

June 12, 2012



Denver Community Members,

We are pleased to share with you the comprehensive, first year evaluation results from the new Denver Public Schools enrollment process SchoolChoice. The evaluation was overseen by a diverse group of school and community leaders and housed at A+ Denver. The data analysis and evaluation was completed by Mary Klute, Ph.D. of the Buechner Institute for Governance at the University of Colorado – Denver. This is the second and final report released by the A+ Denver SchoolChoice Transparency Committee.

The purpose of this report is to provide a full account of participation, family preferences, school matches, and patterns related to a variety of factors from geography to student demographics. In addition to the report, we have also included an Excel spreadsheet that will allow those interested to analyze the SchoolChoice data.

The new DPS SchoolChoice process is the first unified enrollment process for a large urban school district that includes nearly all K-12 schools: innovation, performance, magnet and charter. It is also one of the only district enrollment systems that provides school performance data for every school in the SchoolChoice enrollment guide.

The results of this analysis give cause for celebration. SchoolChoice worked efficiently: 83% of students received one of their top three choices, and there was a strong correlation between the quality of the school and the demand for a seat at that school. Also, more families were making choices and those choices aligned with quality allowing students to move to higher performing schools. Finally, participation gaps by geography, income and race continued to narrow.

The data in this report provides overwhelming evidence that more families want to send their children to high performing schools and that there are far too few high quality seats to meet parent demand. This is the challenge for DPS.

We would like to thank Denver Public Schools for their leadership and cooperation on every aspect of this initiative. We would also like to give a special thanks to Get Smart Schools for leading the coalition of education groups (Colorado Succeeds, Colorado League of Charter Schools, Donnell-Kay Foundation, Stand for Children Colorado, Together Colorado- formerly Metro Organization for People, School of Public Affairs, University of Colorado - Denver and A+ Denver) who worked over the last three years to create a unified enrollment process and for funding this remarkable evaluation.

Sincerely,

SchoolChoice Transparency Committee

*The SchoolChoice Transparency Committee was created to receive and interpret two separate third party (The University of Colorado, Denver) reports analyzing the SchoolChoice process and data. The committee is made up of school leaders (with representation from charter, magnet, and traditional schools), district leaders, and third-party community stakeholders. Members were selected by A+ Denver and have SchoolChoice background knowledge.*

**Alyssa Whitehead-Bust**

DPS Office of School Reform and Innovation

**Richard Barrett**

Pioneer Charter School

**Christine Nelson**

Denver School of Science and Technology

**Theresa Pena**

City of Denver

**Doug Elliott**

Daniels Fund

**Trent Sharp**

DCIS at Montbello HS

**Josh Smith**

West Denver Prep

**Van Schoales**

A + Denver

**Landri Taylor**

Urban League of Denver

**Will Lee-Ashley**

DPS Office of School Choice

**Laura Brinkman**

DPS West Denver Network

**William Kohut**

Denver School of the Arts

**Nora Flood**

Colorado League of Charter Schools

**Yee-Ann Cho**

Denver Resident/DPS Parent

# Evaluation of Denver's SchoolChoice Process for the 2011-12 School Year

Prepared for the SchoolChoice Transparency Committee at A+ Denver

by Mary Klute  
Buechner Institute for Governance  
School of Public Affairs  
University of Colorado, Denver

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Buechner Institute for Governance

SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY OF COLORADO **DENVER**

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## ***Executive Summary***

Denver Public Schools (DPS) recently completed its first round of school choice using a new unified approach called SchoolChoice. Prior to this year, charter schools, magnet schools and neighborhood schools used different processes to enroll students. One analysis of the prior system estimated that there were over 60 different procedures for school choice in place. In an attempt to create a more streamlined and equitable approach to school choice, a unified school choice process was put into place.<sup>1</sup> This year, for the first time, charter, magnet and neighborhood schools all participated in the same process. Families completed one form to rank their top five choices for schools. A new matching procedure was used to match students with their requested schools in an equitable manner.<sup>2</sup>

This report describes analyses of SchoolChoice enrollment data to shed light on how the process worked and to inform refinements to the process going forward. This report addresses five major research questions:

- 1) Who participated in the SchoolChoice process?
- 2) How were seats distributed across the district?
- 3) What were students' choices?
- 4) With which schools did students get matched?
- 5) What does the choice information tell us about demand for schools?

SchoolChoice enrollment form and student demographic data were provided to the Buechner Institute in April 2012. This dataset included information for 22,737 students who participated in the SchoolChoice enrollment process.<sup>3</sup> The group of students who participated in SchoolChoice was similar to the district as a whole in terms of race/ethnicity and free/reduced lunch status.

The quality of available seats offered to SchoolChoice participants the district was examined using the district's School Performance Framework (SPF) rating as the measure of quality. Across the district, about half of offered elementary and middle school seats were in higher-

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<sup>1</sup> The Institute for Innovation in Public School Choice (2010). *An Assessment of Enrollment and Choice in Denver Public Schools*. Report prepared for The Denver Enrollment Study Group.

<sup>2</sup> In a separate report, Dr. Gary Kochenberger described how the matching procedure worked and concluded that it performed as intended. This report is available at: [http://www.aplusdenver.org/docs/FINAL\\_TC%20Letter%20to%20Denver%20Community%20Members.pdf](http://www.aplusdenver.org/docs/FINAL_TC%20Letter%20to%20Denver%20Community%20Members.pdf)

<sup>3</sup> The sample of students is rather large creating a situation where statistical power is high enough to detect very small effects that are likely to be of little practical significance. To adjust for this, an alpha level of .0001 is used in this report for determining significance in all analyses that use the student as the unit of analysis. In statistical analyses using the school as the unit of analysis, the sample size is much smaller and a more standard alpha level of .05 is used.

rated schools. About half of the offered high school seats were in schools rated as On Watch. Generally speaking, the Southeast tended to have the highest proportion of higher-rated seats across grade levels. Higher proportions of lower-rated seats were found in the Near Northeast, Northwest, and Southwest regions of the city.

Demand for schools was associated with both the characteristics of currently enrolled students (e.g., percent free/reduced lunch, percent special education) and school quality as measured by the SPF. The percentage of SPF points earned was strongly and consistently associated with the total number of requests and number of first choice requests per available seat for all grade levels. Schools scoring higher on the SPF tended to get more requests per available seat.

A large proportion of students were matched with one of the schools they requested. Over two-thirds of students overall were matched with their first choice. These proportions tended to be lower for students entering ECE or one of the non-transition grades than it was for kindergarten, 6<sup>th</sup> and 9<sup>th</sup> grades. Students who qualified for free or reduced lunch were slightly more likely to get one of their choices and more likely to get their first choice than students who did not qualify. Hispanic students were most likely of the racial and ethnic groups to be matched with any choice and their first choice; white students were the least likely.

Interestingly, students in these same subgroups (i.e., qualify for free or reduced lunch, Hispanic, live in the Northwest or Southwest regions of the city) all tended to choose lower rated schools as their first choices, on average. Students who qualified for free and reduced lunch and Hispanic students were more likely to live in regions of the city that tended to have fewer seats in higher rated schools and more seats in lower-rated schools, which may explain why they tended to choose lower rated schools as their first choices. Nonetheless, the fact that they tended to choose lower rated schools may explain, at least in part, why they were more likely to get their first choices, as the SPF rating of schools was strongly related to the demand for schools. After taking into account the SPF points earned by the schools that students requested, we found that demographic characteristics were largely unrelated to the SPF ratings of the schools with which students were actually matched. That is, any apparent demographic differences in the SPF ratings of schools with which students were matched are actually due to the differences in the types of schools that students from different demographic groups request. This highlights the fairness of the matching procedure but also raises questions about the extent to which all students are making requests that reflect their true preferences. The old system for choice in DPS provided incentives for some students to misrepresent their choices. The new procedure eliminates this need, but these results raise questions about the extent to which parent behavior has changed along with the SchoolChoice process.

About two-thirds of students' requests were for schools in the same region of the city as they resided. Students in the non-transition grades requested schools outside their home region more often than students entering other grades. Hispanic students tended to choose schools within their home region more often than students of other races/ethnicities. Students residing in the Near Northeast region made the smallest percentage of choices in their home region. Finally, generally speaking students who were currently enrolled in lower-performing schools tended to make more choices from within their region than students in higher performing schools.

In sum, many students participated in the SchoolChoice process. It is impossible from these data to determine if those who did not participate intended to choose to attend their neighborhood school or if more marketing is needed to engage more students in the process. For those that did participate, the process did not appear to disadvantage minority or low-income students. There was evidence that families showed a preference for higher-performing schools, but that the strength of that preference varied by demographic characteristics, including where in the city students resided. It is clear from these analyses that demographic characteristics, region of the city in which students reside, the extent to which they request higher-rated schools, and their willingness to attend a school outside of the region in which they live are all factors that are highly associated with one another and with the school with which a student was ultimately matched. The vast majority of students did receive one of their choices, but this was lower among students entering ECE, highlighting a capacity issue that should be addressed.

This report represents an important first step in understanding how the SchoolChoice process worked in its first year. The data analyzed here are rich and further analyses should be conducted to understand the process on a deeper level. Such analyses could look more closely how the quality of students' current schools, demographic characteristics, and the choices they work in combination to predict the quality of the schools with which they are ultimately matched. Further analyses could also shed light on the SchoolChoice process differs for schools with different characteristic. For example, it may be useful to investigate differences between schools that span a wide grade range (e.g., K-8 schools and middle high schools) and schools that serve the more common grade ranges (i.e., ECE-5, 6-8, 9-12) or newer schools and more established schools. Finally, it would be useful if further research examined the students who did not participate in the SchoolChoice process to shed light on how they may be similar or different from students who chose to participate.

## ***Introduction***

Denver Public Schools (DPS) recently completed its first round of school choice using a new unified approach called SchoolChoice. Prior to this year, charter schools, magnet schools and neighborhood schools used different processes to enroll students. One analysis of the prior system estimated that there were over 60 different procedures for school choice in place. In an attempt to create a more streamlined and equitable approach to school choice, a unified school choice process was put into place.<sup>4</sup> This year, for the first time, charter, magnet and neighborhood schools all participated in the same process. Families completed one form to rank their top five choices for schools. A new matching procedure was used to match students with their requested schools in an equitable manner.<sup>5</sup>

The new approach to school choice was a response to several flaws in the previous system. In particular, a report prepared by the Institute for Innovation in Public School Choice in May 2010 documented that, while a fairly large proportion of students did not attend their home schools, a relatively small proportion of students participated in a formal choice process. This indicates that these students were obtaining seats at these schools via some mechanism outside the published DPS choice processes. Further, these “unexplained students” were more likely to be white and less likely to qualify for free or reduced lunch, raising equity issues in the choice process.

The report also described flaws in the mechanism used to match students to requested schools, which prioritized students at their first choice schools simply because they selected that school as their first choice. This type of mechanism created a complicated set of incentives for families to misrepresent their choices for schools. Families willing to attend their neighborhood school are able to take greater risks and list a high demand school as their first choice. In contrast, families who are not satisfied with their neighborhood school need to be more strategic. They may choose to not list their true first choice school if it is a high-demand school out of fear of “wasting” their first choice pick. Instead, the system provided an incentive for them to list a school that they feel they have a higher likelihood of getting into as their first choice. This process creates inequities, because it motivates families to behave differently depending on how they feel about their neighborhood school.

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<sup>4</sup> The Institute for Innovation in Public School Choice (2010). *An Assessment of Enrollment and Choice in Denver Public Schools*. Report prepared for The Denver Enrollment Study Group.

