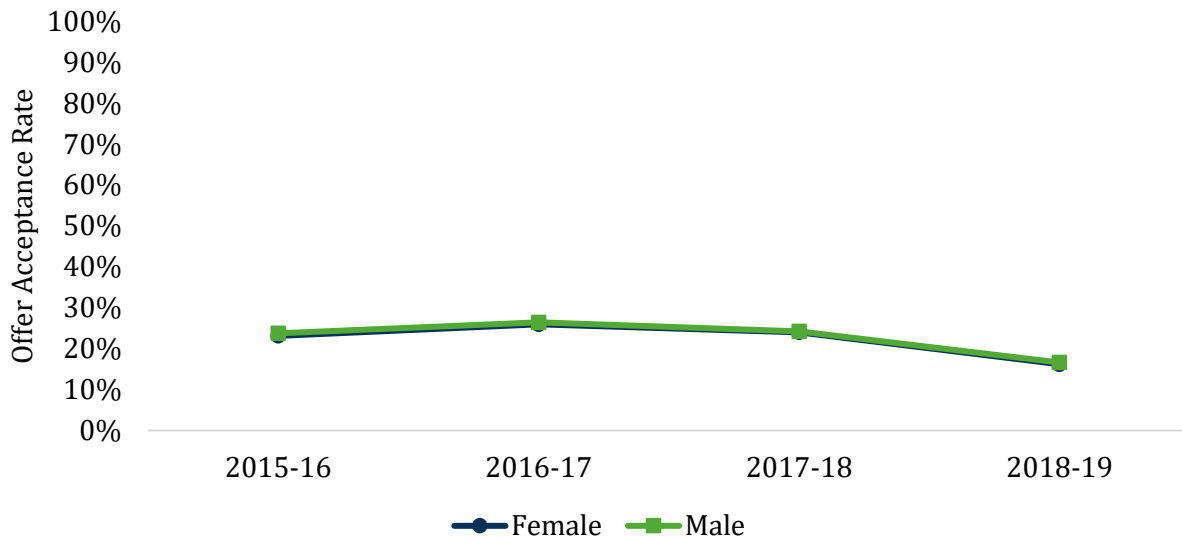
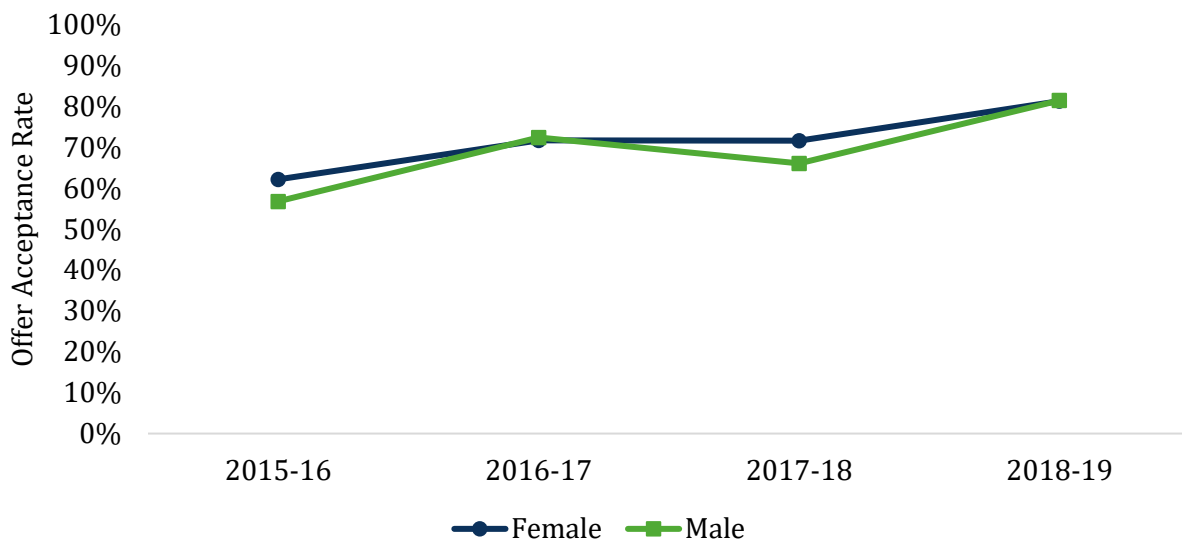


Figure 16. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by Gender



Among students who received only SA offers, students with and without IEPs had similar offer acceptance rates. Among students with CW offers, or offers from both school types, students with IEPs had lower offer acceptance rates.

Students with IEPs had lower overall admission offer acceptance rates (Figure 17), and this was true in all years (Figure 18).

Figure 17. Distribution of Applicants With and Without IEPs who Received and Accepted any Admission Offer (9th Grade 2015-16—2018-19 Cohorts)

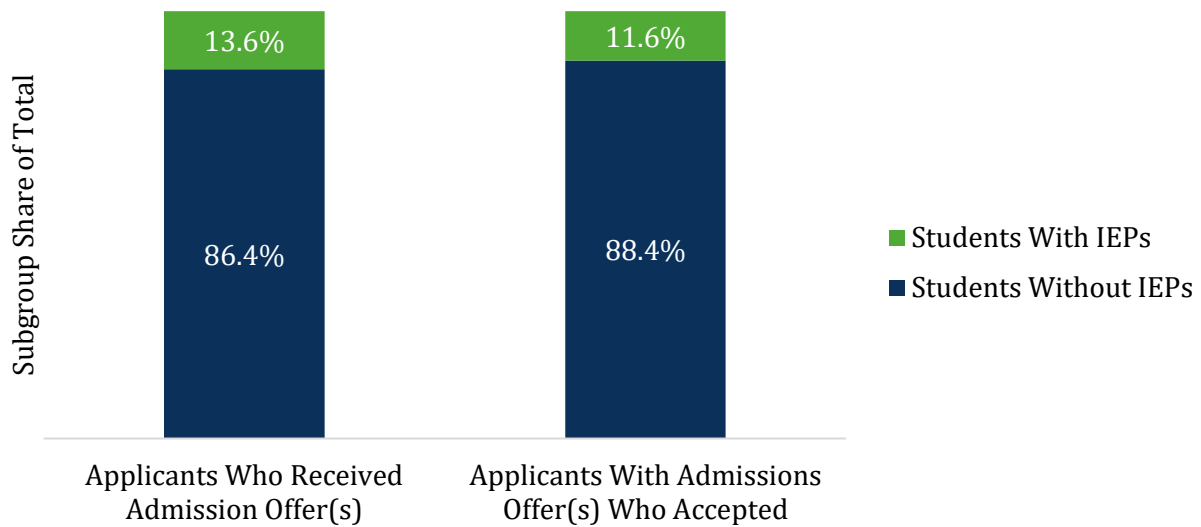
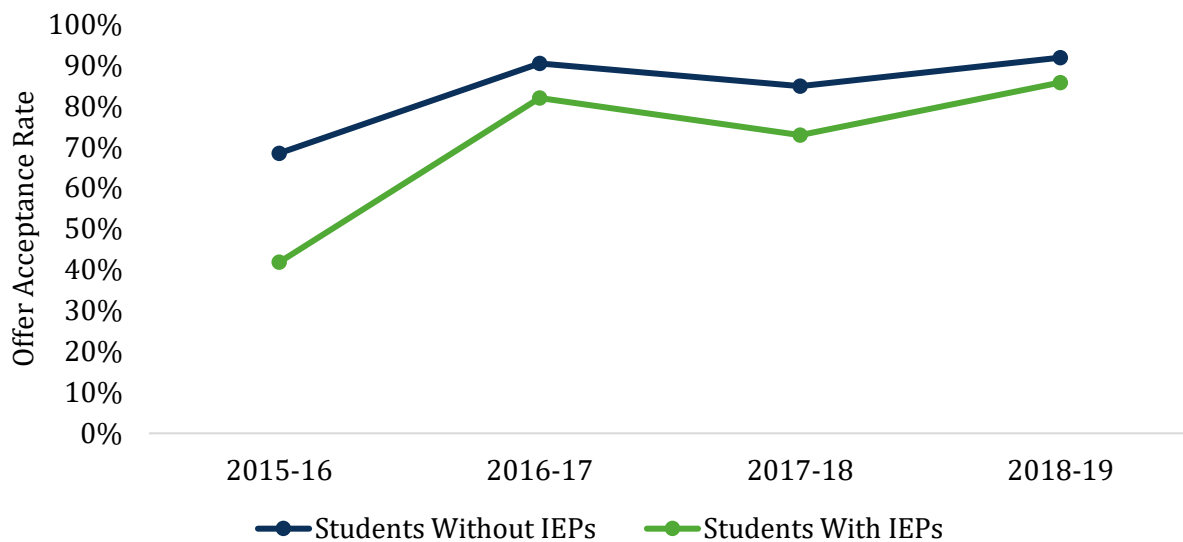


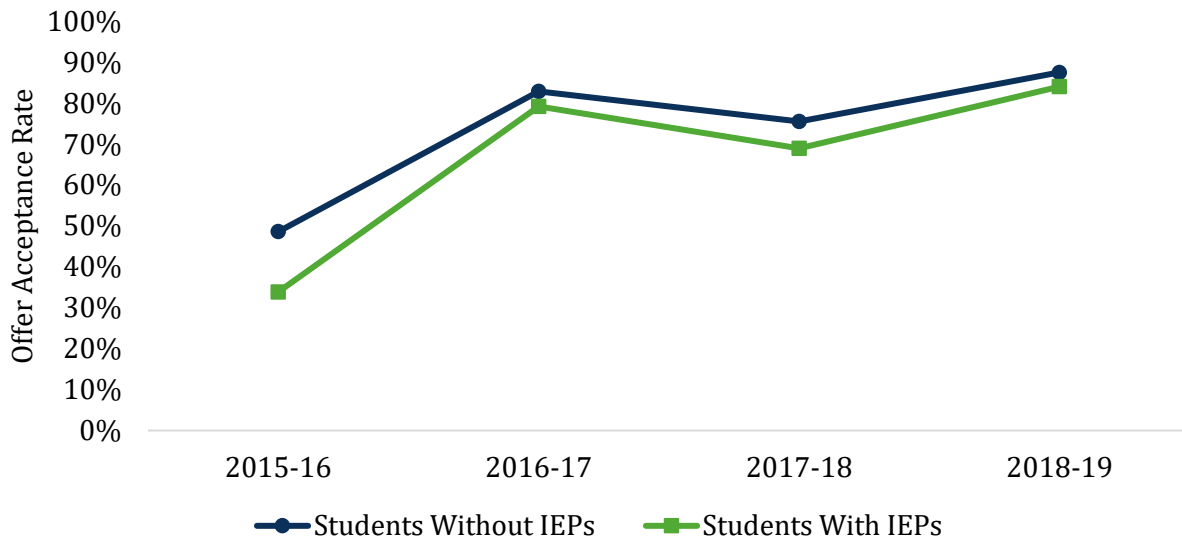
Figure 18. Percentage of Students who Accepted any Admission Offer, by IEP Status



Note: See Box 3 for a note about 2015-16 CW acceptance data.

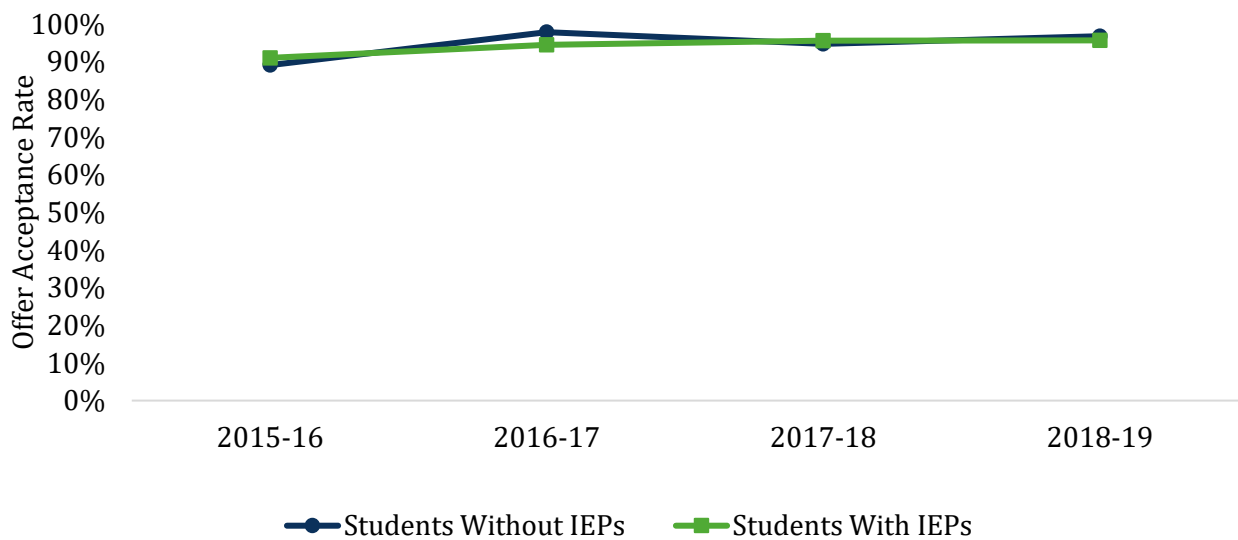
This overall finding (that students with IEPs have lower overall offer acceptance rates) appears to be due to a lower acceptance rate among CW-only applicants. Across all four years, CW-only applicants with IEPs accepted offers at a lower rate than those without IEPs (Figure 19). Offer acceptance rates among SA-only applicants were consistently high across years, and the rates were nearly equivalent for students with and without IEPs (Figure 20).

Figure 19. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by IEP Status



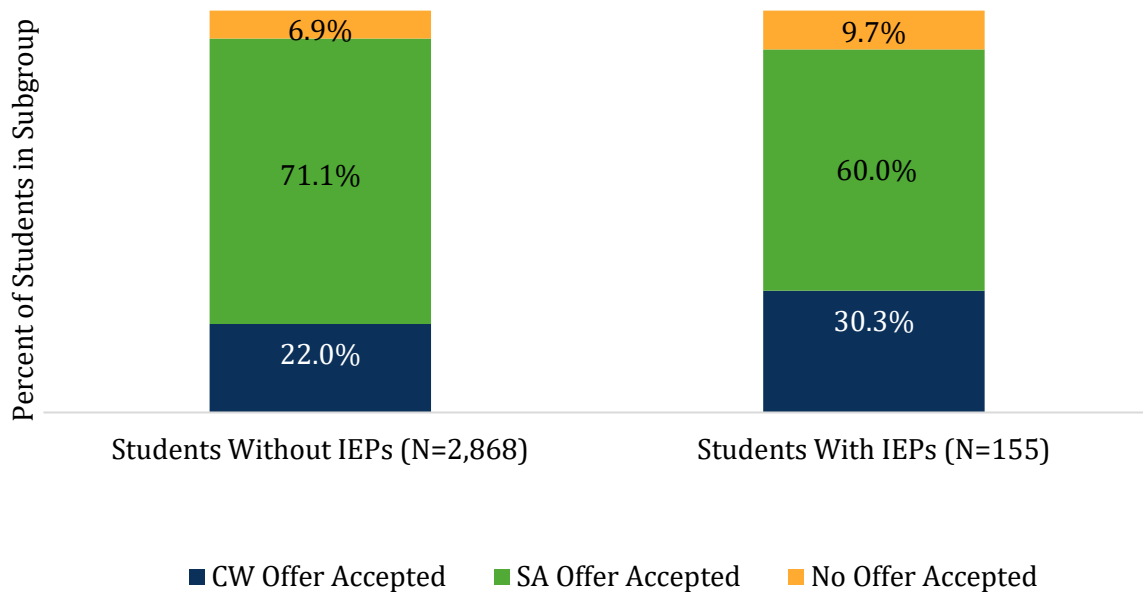
Note: See Box 3 for a note about 2015-16 CW acceptance data.

