

2021-22 School Selection: 8th Grade Student Qualifications and Applications to 9th Grade

Many staff in the Office of Evaluation, Research, and Accountability contributed to collecting, analyzing, and summarizing the information that appears in this brief. Major contributions were made by Theodore Wills, Ph.D., Joy Lesnick, Ph.D., Jonathan Vitale, Ph.D., and Peter Hawes, M.P.P.

Key Findings

- Almost two-thirds (65.0%) of District 8th graders **met at least the Minimum eligibility requirements** for criteria-based schools (more than triple the rate in 2020-21).
- Almost two-thirds (also 65.0%) of District 8th graders **submitted at least one application to a criteria-based school**. Over 99% of students with High Qualifications submitted an application to a criteria-based school.

Introduction

During the annual School Selection Process (SSP), the School District of Philadelphia allows students to apply to attend schools of their choice. While students in all grades have this opportunity to apply to all available K-12 schools, the largest share of applications are submitted by 8th graders, in anticipation of transitioning to high school.

Many of those 8th grade students use this opportunity to apply to one of 21 criteria-based (CB) high schools and programs (formerly known as Special Admission schools and programs). These schools and programs all have minimum requirements for students' grades in core courses (English, math, science, and social studies) and for attendance. In addition, some schools have specialized requirements (e.g., an audition as part of an application to a specialized performing arts program, prior course completion, or a minimum score on a writing test).

In the fall of the 2021-22 school year, five substantive changes were made to the School Selection Process, particularly with respect to rising 9th graders applying to criteria-based high schools. Major changes included:

1. **Removal of admission criteria based on the Pennsylvania System of School Assessment (PSSA):** Due to disruptions from the Covid-19 pandemic, PSSA test administration was canceled in 2019-20, and sharply limited in 2020-21. Therefore, most students applying during the fall of 2021-22 did not have PSSA scores for the two most recent years.
2. **Three tiers of course grade requirements:** Schools had either High, Medium, or Minimum grade requirements (see Box 2 on page 4 for more information). In addition, the **Minimum grade requirement was reduced**. In previous years, the most lenient standard for grades at

criteria-based schools was core-subject grades of A or B, with a maximum of one C. In 2021-22, nine schools (and two additional programs) reduced the grade requirement to grades of A, B, and C (see Appendix B for a list of schools, programs, and their entry requirements).

3. **Use of school-level lotteries to allocate offers of admission:** Previously, school teams would review student applications and choose which students to admit. In 2020-21, all students who applied to a CB school, and met that school's requirements, were entered into a random lottery (see the note below about zip codes for an exception). Based on a student's position in the lottery, they either received an offer of admission, or were automatically placed on that school's waitlist.
4. **Use of two years of student data:** Due to the Covid-19 pandemic, this practice was first put in place for the 2020-21 SSP, and was retained for 2021-22. For each core course grade, and for attendance, a student was evaluated on their better value across the previous two years (e.g., 6th and 7th grade values for 8th grade applicants).
5. **Seats for designated student groups:** Similar to previous years, all criteria-based schools and programs reserved seats for students who are receiving special education services, have a physical disability plan, or are English Learners. In 2021-22, qualified applicants in these student groups were placed into an initial lottery phase restricted to the reserved seats. Students who were entered into this phase of the lottery, but who did not receive an offer, were then entered into the main phase of the lottery. For the first time in 2021-22, four schools added an additional layer of priority for students residing in one of six zip codes.¹ These zip codes were chosen because students who live in them have had the lowest enrollment rate at those four schools in recent years. All eligible students residing in these zip codes (19133, 19140, 19134, 19132, 19121, 19135) received an initial offer of admission.

This brief focuses on the early phases of the 2020-21 School Selection Process for 8th graders enrolled in District schools (and does not include external applicants, including students enrolled in charter schools). First, it explores the number and distribution of rising 9th grade students who met the qualification levels. Second, it explores the extent to which these students exercised their options to submit applications to CB schools.