<sup>5</sup> In a separate report, Dr. Gary Kochenberger described how the matching procedure worked and concluded that it performed as intended. This report is available at: [http://www.aplusdenver.org/docs/FINAL\\_TC%20Letter%20to%20Denver%20Community%20Members.pdf](http://www.aplusdenver.org/docs/FINAL_TC%20Letter%20to%20Denver%20Community%20Members.pdf)



Finally, the over 60 separate choice processes that existed among DPS neighborhood schools, magnet schools, and charter schools created “congestion” in the system. Under this system, students could receive multiple offers for schools to attend. When they selected one, the schools they did not select would consult their wait lists and offer that seat to another student, who may have already accepted a seat at another school. If this student accepted the offer, the seat they had intended to occupy would be vacated, causing that school to make an offer to another student. This process of offering vacant seats to students on waitlists led to a shuffling of students that lasted throughout the summer, using much staff time, causing uncertainty for students and their families, and making it difficult for schools to plan.

This report describes analyses of SchoolChoice enrollment data to shed light on how the process worked and to inform refinements to the process going forward. This report addresses five major research questions:

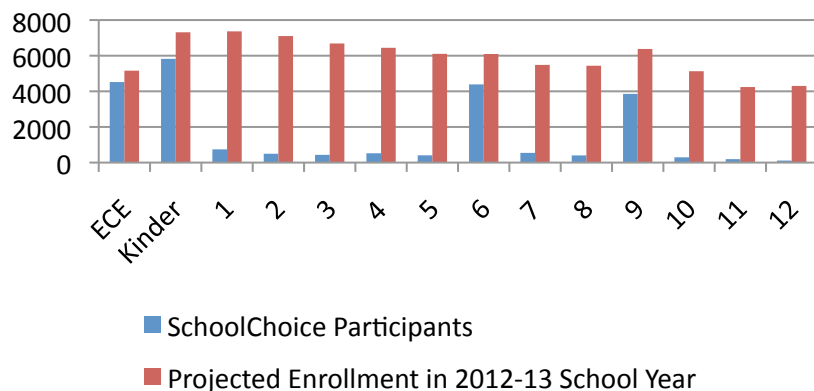
- 1) Who participated in the SchoolChoice process?
- 2) How were seats distributed across the district?
- 3) What were students' choices?
- 4) With which schools did students get matched?
- 5) What does the choice information tell us about demand for schools?

SchoolChoice enrollment form and student demographic data were provided to the Buechner Institute in April 2012. This dataset included information for 22,737 students who participated in the SchoolChoice enrollment process.<sup>6</sup>

**Who participated in the SchoolChoice Process?**

Most of the 22,737 students who participated in the SchoolChoice process were entering grades when students typically transition to a new school (ECE,

**Figure 1: Number of Students Participating, By Grade**

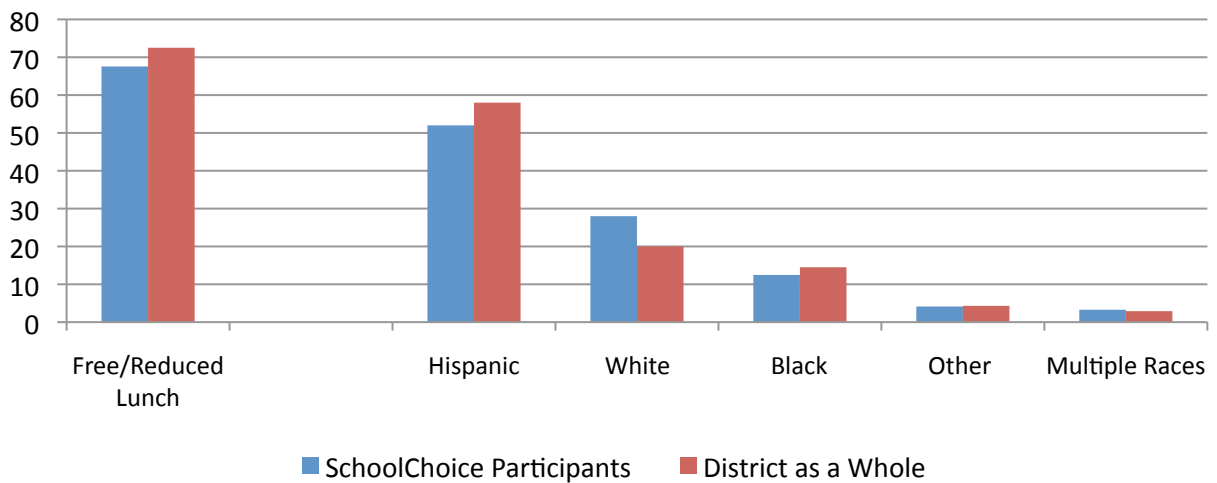


<sup>6</sup> The sample of students is rather large creating a situation where statistical power is high enough to detect very small effects that are likely to be of little practical significance. To adjust for this, an alpha level of .0001 is used in this report for determining significance in all analyses that use the student as the unit of analysis. In statistical analyses using the school as the unit of analysis, the sample size is much smaller and a more standard alpha level of .05 is used.

kindergarten, sixth and ninth grades; see Figure 1). Also presented is the projected enrollment for each grade level for the 2012-2013 school year.<sup>7</sup> The number of SchoolChoice participants represented about 88% of the projected enrollment for ECE, 80% of the projected enrollment for kindergarten, 72% of the projected enrollment for 6<sup>th</sup> grade, and 60% of the projected enrollment for 9<sup>th</sup> grade. As a point of comparison, the Institute for Innovation in Public School Choice reported round one participation rates for the 2009-10 school year that were substantially lower. They found that just 13% of students entering kindergarten, 6% of students entering 6<sup>th</sup> grade and 10% of students entering 9<sup>th</sup> grade participated in the round one choice process.<sup>8</sup>

The demographic characteristics of these students are presented in Figure 2. About two-thirds of students participating in SchoolChoice qualified for free or reduced lunch<sup>9</sup> compared with nearly three-quarters of the district as a whole. The racial and ethnic composition of the group of students participating in school choice was fairly similar to the district as whole.

**Figure 2: Demographic Characteristics of SchoolChoice Participants and the District as a Whole**



<sup>7</sup> Enrollment projections were obtained from the Denver Public School’s Office of Planning and Analysis (<http://planning.dpsk12.org/wp-content/uploads/2011/02/2012-13-Final-Projections.xlsx>).

<sup>8</sup> Institute for Innovation in Public School Choice (2010).

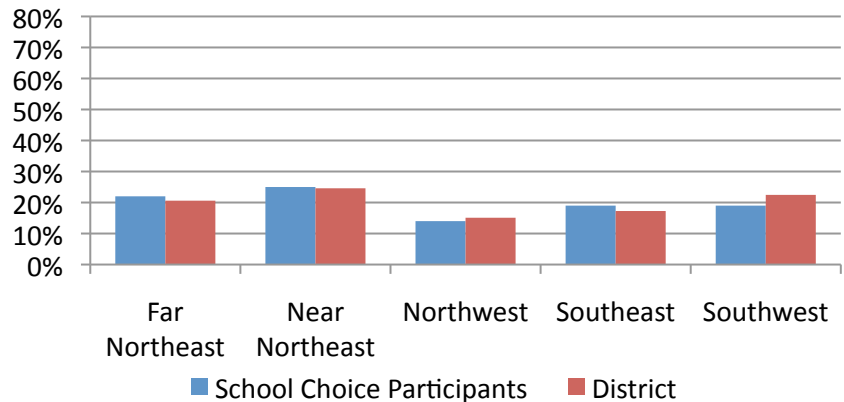
<sup>9</sup> Only students who were currently enrolled in a DPS school were included in all analyses including the Free/Reduced Lunch variable. This is because it was not possible to get reliable Free/Reduced Lunch information for students who were not currently enrolled. Most students are identified for Free/Reduced Lunch after enrollment. Readers should note, however, that eliminating those who are new to the district from these analyses also eliminates a substantial portion of participants who were entering ECE (84%). Proportions eliminated from Free/Reduced Lunch analyses because they were new to the district were as follows for the other grades: kindergarten, 44%; 1<sup>st</sup>, 23%; 2<sup>nd</sup>, 16%; 3<sup>rd</sup>, 18%; 4<sup>th</sup>, 15%; 5<sup>th</sup>, 13%; 6<sup>th</sup>, 7%; 7<sup>th</sup>, 28%; 8<sup>th</sup>, 23%; 9<sup>th</sup>, 12%; 10<sup>th</sup>, 31%; 11<sup>th</sup>, 27%; 12<sup>th</sup>, 20%.

Ninety percent of SchoolChoice participants lived within the city of Denver. Figure 3 displays the region of the city in which they lived along side the regional distribution for the district as a whole.

About a quarter of participating students lived in the Near Northeast region of the city. About a fifth of participating students lived in the Far

Northeast, Southeast, and Southwest Regions. The smallest proportion of SchoolChoice participants who were Denver residents lived in the Northwest region of the city.<sup>10</sup> These proportions were similar to the regional distribution for the district as a whole.

**Figure 3: Region of Residence for SchoolChoice Participants and the District as a Whole<sup>a</sup>**



<sup>a</sup>One tenth of SchoolChoice participants lived outside of Denver and are not included in this figure.

Figure 4 presents the proportion of students participating by the SPF rating of their current school. Over a third of students were not currently enrolled in a DPS school. About half of these students who were not

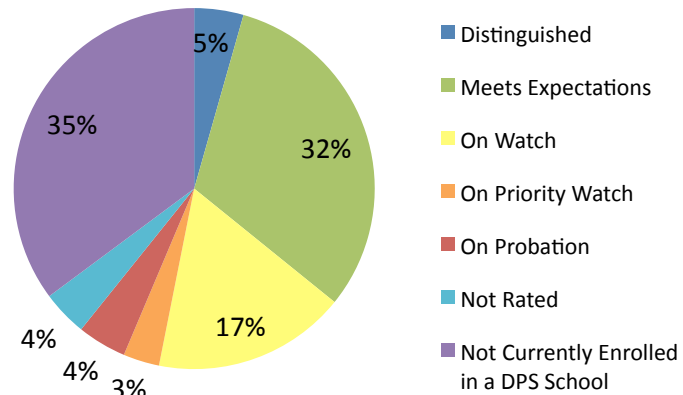
currently enrolled in a DPS school were entering ECE and about a third of them were entering kindergarten. About a quarter of participating

students were enrolled in schools that had earned the rating Meets Expectations or On Watch. Much smaller

percentages of students were enrolled in schools that had earned a rating of Distinguished, On Priority

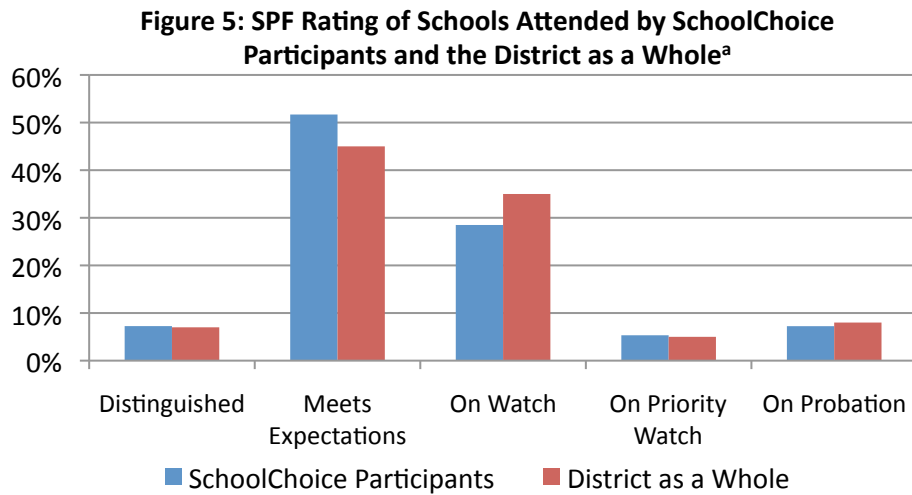
Watch or On Probation.