Figure 20. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by IEP Status



Among type-choice applicants, those with and without IEPs were more likely to choose a SA offer – though this preference was more pronounced among students without IEPs (Figure 21). This pattern was present in all years, but it was most pronounced in 2018-19 (Figures 22 and 23).

Figure 21. Number of Type-Choice Applicants who Accepted CW Offers, who Accepted SA Offers, or who Declined all Offers, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)



Note: This table displays percentages, but the sample sizes for different groups are extremely different; see the “N=” section of the labels.

How to read this figure: Each bar represents students who received at least one offer to both a CW and a SA school. The first bar shows that 22% of students without IEPs who received both CW and SA offers accepted a CW offer, 71.1% accepted a SA offer, and 6.9% accepted no offers. The second bar shows the same information for students with IEPs.

Figure 22. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by IEP Status

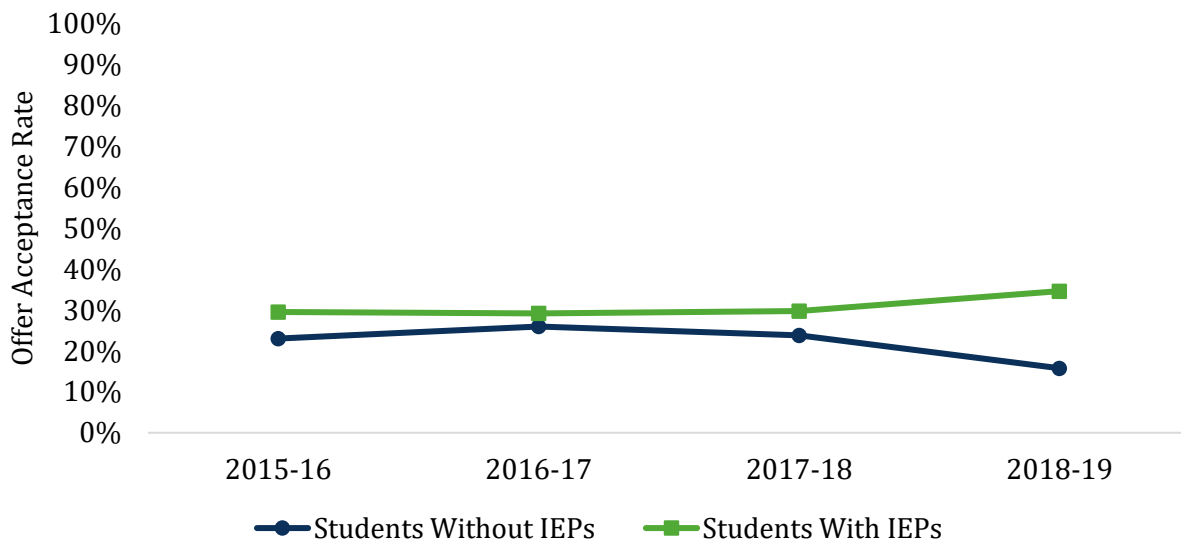
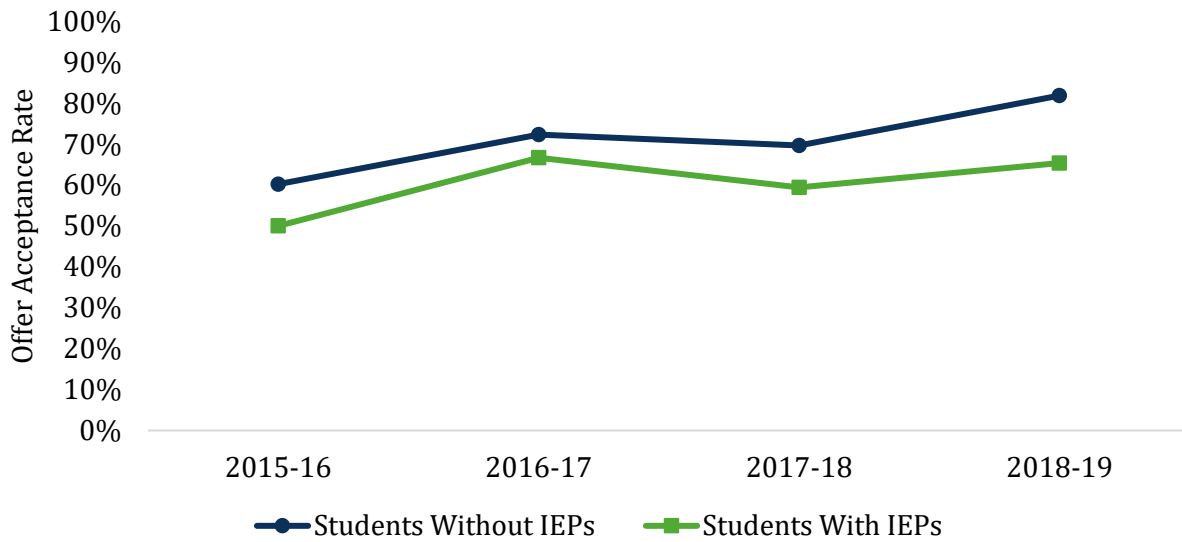


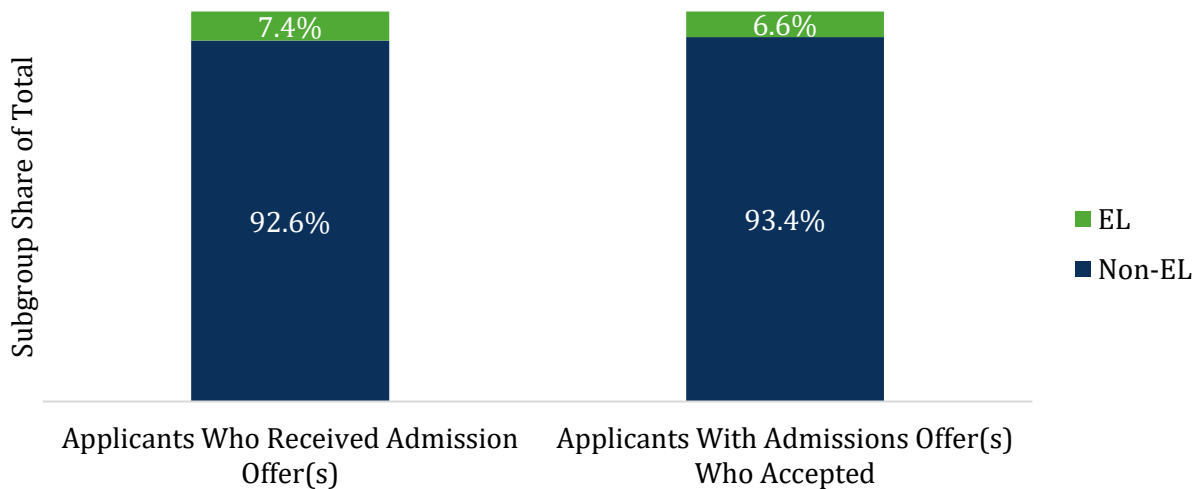
Figure 23. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by IEP Status



English Learners were less likely to accept all types of offers than their peers.

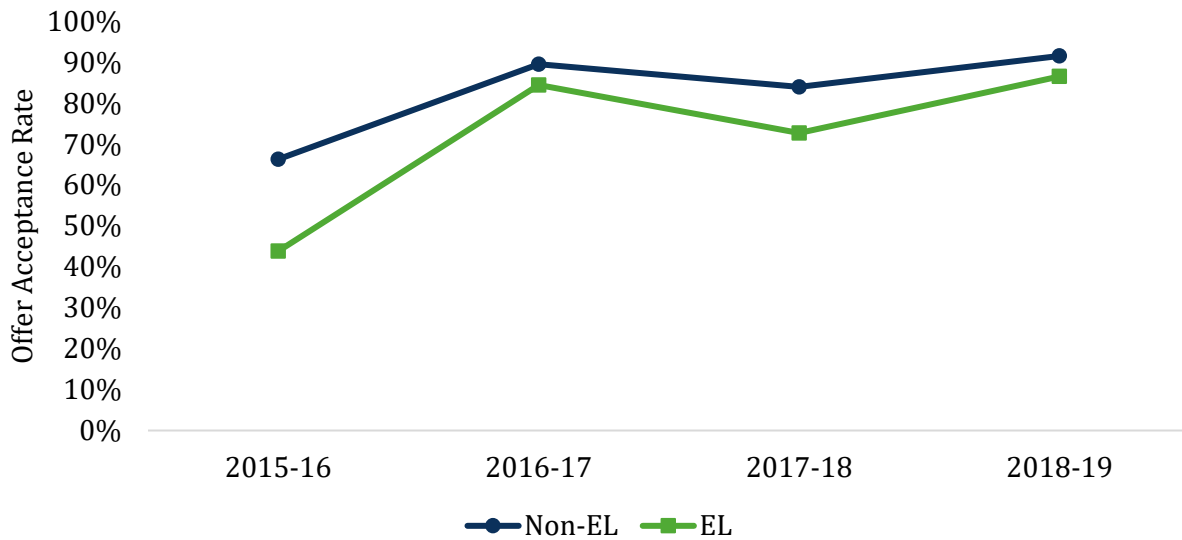
Students with English Learner (EL) status at the time they applied⁴ had lower overall admission offer acceptance rates than non-English Learners (Figure 24). This gap was present in all years (Figure 25). For more information about EL status, see Box 1.

Figure 24. Distribution of Applicants Who were English Learners or Non-English Learners who Received and Accepted any Admission Offer (9th Grade 2015-16—2018-19 Cohorts)



⁴ See Box 1 for details about subgroup definitions.

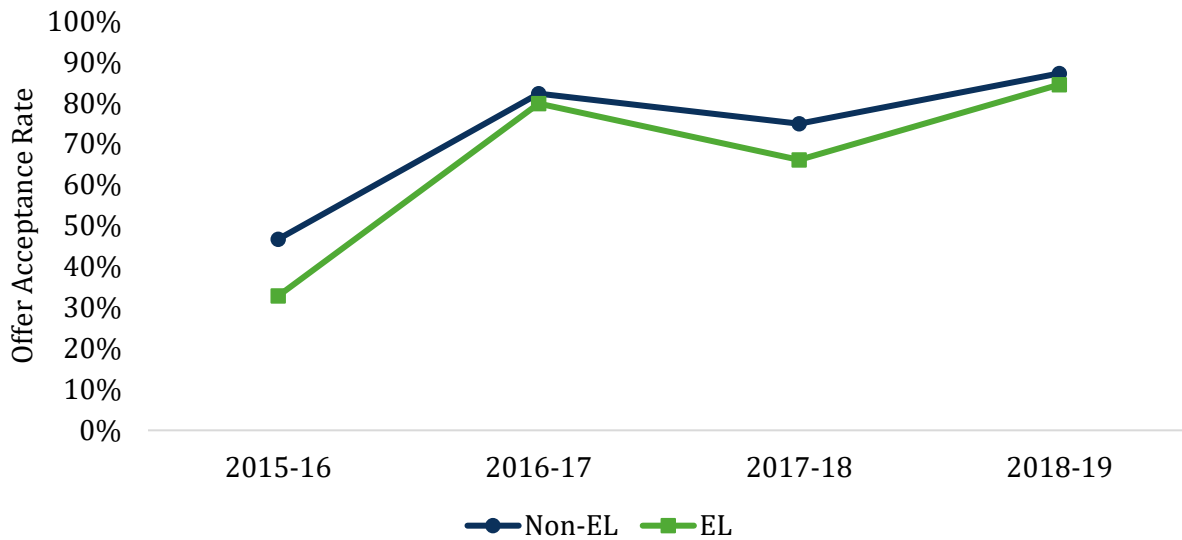
Figure 25. Percentage of Students who Accepted any Admission Offer, by EL Status



Note: See Box 3 for a note about 2015-16 CW acceptance data.

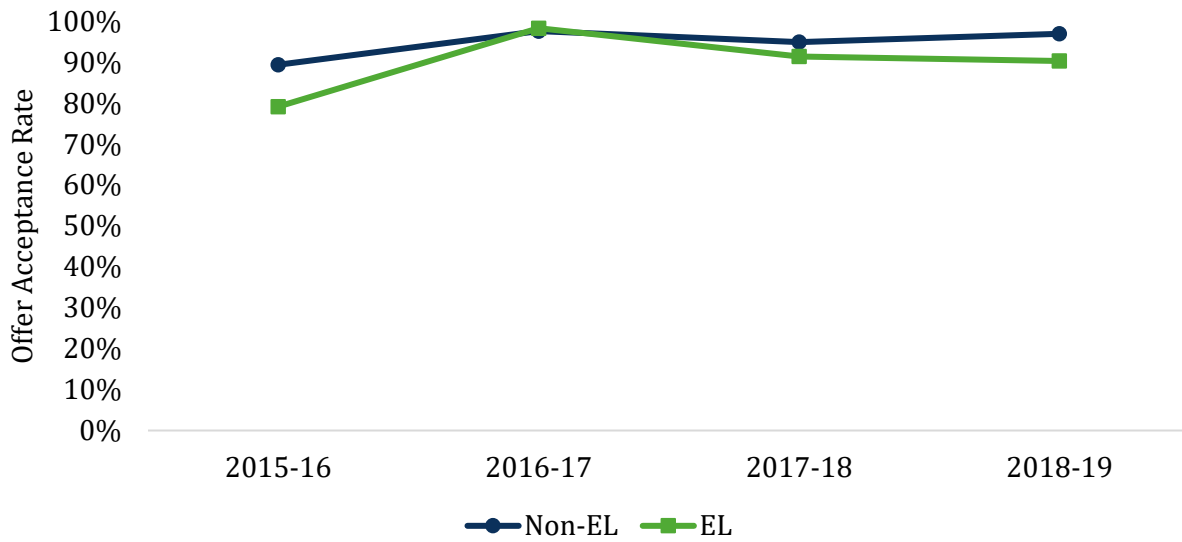
CW-only English Learner applicants had a lower acceptance rate than non-English Learners (Figure 26). This was also true for SA-only applicants, though in this case the acceptance rates were high for both groups (Figure 27).