¹ For more information about high school enrollment and students' home zip codes see: <https://www.philasd.org/research/wp-content/uploads/sites/90/2022/02/HS-Enrollment-by-Zip-Code-Research-Brief-February-2022.pdf>

Box 1. Key Terms

Criteria-Based (CB) Schools and Programs: Schools with entry criteria that students must meet in order to be entered into the admission lottery (see Box 2 for details about these criteria). In addition, there are two schools with neighborhood attendance boundaries that also have embedded programs with entry criteria. Some of these schools may have additional requirements beyond those for grades and attendance.

Potential Applicant: A student is considered a Potential Applicant if they were enrolled in an SDP school at the close of the application window. For the 2021-22 School Selection Process, this corresponded to November 21, 2021. Students attending non-SDP schools on November 21, 2021 are not included in this brief.

Research Questions

Similar to previous reports,² this brief explores three sets of related research questions:

1. For the pool of 8th grade Potential Applicants, how many met each of the tiered qualification levels? How did those qualification rates differ by student characteristics?
2. For the pool of 8th grade Potential Applicants, how many applied to criteria-based schools and programs? How did those application rates differ by student characteristics, by students' tiered qualification levels, and by eligibility requirements of schools?
3. For each criteria-based high school and program, how many District students applied? How many of those applicants met the eligibility requirements?

Methods

This brief focuses on internal District 8th graders. For this reason, students were classified as Potential Applicants if they were enrolled in 8th grade in a District school on November 21, 2021 (the close of the application window³). Students with complete data were designated as eligible⁴ at a particular qualification level if they met all of that level's requirements (see Box 2). This resulted in an analytic sample of 8,770 District 8th graders.

² Previous reports can be found here: <https://www.philasd.org/research/category/school-selection/>

³ Final data was provided to ORE on December 3, 2022.

⁴ Students' eligibility status may change after this point for a variety of reasons, which are outside the scope of our reporting. For example, a student might change status due to changes in available data, through an appeal process, due to an additional, school-specific requirement (e.g., audition), or through authorized decisions and exceptions made by individuals and groups responsible for administering the School Selection Process.

Box 2. Tiered Qualification Levels for 2021-2022

All Criteria-Based schools had an eligibility requirement of 95 percent attendance or better; and all had minimum, but varied, requirements for grades in the four core subject areas (English, math, science, and social studies). Three qualification tiers (High, Medium, and Minimum) were established to correspond with groups of schools with the same course grade requirements. This is a change from previous years (see above in this report, and see previous reports for more details about prior years).

High Qualifications: Students must have a grade of A or B in each of the four core content areas. There were 5 schools with this requirement. These same five schools also required students to meet a minimum threshold on a timed Writing Sample (WS), and one also required applicants to complete Algebra I prior to enrollment. These additional considerations result in the following sub-tiers:

High-17: High Qualifications, plus a minimum score of 17 on the WS (rounded)

High-22: High Qualifications, plus a minimum score of 22 on the WS (rounded)

High-22 Algebra: Meets requirements for High-22, and is on track to complete Algebra I by the end of 8th grade

Medium Qualifications: Students must have a grade of A or B in three of the four core content areas, and a grade of A, B, or C in the fourth. There were five schools with this requirement.

Minimum Qualifications: Students must have grades of A, B, and C in the four core content areas. There were nine schools with this requirement (as well as specialty programs embedded within two schools with neighborhood attendance boundaries).

These qualification levels are hierarchical, such that a student who meets the High requirements would, by definition, also meet the Medium and Minimum requirements.

See Appendix A for additional information about the Writing Sample and Algebra I requirements.

See Appendix B for a list of Criteria-Based schools and programs, and their respective requirements.

Findings

RQ1: For the pool of 8th grade Potential Applicants, how many met each of the tiered qualification levels? How did those qualification rates differ by student characteristics?