**Figure 4: What is the SPF Rating of the Schools that Participants Currently Attend?**



<sup>10</sup> The region of the city in which students resided was determined using home zip code. Far Northeast included 80239 and 80249. Near Northeast included 80216, 80205, 80203, 80218, 80206, 80220, 80207, and 80238. Northwest included 80211, 80212, 80204, and 80221. Southeast included 80209, 80210, 80246, 80222, 80224, 80230, 80247, 80231, and 80237. Southwest included 80219 and 80223.

Figure 5 focuses only on students who were enrolled in schools that had been rated with the SPF and compares the distribution of students among the five categories (Distinguished through On Probation) to the district as a whole. The proportion of



<sup>a</sup>This chart only includes SchoolChoice participants who were currently enrolled in a school that had been rated using the SPF

students from schools rated as Distinguished, On Priority Watch, and On Probation was similar to that in the district as a whole. The proportion of SchoolChoice participants that were currently attending schools rated as Meets Expectations was slightly higher than the proportion in the district as a whole. Conversely, the proportion of students from schools rated as On Watch was lower than in the district as a whole.

**How Were Seats Distributed Across the District?**

Table 1 presents the number of seats offered by grade and region for the transition grades alongside the number of SchoolChoice participants.<sup>11</sup> For ECE, in the Far Northeast, Northwest, and Southwest, the number of available seats was greater than the number of SchoolChoice participants, suggesting there was adequate capacity in the region to accommodate all of the students.<sup>12</sup> In the Southeast, the number of participants requesting a seat in ECE slightly exceeded the number of available seats (i.e., there were 1.1 students for every available seat in the region). However, in the Near Northeast, the number of participants requesting an ECE seat was nearly twice the size of the number of seats available (i.e., there were 1.9 students for every available seat in the region).

<sup>11</sup> Denver Public Schools provided principals with historical data (where available) on the number of students enrolled, the number of students enrolled from the school’s boundary, matriculation rate, number of retained students, number of new students who moved into the boundary, and the number of students who accepted a seat at their school but did not attend. This information was intended to provide principals with historical context to help them estimate the number of seats their schools would have open in each grade and each program. Principals were encouraged to use this information along with any additional knowledge or information they had to make their estimates. The final estimates were left up to the principals’ discretion. Once these estimates were made, they were forwarded to the district for use in the matching procedure. We refer to this process in this report as offering seats. The appendix includes a table with the same information presented in Table 1 for non-transition grades.

<sup>12</sup> School region was defined using the regions for each school that were indicated in the Enrollment Guides (<http://schoolchoice.dpsk12.org/wp-content/uploads/2011/12/SchoolChoice-Enrollment-Guide-Elementary-2012-13.pdf> and <http://schoolchoice.dpsk12.org/wp-content/uploads/2011/09/SchoolChoice-Enrollment-Guide-Secondary-2012-13.pdf>).

For kindergarten, the number of seats offered exceeded the number of participants for every region but the Near Northeast. In the Near Northeast, there were 1.25 participating students requesting a kindergarten seat for every kindergarten seat that was available. Unlike with ECE, kindergarten is guaranteed for all students. As such, it is important to keep in mind that Table 1 does not reflect *all* of the seats available. Instead, it includes the number of seats available to students participating in SchoolChoice. All students in the Near Northeast are guaranteed a seat in kindergarten in their boundary school. However, in this region, the number of them choosing to participate in SchoolChoice is 1.25 times greater than the number of seats that principals offered to kindergarteners participating in SchoolChoice. This disparity likely has more to do with the estimate of the number of kindergarteners who would choice out of their boundary school being out of line with the number of students who actually did than it does with true capacity issues in this region. In the 6<sup>th</sup> and 9<sup>th</sup> grades, the number of available seats exceeded the number of students requesting seats in all regions.

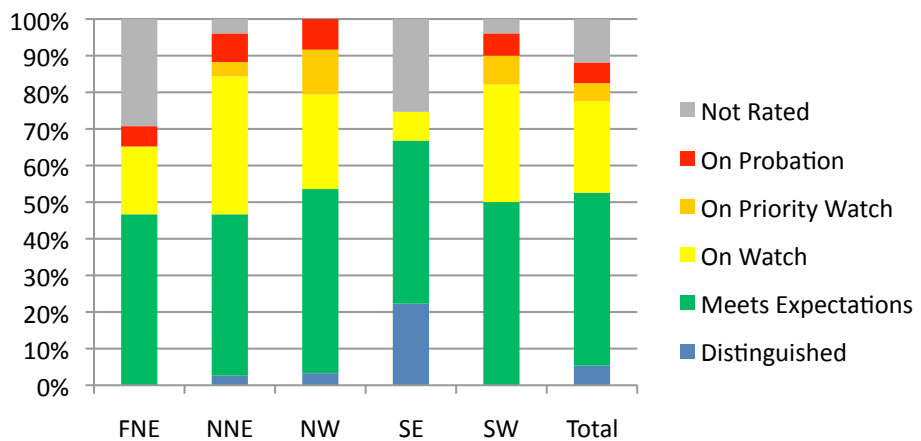
**Table 1: Seats Offered and SchoolChoice Participants for Transition Grades, by Grade and Region**

<b>Grade</b>	<b>Region</b>	<b># of Seats Offered</b>	<b># of Participants</b>
<b>ECE</b>			
	FNE	698	672
	NNE	622	1156
	NW	921	723
	SE	736	829
	SW	971	751
<b>Kindergarten</b>			
	FNE	1363	933
	NNE	1201	1505
	NW	1126	782
	SE	1407	1133
	SW	1381	999
<b>6<sup>th</sup> Grade</b>			
	FNE	1601	974
	NNE	1099	869
	NW	951	577
	SE	1117	737
	SW	1365	821
<b>9<sup>th</sup> Grade</b>			
	FNE	1080	949
	NNE	975	776
	NW	632	423
	SE	1438	638
	SW	1496	697

It is important to not only consider the sheer number of seats offered but also the quality of the schools in which they are offered. Figures 6-8 display the number of seats offered by region and SPF rating of the school for the elementary, middle school and high school grades. Across the district, over half of the seats offered for the elementary grades were in higher-rated schools (i.e., schools that had earned a rating of Distinguished or Meets Expectations, see Figure 6). About a tenth of elementary grade seats were in the lowest-rated schools, those On Priority Watch and On Probation. Slightly over a tenth of seats were in newer schools that had not yet been rated. The Southeast region had the highest proportion of elementary grade seats offered in higher rated schools. Over a fifth of the elementary grade seats offered in this region were in Distinguished schools and over two-thirds of all elementary grade seats offered were in schools that were either rated as Distinguished or Meets Expectations. None of the elementary seats in this region were in schools rated as On Priority Watch or On Probation. In contrast,

only about half of the seats in other regions were in schools that had earned a rating of Meets Expectations or Distinguished. The Far Northeast and Southwest regions had no elementary grade seats offered in schools that had earned the

**Figure 6: Seats Offered by Region and School SPF Rating, Elementary Grades (ECE-5)**

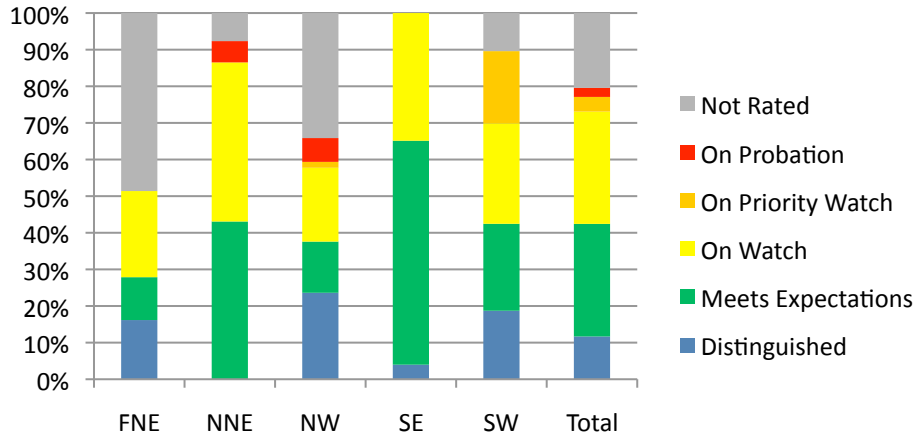


Distinguished rating. The Northwest region had the highest proportion of seats offered that were in schools rated as On Priority Watch or On Probation. A fifth of the elementary grade seats offered in this region were in these lower-rated schools.

For the middle grades, about 40% of offered seats were in higher-rated schools (i.e., those that had earned the Distinguished or Meets Expectations ratings, see Figure 7). A small percentage of seats were offered in the lowest-rated schools; just 6% of seats were in schools that were On Priority Watch or On Probation. Over a fifth of offered seats were in newer schools that had not yet been rated. The Southeast region once again had the highest proportion of seats offered in schools earning a rating of Distinguished or Meets Expectations. About two-thirds of available seats in this region were in higher rated schools, though the vast majority of them were in schools earning a rating of Meets Expectations. The Northwest region had the highest

proportion of middle school seats offered in Distinguished schools, nearly one-quarter. The Near Northeast region had no seats offered for the middle school grades in Distinguished schools. The

**Figure 7: Seats Offered by Region and School SPF Rating, Middle Grades (6-8)**

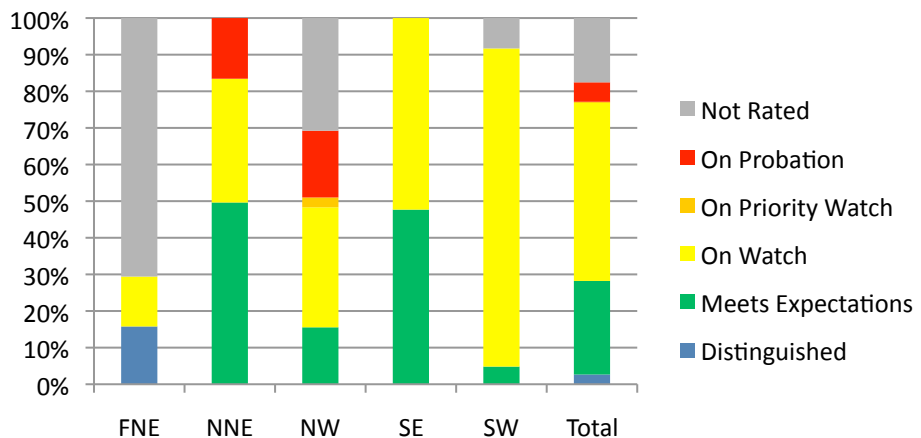


Southwest region had the highest proportion of seats offered in lower rated schools. Nearly a fifth of the seats in this region were in schools rated as On Priority Watch. The Far Northeast and Northwest regions both had a high proportion of seats in schools that had not yet been rated. Nearly half of the seats in the Far Northeast and over a third of seats in the Northwest were in these newer schools. In contrast, the Southeast region had no seats offered in schools that had not yet been rated.