Figure 26. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by EL Status



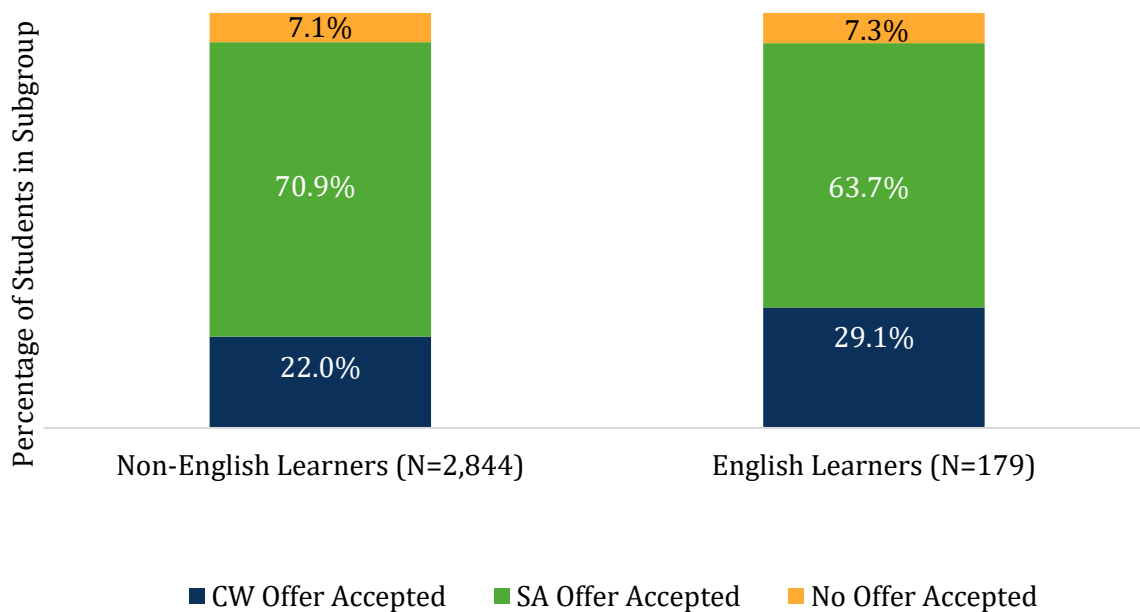
Note: See Box 3 for a note about 2015-16 CW acceptance data.

Figure 27. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by EL Status



Among type-choice applicants, English Learners and non-English Learners were both more likely to select a SA offer rather than a CW offer, though this gap was larger among non-English Learners (Figure 28). However, the magnitude of this gap varied significantly across years, reaching a maximum in 2017-18, when the SA acceptance rates of English Learners and non-English Learners differed by 24 percentage points (Figures 29 and 30).

Figure 28. Number of Type-Choice Applicants who Accepted CW offers, who Accepted SA offers, or who Declined all Offers, by EL Status (9th Grade 2015-16—2018-19 Cohorts)



Note: This table displays percentages, but the sample sizes for different groups are extremely different; see the “N=” section of the labels.

Figure 29. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by EL Status

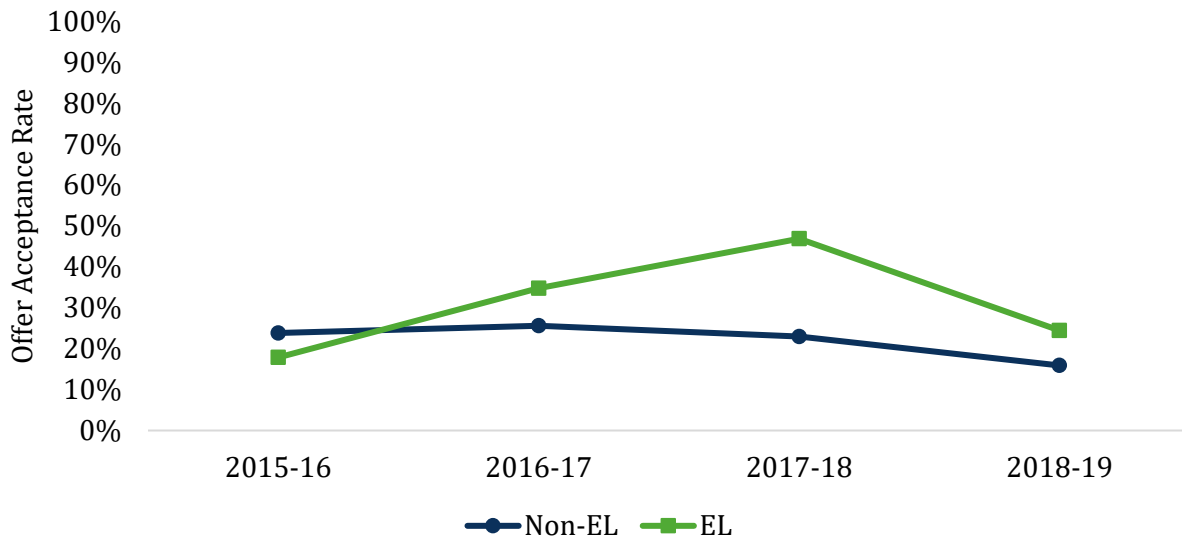
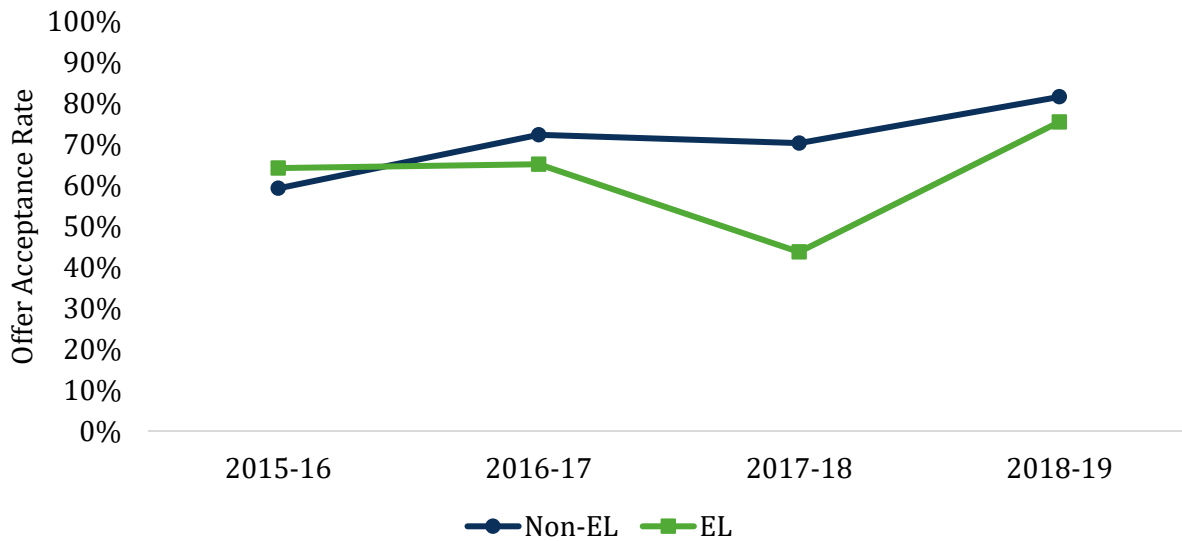


Figure 30. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by EL Status



Sending School Offer Acceptance Rates

In the context of the School Selection Process, the “sending school” is the SDP school where a student was enrolled when they applied. There were clear variations in offer acceptance rates at different sending schools. Further, those variations differed for CW-only, SA-only, and type-choice applicants (Tables 2 through 5). For example, some schools with very high CW-only acceptance rates were not among the schools with the highest SA-only acceptance rates (e.g., Waring, Gompers) and vice-versa (e.g., Kirkbride, Henry); others placed highly on both lists (e.g., Fidler, Overbrook Educational Center). For type-choice applicants, there were sending schools with very high CW-acceptance rates (e.g., Lea, Decatur), and others with SA-acceptance rates as high as 100%.

Table 2. Citywide-Only Acceptance Rates for 25 Sending Schools with the Highest Rates (Minimum 20 Admission Offers); 2015-16 through 2018-19

Sending School	Number of Students Offered CW-Only Admission (Across Four Years)	Number of Students who Accepted a CW Admission Offer (Across Four Years)	CW-Only Acceptance Rate (Across Four Years)
Laura W. Waring	59	59	100.0%
Samuel Gompers	21	21	100.0%
Fitler Academics Plus	40	39	97.5%
James R. Ludlow	59	57	96.6%
Kenderton Elementary	28	27	96.4%
Spring Garden	70	67	95.7%
Middle Years Alternative	61	57	93.4%
Overbrook Educational Center	28	26	92.9%
Dr. Ethel Allen	148	137	92.6%
Charles W. Henry	42	38	90.5%
William Dick	122	110	90.2%
William D. Kelley	80	72	90.0%
Francis Hopkinson	238	214	89.9%
E. Washington Rhodes	239	212	88.7%
General Philip Kearny	78	69	88.5%
General George G. Meade	75	66	88.0%
John F. Hartranft	88	77	87.5%
Edward Gideon	64	56	87.5%
Bache-Martin	55	48	87.3%
S. Weir Mitchell	78	68	87.2%
Juniata Park Academy	294	256	87.1%
Edwin M. Stanton	38	33	86.8%
James G. Blaine	83	72	86.7%
Andrew Jackson	27	23	85.2%
Alain Locke	79	67	84.8%

Table 3. Special Admission only Acceptance Rates for 25 Sending Schools with the Highest Rates (Minimum 20 Admission Offers); 2015-16 through 2018-19

Sending School	Number of Students Offered SA-Only Admission (Across Four Years)	Number of Students Who Accepted a SA Admission Offer (Across Four Years)	SA-Only Acceptance Rate (Across Four Years)
Eliza B. Kirkbride	109	109	100.0%
Charles W. Henry	101	101	100.0%
Fitler Academics Plus	73	73	100.0%
Overbrook Educational Center	63	63	100.0%
Penrose	52	52	100.0%
Thomas Mifflin	40	40	100.0%
Henry A. Brown	34	34	100.0%
Francis Hopkinson	33	33	100.0%
Morris E. Leeds	32	32	100.0%
General Philip Kearny	27	27	100.0%
Edwin M. Stanton	25	25	100.0%
F. Amedee Bregy	24	24	100.0%
Martha Washington	23	23	100.0%
William T. Tilden	20	20	100.0%
General George A. McCall	144	143	99.3%
High School of Engineering and Science	134	133	99.3%
Sadie Alexander	168	166	98.8%
Girard Academic Music Program	272	268	98.5%
Russell H. Conwell	136	134	98.5%
George W. Sharswood	67	66	98.5%
Southwark	61	60	98.4%
Andrew Hamilton	59	58	98.3%
Julia R. Masterman	704	690	98.0%
Bache-Martin	48	47	97.9%
Andrew Jackson	47	46	97.9%

Table 4. Type Choice-CW Acceptance Rates for 25 Sending Schools with the Highest Rates (Minimum 20 Admission Offers); 2015-16 through 2018-19

Sending School	Number of Students Offered Both CW and SA Admission (Across Four Years)	Number of Students Who Accepted a CW Admission Offer (Across Four Years)	Type-Choice CW Acceptance Rate (Across Four Years)
Henry C. Lea	26	13	50.0%
Stephen Decatur	33	14	42.4%
Avery D. Harrington	26	11	42.3%
James Rhoads	28	10	35.7%
Penrose	34	12	35.3%
Hamilton Disston	20	7	35.0%
Middle Years Alternative	38	13	34.2%
Juniata Park Academy	47	16	34.0%
William T. Tilden	51	17	33.3%
John F. McCloskey	37	12	32.4%
Julia de Burgos	28	9	32.1%
Thomas K. Finletter	26	8	30.8%
Francis Hopkinson	49	15	30.6%
Thurgood Marshall	23	7	30.4%
Olney	30	9	30.0%
Henry A. Brown	20	6	30.0%
Spring Garden	20	6	30.0%
Andrew Hamilton	44	13	29.5%
Warren G. Harding	31	9	29.0%
Benjamin B. Comegys	28	8	28.6%
Mayfair	68	18	26.5%
Andrew Jackson	34	9	26.5%
Ethan Allen	42	11	26.2%
Anna B. Day	39	10	25.6%
Fitler Academics Plus	40	10	25.0%

Table 5. Type Choice-SA Acceptance Rates for 25 Sending Schools with the Highest Rates (Minimum 20 Admission Offers); 2015-16 through 2018-19

Sending School	Number of Students Offered Both CW and SA Admission (Across Four Years)	Number of Students Who Accepted a SA Admission Offer (Across Four Years)	Type-Choice SA Acceptance Rate (Across Four Years)
High School of Engineering and Science	27	27	100.0%
George W. Sharswood	20	19	95.0%
Julia R. Masterman	43	40	93.0%
Charles W. Henry	26	24	92.3%
George W. Childs	37	34	91.9%
E. Washington Rhodes	24	21	87.5%
D. Newlin Fell	53	46	86.8%
General George A. McCall	44	38	86.4%
Martha Washington	24	20	83.3%
William C. Longstreth	27	22	81.5%
Joseph Greenberg	69	56	81.2%
Overbrook Educational	24	19	79.2%
Anna L. Lingelbach	28	22	78.6%
Shawmont	37	29	78.4%
Fitler Academics Plus	40	30	75.0%
Academy for the Middle Years at Northwest	65	48	73.8%
Andrew Jackson	34	25	73.5%
Robert E. Lamberton	33	24	72.7%
Russell H. Conwell	73	53	72.6%
Andrew J. Morrison	29	21	72.4%
Southwark	54	39	72.2%
Anna B. Day	39	28	71.8%
Woodrow Wilson	101	72	71.3%
Baldi	228	162	71.1%
Warren G. Harding	31	22	71.0%

Receiving schools varied widely in the rate at which students accepted admission offers.

Students were more likely to accept offers from some schools than others (Tables 6 and 7). The schools with the highest overall offer acceptance rates included high-performing schools with traditional academic programs (e.g., Central), but also schools with specialized programming in the arts (e.g., C.A.P.A) or industry (e.g., Mastbaum), and schools with distinct or unique instructional models (e.g., Building 21).