About two-thirds of Potential Applicants (65.0%) in 2021-22 met (or exceeded) the minimum requirements for CB schools (Table 1). This is a very large increase compared to 2020-21, when 20.2% of Potential Applicants met (or exceeded) the minimum requirements for CB schools (an increase of 44.8 percentage points).

Although a large percentage of students met (or exceeded) the minimum requirements for CB schools, the Minimum Qualification rate varied by some student demographics. For example, about 59% of students who are Black/African American or Hispanic/Latinx met Minimum Qualifications, compared with 77% and 89% for students who are white and Asian, respectively. Similarly, students receiving special education services were much less likely to meet the Minimum Qualifications (48.2%) than those not receiving special education services (68.9%); and students who are male were somewhat less likely to qualify than students who are female (61.2% versus 69.1%). Notably, students who are English Learners (ELs) were just as likely as non-ELs to meet the Minimum Qualifications level.

Table 1. Number and percent of 2021-22 District 8th grade students meeting or exceeding Minimum Qualifications for criteria-based schools, by student groups.

Student Group	Number of Students in Group (2021-22)	Number of 8 th Graders that Did Not Meet Minimum Qualifications (2021-22)	Number of 8 th Graders that Met or Exceeded Minimum Qualifications (2021-22)	Percent of 8 th Graders that Met or Exceeded Minimum Qualifications (Minimum Qualification Rate) (2020-21)	Percent of 8 th Graders that Met or Exceeded Minimum Qualifications (Minimum Qualification Rate) (2021-22)	Change in Minimum Qualification Rate for the District 8 th Grade Cohort from 2020-21 to 2021-22
Race/Ethnicity						
Asian	864	98	766	55.0%	88.7%	+33.7
Black/African American	4,022	1,657	2,365	10.9%	58.8%	+47.9
Hispanic/Latinx	2,064	845	1,219	14.0%	59.1%	+45.1
Multi Racial/ Other*	514	169	345	19.6%	67.1%	+47.5
White	1,306	303	1,003	37.9%	76.8%	+38.9
Gender						
Female	4,156	1,284	2,872	23.8%	69.1%	+45.3
Male	4,614	1,788	2,826	16.8%	61.2%	+44.4
English Learner Status						
Non-EL	7,516	2,630	4,886	22.8%	65.0%	+42.2
EL	1,254	442	812	2.7%	64.8%	+62.1
Receiving Special Education Services						
Non-Special Education	7,107	2,211	4,896	25.0%	68.9%	+43.9
Special Education	1,663	861	802	1.6%	48.2%	+46.6
Overall						
All District 8th Graders	8,770	3,072	5,698	20.2%	65.0%	+44.8

Source: Data from Qlik [School Selection – Builder V2.0.6] Data retrieved [2/3/2022].

* Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

When examining how many 8th grade students met all of the possible qualification levels (see Box 2 above for a description of the qualification levels), we find that 16.3% met only the Minimum level, 24.7% met the Medium level, and the remaining 24% met one of the High levels (Table 2).⁵ The bottom row of Table 2 shows the highest qualification level of all District 8th grade students. Reading right to left, the table shows that 35% of students were not qualified, 16.3% of students met the

⁵ Recall that students who meet only the Minimum level are those who do not meet any other qualification levels. Students who meet the Medium level also, by definition, meet the Minimum level, and students who meet the High levels also meet the Medium and Minimum levels. In the tables, students are grouped by their highest qualification level.

Minimum level, 24.7% of students met the Medium level, and a total of 24% of students met one of the High levels (9.5% met High-17, 6.6% met High-22, and 7.9% met High-22 Algebra).

In addition, Table 2 compares the qualification rates between and within student groups. For example, among all Black/African American 8th grade students, 2.2% met the High-22 Algebra qualification level, 5.4% met the High-22 level, 8.2% met the High-17 level, 23.9% met the Medium level, 19.1% met the Minimum level, and 41.2% were not qualified. This can be compared to the percentages of students at each level for other student groups as well as for all 8th graders in the District overall (bottom row).

Table 2. Number and percent of students meeting each qualification level, by student groups.