Across the district for high school seats, about half of the offered seats were in schools that were On Watch (see Figure 8). A rather small percentage of offered seats were in higher-rated schools. Slightly over a quarter of seats were in schools that had earned the Distinguished or Meets Expectations ratings. Just 5% of seats were in schools that were On Probation. Almost a fifth of seats were in schools that had not yet been rated. The Near Northeast and Southeast regions had the

highest proportion of seats in higher rated schools. Nearly half of the high school seats offered in each of these areas were in schools that were rated as Meets Expectations. The Far Northeast was the only region of

**Figure 8: Seats Offered by Region and School SPF Rating, High School (9-12)**



the city that had any seats offered in Distinguished schools, 16% of available seats. The proportion represented over half of the seats in schools that had been rated, as over 70% of seats in the Far Northeast were in newer, unrated schools. The Northwest and Southwest regions had the lowest proportion of seats in higher rated schools. Nearly all seats that were offered in the Southwest region were in schools that were On Watch. Just 5% of seats were in schools that were rated as Meets Expectations. In the Northwest, just 16% of seats were in schools rated as Meets Expectations. This region also had the highest number of seats in lower rated schools, with about a fifth of all available seats in schools that were On Priority Watch or On Probation. The Near Northeast had a similarly high proportion of seats in lower rated schools, with 17% of offered seats in schools that were On Probation.

### **What were Students' Choices?**

#### *Number of Student Choices*

Students could select up to 5 choices. On average, students selected 2.8 choices ( $sd=1.6$ ). It is important to note that this is the average number of choices among those students who participated in the choice process (i.e., among students who made greater than zero choices). The number of choices did vary by student characteristics, however. In particular, students in transition grades (depicted in red) made, on average, nearly one more choice than did students in other grades (depicted in blue; see Figure 9).<sup>13</sup>

**Figure 9: Average Number of Choices, by Grade**

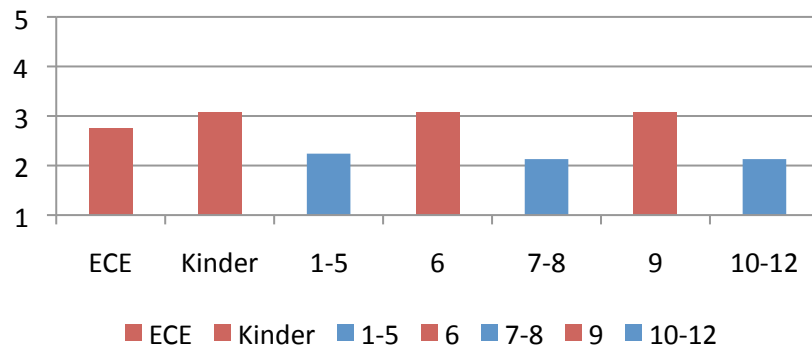


Table 2 presents the number of student choices by other student characteristics. Students

who qualified for free or reduced lunch made slightly more choices, on average, than students who did not qualify. While this difference is statistically significant, it is quite small in magnitude and unlikely to be of practical significance. Black students made significantly more choices than students from other racial/ethnic groups. Students residing in the Far Northeast region of the city made more choices, on average, than students from all other regions of the city. This is not unexpected, as many students in this region do not have a single default neighborhood school. Finally, the number of choices made varied by the School Performance

<sup>13</sup> Transition grades mean=2.94, sd=1.6; other grades mean=2.18, sd=1.4;  $t(6732)=30.06$ ,  $p<.0001$ .



Framework (SPF) rating of the student’s current school. Students who were currently enrolled in schools that were rated as On Probation made the most choices, on average. They tended to one more choice, an average, than students in schools earning a Distinguished rating. Students in Distinguished schools made the fewest choices. They made significantly fewer choices than students in all other groups except students currently enrolled in schools On Priority Watch.

**Table 2: Number of Choices Made by Student Characteristics.**<sup>^</sup>

Characteristic	N	Mean (SD)	Significance
<b>Free/Reduced Lunch</b>			$F(1,14741)=61.34^*$
Do Not Qualify <sup>a</sup>	4782	2.62 (1.56)	
Qualify <sup>b</sup>	9961	2.84 (1.63)	
<b>Race/Ethnicity</b>			$F(3,22730)=79.88^*$
Black, not Hispanic <sup>a</sup>	2835	3.23 (1.62)	
Hispanic <sup>b</sup>	11810	2.74 (1.62)	
White, not Hispanic <sup>b</sup>	6406	2.72 (1.57)	
Other <sup>b</sup>	1683	2.89 (1.61)	
<b>Region</b>			$F(4,20515)=143.13^*$
Far Northeast <sup>a</sup>	4454	3.35 (1.52)	
Near Northeast <sup>b</sup>	5224	2.76 (1.58)	
Northwest <sup>b</sup>	2955	2.72 (1.60)	
Southeast <sup>b</sup>	3970	2.78 (1.64)	
Southwest <sup>b</sup>	3827	2.62 (1.64)	
<b>School Performance Rating of Current School</b>			$F(6,22727)=42.23^*$
Distinguished <sup>a</sup>	1002	2.42 (1.56)	
Meets Expectations <sup>b</sup>	7141	2.70 (1.60)	
Accredited on Watch <sup>b,c</sup>	3936	2.82 (1.62)	
Accredited on Priority Watch <sup>a,b,c</sup>	736	2.72 (1.58)	
Accredited on Probation <sup>d</sup>	1000	3.43 (1.55)	
Not Rated <sup>b,c</sup>	925	2.82 (1.63)	
Not Currently Enrolled in a DPS School <sup>c</sup>	7994	2.86 (1.63)	

<sup>^</sup>Subgroups with different superscripts are significantly different from one another at  $p < .0001$ . \*  $p < .0001$

Because the characteristics presented in Table 2 are all associated, multivariate analyses were run to determine if each variable made an independent contribution to predicting the number of choices students made. Two regressions were run. The first, using the whole sample, included dummy variables for Hispanic, Far Northeast region, Distinguished school and school On Probation. The overall model was significant,<sup>14</sup> but it only explained a 4% of the total variance in number of choices. The parameter estimates for all predictors were significant, indicating that each variable made a significant independent contribution, though small in magnitude. A second regression was conducted omitting students who were new to the district and including free and reduced lunch status as an additional predictor. This model was also

<sup>14</sup>  $F(4,22733)=213.48, p < .0001$

significant and explained just 4% of the total variance in number of choices.<sup>15</sup> Once again, all of the parameter estimates for the individual predictors were significant, indicating that all of the variables made an independent, though small, contribution to explaining the number of choices students made.

### *Schools Students Chose*

It is useful to understand which schools students were most and least likely to request. There were multiple options for how to express this information, each with its own strengths and weaknesses. Expressing demand for schools as a ratio of the number of requests to the number of seats offered was selected to provide a more even playing field for smaller and larger schools. Another issue faced was whether to focus solely on the transition grades because the vast majority of SchoolChoice participants were in these grades, or to focus on all grades. For completeness, we present the highest and lowest demand schools using calculations based on all grades below.<sup>16</sup> The results for transition grades appear in the Appendix. When examining these data, it is important to keep in mind that unique features of particular schools can affect the results using these different methods of calculating demand. For example, a number of schools offer their ECE and/or kindergarten in one of two EC centers (Stephen Knight or Escalante-Biggs). As a result the “demand” for those grades is included with the EC center and not the school itself. Some schools, particularly new schools, were making an effort to expand in certain non-transition grades. These schools may have offered a large number of seats in non-transition grades, which had relatively few SchoolChoice participants. We have noted these nuances wherever possible in this report. Before drawing conclusions about other schools from data in the Appendix, readers should consider the unique context of the school and how it may have affected its demand.

For the 105 schools offering seats for the elementary grades (ECE-5), 90 of them (86%) received at least one request per available seat. Table 3 presents the ten schools with the most requests per available seat for grades ECE-5. These schools received between 5 and 18 requests for every available seat. Half of them were located in the Far Northeast and half were located in the Southeast. Three of the schools in the top ten had earned a Distinguished rating and two had earned the Meets Expectations rating. The ten schools earning the most first choice requests per available seat includes seven of the same schools (Table 4). These schools received between 2 and 8 first choice requests for every available seat. Again, these schools were concentrated in the Far Northeast and Southeast regions of the city. Four of these schools had earned a rating of Distinguished, 2 had earned the rating of Meets Expectations, and the remaining schools had not yet been rated.

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<sup>15</sup>  $F(5,14739)=138.45, p<.0001$

<sup>16</sup> The appendix includes the number of total requests and first choice requests per available seat for all schools.

**Table 3: Schools with the Most Requests per Available Seat for Grades ECE-5**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Odyssey School	510	28	18.21	K-8	FNE	71%	Meets Expectations
2	Steck	697	69	10.10	ECE-5	SE	96%	Distinguished
3	Bromwell	392	43	9.12	K-5	SE	80%	Distinguished
4	Escalante-Biggs Academy	983	144	6.82	ECE-K	FNE		Not Rated
5	Stephen Knight Center for Early Education	2271	356	6.38	ECE-K	SE		Not Rated
6	Westerly Creek	1086	182	5.97	ECE-5	FNE	73%	Meets Expectations
7	Swigert International School	1165	196	5.94	ECE-3	FNE		Not Rated
8	Slavens	338	58	5.83	ECE-8	SE	86%	Distinguished
9	Denver Green School	297	55	5.4	ECE-4, 6-8	SE	46%	On Watch
10	SOAR at Green Valley Ranch	574	112	5.13	K-4	FNE		Not Rated

**Table 4: Schools with the Most First Choice Requests per Available Seat for Grades ECE-5**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Odyssey School	227	28	8.11	K-8	FNE	71%	Meets Expectations
2	Steck	216	69	3.13	ECE-5	SE	96%	Distinguished
3	Polaris Program at Ebert	209	80	2.61	K-5	NNE	89%	Distinguished
4	Swigert International School	506	196	2.58	ECE-3	FNE		Not Rated
5	SOAR at Green Valley Ranch	272	112	2.43	K-4	FNE		Not Rated
6	Highline Academy	156	66	2.36	K-8	SE	65%	Meets Expectations
7	Escalante-Biggs Academy	340	144	2.36	ECE-K	FNE		Not Rated
8	Slavens	129	58	2.22	ECE-8	SE	86%	Distinguished
9	Denver Language School	201	100	2.01	K-4	SE		Not Rated
10	Bromwell	85	43	1.98	K-5	SE	80%	Distinguished

Table 5 presents the ten schools with the fewest requests for grades ECE-5. These schools had between 1.25 and 3 available seats for every request they received. These schools were distributed fairly evenly across the city. Of the six schools that had been rated with the SPF, most had earned a rating of On Watch. One school was rated as Meets Expectations and one

was On Probation. Two schools on this list are schools that will open their doors for the first time in fall 2012, which may explain why they were less popular choices. Two of these schools, KIPP Montbello and KIPP Sunshine Peak, only offered seats for fifth grade, a grade with relatively few students participating in SchoolChoice, which likely affected their relatively low demand. The data in Table 5 for Creativity Challenge Community (C3) only reflects grades 1-2 because this schools' kindergarten is located at Stephen Knight Center for Early Education. Data for kindergarten seats and requests were included with Stephen Knight Center instead of with C3. While the requests for grades 1-2 were relatively low, it is important to note that C3 offered 25 kindergarten seats at Stephen Knight Center and received 133 total requests and 33 first choice requests for those seats, indicating that this school is in relatively high demand for kindergarten.

While overall demand for the schools in Table 5 was low, in some cases, demand varied greatly by grade. In particular, Wyatt-Edison received 1.06 requests for every kindergarten seat, Kaiser received 1.2 requests per ECE seat and 1.1 requests per kindergarten seat, Greenlee received 1.7 requests for every ECE seat, and Rocky Mountain Prep received 2.5 requests for every ECE seat. These schools were substantially harder for younger students to get matched with than for students in grades 1-5.