Table 6. Admission Offers Extended and Accepted at 10 CW Schools with Highest Offer Admission Rates, 2015-16 through 2018-19

School Name	Program Name	Number of Admission Offers (Program)	Number of Student Acceptances (Program)	Offer Acceptance Rate (Program)	Number of Admission Offers (School)	Number of Student Acceptances (School)	Offer Acceptance Rate (School)
Robeson, Paul High School		251	185	73.7%	251	185	73.7%
Mastbaum	Automotive Mechanics	222	150	67.6%	1,284	821	63.9%
	Business Technology	113	70	61.9%			
	Carpentry	106	54	50.9%			
	Culinary Arts	265	183	69.1%			
	Electrical & Power	133	77	57.9%			
	Graphic Design	154	101	65.6%			
	Health Info Rec Tech	12	11	91.7%			
	Health Related Tech	151	105	69.5%			
	Medical Records Tech.	56	23	41.1%			
	Welding Technology	72	47	65.3%			
High School of The Future		870	554	63.7%	870	554	63.7%
Kensington CAPA	Kensington CAPA	121	87	71.9%	165	95	57.6%
	Cinematography	17	2	11.8%			
	Commercial Adv Art	27	6	22.2%			
	Film & Video Production	0	0	-			
	Graphic Design	0	0	-			
Building 21		817	452	55.3%	817	452	55.3%
The U School		624	343	55.0%	624	343	55.0%

School Name	Program Name	Number of Admission Offers (Program)	Number of Student Acceptances (Program)	Offer Acceptance Rate (Program)	Number of Admission Offers (School)	Number of Student Acceptances (School)	Offer Acceptance Rate (School)
Swenson	Auto Collision Repair	76	34	44.7%	1,353	730	54.0%
	Automotive Technology	117	56	47.9%			
	Baking	155	85	54.8%			
	Carpentry	100	49	49.0%			
	Communications Tech	125	58	46.4%			
	Computer Systems	154	102	66.2%			
	Culinary Arts	156	83	53.2%			
	Digital Media Prod.	15	14	93.3%			
	Electrical & Power	78	37	47.4%			
	Engineering Technology	167	101	60.5%			
	Health Related Tech	156	95	60.9%			
	Plumbing Technology	35	9	25.7%			
	Welding	19	7	36.8%			
Vaux High School		138	71	51.4%	138	71	51.4%
Philadelphia Military Academy		699	359	51.4%	699	359	51.4%
Randolph	Auto Tech	174	91	52.3%	1,086	550	50.6%
	Automated Systems/Electronics	9	6	66.7%			
	Automotive Collision	110	48	43.6%			
	Construction Trades	123	60	48.8%			
	Culinary Arts	207	108	52.2%			
	Dental Assisting	68	32	47.1%			
	Fire Academy	135	77	57.0%			
	Health Related Tech	155	80	51.6%			
	Vending Repair	22	8	36.4%			
	Welding	83	40	48.2%			

Table 7. Admission offers granted and accepted at 10 SA schools with highest offer admission rates; 2015-16 through 2018-19

School Name	Program Name	Number of Admission Offers (Program)	Number of Student Acceptances (Program)	Offer Acceptance Rate (Program)	Number of Admission Offers (School)	Number of Student Acceptances (School)	Offer Acceptance Rate (School)
Masterman, Julia R. High School		521	471	90.4%	521	471	90.4%
Arts Academy at Rush	Art	274	192	70.1%	632	417	66.0%
	Dance	78	49	62.8%			
	Instrumental Music	98	55	56.1%			
	Theatre	79	54	68.4%			
	Vocal Music	103	67	65.0%			
Central High School		2,713	1,750	64.5%	2,713	1,750	64.5%
C.A.P.A.	Cinematography/ Video	29	21	72.4%	670	388	57.9%
	Communications Tech	43	28	65.1%			
	Creative Writing	98	48	49.0%			
	Dance	65	39	60.0%			
	Drama	103	66	64.1%			
	Instrumental Music	132	63	47.7%			
	Visual Arts	117	70	59.8%			
	Vocal Music	83	53	63.9%			
Parkway West High School		440	232	52.7%	440	232	52.7%
Parkway Center City Middle College		130	67	51.5%	130	67	51.5%
Motivation High School		520	266	51.2%	520	266	51.2%
Saul, Walter B. High School		1,023	509	49.8%	1,023	509	49.8%
Girard Academic Music Program		452	222	49.1%	452	222	49.1%
Science Leadership Academy @ Beeber		448	216	48.2%	448	216	48.2%

Section II: Student Qualifications

SA programs (and some CW programs) have entry criteria for student academic achievement, attendance, and behavior (see Box 4). These requirements vary from school to school, so a student might meet the qualifications for one school, but not meet those for another. In general, students with stronger qualifications are more likely to apply to schools with rigorous criteria, and they are more likely to be offered admission.

Nonetheless, the alignment of qualifications to admission and enrollment is not absolute. Students are sometimes admitted to a program even if they do not meet all of the requirements, and sometimes they apply to, and accept offers, from schools for which they are over-qualified.

Box 4. Five Categories of 8th Grade Applicant Qualifications

In general, Special Admission (SA) schools have the most rigorous admission requirements. Historically, Citywide (CW) programs have had less rigorous entry requirements. This is still true in four cases, but the other Citywide programs eliminated all requirements starting with admission in 2017-18. (Neighborhood high schools have no entry requirements.)

Individual Special Admission schools have different cutoffs for some admission metrics. For example, a school can determine whether qualified students must score among the top 30% or 20% of District students on 7th Grade PSSA scores. For this report, we have grouped all individual school requirements into the following five categories:

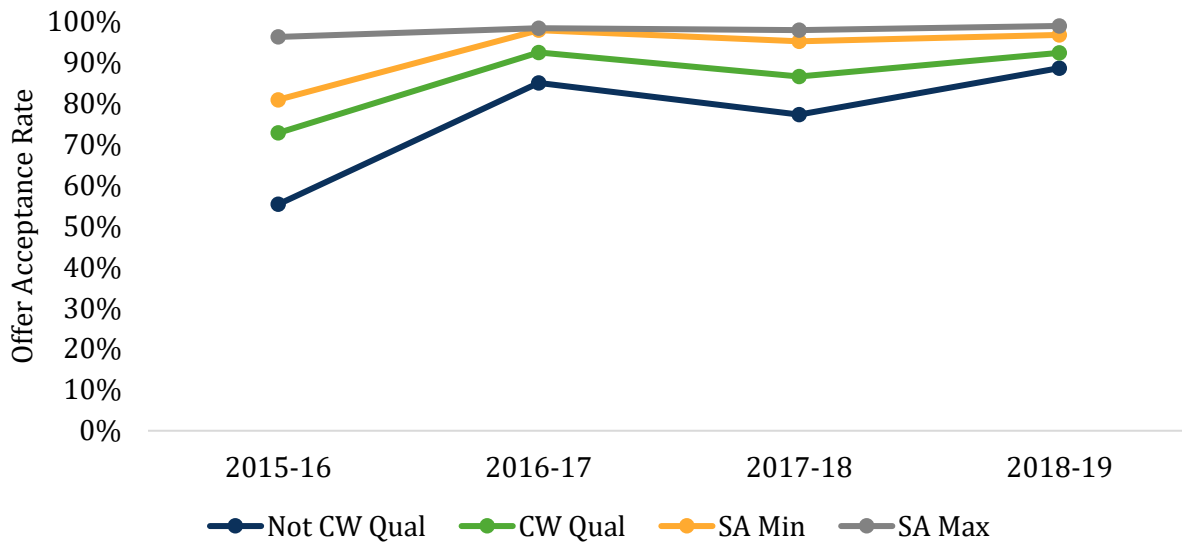
- **Special Admission Maximally Qualified (SA Max):** These applicants met the requirements of the *most* selective SA schools. These applicants were SA Minimum Qualified *and* scored in the top 10% of SDP students on the 7th grade PSSA tests in English and Math. By definition, these students also meet both CW and SA Min qualification levels (see below).
- **Special Admission Minimally Qualified (SA Min):** These applicants met the requirements of the *least* selective SA schools. These students received only grades of A or B in all four core subjects, *and* attended at least 95% of their enrolled days, *and* had no out-of-school suspensions, *and* scored in the top 30% of SDP students on the PSSA tests in English and Math in 7th grade. By definition, these students also meet the CW qualification level (see below).
- **Citywide (CW) Qualified:** These applicants received grades of A, B, or C in all four core areas, *and* attended at least 95% of their enrolled days, *and* had no out-of-school suspensions. This is the highest category possible for students with missing PSSA data, as CW admissions do not have a PSSA requirement.
- **Not Qualified:** These students did not meet one or more requirement for CW qualification (which means, by definition, they also did not meet the more stringent SA Min or Max qualifications).
- **Missing:** At least one missing data point made it impossible to evaluate CW Qualification (which, necessarily, also precludes evaluating SA Min or Max qualifications).

Were there differences in the qualifications of applicants from different subgroups who did or did not accept offers of admission to ninth grade schools or programs with competitive criteria?

The stronger a student’s qualifications, the more likely they were to accept offers of admission

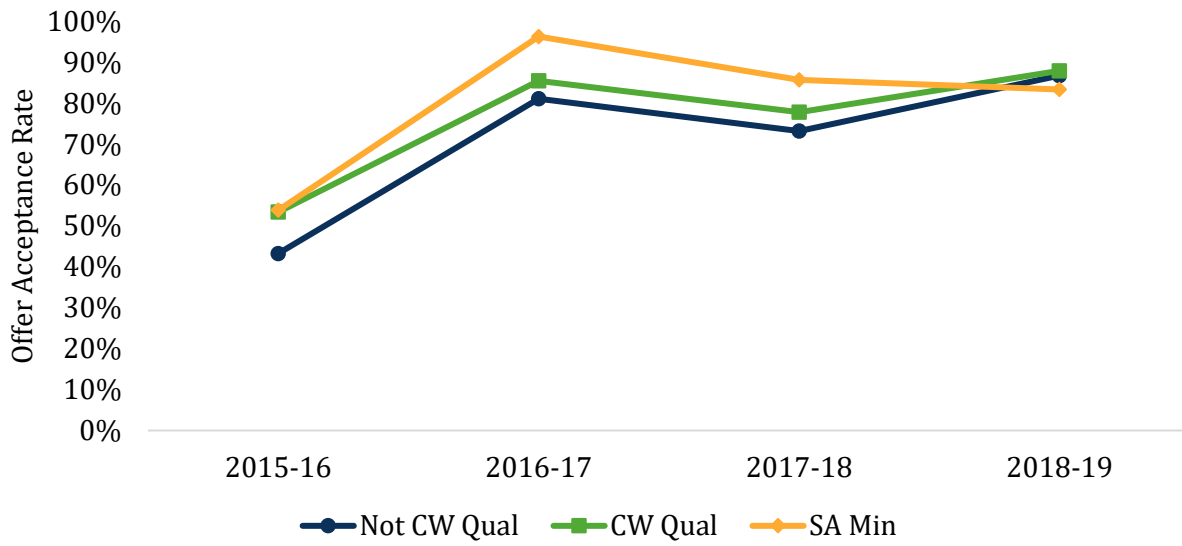
In general, the more qualified a student was, the more likely they were to accept an offer of admission (Figure 31). This was true for both CW-only and SA-only applicants (Figures 32 and 33). In the case of type-choice applicants, SA offer acceptance rates rose with student qualification levels (Figures 34 and 35).

Figure 31. Percentage of Students who Accepted Any Admission Offer, by Qualification Level



Note: See Box 3 for a note about 2015-16 CW acceptance data.

Figure 32. Percentage of CW-Only Applicants who Accepted CW Admission Offers, by Qualification Level



Note: See Box 3 for a note about 2015-16 CW acceptance data.

Figure 33. Percentage of SA-Only Applicants who Accepted SA Admission Offers, by Qualification Level

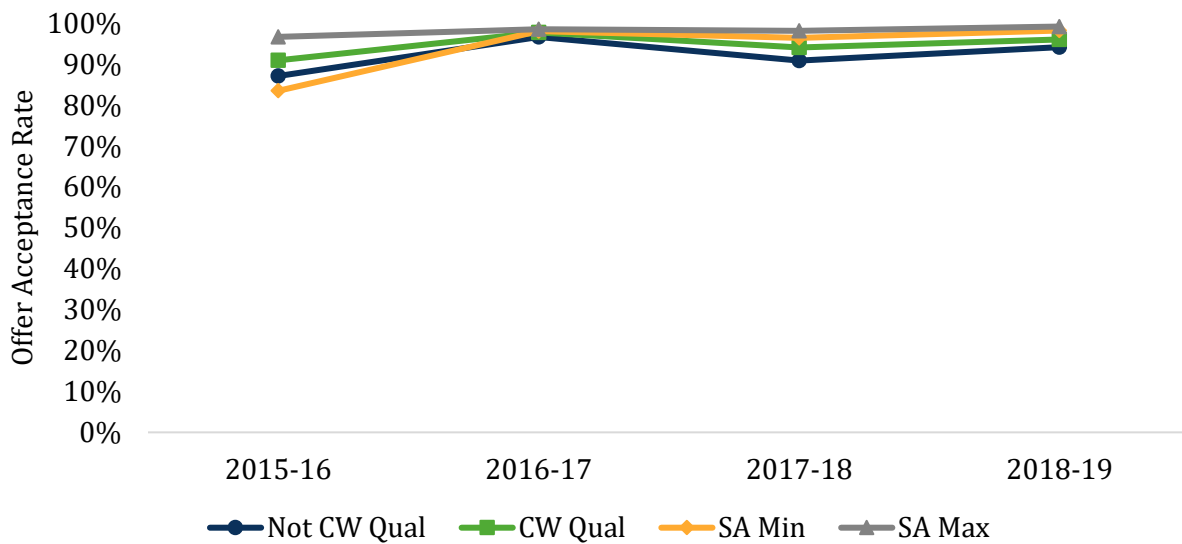


Figure 34. Percentage of Type-Choice Applicants who Accepted CW Admission Offers, by Qualification Level