Student Group	Number of Students in Group	Percent of Student Group Meeting Each Qualification Level					
		High-22 Algebra	High-22	High-17	Medium	Minimum	Not Qualified
Race/Ethnicity							
Asian	864	30.1%	14.8%	17.8%	19.1%	6.8%	11.3%
Black/African American	4,022	2.2%	5.4%	8.2%	23.9%	19.1%	41.2%
Hispanic/Latinx	2,064	3.4%	4.7%	7.2%	26.2%	17.6%	40.9%
Multi Racial/ Other*	514	9.9%	7.6%	9.0%	26.1%	14.6%	32.9%
White	1,306	16.9%	7.7%	11.7%	27.9%	12.6%	23.2%
Gender							
Female	4,156	9.4%	8.5%	11.0%	25.5%	14.8%	30.9%
Male	4,614	6.5%	4.9%	8.1%	24.0%	17.6%	38.8%
English Learner Status							
Non-EL	7,516	8.7%	7.2%	9.9%	23.9%	15.3%	35.0%
EL	1,254	3.0%	2.9%	6.9%	29.7%	22.3%	35.2%
Receiving Special Education Services							
Non-Special Education	7,107	9.6%	7.9%	11.1%	24.9%	15.3%	31.1%
Special Education	1,663	0.4%	1.0%	2.7%	23.7%	20.4%	51.8%
Overall							
All District 8 th Graders	8,770	7.9%	6.6%	9.5%	24.7%	16.3%	35.0%

Source: Data from Qlik [School Selection – Builder V2.0.6] Data retrieved [2/3/2022].

* Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: For each student group, the percentages (read horizontally) will sum to 100%. For example, of the Potential Applicants who identify as Asian, 30.1% met the High-22 Algebra requirements, an additional 14.8% met the High-22 requirements (but not the High-22 Algebra requirements), 17.8% met the High-22 requirements, 19.1% met the Medium requirements, 6.8% met the Minimum requirements, and 11.3% were not qualified. The columns can reveal information about levels of qualification within and between student groups. For example, if students of all races/ethnicities were equally represented among High-22 Algebra students, then the numbers in the first column would be similar to each other and also to the overall 8th grade District percentage. Instead, we see that only 2.2% of students who are Black/African American met the High-22 Algebra qualification level, compared with the 30.1% mentioned above for students who are Asian.

RQ2: For the pool of 8th grade Potential Applicants, how many applied to criteria-based schools? How did those application rates differ by student characteristics, by students’ tiered qualification levels, and by eligibility requirements of schools?

Overall, 65.0% of 8th grade Potential Applicants applied to at least one criteria-based school in 2021-22 (Table 3). This represents a 4.9 percentage point increase from the 2020-21 CB application rate of 60.1%. All student groups saw increases across the two years.

Table 3. Percent of Potential Applicants who submitted at least one application to a criteria-based school or program, by student groups, with year-over-year comparison to 2020-21.

Student Group	Number of Students in Group (2021-22)	Participation Rate Within Each Student Group (2020-21)	Participation Rate Within Each Student Group (2021-22)	Change in CB Application Rate from 2020-21 to 2021-22 (percentage points)
Race/Ethnicity				
Asian	864	82.8%	86.5%	+3.7
Black/African American	4,022	59.0%	64.4%	+5.4
Hispanic/Latinx	2,064	49.0%	54.2%	+5.2
Multi Racial/ Other*	514	57.2%	66.3%	+9.1
White	1,306	66.9%	68.8%	+1.9
Gender				
Female	4,156	68.4%	72.4%	+4.0
Male	4,614	52.3%	58.3%	+6.0
English Learner Status				
Non-EL	7,516	62.0%	66.8%	+4.8
EL	1,254	46.8%	54.2%	+7.4
Receiving Special Education Services				
Non-Special Education	7,107	65.2%	69.1%	+3.9
Special Education	1,663	40.1%	47.1%	+7.1
Overall				
All District 8th Graders	8,770	60.1%	65.0%	+4.9

Source: Data from Qlik [School Selection – Builder V2.0.6] Data retrieved [2/3/2022].

* Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

The more highly qualified students were, the more frequently they submitted at least one application to at least one CB school (Table 4). For example, over 99% of students who met a High Qualification level submitted a CB application (see bottom row of Table 4, which shows that 99.7% of students who met the High-22 Algebra qualification level submitted an application to at least one CB school, 99.7% of students who met the High-22 qualification level submitted an application to at least one CB school, and 99.6% of students who met the High-17 qualification level submitted an application to at least one

CB school). Approximately two-thirds of students at the Medium Qualification level (65.6%) submitted at least one CB application, as did a small majority of students at the Minimum level (56.6%). Overall, 65.0% of 8th grade District students submitted an application to a CB school or program (the CB application rate).⁶

When looking at application rates by qualification level and student group (Table 4), we find that students who are Hispanic/Latinx, receiving special education services, and/or who are ELs had the lowest overall CB application rates (far right column shows 54.2% CB application rate for Hispanic/Latinx students, 47.1% application rate for students receiving special education services, and 54.1% CB application rate for EL students). In addition, male students (58.3%) applied to CB schools at lower rates than female students (72.4%), and this pattern holds for all qualification levels except High-22 Algebra.

Table 4 also displays the percent of students in each student group who applied to at least one CB school or program, while also taking into account the student's highest qualification level. For example, among Black/African American students who were qualified at the High-22 Algebra level, 100% submitted at least one CB application. Furthermore, among Black/African American students who were qualified at the Minimum level, 61.3% submitted at least one CB application.

⁶ The reader may notice that this figure for the CB application rate, 65.0%, is identical to the percent of Potential Applicants who met or exceeded the Minimum Qualification standard. This is coincidental – these two values could have been different from one another.

Table 4. Percent of students in each qualification level who submitted at least one application to *any* criteria-based school [ignoring the requirements of the school(s) they applied to].

Student Group	Number of Students in Group	Student's Highest Qualification Level						Not Qualified	CB Application Rate for Student Group
		High-22 Algebra	High-22	High-17	Medium	Minimum			
Race/Ethnicity									
Asian	864	100%	100%	100%	70.3%	55.9%	57.1%	86.5%	
Black/African American	4,022	100%	99.5%	100.0%	70.6%	61.3%	48.7%	64.4%	
Hispanic/Latinx	2,064	98.6%	99.0%	99.3%	60.4%	48.5%	36.0%	54.2%	
Multi Racial/ Other*	514	100%	100%	97.8%	66.4%	60.0%	42.6%	66.3%	
White	1,306	99.5%	100%	99.3%	57.5%	51.5%	43.9%	68.8%	
Gender									
Female	4,156	99.7%	99.7%	99.8%	71.4%	63.8%	51.7%	72.4%	
Male	4,614	99.7%	99.6%	99.5%	60.1%	51.2%	39.6%	58.3%	
English Learner Status									
Non-EL	7,516	99.7%	99.6%	99.6%	66.2%	58.1%	46.7%	66.8%	
EL	1,254	100%	100%	100%	62.7%	50.7%	32.8%	54.1%	
Receiving Special Education Services									
Non-Special Education	7,107	99.7%	99.6%	99.7%	66.4%	59.2%	48.1%	69.1%	
Special Education	1,663	100	100%	97.7%	61.7%	48.5%	35.8%	47.1%	
Overall									
All District 8 th Graders	8,770	99.7%	99.7%	99.6%	65.6%	56.6%	44.7%	65.0%	

Source: Data from Qlik [School Selection – Builder V2.0.6] Data retrieved [2/3/2022].

* Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: Each cell shows the percent of students in the corresponding student group (row) and qualification level (column) who applied to at least one CB school or program. For example, among students whose highest qualification was Medium, and who were male, 60.1% submitted at least one CB application. The “CB Application Rate for Student Group” column on the far right shows the CB application rate for the entire student group. For example, 54.2% of students who identify as Hispanic/Latinx applied to at least one CB school or program (ignoring those students’ qualification levels).