**Table 5: Schools with the Fewest Requests per Available Seat for Grades ECE-5**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Fairmont	79	236	0.33	ECE-8	NW	40%	On Watch
2	KIPP Montbello College Prep	43	110	0.39	5-6	FNE		Not Rated
3	Trevista	110	242	0.45	ECE-8	NW	33%	On Probation
4	Wyatt-Edison Charter	103	205	0.50	K-8	NNE	50%	On Watch
5	Kaiser	145	234	0.62	ECE-5	SW	41%	On Watch
6	Swansea	151	232	0.65	ECE-5	NNE	44%	On Watch
7	KIPP Sunshine Peak Academy	79	110	0.72	5-6	SW	69%	Meets Expectations
8	Creativity Challenge Community (C3)	72	100	0.72	1-2	SE		New School
9	Greenlee	130	166	0.78	ECE-5	NW	41%	On Watch
10	Rocky Mountain Prep	128	161	0.80	ECE-1	SE		New School

<sup>^</sup>This school offers kindergarten at the Stephen Knight Center. Kindergarten seats and requests for those seats are included in Stephen Knight Center.

<sup>†</sup>This school has been open and offering grades 5-8, but is a new school for grades K-4.

**Table 6: Schools with the Fewest First Choice Requests per Available Seat for Grades ECE-5**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Escuela Tlatelolco	6	55	0.11	ECE-12	NW	34%	On Priority Watch
2	Trevista	36	242	0.15	ECE-8	NW	33%	On Probation
3	Fairmont	43	236	0.18	ECE-8	NW	40%	On Watch
4	Wyatt-Edison Charter	45	205	0.22	K-8	NNE	50%	On Watch
5	Kaiser	63	234	0.27	ECE-5	SW	41%	On Watch
6	Barrett	28	100	0.28	ECE-5	NNE	41%	On Watch
7	KIPP Montbello College Prep	31	110	0.28	5-6	FNE		Not Rated
8	Creativity Challenge Community (C3)	38	125	0.30	1-2 <sup>^</sup>	SE		New School
9	Columbine	29	91	0.32	ECE-6	NNE	42%	On Watch
10	Palmer	64	186	0.34	ECE-5	NNE	71%	Meets Expectations

<sup>^</sup>This school offers kindergarten at the Stephen Knight Center. Kindergarten seats and requests for those seats are included in Stephen Knight Center.

The ten schools earning the fewest first choice requests includes six of the same schools (Table 6). These schools had between 3 and 9 available seats for every first choice request they received. The distribution of schools across the regions was less even than was observed for total number of requests. Instead, these schools were more heavily concentrated in the Near Northeast and Northwest regions of the city. Half of the schools were rated as On Watch. The list included one school that will open for the first time in fall 2012.

Of the 59 schools offering seats for the middle school grades, 45 (76%) received at least one request per available seat. Table 7 displays the ten schools with the most requests for grades 6-8. These schools received between about 5 and 37 requests for every available seat. The majority of these schools, seven out of 10, were in the Far Northeast region of the city. None were in the Near Northeast. Half of the schools had earned a rating of Meets Expectations, two were rated as Distinguished. Table 8 displays the schools with the most first choice requests per available seat. Seven of the same schools appeared on this list. These schools received between 1.4 and about 7 first choice requests for every available seat. Half of these schools were located in the Far Northeast. All of them had been rated with the SPF, with four earning the Distinguished rating and five earning the Meets Expectations rating.

**Table 7: Schools with the Most Requests per Available Seat for Grades 6-8**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Odyssey School	147	4	36.75	K-8	FNE	71%	Meets Expectations
2	KIPP Sunshine Peak Academy	310	10	31.00	5-8	SW	69%	Meets Expectations
3	KIPP Montbello College Prep	168	15	11.2	5-6	FNE		Not Rated
4	Place Bridge Academy	58	6	9.67	ECE-8	SE	47%	On Watch
5	Omar D. Blair Charter	231	28	8.25	K-8	FNE	69%	Meets Expectations
6	DSST: GVR Middle School	1014	145	6.99	6-8	FNE	93%	Distinguished
7	Escuela Tlatelolco	46	7	6.57	ECE-12	NW	34%	On Priority Watch
8	DSST: Stapleton Middle School	849	145	5.86	6-8	FNE	82%	Distinguished
9	William Roberts	196	34	5.76	ECE-8	FNE	63%	Meets Expectations
10	Farrell B. Howell	256	49	5.22	ECE-8	FNE	58%	Meets Expectations

**Table 8: Schools with the Most First Choice Requests per Available Seat for Grades 6-8**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Odyssey School	26	4	6.50	K-8	FNE	71%	Meets Expectations
2	KIPP Sunshine Peak Academy	60	10	6.00	5-8	SW	69%	Meets Expectations
3	DSST: GVR Middle School	510	145	3.52	6-8	FNE	93%	Distinguished
4	DSST: Stapleton Middle School	351	145	2.42	6-8	FNE	82%	Distinguished
5	Denver School of the Arts	391	176	2.22	6-12	NNE	73	Meets Expectations
6	Place Bridge Academy	13	6	2.17	ECE-8	SE	47%	On Watch
7	Farrell B. Howell	84	49	1.71	ECE-8	FNE	58%	Meets Expectations
8	William Roberts	54	34	1.59	ECE-8	FNE	63%	Meets Expectations
9	Slavens	76	54	1.41	ECE-8	SE	86%	Distinguished
10	West Denver Prep-Federal	194	138	1.41	6-8	SW	83%	Distinguished

Table 9 presents the schools with the fewest requests for grades 6-8. These schools had between 1.3 and 3 seats for every request they received. Two were schools that will open their doors for the first time in fall 2012 and one of these new schools, Sims Fayola, was not included in the Enrollment Guide, which may have impacted the number of requests it received. While all of these schools were in relatively low demand across the grades, five of them had substantially more requests per seat for 6<sup>th</sup> grade. In particular, per available 6<sup>th</sup> grade seat, Wyatt-Edison Charter had 2.12 requests, Fairmont had 1.1 requests, Whittier had 1.85 requests, Dora Moore had 1.25 requests, and West Generation Academy had 1.27 requests. These schools were substantially harder for 6<sup>th</sup> grade students to get matched with than for 7<sup>th</sup> and 8<sup>th</sup> grade students. The majority of the schools were in the Near Northeast region. Three were located in the Northwest region. Half of the schools had earned the rating of On Watch. One school was on Probation.

Table 10 displays the schools with the fewest first choice requests for grades 6-8. Seven of the same schools appeared on this list. These schools had between about 5 and 50 seats for every first choice request they received. Once again, the majority of the schools were located in the Near Northeast. The majority had received a rating of On Watch. This list also included two schools that will open for the first time in fall 2012.

**Table 9: Schools with the Fewest Requests per Available Seat for Grades 6-8**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Trevista	28	81	0.35	ECE-8	NW	33%	On Probation
2	Smiley	178	462	0.39	6-8	NNE	50%	On Watch
3	Wyatt-Edison Charter	43	95	0.45	K-8	NNE	50%	On Watch
4	Pioneer	21	44	0.48	ECE-8	NNE	44%	On Watch
5	Fairmont	14	22	0.64	ECE-8	NW	40%	On Watch
6	Whittier	29	43	0.67	ECE-8	NNE	51%	Meets Expectations
7	Columbine	9	13	0.69	ECE-6	NNE	42%	On Watch
8	Sims Fayola	86	120	0.72	6, 9	FNE		New School
9	Dora Moore	82	113	0.73	ECE-8	NNE	60%	Meets Expectations
10	West Generation Academy	232	300	0.77	6, 8, 9	NW		New School

**Table 10: Schools with the Fewest First Choice Requests per Available Seat for Grades 6-8**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Wyatt-Edison Charter	2	95	0.02	K-8	NNE	50%	On Watch
2	Pioneer	1	44	0.02	ECE-8	NNE	44%	On Watch
3	Trevista	3	81	0.04	ECE-8	NW	33%	On Probation
4	Fairmont	1	22	0.05	ECE-8	NW	40%	On Watch
5	Smiley	25	462	0.05	6-8	NNE	50%	On Watch
6	Columbine	1	13	0.08	ECE-6	NNE	42%	On Watch
7	Whittier	5	43	0.12	ECE-8	NNE	51%	Meets Expectations
8	Harrington	1	8	0.13	ECE-6	NNE	46%	On Watch
9	West Denver Prep-Montbello	28	147	0.19	6	FNE		New School
10	Sims Fayola	26	120	0.22	6, 9	FNE		New School

Of the 31 schools offering high school seats, 23 (74%) had at least one request for every seat offered. The ten high schools receiving the most requests per available seat are presented in Table 11. These schools received between 2 and 27 requests for every available seat. Half of the schools were located in the Far Northeast. Two had earned a rating of Distinguished and four were rated as Meets Expectations. Eight of these ten schools were among the schools receiving the most first choice requests per available seat (see Table 12). These schools received between .74 to 8 first choice requests for every available seat. They were concentrated in the Far Northeast and Near Northeast regions of the city. The schools that had been rated using the SPF were fairly evenly distributed among the ratings of Distinguished, Meets Expectations and On Watch. The list included one school that will open for the first time in Fall 2012.



**Table 11: Schools with the Most Requests per Available Seat for Grades 9-12**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	DSST: Stapleton High School	549	20	27.45	9-12	FNE	82	Distinguished
2	Denver School of the Arts	467	57	8.19	6-12	NNE	73	Meets Expectations
3	DSST: GVR High School	806	185	4.36	9-10	FNE	93	Distinguished
4	DCIS at Montbello	506	129	3.92	6-7, 9-10	FNE		Not Rated
5	CEC Middle College of Denver	489	139	3.52	9-12	NW	66%	Meets Expectations
6	High Tech Early College	481	140	3.43	9-10	FNE		Not Rated
7	Martin Luther King Jr. Early College	561	167	3.36	6-12	FNE	47%	On Watch
8	KIPP Denver Collegiate	277	100	2.77	9-12	SW	40%	On Watch
9	Denver Center for International Studies	248	93	2.67	6-12	SW	60%	Meets Expectations
10	East	1651	680	2.43	9-12	NNE	66%	Meets Expectations

**Table 12: Schools with the Most First Choice Requests per Available Seat for Grades 9-12**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	DSST: Stapleton High School	164	20	8.20	9-12	FNE	82	Distinguished
2	Denver School of the Arts	211	57	3.70	6-12	NNE	73	Meets Expectations
3	DSST: GVR High School	310	185	1.68	9-10	FNE	93	Distinguished
4	CEC Middle College of Denver	208	139	1.49	9-12	NW	66%	Meets Expectations
5	West Denver Prep SMART High School	216	160	1.35	9	SW		New School
6	East	871	680	1.28	9-12	NNE	66%	Meets Expectations
7	Martin Luther King Jr. Early College	190	167	1.14	6-12	FNE	47%	On Watch
8	Bruce Randolph High School	193	178	1.08	6-12	NNE	46%	On Watch
9	DCIS at Montbello	104	129	0.81	6-7, 9-10	FNE		Not Rated

10	<b>KIPP Denver Collegiate</b>	74	100	0.74	9-12	SW	40%	On Watch
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Table 13 displays the ten schools with the fewest requests for grades 9-12. These schools had between about 1 and 13 seats for every request they received. The list includes three schools that are scheduled to open for the first time in fall 2012, including one school, Sims Fayola, that was not included in the Enrollment Guide. West only offered seats for grades 10-12, grades with relatively few students participating in SchoolChoice, which likely affected its relatively low demand. While all of these schools were in relatively low demand across the grades, two of them had substantially more requests per seat for 9<sup>th</sup> grade. In particular, per available 9<sup>th</sup> grade seat, Venture Prep High School had 2.6 requests and Thomas Jefferson had 1.8 requests. These schools were substantially harder for 9<sup>th</sup> grade students to get matched with than for 10<sup>th</sup>-12<sup>th</sup> grade students. These schools were fairly evenly distributed across the city. Four of the seven schools that had been rated with the SPF had earned the rating of On Watch. Two were On Probation.