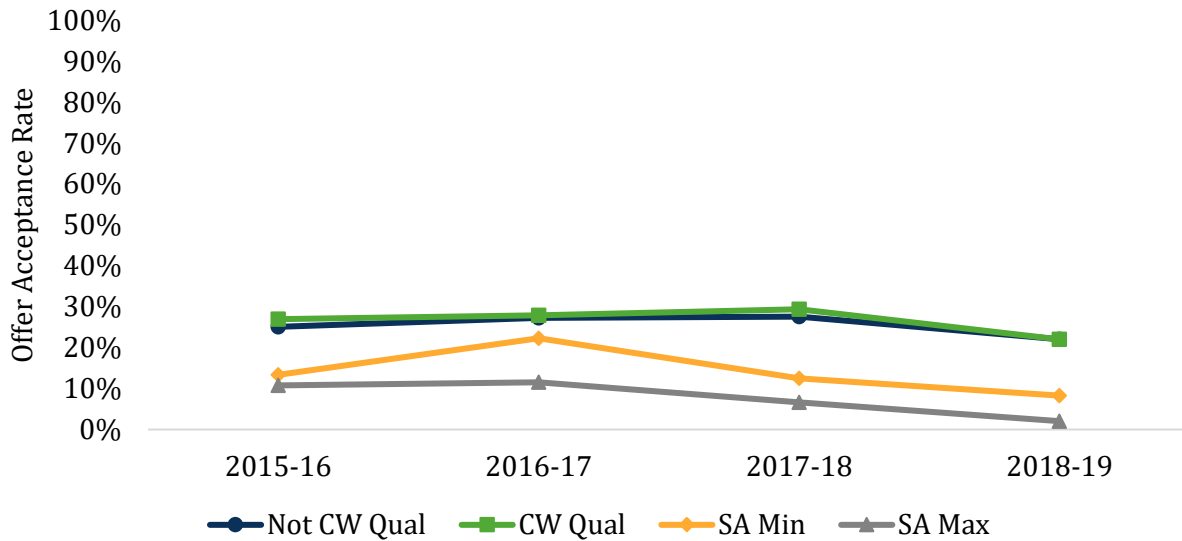
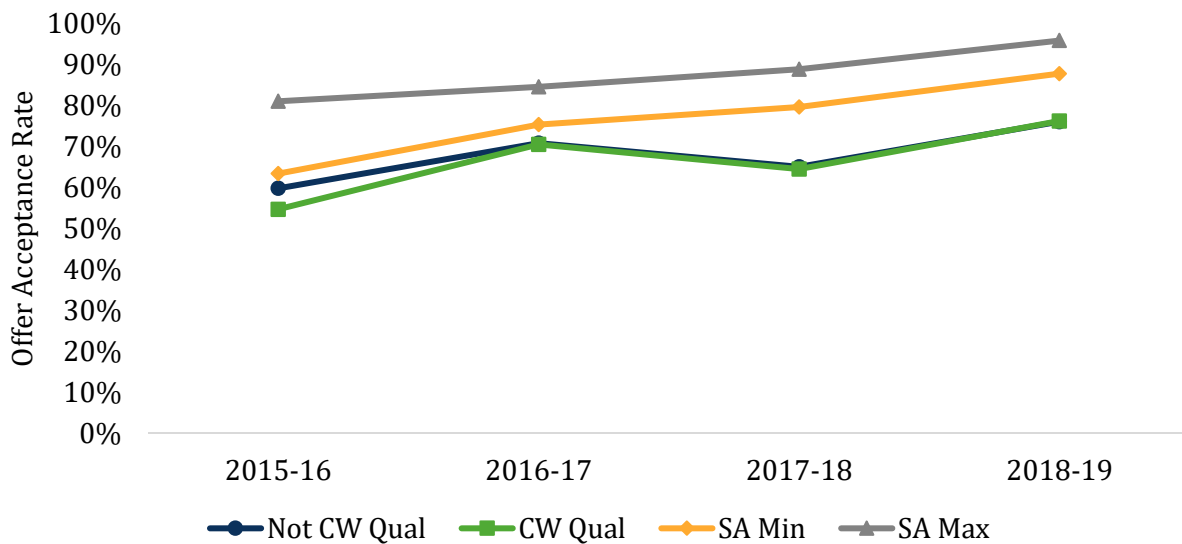


Figure 35. Percentage of Type-Choice Applicants who Accepted SA Admission Offers, by Qualification Level



Section III: When Students Accept an Offer from One School, but Enroll at Another

Some students accepted an admission offer from a CW or SA school during their 8th grade year but did not subsequently enroll at that specific school. Students might fall into this category for many reasons, either by choice (e.g., they accepted a new offer after being placed on a waitlist, or they re-evaluated a difficult commute) or in response to circumstances outside of their control (e.g., their address or family responsibilities changed). To acknowledge these possible motivations, and for ease of reference, we refer to these students as *re-directed* (see Box 5).

Box 5. Re-Direct Definitions

When a school with competitive admission criteria offers a seat to a student, that student may or may not choose to accept admission. In turn, those students who do accept the offer may or may not follow through by enrolling the next fall.

In this section, we are focusing on those students who accepted an admission offer from a CW or SA school but were not enrolled at that school the following October 1.

Re-Directed Student: A student who accepted an offer of admission but did not enroll at that school by October 1 of the following year.

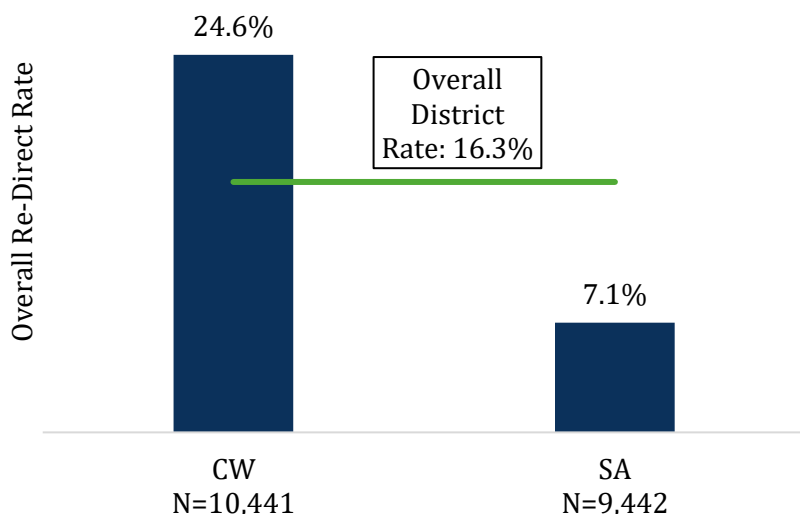
- **CW Re-Direct Student:** A re-directed student who originally accepted an admission offer from a CW school.
- **SA Re-Direct Student:** A re-directed student who originally accepted an admission offer from a SA school.

What were the rates at which different subgroups of 8th grade applicants accepted an admission offer from a school, then subsequently enrolled at a different school?

When students accept an offer of admission from a school, they usually follow through and enroll at that school

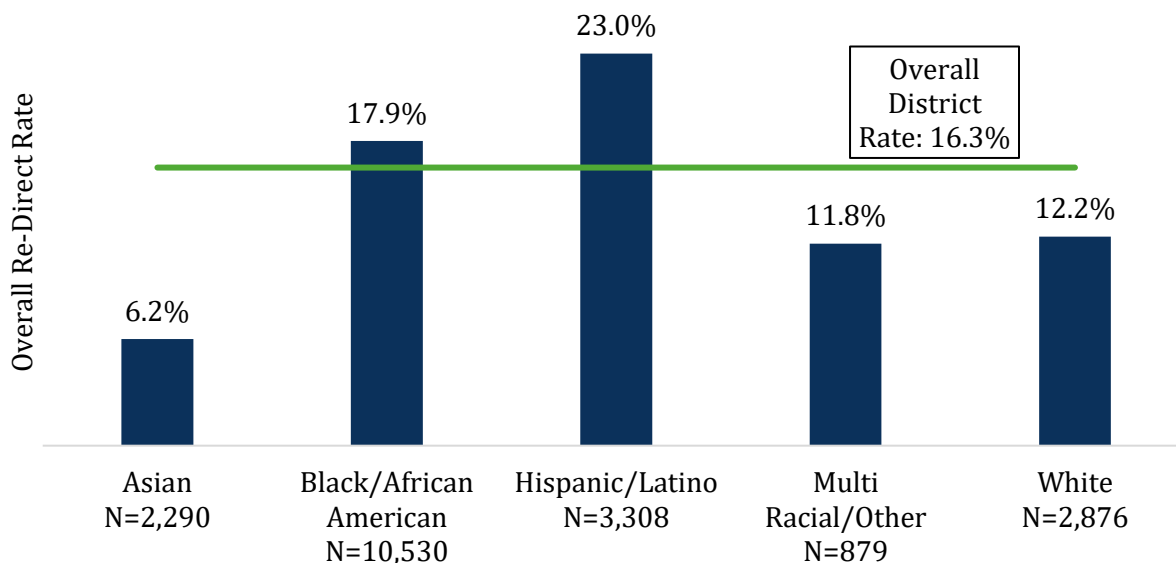
Overall, 16.3 percent of students who accepted an admission offer re-directed prior to their next-fall enrollment (Figure 36). Those who had accepted an offer from a CW school were over three times as likely to re-direct as those who accepted a SA offer (24.6 versus 7.1 percent, respectively).

Figure 36. Percentage of Students who Re-Directed After Accepting an Admission Offer, by CW or SA Admission Offer (9th Grade 2015-16—2018-19 Cohorts)



Students from different racial/ethnic groups did not re-direct at the same rate (Figure 37). At the extremes, Hispanic/Latino students re-directed at a rate almost four times that of Asian students (22.9 percent vs. 6.2 percent).

Figure 37. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)



For students of most subgroups, the CW re-direct rate was about three times the SA re-direct rate (Figures 38 and 39). Asian students, who had a particularly low SA re-direct rate of 3.7 percent, were the exception; their CW re-direct rate was over five times their SA re-direct rate.

Figure 38. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)

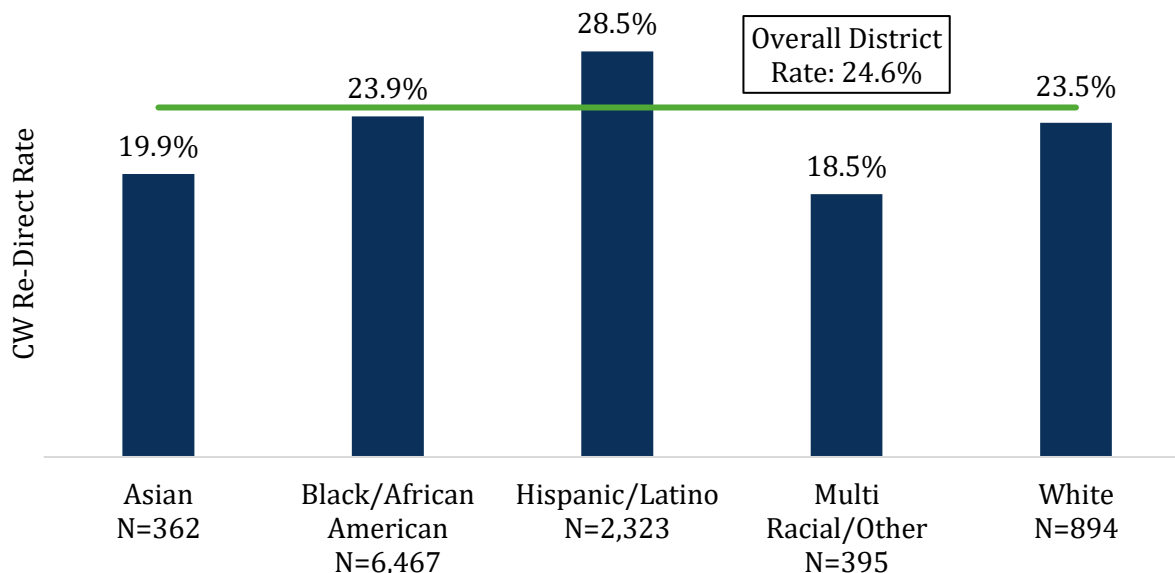
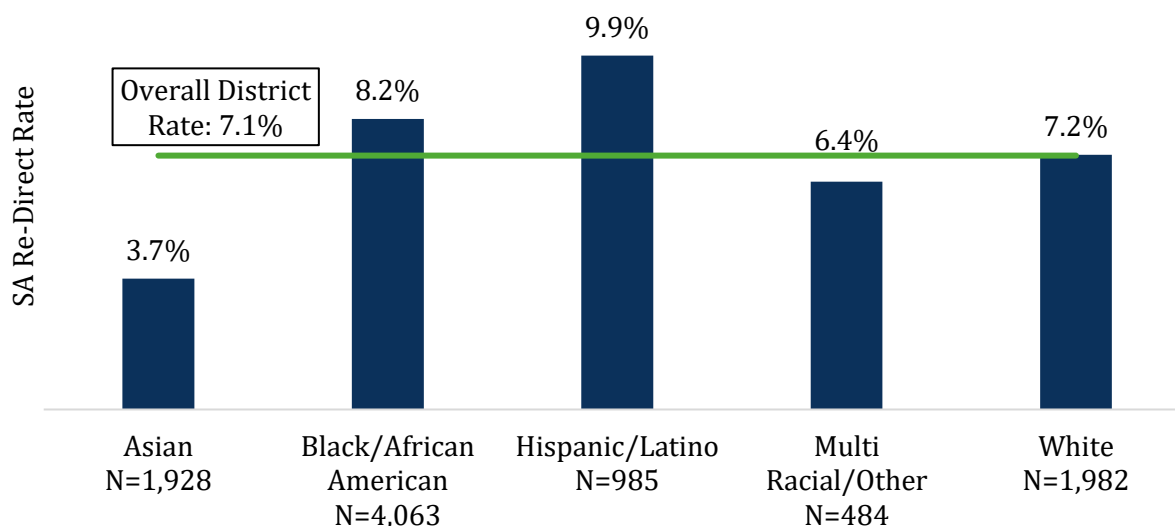


Figure 39. Percentage of Students who Re-Directed After Accepting a SA Admission Offer, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)



Overall re-direct rates for male and female students were similar (Figure 40). Female students were slightly more likely to re-direct from both CW and SA offer acceptances (Figures 41 and 42).⁵

⁵ It is a statistical peculiarity that the overall re-direct rate was slightly higher for male students, while the component CW and SA rates were both higher for female students. This is made possible by the fact that male students were more likely to apply to (and receive offers from) CW schools, and students with CW offers are,

Figure 40. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by Gender (9th Grade 2015-16—2018-19 Cohorts)

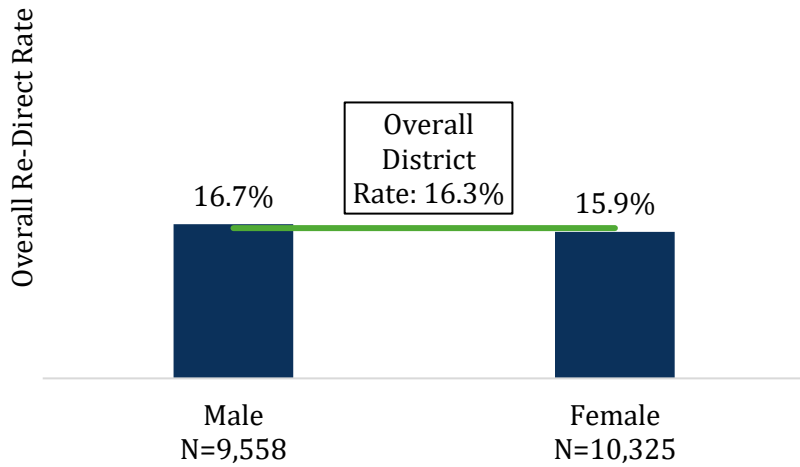
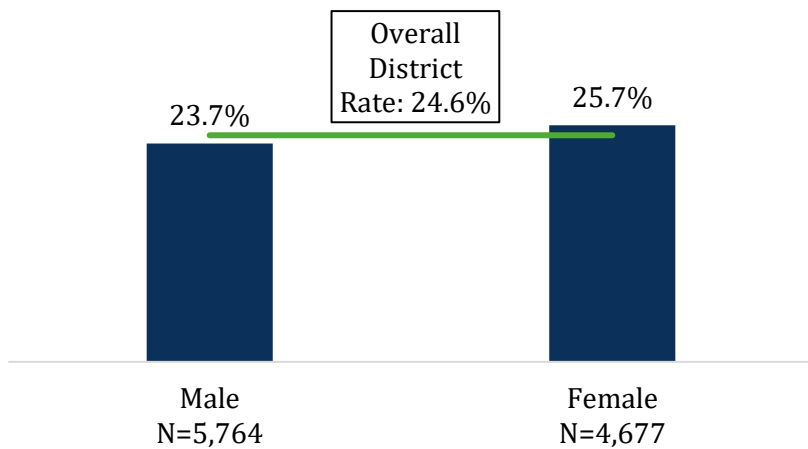
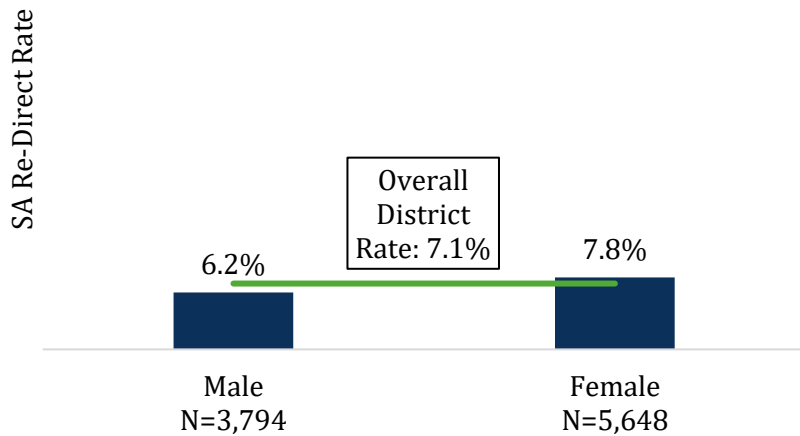


Figure 41. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by Gender (9th Grade 2015-16—2018-19 Cohorts)



in turn, more likely to re-direct. The differences among sample sizes among the subgroups makes the unusual pattern of rates possible.