When we consider applications to only the five schools with High Qualification criteria (see Appendix B), we again find that more highly qualified students were also more likely to apply (Table 5). To meet eligibility at these specific schools, students would need to meet, at minimum, the High-17 level – and students in each High category applied at very high rates, ranging from 93.4% of all students qualified at the High-17 level to 98.1% of all students qualified at the High-22 Algebra level (see bottom row of Table 5). In addition, 31.2% of students at the Medium level, and 25.5% of those at the Minimum level

submitted at least one application to a High Qualification school (despite not meeting the eligibility requirements).

Table 5. Percent of students in each qualification level who submitted at least one application to a High Qualification school.

Student Group	Number of Students in Group	Student's Highest Qualification Level						High Qualification Schools Application Rate for Student Group
		High-22 Algebra	High-22	High-17	Medium	Minimum	Not Qualified	
Race/Ethnicity								
Asian	864	100.0%	96.9%	98.1%	37.0%	28.8%	39.8%	75.5%
Black/African American	4,022	97.7%	98.1%	93.7%	32.5%	25.5%	19.1%	35.6%
Hispanic/Latinx	2,064	97.2%	95.8%	89.9%	30.9%	25.3%	15.7%	33.3%
Multi Racial/Other*	514	100.0%	94.9%	91.3%	32.1%	28.0%	20.7%	44.6%
White	1,306	95.9%	95.0%	92.1%	25.2%	23.0%	19.5%	48.7%
Gender								
Female	4,156	97.9%	96.0%	91.0%	31.9%	26.0%	23.0%	46.4%
Male	4,614	98.3%	97.8%	96.3%	30.5%	25.1%	16.1%	37.0%
English Learner Status								
Non-EL	7,516	98.0%	96.7%	93.2%	30.9%	25.5%	19.4%	42.8%
EL	1,254	100.0%	97.2%	95.3%	32.7%	25.4%	16.1%	33.3%
Receiving Special Education Services								
Non-Special Education	7,107	98.2%	96.8%	94.2%	32.5%	28.3%	22.3%	46.9%
Special Education	1,663	85.7%	94.1%	79.5%	25.4%	16.5%	10.3%	18.2%
Overall								
All District 8 th Graders	8,770	98.1%	96.7%	93.4%	31.2%	25.5%	18.9%	41.5%

Source: Data from Qlik [School Selection – Builder V2.0.6] Data retrieved [2/3/2022].

* Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: Each cell shows the percent of students in the corresponding student group (row) and qualification level (column) who applied to at least one of the five CB schools with *High* Qualification requirements. For example, among students whose highest qualification was High-17, and who were female, 91.0% submitted at least one application to, specifically, one of those five schools. The “High Qualification Schools Application Rate for Student Group” column on the far right shows the High Qualification school application rate for the entire student group. For example, 33.3% of students who identify as Hispanic/Latinx applied to at least one High Qualification school (ignoring those students’ qualification levels).

RQ3: For each criteria-based high school, how many students applied? How many of those applicants met the eligibility requirements?

Criteria-based schools and programs received different numbers of applications from District students (Table 6). In addition, the percent of applications from students who affirmatively met the school's eligibility requirements varied. About two-thirds (66.8%) of CB applications submitted by District 8th graders were submitted to a school where that student did, in fact, meet the school's requirements.