Six of these schools were also among those receiving the fewest first choice requests per available seat (see Table 14). These schools had between 4 and 70 seats for every first choice request they received. Four were in the Far Northeast region, three were in the Northwest region, and two were in the Near Northeast region. The list includes two schools that will open for the first time in fall 2012 and two that had not yet been rated. The remaining schools all earned ratings of On Watch, On Priority Watch or On Probation.

**Table 13: Schools with the Fewest Requests per Available Seat for Grades 9-12**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	<b>Denver Online High School</b>	11	139	0.08	9-12	NNE	45%	On Watch
2	<b>West</b>	21	163	0.13	10-12	NW	33%	On Probation
3	<b>Sims Fayola</b>	71	130	0.55	6,9	FNE		New School
4	<b>Venture Prep High School</b>	146	246	0.59	6-12	NNE	32%	On Probation
5	<b>West Leadership Academy</b>	103	125	0.82	6,9	NW		New School
6	<b>Thomas Jefferson</b>	877	1000	0.88	9-12	SE	55%	Meets Expectations
7	<b>John F. Kennedy</b>	598	647	0.92	9-12	SW	49%	On Watch
8	<b>West Generation High School</b>	147	150	0.98	6,8,9	NW		New School
9	<b>Manual</b>	196	185	1.06	9-12	FNE	46%	On Watch
10	<b>Abraham Lincoln</b>	615	573	1.07	9-12	SW	45%	On Watch

**Table 14: Schools with the Fewest First Choice Requests per Available Seat for Grades 9-12**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Grades Served	Region	SPF--% of Points Earned	SPF Category
1	Denver Online High School	2	139	0.01	9-12	NNE	45%	On Watch
2	Sims Fayola	7	130	0.05	6,9	FNE		New School
3	West	10	163	0.06	10-12	NW	33%	On Probation
4	Venture Prep High School	18	246	0.07	6-12	NNE	32%	On Probation
5	Escuela Tlatelolco	4	24	0.17	ECE-12	NW	34%	On Priority Watch
6	West Leadership Academy	21	125	0.17	6,9	NW		New School
7	Manual	34	185	0.18	9-12	FNE	46%	On Watch
8	Noel Community Arts School	45	218	0.21	6-7, 9-10	FNE		Not Rated
9	Collegiate Prep Academy	63	300	0.21	9-10	FNE		Not Rated
10	Southwest Early College	53	235	0.23	9-12	SW	48%	On Watch

Some schools serve students across the elementary, middle and high school years. Examination of Tables 3-14 reveals that in some cases, demand was similar for these schools across the grade levels and in some cases it was not. For example, Odyssey School and Slaves serve both the elementary and middle grades. This school was among the most requested per available seat for both the elementary and middle grades. Similarly, Denver School of the Arts serves both middle and high school grades. It was among the most requested schools for both of these grade levels. Trevista, Columbine, Fairmont, and Wyatt-Edison were among the least requested schools per available seat for both the elementary and middle grades, though two of these schools, Fairmont and Wyatt-Edison, had somewhat higher demand for the transition grades than they did for other grades.

Escuela Tlatelolco serves students from K-12. They received relatively few requests for their 55 elementary seats, a relatively high number of requests for their 7 middle school seats, and relatively few requests for their 24 high school seats. This indicates that demand for this school varies by grade level. Many fewer seats were offered for grades 6-8, which played a role in making this school more competitive to get into for the middle school grades.

The patterns of requests were more complicated for a few schools. In particular, KIPP Montbello College Prep and KIPP Sunshine Peak Academy both offered seats starting in fifth grade. Neither of these schools experienced a high number of requests per available seats in fifth grade. However, in sixth grade, the more common transition grade in Denver schools,

these two schools experienced much higher demand. They were among the most requested schools per available middle school seat.

### *Are Students' Characteristics Associated with the SPF Rating of the Schools they Choose?*

The analyses just described shed light on which students make the most choices and which schools are most in demand. However, it is also of interest to examine the types of choices different students make. To address this, student characteristics were examined in relation to the SPF rating of their first choice school. Two sets of analyses were conducted. First, for schools that had been rated with the SPF, student characteristics were examined in relation to the total percentage of SPF points earned by their first choice schools. This set of analyses sheds light on whether different types of students are more likely to select higher rated schools as their first choices. Second, student characteristics were examined in relation to whether or not students' first choices were schools that had not yet been rated. This set of analyses sheds light on whether different types of students are more likely to select a new school as their first choices.

There was a significant association between students' grade level (i.e., elementary, middle or high school) and the SPF rating of their first choice schools (see Table 15). Students in the middle grades tended to choose higher-rated schools, on average, for their first choices. High school students tended to choose first choice schools with lower average ratings. This is not surprising when one considers that fewer higher quality seats were available for high schools (see Figure 8). Students in the non-transition grades tended to choose higher-rated schools for their first choices than did students in the transition grades.

Students who did not qualify for free or reduced lunch tended to choose higher-rated schools on average than students who qualified for free or reduced lunch. The SPF rating of first choice schools differed by students' race/ethnicity as well. White students tended to choose higher rated schools on average than students of other races and ethnicities. Hispanic students tended to choose lower rated schools than students from the other racial and ethnic groups. These two associations are likely due, in part, to geographical issues. The Southeast region of the city has the lowest proportion of students participating in SchoolChoice who qualify for free or reduced lunch, just 11%, and the lowest proportion of Hispanic students, just 9%. This region also tends to have more seats available in higher-rated schools (see Figures 6-8). Conversely, the Southwest region has one of the highest concentrations of students qualifying for free and reduced lunch (26%) and the highest concentration of Hispanic students (31%) participating in SchoolChoice. The Southwest region also has higher concentrations of seats available in lower-rated schools. When interpreting these findings about economic and ethnic differences in choices, it is critical to keep in mind that because of the geographical distribution

of demographic subgroups and seats in higher-rated schools across the city, some demographic subgroups have less access to higher-rated seats that are relatively close to their homes.

**Table 15: Percentage of SPF Points Earned by First Choice Schools by Student Characteristics.<sup>^</sup>**

<b>Characteristic</b>	<b>N</b>	<b>Mean (SD)</b>	<b>Significance</b>
<b>Grade Level</b>			$F(2,17738)=410.18^*$
Elementary <sup>a</sup>	10687	0.60 (0.15)	
Middle <sup>b</sup>	4338	0.67 (0.18)	
High <sup>c</sup>	2664	0.54 (0.10)	
<b>Transition Grade</b>			$F(1,17738)=103.49^*$
Non-transition grade <sup>a</sup>	3445	0.65 (0.16)	
Transition grade <sup>b</sup>	14294	0.60 (0.16)	
<b>Free/Reduced Lunch</b>			$t(11541)=15.72^*$
Do Not Qualify <sup>a</sup>	3960	0.63 (0.14)	
Qualify <sup>b</sup>	7583	0.59 (0.16)	
<b>Race/Ethnicity</b>			$F(3,17735)=376.95^*$
Black, not Hispanic <sup>a</sup>	2198	0.61 (0.16)	
Hispanic <sup>b</sup>	9213	0.57 (0.16)	
White, not Hispanic <sup>c</sup>	5008	0.66 (0.14)	
Other <sup>a</sup>	1317	0.61 (0.16)	
<b>Region</b>			$F(4,15928)=158.35^*$
Far Northeast <sup>a</sup>	2642	0.63 (0.18)	
Near Northeast <sup>a</sup>	4056	0.63 (0.15)	
Northwest <sup>b</sup>	2737	0.58 (0.15)	
Southeast <sup>a</sup>	3265	0.64 (0.14)	
Southwest <sup>c</sup>	3229	0.56 (0.16)	
<b>School Performance Rating of Current School</b>			$F(6,17735)=222.95^*$
Distinguished <sup>a</sup>	769	0.71 (0.15)	
Meets Expectations <sup>b</sup>	6136	0.63 (0.14)	
Accredited on Watch <sup>c</sup>	3027	0.54 (0.16)	
Accredited on Priority Watch <sup>c</sup>	602	0.52 (0.16)	
Accredited on Probation <sup>d</sup>	575	0.59 (0.22)	
Not Rated <sup>a</sup>	431	0.67 (0.17)	
Not Currently Enrolled in a DPS School <sup>d</sup>	6196	0.61 (0.15)	

<sup>^</sup>Subgroups with different superscripts are significantly different from one another at  $p < .0001$ .

<sup>\*</sup> $p < .0001$

Region of the city was significantly associated with the SPF rating of first choice schools. Students in the Far Northeast, Near Northeast and Southeast tended to select higher rated schools, on average, as their first choices than students from the Northwest and Southwest areas of the city. Students from the Southwest area selected schools for their first choices that were the lowest among the regions of the city.

The SPF rating of first choice schools varied by the SPF rating of current schools as well. Students who were currently enrolled in schools that were rated as Distinguished or not yet rated tended to request higher-rated first choice schools than all other students. Students

currently enrolled in schools that were On Watch or On Priority Watch selected lower-rated schools as their first choices, on average, than other students participating in SchoolChoice.

Table 16 presents the percentage of students selecting a school that had not yet been rated as their first choice, by student characteristics. Overall, in the sample as a whole, 22% of students chose one of these newer schools as their first choices. About 40% of high school students selected an unrated school as their first choice. This is somewhat surprising when one considers that only about a fifth of the offered high school seats were in schools that had not yet been rated (see Figure 8). Students in transition grades were more likely to select an unrated school as their first choice than students in non-transition grades.

**Table 16: Percentage of Students Selecting an Unrated School for their First Choice, by Student Characteristics.**

Characteristic	Percent Choosing an Unrated School	Significance
<b>Grade Level</b>		$\chi^2_2=1074.63^*$
Elementary	17.44%	
Middle	17.77%	
High	40.22%	
<b>Transition Grade</b>		$\chi^2_1=72.69^*$
Non-transition grade	17.03%	
Transition grade	23.09%	
<b>Free/Reduced Lunch</b>		$\chi^2_1=84.93^*$
Do Not Qualify	17.19%	
Qualify	23.87%	
<b>Race/Ethnicity</b>		$\chi^2_3=0.54$
Black, not Hispanic	22.47%	
Hispanic	21.99%	
White, not Hispanic	21.82%	
Other	21.75%	
<b>Region</b>		$\chi^2_4=1524.88^*$
Far Northeast	41.86%	
Near Northeast	22.36%	
Northwest	7.38%	
Southeast	17.76%	
Southwest	15.63%	
<b>School Performance Rating of Current School</b>		$\chi^2_6=1049.49^*$
Distinguished	23.25%	
Meets Expectations	14.07%	
Accredited on Watch	23.09%	
Accredited on Priority Watch	18.21%	
Accredited on Probation	42.50%	
Not Rated	53.41%	
Not Currently Enrolled in a DPS School	22.49%	

\* $p < .0001$

Students who qualified for free or reduced lunch were also significantly more likely to select a school that had not yet been rated as their first choice than students who did not qualify for free or reduced lunch. The likelihood of selecting an unrated school as a first choice was not associated with race/ethnicity. Students from all racial and ethnic groups were equally likely to select these newer schools as their first choices.