Figure 42. Percentage of Students who Re-Directed After Accepting an SA Admission Offer, by Gender (9th Grade 2015-16—2018-19 Cohorts)



Students with IEPs were more likely to re-direct overall (Figure 43), and they were more likely to re-direct when accepting a SA offer (Figure 45). However, students with IEPs were slightly less likely to re-direct after accepting a CW offer (Figure 44).

Figure 43. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)

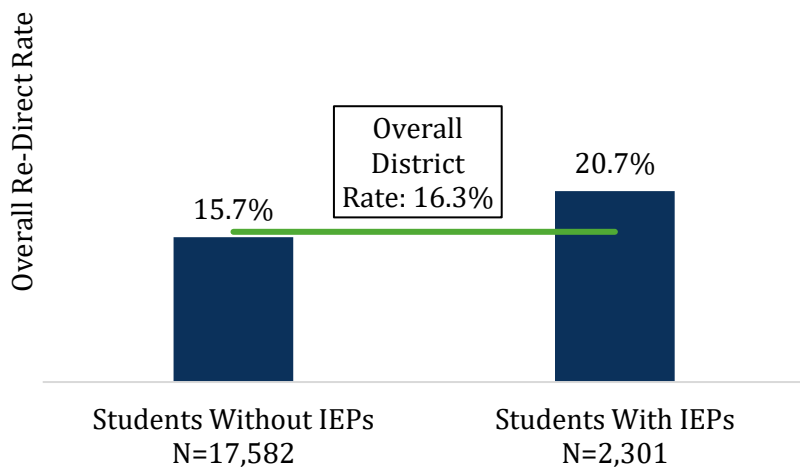


Figure 44. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)

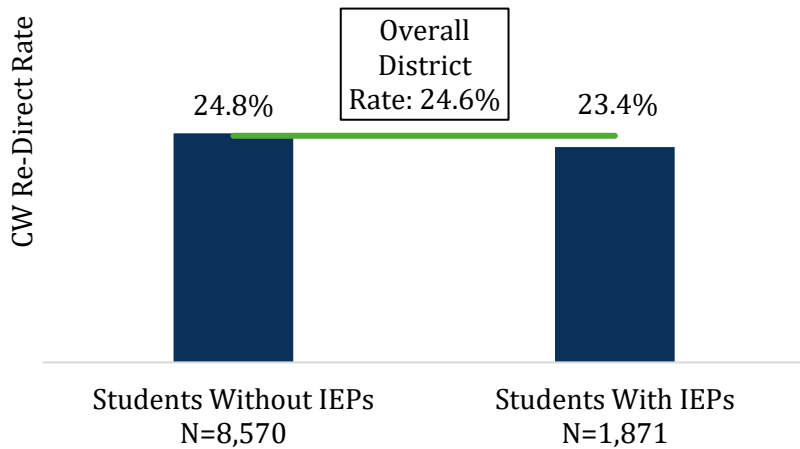
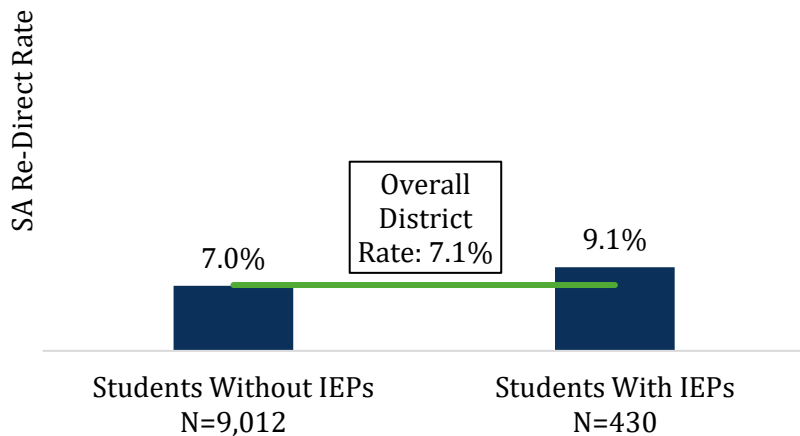


Figure 45. Percentage of Students who Re-Directed After Accepting an SA Admission Offer, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)



English Learners were substantially more likely to re-direct than non-English Learners (Figure 46). English learners were also more likely to re-direct after accepting a CW offer (though by a smaller margin; see Figure 47), and over twice as likely to re-direct after accepting a SA offer (Figure 48).

Figure 46. Percentage of Students who Re-Directed After Accepting a CW or SA Admission Offer, by EL Status (9th Grade 2015-16—2018-19 Cohorts)

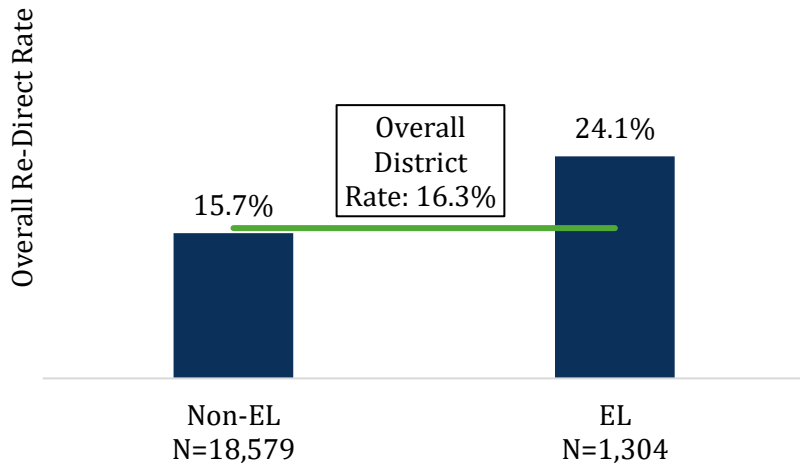


Figure 47. Percentage of Students who Re-Directed After Accepting a CW Admission Offer, by EL Status (9th Grade 2015-16—2018-19 Cohorts)

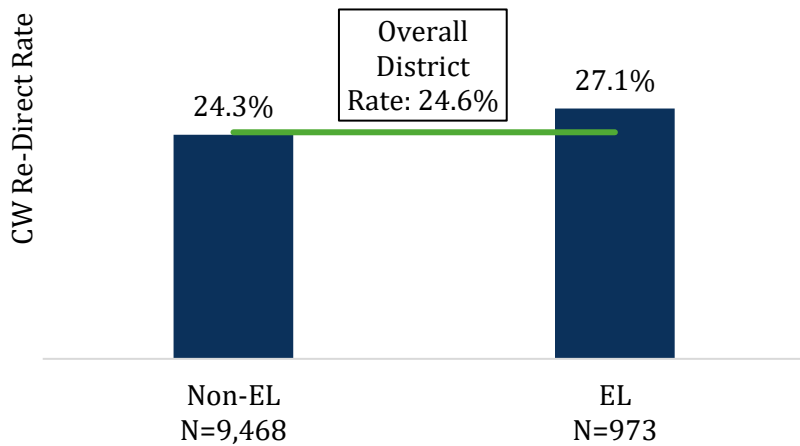
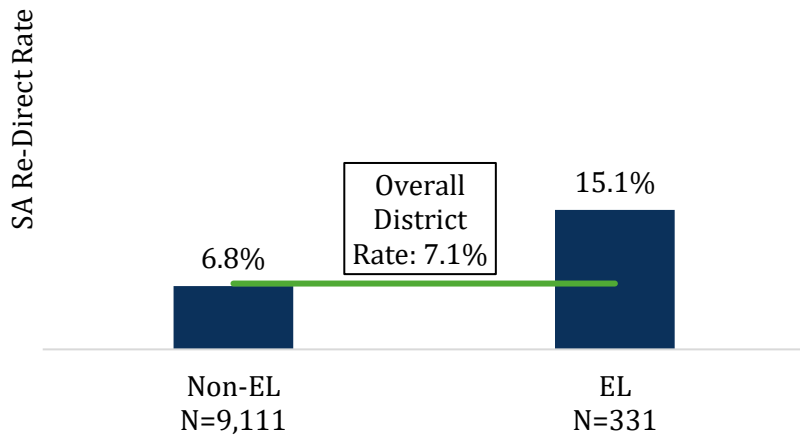


Figure 48. Percentage of Students who Re-Directed After Accepting an SA Admission Offer, by EL Status (9th Grade 2015-16—2018-19 Cohorts)



Different sending schools had different CW and SA re-direct rates.

Students at some sending schools re-directed at rates that were higher than the overall District re-direct rates. This was true both for students who originally accepted a CW offer (Table 8) and for those who originally accepted a SA offer (Table 9). Some schools had higher rates for both types of admission offer, but in many cases a school appears in one table but not both. For example, the school with the highest CW re-direct rate (Kirkbride) and the school with the highest SA re-direct rate (Longstreth) are each absent from the other list.

Table 8. Citywide Re-Direct Rates for 25 Sending Schools with the Highest Rates (Minimum 20 Accepted Students); 2015-16 through 2018-19

Sending School	Number of Students who Accepted a CW Admission Offer	Number of Students who Re-Directed After Accepting CW Admission	CW Re-Direct Rate
Eliza B. Kirkbride	22	11	50.0%
Henry A. Brown	51	25	49.0%
Delaplaine McDaniel	62	27	43.5%
George W. Sharswood	28	12	42.9%
William H. Hunter	104	43	41.3%
Dimner Beeber	117	47	40.2%
George W. Nebinger	25	9	36.0%
Vare-Washington	23	8	34.8%
Juniata Park Academy	272	94	34.6%
F. Amedee Bregy	55	19	34.5%
Benjamin B. Comegys	41	14	34.1%
Bridesburg	47	16	34.0%
John H. Taggart	50	17	34.0%
Bache-Martin	45	15	33.3%
General George G. Meade	66	22	33.3%
General J. Harry LaBrum	27	9	33.3%
Edward Gideon	59	19	32.2%
John F. Hartranft	81	26	32.1%
Alexander Adaire	47	15	31.9%
Anna L. Lingelbach	47	15	31.9%
John Welsh	110	35	31.8%
Thomas K. Finletter	101	32	31.7%
Honorable Luis Munoz-Marin	111	35	31.5%
Stephen Decatur	123	38	30.9%
Rudolph Blankenburg	82	25	30.5%
District Total	10,298	2,535	24.6%

Table 9. Special Admit Re-Direct Rates for 25 Sending Schools with the Highest Rates (Minimum 20 Accepted Students)

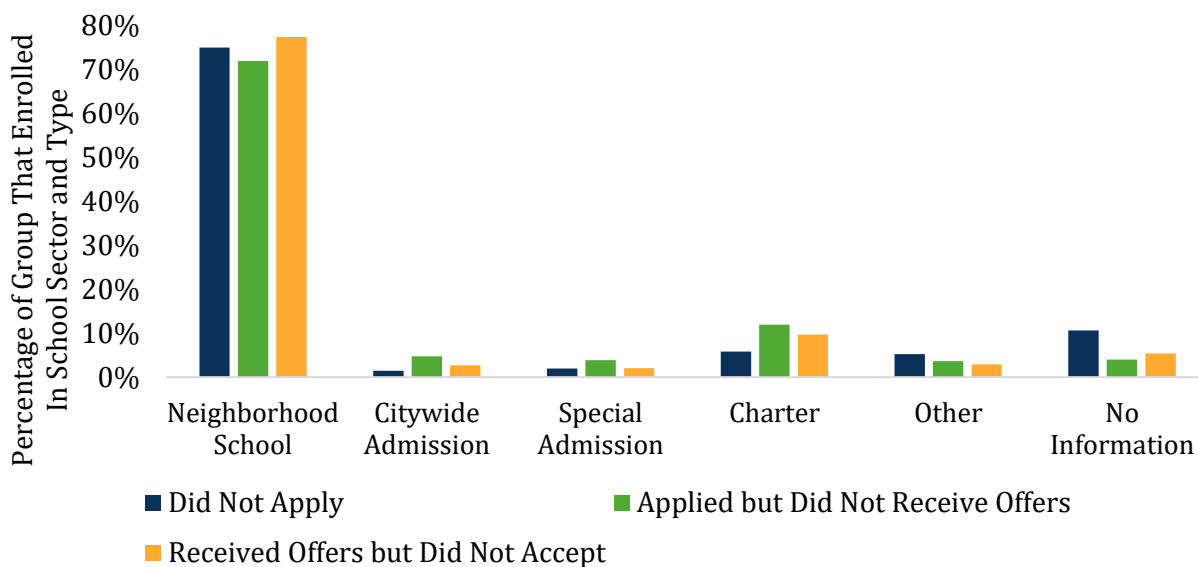
Sending School	Number of Students who Accepted an SA Admission Offer	Number of Students who Re-Directed After Accepting SA Admission	SA Re-Direct Rate
William C. Longstreth	35	10	28.6%
Potter-Thomas	24	6	25.0%
Bridesburg	47	11	23.4%
Hamilton Disston	35	8	22.9%
F. Amedee Bregy	34	7	20.6%
Delaplaine McDaniel	21	4	19.0%
Avery D. Harrington	27	5	18.5%
Alexander Adaire	76	14	18.4%
General Louis Wagner	80	14	17.5%
John H. Taggart	46	8	17.4%
Andrew J. Morrison	64	11	17.2%
Alternative Middle Years at James Martin	151	25	16.6%
James Rhoads	25	4	16.0%
Robert E. Lamberton	59	9	15.3%
Southwark	99	14	14.1%
Thomas Mifflin	53	7	13.2%
Benjamin B. Comegys	31	4	12.9%
Dimner Beeber	32	4	12.5%
James G. Blaine	24	3	12.5%
Francis Hopkinson	66	8	12.1%
George W. Sharswood	85	10	11.8%
Thurgood Marshall	43	5	11.6%
Austin Meehan	147	16	10.9%
Penrose	74	8	10.8%
A.L. Fitzpatrick	77	8	10.4%
District Total	8,707	645	7.4%

When a student did not enroll in the school from which they accepted an offer of admission, what type of school did they subsequently enroll in?