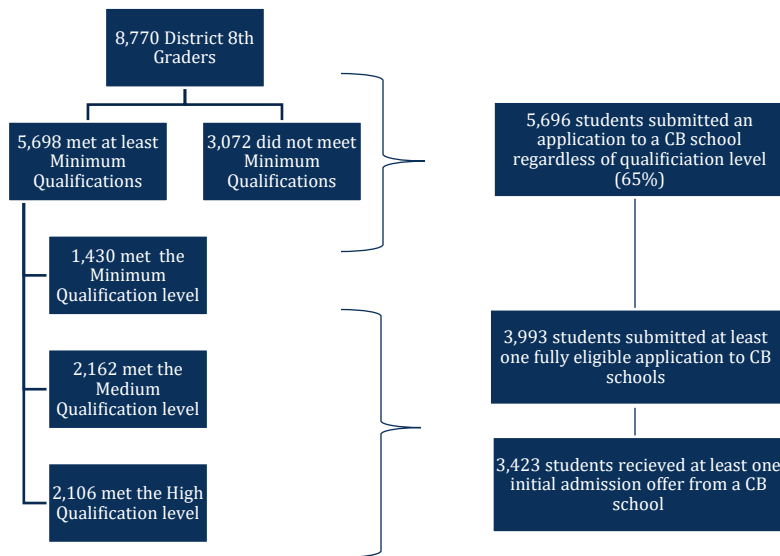
Table 6. Number of applications from District 8th graders, and number of applications from qualified District 8th graders to CB schools and programs

Criteria-Based School or Program	Number of Applications	Number of Applications from Qualified Students	Percent of Applications from Qualified Students
Central High School	2,608	1,086	41.6%
Northeast High School	1,964	1,605	81.7%
Academy at Palumbo	1,440	956	66.4%
Carver (High School of Engineering and Science)	1,193	825	69.2%
Franklin Learning Center	1,085	804	74.1%
Creative and Performing Arts High School (CAPA)	1,027	645	62.8%
Science Leadership Academy (SLA)	960	752	78.3%
Julia R. Masterman School	900	430	47.8%
Parkway Center City Middle College	900	533	59.2%
William W. Bodine High School	861	749	87.0%
Philadelphia High School for Girls	835	674	80.7%
Arts Academy at Benjamin Rush	560	331	59.1%
Walter B. Saul High School	460	336	73.0%
Hill-Freedman World Academy	432	337	78.0%
Parkway Northwest High School	385	284	73.8%
Lankenau High School	357	281	78.7%
SLA at Beeber	325	217	66.8%
Motivation High School	293	193	65.9%
Parkway West High School	263	165	62.7%
Girard Academic Music Program	215	168	78.1%
George Washington High School	123	108	87.8%
Total	17,186	11,479	66.8%

Conclusions and Next Steps

Several significant changes were made to SDP’s School Selection Process during the 2021-22 school year. These changes resulted in tripling the percent of District 8th graders who met at least the Minimum requirements to apply to criteria-based schools (from 20.2% in 2020-21 to 65.0% in 2021-22). There was also an increase in the percent of students who submitted at least one application to a criteria-based school or program (the CB application rate), though this increase was smaller (from 61.1% in 2020-21 to 65.0% in 2021-22). Overall, 5,698 of the 8,770 District 8th graders (65%) met at least the minimum level of qualifications to apply to a criteria-based school or program. Of those 5,698 students, 3,993 submitted at least one fully eligible application (Figure 1).

Figure 1. District 8th grade students meeting qualification levels, submitting applications, and receiving initial offers of admission.



The next brief in this series, [“2021-22 School Selection: Summary of Lottery Outcomes for 8th Grade SDP Applicants to Criteria-Based Schools”](#) presents results from analyses of initial admissions offers extended through the lottery (see two boxes on the bottom right of the Figure 1 diagram). Future briefs will address later stages of the 2021-22 School Selection Process, including offers extended through the waitlist process, student responses to offers, and student enrollment in criteria-based schools in 2022-23.

Appendix A: Additional Information About Specific Criteria

Table A1. Distribution of Writing Sample scores.