The likelihood of selecting a newer school varied dramatically across the regions of the city. This is not a surprising finding. The proportion of seats offered in new schools also varies quite dramatically across the city. In the Far Northeast, 44% of offered seats were in schools that had not yet been rated. Proportions of offered seats in unrated schools for the Northwest, Southeast, Southwest, and Near Northeast were 14%, 11%, 9%, and 4%, respectively. Given the large proportion of seats in newer schools that were offered in the Far Northeast, it is not unexpected that a large percentage of students in the Far Northeast selected newer schools as their first choices (see Table 16). However, in spite of the fact that the Near Northeast had the smallest percentage of offered seats in new schools, this region had the second highest proportion of students choosing newer, unrated schools, 22%. The Northwest had one of the highest percentages of offered seats in newer schools, yet this region had the smallest proportion of students choosing an unrated school as their first choice, just 7%.

Finally, the SPF rating of the school currently attended by the student was associated with the likelihood of selecting a newer school as one's first choice. Not surprisingly, students who were currently enrolled in schools that were not yet rated were more likely to select an unrated school as their first choice. Over half of these students chose an unrated school as their first choice. Selecting an unrated school as first choice was also a popular option for students currently enrolled in schools that were On Probation. Students in schools that had earned the rating of Meets Expectations were least likely to select an unrated school as their first choice.

### ***With Which Schools did Students Get Matched?***

#### *Students Matched with Choices*

Overall 85% of students were matched with one of their choices. Seventy percent of students were matched with their first choice. Seventy-nine percent were matched with their first or second choice, and 83% were matched with one of their top three choices. To address the extent to which the likelihood of getting a choice was associated with student characteristics,



these proportions were disaggregated by grade, free/reduced lunch status, race/ethnicity, region, and SPF rating of their current school.

### Grade

The proportions of students matched with their choices disaggregated by grade level are presented in Table 17. The proportion of students matched with any one of their choices tended to be lower for students entering ECE and the non-transition grades. Since school attendance is not mandatory for preschool-aged children, schools do not need to provide enough ECE seats to accommodate all children. The lower proportion of ECE students receiving a choice is likely due, in part, to the overall demand for ECE exceeding the capacity in addition to the demand for certain schools exceeding the capacity. For students entering kindergarten, sixth grade and ninth grade, proportions were higher (in the 90% range). A similar pattern of effects was apparent when looking at the proportion receiving their first choice, first or second choice and one of their top three choices.

**Table 17: Proportion of Students Matched with Their Choices, by Grade**

<b>Grade</b>	<b>% Matched with Any Choice</b>	<b>% Matched with First Choice</b>	<b>% Matched with First or Second Choice</b>	<b>% Matched with First, Second, or Third Choice</b>
<b>ECE</b>	77%	61%	70%	74%
<b>Kindergarten</b>	93%	81%	88%	91%
<b>1-5</b>	71%	56%	65%	68%
<b>6</b>	92%	76%	88%	91%
<b>7-8</b>	58%	41%	50%	55%
<b>9</b>	90%	75%	86%	89%
<b>10-12</b>	73%	66%	73%	75%

### Free or Reduced Lunch Status

Table 18 presents the proportion of students matched with their choices by free or reduced lunch status. Students who qualified for free and reduced lunch were slightly more likely to get matched with one of their choices than students who did not qualify. The percent of students matched with their first choice school was five percent higher for students qualifying for free or reduced lunch than for students who did not qualify.

**Table 18: Proportion of Students Matched with Their Choices, by Free/Reduced Lunch Status**

	<b>% Matched with Any Choice</b>	<b>% Matched with First Choice</b>	<b>% Matched with First or Second Choice</b>	<b>% Matched with First, Second, or Third Choice</b>
<b>Qualify for Free or Reduced Lunch</b>	90%	78%	86%	89%

<b>Do Not Qualify</b>	86%	73%	82%	85%
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### Race/Ethnicity

The proportion of students matched with their choices by race/ethnicity is presented in Table 19. Hispanic students were most likely to be matched with any choice; white students were least likely to be matched with one of their choices. This pattern is repeated, but the differences between groups are larger when one considers the percent of students matched with their first choice.

**Table 19: Proportion of Students Matched with Their Choices, by Race/Ethnicity**

	<b>% Matched with Any Choice</b>	<b>% Matched with First Choice</b>	<b>% Matched with First or Second Choice</b>	<b>% Matched with First, Second, or Third Choice</b>
<b>Hispanic</b>	89%	76%	84%	87%
<b>White</b>	78%	62%	71%	75%
<b>Black</b>	84%	65%	77%	82%
<b>Other</b>	83%	67%	76%	80%

### Region

The proportion of students matched with one of their choices was fairly consistent across regions of the city (see Table 20). Between 83% and 89% of students residing in each region were matched with at least one of their schools. However, the differences between regions were larger when one examines the proportion of students matched with their first choice schools by region. Students residing in the Northwest and Southwest regions of the city were most likely to be matched with their first choice. Students residing in the other regions of the city were 8% to 13% less likely to be matched with their first choice school.

**Table 20: Proportion of Students Matched with Their Choices, by Region of the City**

	<b>% Matched with Any Choice</b>	<b>% Matched with First Choice</b>	<b>% Matched with First or Second Choice</b>	<b>% Matched with First, Second, or Third Choice</b>
<b>Far Northeast</b>	86%	65%	79%	84%
<b>Near Northeast</b>	83%	68%	76%	80%
<b>Northwest</b>	88%	76%	83%	86%
<b>Southeast</b>	84%	68%	77%	81%
<b>Southwest</b>	89%	78%	86%	88%

### SPF Rating of the Student's Current School

Table 21 presents the proportion of students who were matched with their choices, by the SPF rating of their current school. For students who were currently in a DPS school that had been rated using the SPF, the proportions of students being matched with one of their choices is remarkably similar for all SPF ratings. Between 89% and 90% of students in these schools were matched with one of their choices. In contrast, only about three-quarters of students who were not currently enrolled in a DPS school were matched with one of their choices. The proportion of students from schools that were not yet rated who received one of their choices was slightly lower, 83%. For students not yet enrolled in a DPS school, the proportion was even lower. Just about three-quarters of these students received one of their choices.

The pattern of results differed slightly for the proportion getting matched with their first choice. Once again, students new to the district were least likely to get their first choice (58%). The next lowest group was students in schools that were On Probation. About two-thirds of these students received their first choice, whereas about three-quarters of students in higher rated schools received their first choice.

**Table 21: Proportion of Students Matched with Their Choices, by SPF Rating of the Student’s Current School**

<b>Grade</b>	<b>% Matched with Any Choice</b>	<b>% Matched with First Choice</b>	<b>% Matched with First or Second Choice</b>	<b>% Matched with First, Second, or Third Choice</b>
<b>Distinguished</b>	89%	77%	86%	87%
<b>Meets Expectations</b>	89%	76%	85%	88%
<b>On Watch</b>	90%	79%	87%	89%
<b>On Priority Watch</b>	89%	78%	84%	88%
<b>On Probation</b>	89%	68%	81%	86%
<b>Not Rated</b>	83%	72%	78%	82%
<b>Not Currently Enrolled in a DPS School</b>	77%	58%	68%	73%

Across all of the columns in Table 21, students who are new to the district are least likely to receive their choices. This is not surprising when one examines the composition of this group of students. Forty-eight percent of these students were entering ECE, a grade level at which students were less likely to get one of their choices (see Table 17). Another 32% of students in this group were entering kindergarten and these students represented about 44% of kindergarteners participating in choice overall. While the overall rate of being matched with any choice was quite high for kindergarteners (93%; see Table 17), further analysis revealed that this differed significantly by whether or not the student was already enrolled in DPS

school.<sup>17</sup> Ninety-seven percent of students entering kindergarten who were already enrolled in a DPS school got one of their choices compared with 88% of students entering kindergarten who were not already enrolled in a DPS school. This was in spite of the fact that entering kindergarten students who were new to DPS made more choices on average than continuing entering kindergarteners.<sup>18</sup> Results were similar when examining the proportion matched with their first choice.<sup>19</sup> Ninety percent of students entering kindergarten who were already enrolled in a DPS school were matched with their first choice compared with just 69% of students entering kindergarten who were not already enrolled in a DPS school.

### *Are Students' Characteristics Associated with the SPF Rating of the Schools with Which They are Matched?*

So far, this report has detailed how student characteristics are associated with the SPF rating of students' choices and the extent to which they get one of their choices. Also of interest is whether certain types of students are more likely to actually get matched with higher rated schools. To address this issue, analyses were run using student characteristics as predictors of the SPF rating of the school with which they were actually matched. Because students need to request higher rated schools in order to be matched with them, the average SPF rating of the schools they requested was included in the analyses as a covariate. As a result, these analyses shed light on whether, *after taking into account the types of choices students made*, student characteristics are associated with the SPF points earned by the schools to which they were actually matched. Heuristically, these analyses address the question of whether students from different demographic groups who request schools with similar SPF ratings end up being matched with schools that have similar SPF ratings.

Grade level was not significantly associated with the SPF rating of the schools with which students were actually matched.<sup>20</sup> That is, after taking into account the SPF rating of the schools that students requested, elementary, middle and high school students were matched with schools with similar SPF ratings on average. There was a significant effect for transition grade.<sup>21</sup> However, after adjusting for the SPF ratings of students' requests, the difference in the means for the two groups was rather small, and unlikely of any practical significance. Students in transition grades were matched with schools earning, on average, 58% of the possible points. Students in non-transition grades were matched with schools earning, on average 57% of the possible points.

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<sup>17</sup>  $\chi^2_1=191.73, p<.0001$

<sup>18</sup>  $F(1,5820)=123.57, p<.0001$ ; mean for new kindergarteners=3.01,  $sd=1.64$ ; mean for continuing kindergarteners=2.54,  $sd=1.61$

<sup>19</sup>  $\chi^2_1=415.94, p<.0001$

<sup>20</sup>  $F(2,15301)=0.56, n.s.$

<sup>21</sup>  $F(1,15301)=16.27, p<.0001$

The effects for free/reduced lunch status, race/ethnicity, and region of the city were also non-significant.<sup>22</sup> After adjusting for the average SPF rating of the schools that students requested, membership in these subgroups was not associated with the SPF ratings of the schools to which students were matched.

### ***What does the Choice Information Tell Us about Demand for Schools?***

#### *Is Demand for a School Associated with its Characteristics?*

To address this question, the associations between the number of total requests and first choice requests per available seat with school characteristics from the SPF were examined (see Table 22).

For the elementary grades, the composition of the school was strongly associated with the number of total and first choice requests per available seat. Schools with a greater proportion of Free/Reduced lunch students, minority students, English language learners, and special education students tended to get fewer requests per available seat. For the middle school and high school grades, there were fewer associations. For middle school, the proportion of Free/Reduced Lunch students was negatively associated with the number of first choice requests per available seat. In addition, schools with a higher percentage of special education students tended to get fewer total and first choice requests per available seat for middle school than schools with a smaller percentage of special education students. For the high school grades, the percent of free and reduced lunch students and the percent of special education students were both negatively associated with the total number of requests and the number of first choice requests per available seat.