When students do not have (or do not accept) CW or SA admission offers, they usually enroll at a neighborhood school the following year

Extending the analysis of re-directed students, we next describe next-fall enrollment patterns for students who accepted an admission offer from one school, but ultimately enrolled at another. In order to understand these decisions, it is important to consider how these students compare with students who did not accept an offer at the end of the school selection process; whether because they declined offers, applied but did not receive any offers, or did not participate in the School Selection Process. Students in all of these categories were very likely to enroll at a neighborhood school (NS) the next fall, with Charter enrollments a very distant second (Figure 49).

Figure 49. Fall Enrollment Type of Students Who Did Not Receive and/or Accept CW or SA Admission Offers (9th Grade 2015-16—2018-19 Cohorts)

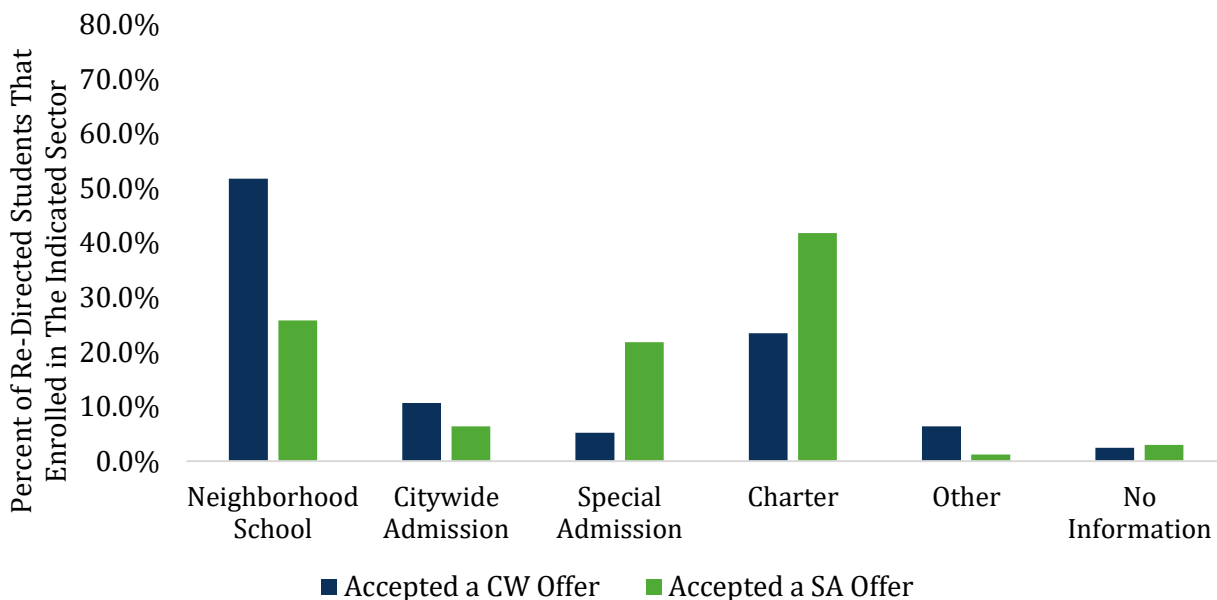


How to read this graph: This graph shows fall enrollment information for students who did not have (or did not accept) CW or SA offers. It shows what kinds of schools those students enrolled in and categorizes students based on their participation and success in the school selection process. The cluster of tall bars on the left means that the most common destination for most of these students was a neighborhood school. Also, if you consider all bars of the same color, they add to 100 percent. For example, the set of blue bars tells you the enrollment status for all of the students who did not apply to CW and/or SA schools.

In contrast, re-directed students enrolled in schools across types (e.g., CW or SA) and across school governance sectors (e.g. District and Charter) without a single, school category predominating (Figure 50). In addition, the pattern of next-fall enrollment was quite different for students who had accepted CW versus SA offers. Citywide re-directed students most frequently opted to attend a neighborhood school (1.8 percent), followed by Charter schools (23.4 percent). In contrast, SA re-

directed students were most likely to enroll in a Charter (41.8 percent), then an NS (25.8 percent), then a different SA school from the one they accepted the offer from (21.8 percent).

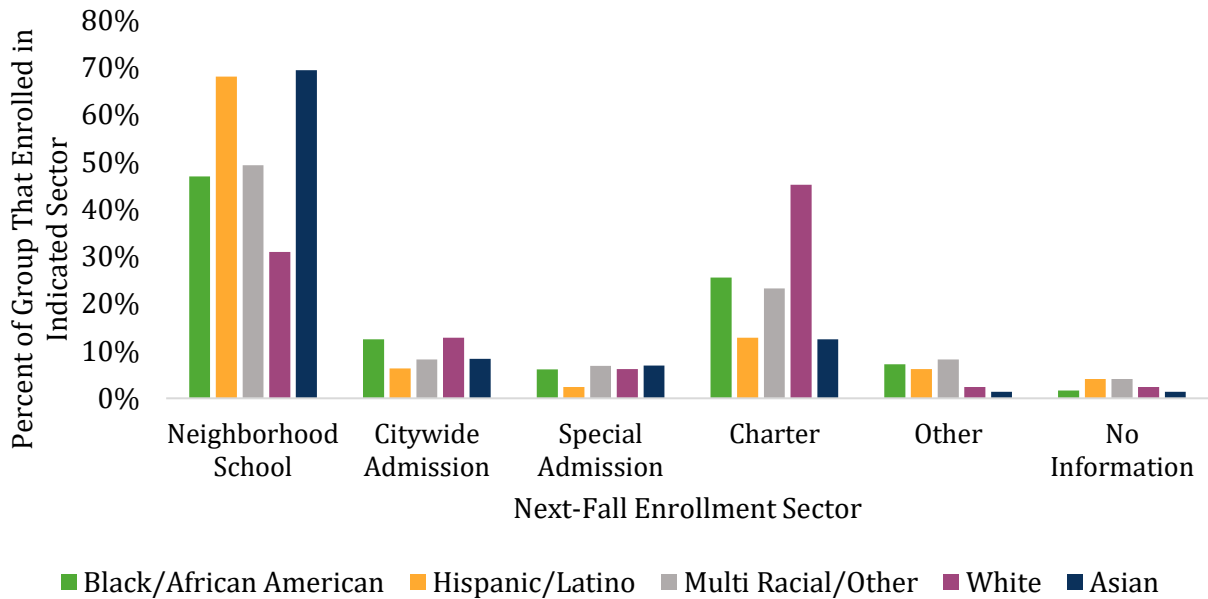
Figure 50. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW or SA School, but did not Enroll at that School the Following Year (9th Grade 2015-16—2018-19 Cohorts)



How to read this graph: This graph shows fall enrollment information for students re-directed after accepting a CW or SA offer. It shows what kinds of schools those students enrolled in and categorizes students based on the type of offer they accepted. Students that re-directed after accepting a CW offer were most likely to enroll in a neighborhood school, while those who had accepted a SA offer were most likely to enroll in a charter. Also, if you consider all bars of the same color, they add to 100 percent. For example, the set of blue bars tells you the enrollment status for all students who re-directed after accepting a CW offer.

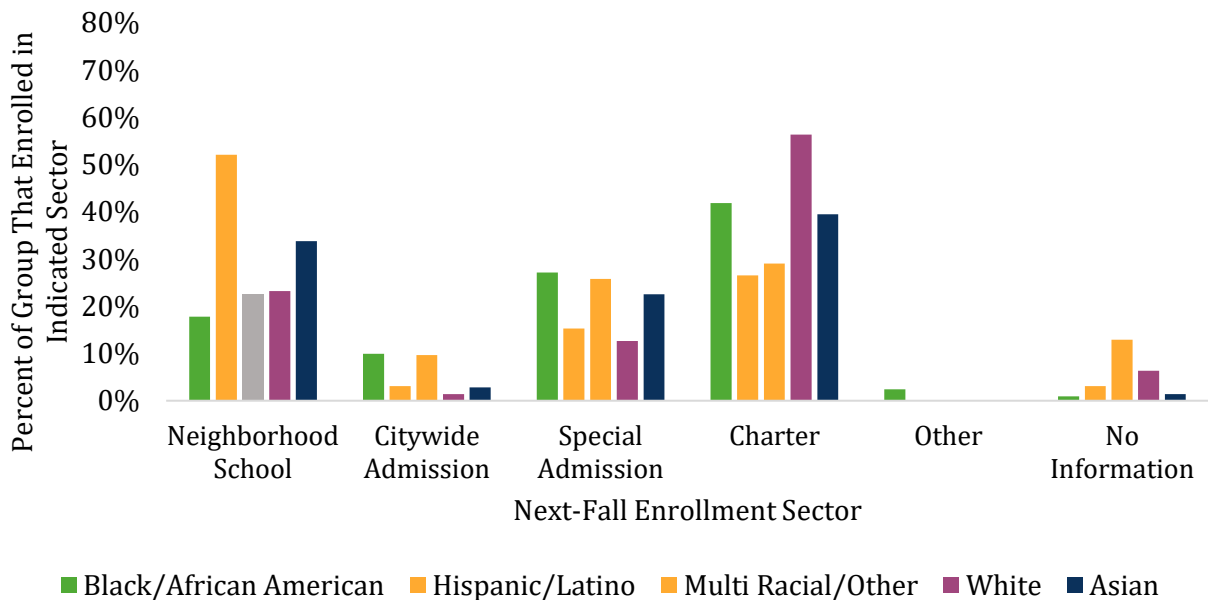
Students of different races/ethnicities had different patterns of re-direction. For example, among both CW and SA re-directed students, those who were Hispanic/Latino enrolled in neighborhood schools at a high rate, while those who were White were more likely to enroll in a Charter (Figures 51 and 52). Among Asian students, those who were CW re-directed had a high NS enrollment rate, but SA re-directed students were more likely to enroll in a Charter.

Figure 51. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW, but did Not Enroll at that School the Following Year, by Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)



How to read this graph: This graph shows what kinds of schools students re-directed to and breaks the data out by race/ethnicity. The cluster of tall bars on the left means that the most common destination for most students is a neighborhood school, but White students are an exception (gray bar); they are more likely to re-direct to a charter school. Also, if you consider all bars of the same color, they add to 100 percent, representing all students in that racial/ethnic category.

Figure 52. Fall Enrollment Type and Sector of Students who Accepted an Offer from a SA School, but did Not Enroll at that School the Following Year, for Each Race/Ethnicity (9th Grade 2015-16—2018-19 Cohorts)



There were small differences in the re-direction patterns of male and female students (Figures 53 and 54). For CW re-directed applicants, male students were slightly more likely to attend a neighborhood school, while female students were more likely to attend a special admission school. When SA students re-directed, female students had higher enrollment rates at both NS and SA schools, and male students had higher rates at Charter and CW schools.

Figure 53. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW, but did Not Enroll at that School the Following Year, by Gender (9th Grade 2015-16—2018-19 Cohorts)

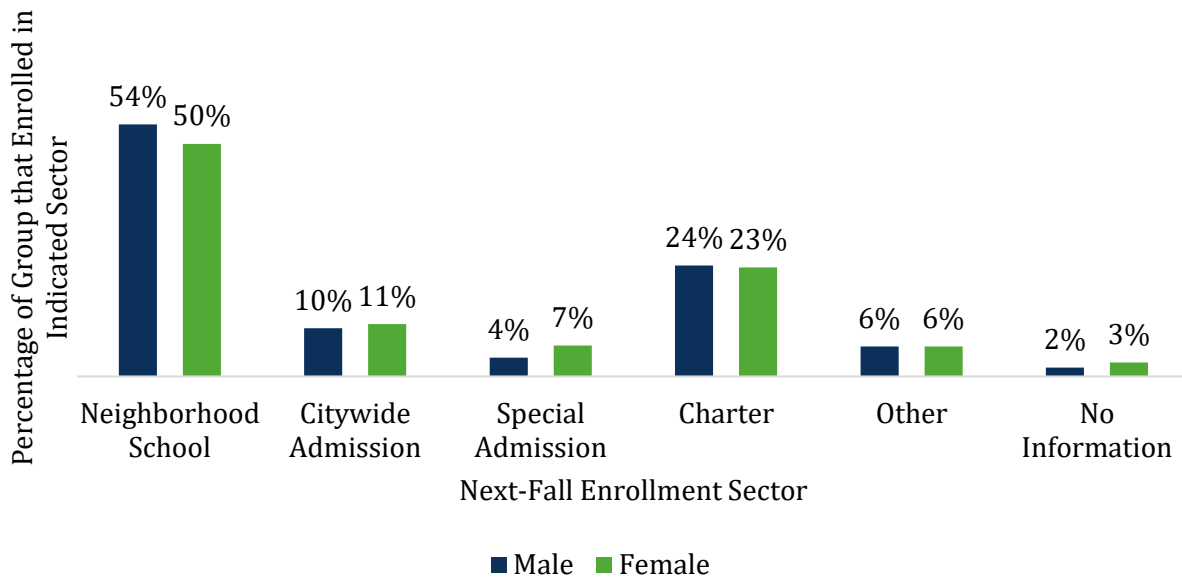
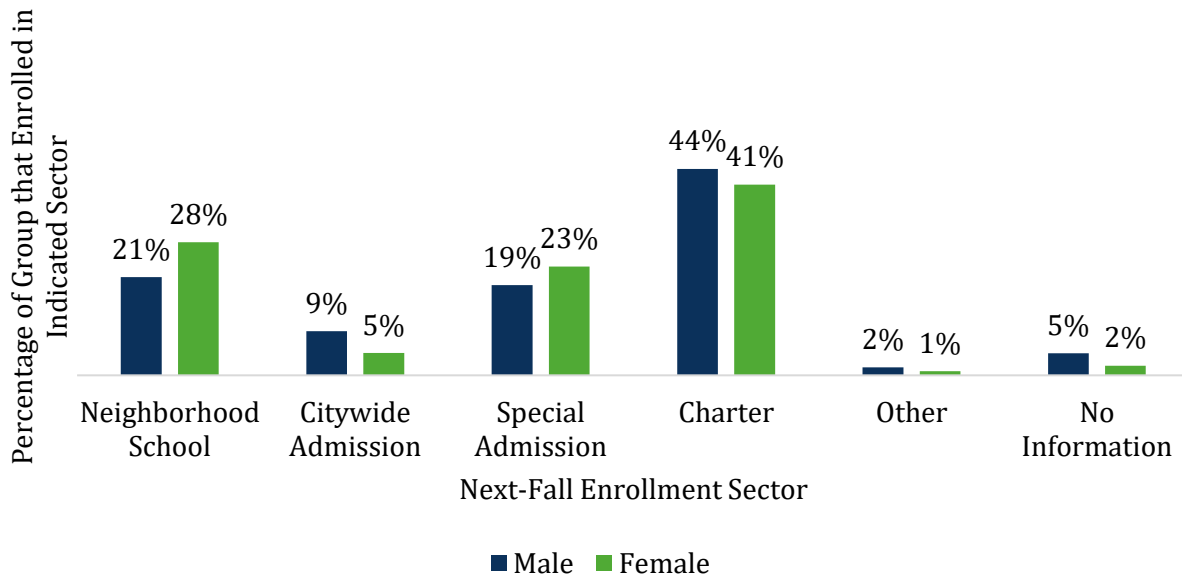


Figure 54. Fall Enrollment Type and Sector of Students who Accepted an Offer from an SA School, but did Not Enroll at that School the Following Year, by Gender (9th Grade 2015-16—2018-19 Cohorts)



Re-directed students with and without IEPs had similar next-fall enrollment patterns, but there were some differences (Figures 55 and 56). Among CW re-directed students, those with IEPs were more likely to enroll in a neighborhood school, while those without were more likely to enroll in a Charter. Among SA re-directed students, those with IEPs were, again, more likely to enroll in a neighborhood school, while those without IEPs had higher rates of enrollment in Special Admission schools.