Writing Sample Score (Rounded)	Any Qualification Level		High Qualification Level Only	
	Number of Students	Cumulative Percent of Students with Score	Number of Students	Cumulative Percent of Students with Score
6	42	1.1%	7	0.3%
7	38	2.0%	5	0.5%
8	45	3.1%	6	0.7%
9	52	4.4%	15	1.4%
10	73	6.3%	18	2.1%
11	87	8.5%	32	3.4%
12	95	10.8%	34	4.8%
13	117	13.8%	29	6.0%
14	123	16.9%	35	7.5%
15	128	20.1%	48	9.4%
16	193	24.9%	91	13.2%
17	204	30.0%	88	16.8%
18	268	36.8%	134	22.3%
19	297	44.2%	156	28.8%
20	328	52.5%	210	37.4%
21	367	61.7%	249	47.7%
22	385	71.3%	280	59.2%
23	365	80.5%	291	71.2%
24	354	89.4%	303	83.7%
25	268	96.1%	247	93.9%
26	126	99.3%	120	98.8%
27	26	99.9%	25	99.9%
28	3	100.0%	3	100.0%
Did Not Take Writing Sample	4,786	NA	983	NA
Total	8,770	100.0%	3,409	100.0%

Source: Data from Qlik [School Selection – Builder V2.0.6] Data retrieved [2/3/2022].

How to read this table: The first column shows rounded scores on the Writing Sample (e.g., the row labeled “14” includes all scores from 13.5 through 14.4). The second and third columns include all Potential Applicants, while the fourth and fifth column include only a subset of those students; those who had grades of A or B in all four core areas, and also attendance of 95 percent of better (High Qualification level). The “cumulative percent” columns show the proportion of students (who completed the WS) that scored at or below that value. The cells highlighted in yellow correspond to the 25th percentile, blue corresponds to the 50th percentile (or median), and green corresponds to the 75th percentile.

Table A2. Enrolled students of 8th grade schools meeting Algebra I requirement [students had either completed Algebra I in a previous year, or were enrolled in Algebra I as of November 21, 2021].

School	Number of 8 th Grade Students Attending this School in 2020-21 that Met the Algebra Requirement
Masterman, Julia R. MS	188
Baldi MS	177
GAMP HS	89
Wilson, Woodrow MS	63
Engineering & Science MS	62
Mayfair ES	61
Childs, George W. ES	52
MYA MS	48
Greenfield, Albert M. ES	41
Meredith, William M. ES	40
McCall, Gen. George ES	33
Franklin, Benjamin ES	32
Southwark ES	32
Wagner, Gen. Louis MS	29
Juniata Park Academy	28
Meehan, Austin MS	28
Farrell, Louis H. ES	27
AMY at James Martin	26
Fell, D. Newlin ES	26
Decatur, Stephen ES	23
Greenberg, Joseph ES	22
Harding, Warren G. MS	22
Conwell, Russell H. MS	20
Kirkbride, Eliza B. ES	17
Ludlow, James R. ES	17
Jackson Coppin, Fanny ES	15
Fitzpatrick, A. L. ES	12
Rhoads, James ES	11
SLA at Beeber	1
Vare-Washington ES	1
Total	1,243

Source: Data from Qlik [School Selection – Builder V2.0.8] Data retrieved [3/1/2022].

Note: Schools are only included in this list if they had at least one 8th grader who met the Algebra I requirement.

Appendix B: Qualification Levels of Criteria-Based Schools and Programs

School	Required Qualification Level
Julia R. Masterman School	High-22 Algebra
Central High School	High-22
Academy at Palumbo	High-17
Carver (High School of Engineering and Science)	
Parkway Center City Middle College	
Arts Academy at Benjamin Rush	Medium
Creative and Performing Arts High School (CAPA)	
Girard Academic Music Program	
Science Leadership Academy (SLA)	
Science Leadership Academy (SLA) at Beeber	
Franklin Learning Center	Minimum
George Washington High School*	
Hill-Freedman World Academy	
Lankenau High School	
Motivation High School	
Northeast High School*	
Parkway Northwest High School	
Parkway West High School	
Philadelphia High School for Girls	
Walter B. Saul High School	
William W. Bodine High School	

* Qualification level refers to criteria-based programs embedded within non-CB schools