Figure 55. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW School, but did not Enroll at that School the Following Year, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)

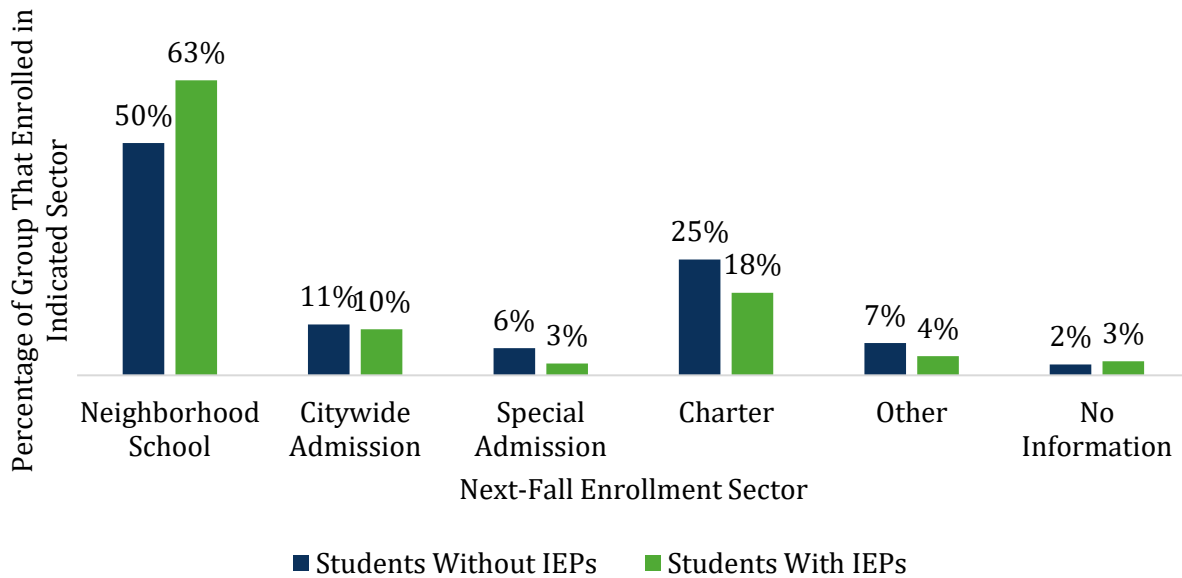
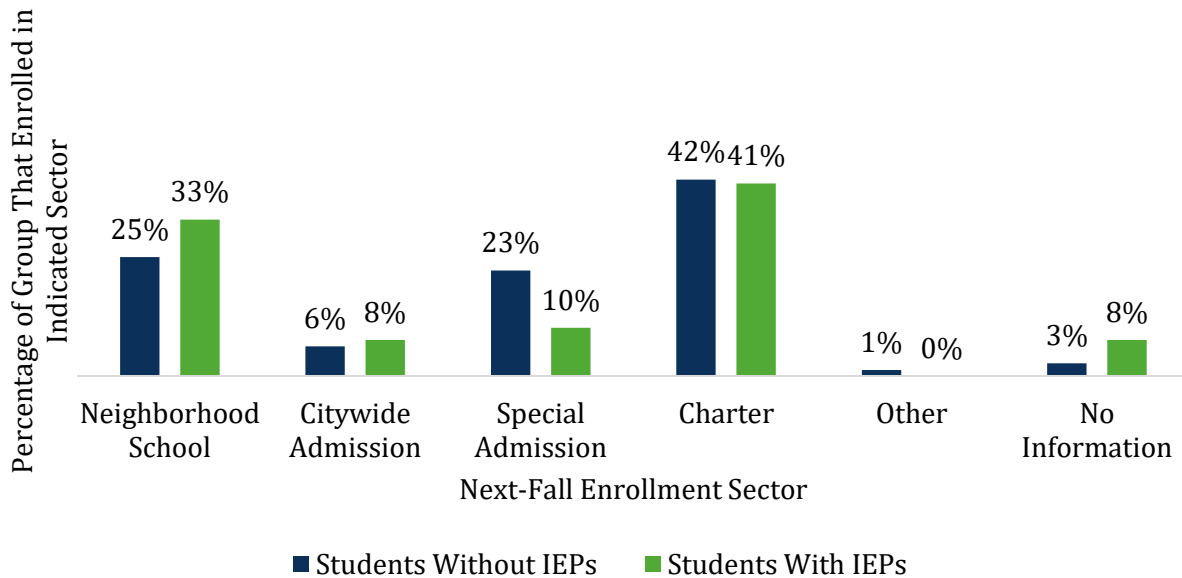


Figure 56. Fall Enrollment Type and Sector of Students who Accepted an Offer from a SA School, but did not Enroll at that School the Following Year, by IEP Status (9th Grade 2015-16—2018-19 Cohorts)



English Learners who re-directed were much more likely than non-English Learners to enroll in a neighborhood school (Figures 57 and 58). In comparison, non-English Learners were more likely to enroll in a Charter, particularly if they had originally accepted a SA offer.

Figure 57. Fall Enrollment Type and Sector of Students who Accepted an Offer from a CW School, but did not Enroll at that School the Following Year, by EL Status (9th Grade 2015-16—2018-19 Cohorts)

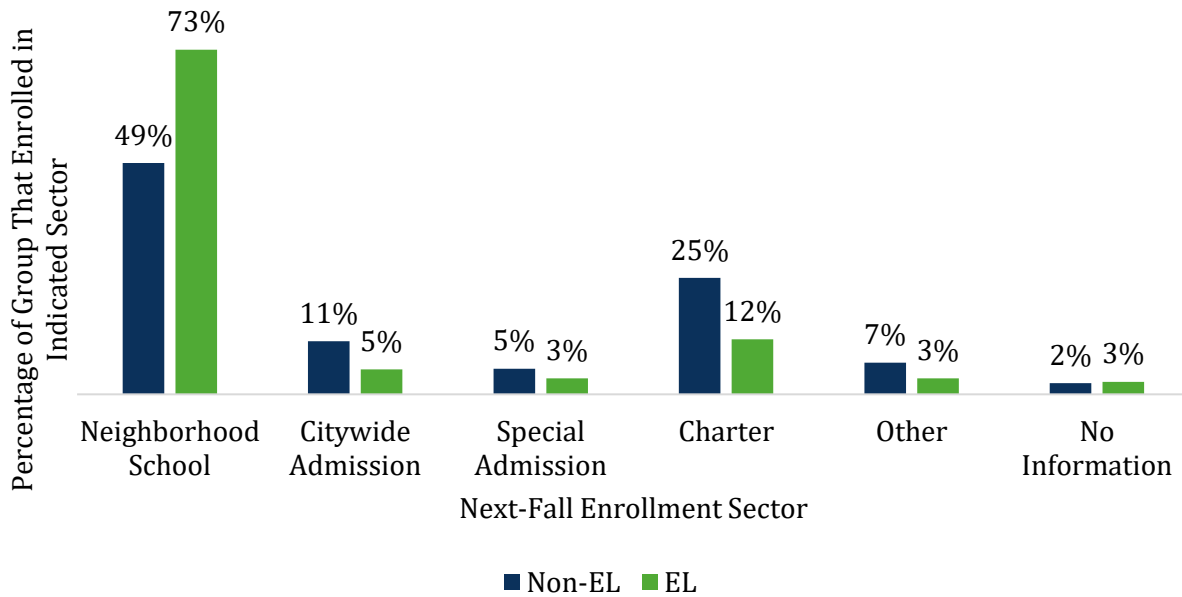
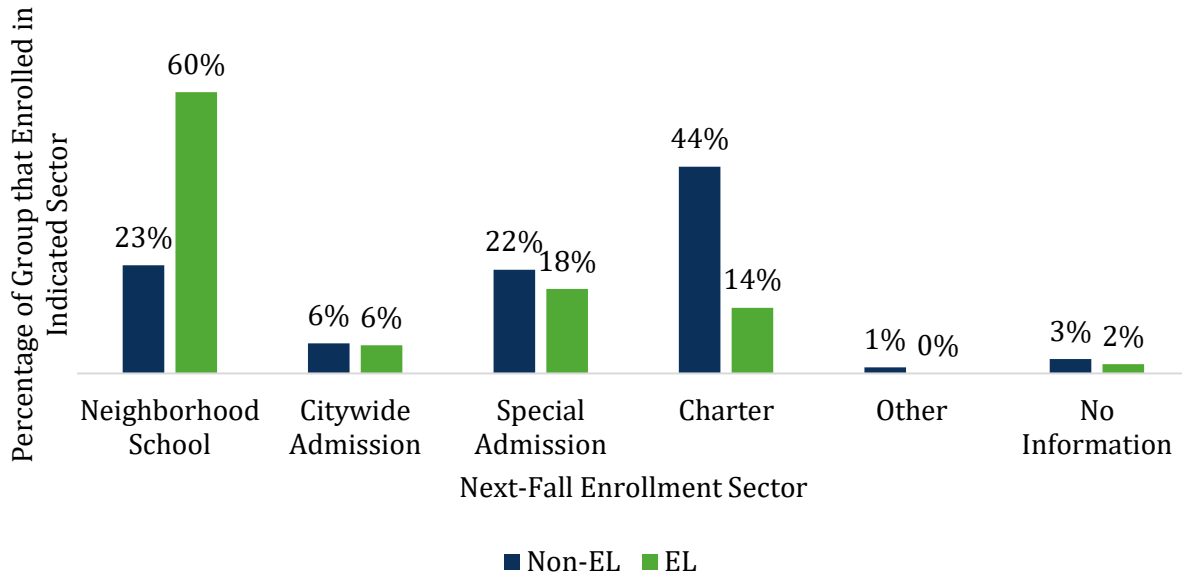


Figure 58. Fall Enrollment Type and Sector of Students who Accepted an Offer from a SA School, but did Not Enroll at that School the Following Year, by EL Status (9th Grade 2015-16—2018-19 Cohorts)



Conclusion and Future Plans

This report establishes that rising SDP ninth-graders generally accept the offers they receive, and they generally follow through on those acceptances by enrolling at the corresponding school. Given the comprehensive scope of this report, it is worth emphasizing this basic finding so it is not lost in the discussion of subtle patterns that apply to subgroups or exceptional cases.

Those subtle patterns are, in turn, difficult to summarize with sweeping general statements. It could be stated that students with characteristics traditionally associated with additional challenges are more likely to decline offers, and also to re-direct to a different school when they accept—but only if this is accompanied by the caution that there are many exceptions. One illustrative example is that students with IEPs were less likely to accept offers from CW schools than their peers without IEPs, but they were less likely to re-direct when they did accept.

One specific finding, however, extends a theme that has emerged through this series of reports. Most analyses that center on students of different races/ethnicities show small and often inconsistent differences. However, across all three reports, Hispanic/Latino students have been consistently less likely to progress through the School Selection Process than their peers. These students are less likely to apply, less likely to accept offers, and more likely to re-direct than their peers. At each of these steps the differences are small, but they compound and accumulate. Identification of this pattern represents an opportunity for the District to act on its mission of providing quality education with equity for all students.

This is the final planned report in this series. Future efforts will continue to monitor and describe changes in the School Selection Process as it evolves.

Appendix: List of Citywide and Special Admission High Schools

School Name	Admission Type
A. Philip Randolph Career and Technical High School	Citywide
Building 21	Citywide
Constitution High School	Citywide
High School of the Future	Citywide
Jules E. Mastbaum Area Vocational Technical High School	Citywide
Murrell Dobbins Career and Technical High School	Citywide
Paul Robeson High School for Human Services	Citywide
Philadelphia Military Academy	Citywide
Swenson Arts and Technology High School	Citywide
The LINC	Citywide
The U School	Citywide
The Workshop School	Citywide
Academy at Palumbo	Special Admission
Arts Academy at Benjamin Rush	Special Admission
Central High School	Special Admission
Franklin Learning Center	Special Admission
Girard Academic Music Program	Special Admission
High School for Creative and Performing Arts	Special Admission
High School of Engineering and Science	Special Admission
Hill-Freedman World Academy	Special Admission
Julia R. Masterman School	Special Admission
Lankenau High School	Special Admission
Motivation High School	Special Admission
Parkway Center City Middle College High School ^a	Special Admission
Parkway Northwest High School	Special Admission
Parkway West High School	Special Admission
Philadelphia High School for Girls	Special Admission
Science Leadership Academy	Special Admission
The Science Leadership Academy at Beeber	Special Admission
Walter B. Saul High School	Special Admission
William W. Bodine High School	Special Admission

^a Prior to SY 2017-18, this school was Parkway Center City High School.

Note: These are the schools that have CW or SA admissions requirements. In addition, some neighborhood schools house special programs that have admissions requirements, though the school itself does not.