There was a strong pattern of associations between the total percentage of SPF points earned and the total number of requests and the number of first choice requests per available seat. Five out of the six correlations were large and statistically significant. Schools earning a greater proportion of possible points on the SPF tended to get more requests per available seat. For the elementary school grades, all components of the SPF were significantly associated with both the total number and number of first choice requests per available seat. For middle school, the total number of requests per available seats was largely unrelated to the SPF areas. However, the number of first choice requests per available seat was significantly associated SPF points in the areas of growth, status, student engagement, and parent satisfaction. For high

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<sup>22</sup> Free/reduced lunch:  $F(1,10227)=0.08$ , n.s.; race/ethnicity:  $F(3,15300)=2.40$ , n.s.; region of the city:  $F(4,13866)=2.38$ , n.s.

school, both total and first choice requests per available seat were significantly associated with SPF points earned in the areas of growth, status, readiness status, and student engagement.

**Table 22: Correlations between Requests for Schools and School Characteristics (and ns)<sup>^</sup>**

	# of Requests per Available Seat ECE-5	# of First Choice Requests per Available Seat ECE-5	# of Requests per Available Seat 6-8	# of First Choice Requests per Available Seat 6-8	# of Requests per Available Seat 9-12	# of First Choice Requests per Available Seat 9-12
Total Enrollment at School	-.13 (93)	-.11 (93)	-.13 (48)	-.08 (48)	.01 (23)	.08 (23)
% Free/Reduced Lunch	<b>-.61</b> (93)	<b>-.52</b> (93)	-.20 (48)	<b>-.32</b> (48)	<b>-.41</b> (23)	<b>-.48</b> (23)
% Minority	<b>-.59</b> (93)	<b>-.50</b> (93)	-.18 (48)	-.28 (48)	-.31 (23)	-.39 (23)
% English Language Learners	<b>-.47</b> (93)	<b>-.36</b> (93)	.00 (48)	-.08 (48)	-.26 (23)	-.30 (23)
% Special Education Students	<b>-.33</b> (93)	<b>-.35</b> (93)	<b>-.30</b> (48)	<b>-.36</b> (48)	<b>-.50</b> (23)	<b>-.53</b> (23)
% of Possible SPF Points Earned	<b>.50</b> (93)	<b>.45</b> (93)	.28 (48)	<b>.46</b> (48)	<b>.59</b> (23)	<b>.67</b> (23)
% of Growth Points Earned	<b>.39</b> (93)	<b>.36</b> (93)	<b>.27</b> (48)	<b>.41</b> (48)	<b>.59</b> (22)	<b>.62</b> (22)
% of Status Points Earned	<b>.52</b> (93)	<b>.47</b> (93)	.23 (48)	<b>.43</b> (48)	<b>.59</b> (23)	<b>.63</b> (23)
% of Readiness Growth Points Earned	<b>Not Applicable</b>				-.03 (21)	.05 (21)
% of Readiness Status Points Earned					<b>.54</b> (21)	<b>.62</b> (21)
% of Student Engagement Points Earned	<b>.48</b> (93)	<b>.46</b> (93)	.27 (48)	<b>.43</b> (48)	<b>.46</b> (23)	<b>.50</b> (23)
% of Re-enrollment Points Earned	<b>.28</b> (91)	<b>.31</b> (91)	.16 (42)	.41 (42)	.33 (22)	.40 (22)
% of Parent Satisfaction Points Earned	<b>.27</b> (93)	<b>.28</b> (93)	.23 (48)	<b>.29</b> (48)	.29 (23)	.29 (23)

<sup>^</sup>Correlations in boldface are significant at  $p < .05$

The school composition variables listed in Table 22 are highly correlated with SPF ratings.<sup>23</sup> Further analyses were conducted to determine if the school composition variables were associated with requests per available seat after taking into account the percent of SPF points earned. Partial correlations were computed between free/reduced lunch percent and the request per available seat variables, controlling for the percent of SPF points earned by the school. These partial correlations describe the association between free/reduced lunch percent and requests that is above and beyond what is explained by the fact that lower rated schools tend to have a greater proportion of students qualifying for free or reduced lunch. The partial correlations were significant for the elementary grades, but not for middle and high school. In elementary grades, after controlling for the percentage of SPF points earned, the total number of requests was associated with the free/reduced lunch percentage at -.46. After controlling for the percentage of SPF points earned, the number of first choice requests was correlated with free/reduced lunch percent at -.33. Both of these correlations were statistically significant.<sup>24</sup> A similar pattern of results was found when we examined partial correlations with percent minority, percent ELL, and percent special education.<sup>25</sup> When examining all of these associations, it is important to keep in mind that the existence of a correlation does not necessarily imply a causal mechanism.

#### *What Role Does Location Play in School Choice?*

Analyses were conducted to shed light on the extent to which students selected schools in the same region of the city as their residence. Both the percentage of choices made that were in the same region and whether their first choice selections were in the same region as their residences were examined. On average 66% of students' choices were in the same region of the city as their home. There was considerable variability around this mean, however.<sup>26</sup> Nearly a quarter of students (23%) made no choices in the same region of the city as their home. Over half (55%) of students only selected schools within their home region. When looking at just first choices, two-thirds (67%) of students selected schools within their home region as their first choices. Analyses were also conducted to examine the extent to which the location of choices made varied by student and the SPF rating of schools being chosen were examined.

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<sup>23</sup> Correlations with percent of SPF points earned are as follows: FRL percent  $r=-.55$ , minority percent  $r=-.50$ ; ELL percent  $r=-.31$  and special education percent  $r=-.38$ . All are significant at  $p<.0001$

<sup>24</sup>  $p<.0001$  and  $p<.001$ , respectively.

<sup>25</sup> Partial correlations for percent minority with elementary grade requests, controlling for percent of SPF points earned, were as follows: total requests,  $r=-.42$ ,  $p<.0001$ ; first choice requests,  $r=-.31$ ,  $p<.01$ . Partial correlations for percent ELL with elementary grade requests, controlling for percent of SPF points earned, were as follows: total requests,  $r=-.29$ ,  $p<.01$ ; first choice requests,  $r=-.20$ , n.s.

Partial correlations for percent special education with elementary grade requests, controlling for percent of SPF points earned, were as follows: total requests,  $r=-.24$ ,  $p<.05$ ; first choice requests,  $r=-.26$ ,  $p<.05$ .

<sup>26</sup>  $sd=.42$ ; range 0-1



## Student Characteristics

Analyses were conducted to determine whether location of choices varied by student grade, free/reduced lunch status, race/ethnicity, region of the city in which they resided, and SPF rating of current school (see Table 23). Students entering the non-transition high school grades (i.e., grades 10-12) made a significantly smaller proportion of choices in the same region as their home than students in all other grades. On average, only slightly over a third of their choices were within the same region where they live. Students entering ECE and Kindergarten tended to make the smallest proportion of choices outside of the region where they live. On average, over two-thirds of these students' choices were within the same region as their homes. Students qualifying for free or reduced lunch tended to make a similar proportion of choices within the same region as their homes as did students who did not qualify for free or reduced lunch.

Hispanic students made, on average, the highest proportion of choices within the region in which they live, about three-quarters. White students and those in the other race/ethnicity category made the fewest choices within the region in which they live, slightly over half.

Students residing in the Near Northeast region of the city made the smallest percentage of choices in their home region. On average, only about half of these students' choices were in the same region in which they reside. This may be, in part, due to the capacity issues in this region at the lower grades. As discussed earlier, the number of students requesting ECE and Kindergarten seats in this region exceeded the number of seats offered by a wide margin (see Table 1). In contrast, students in the Far Northeast region of the city made nearly all of their choices within their region. On average, 88% of the schools selected by these students were in the Far Northeast region.

Finally, the SPF rating of the student's current school was related the proportion of choices they made from within their home region. Students currently enrolled in schools that were On Probation made, on average, the largest proportion of choices from within the region in which they lived. Over three-quarters of the schools selected by these students were from the region in which they lived compared with about two-thirds of choices from students in schools earning other ratings.

**Table 23: Percent of Choices in Same Region as Home, by Student Characteristics.**<sup>^</sup>

Characteristic	N	Mean (SD)	Significance
<b>Grade Level</b>			$F(6,22730)=90.44^*$
ECE <sup>a,b</sup>	4520	.70 (.42)	
Kindergarten <sup>a,b</sup>	5822	.72 (.42)	
1-5 <sup>a,c</sup>	2603	.66 (.44)	
6 <sup>c</sup>	4388	.65 (.40)	
7-8 <sup>e</sup>	948	.55 (.46)	
9 <sup>c,e</sup>	3855	.61 (.39)	
10-12 <sup>f</sup>	601	.39 (.44)	
<b>Free/Reduced Lunch</b>			$t(7992)=1.47$
Do Not Qualify	7596	.63 (.44)	
Qualify	10359	.60 (.43)	
<b>Race/Ethnicity</b>			$F(3,22730)=287.59^*$
Black, not Hispanic <sup>a</sup>	2835	.66 (.40)	
Hispanic <sup>b</sup>	11810	.73 (.40)	
White, not Hispanic <sup>c</sup>	6406	.55 (.44)	
Other <sup>c</sup>	1683	.59 (.43)	
<b>Region</b>			$F(4,20515)=886.43^*$
Far Northeast <sup>a</sup>	4454	.88 (.26)	
Near Northeast <sup>b</sup>	5224	.49 (.42)	
Northwest <sup>c</sup>	2955	.74 (.37)	
Southeast <sup>c</sup>	3970	.83 (.31)	
Southwest <sup>d</sup>	3827	.77 (.36)	
<b>School Performance Rating of Current School</b>			$F(6,22733)=43.09^*$
Distinguished <sup>a,b</sup>	1002	.67 (.40)	
Meets Expectations <sup>b</sup>	7141	.64 (.42)	
Accredited on Watch <sup>a,c</sup>	3936	.71 (.39)	
Accredited on Priority Watch <sup>a,b,c</sup>	736	.68 (.41)	
Accredited on Probation <sup>d</sup>	1000	.82 (.32)	
Not Rated <sup>a,b,c</sup>	925	.68 (.44)	
Not Currently Enrolled in a DPS School <sup>a,b</sup>	7994 <sup>b</sup>	.63 (.44)	

<sup>^</sup>Subgroups with different superscripts are significantly different from one another at  $p < .0001$ .

\* $p < .0001$

### SPF Rating of Schools

The proportion of requests and the proportion of first choice requests received by each school from students who lived within the school's region was also examined. On average, 69% of requests and 71% of first choice requests came from students residing in the same region as the school was located (total requests  $sd=.24$ ; first choice requests  $sd=.28$ ). Tables 24 and 25 present these proportions by the SPF rating of the schools. For both total requests and first

choice requests, there were no significant differences by the SPF rating, indicating that schools with higher SPF ratings are not more likely to draw students from outside of their regions.

**Table 24: Percent of Requests for Schools That Came From the Same Region as the School, by SPF Rating**

SPF Rating	N	Mean (SD)	Significance
			$F(4,138)=0.95$ , n.s.
Distinguished	17	.63 (.22)	
Meets Expectations	60	.66 (.26)	
On Watch	46	.73 (.21)	
On Priority Watch	8	.75 (.10)	
On Probation	8	.69 (.24)	

**Table 25: Percent of First Choice Requests for Schools That Came From the Same Region as the School, by SPF Rating**

SPF Rating	N	Mean (SD)	Significance
			$F(4,138)=0.93$ , n.s.
Distinguished	17	.66 (.31)	
Meets Expectations	60	.67 (.29)	
On Watch	46	.76 (.24)	
On Priority Watch	8	.72 (.22)	
On Probation	8	.73 (.26)	

### **Summary and Conclusions**

Over 22,000 students participated in the SchoolChoice process. The vast majority of these students were entering grades when students typically transition to a new school (i.e., ECE, kindergarten, 6<sup>th</sup> and 9<sup>th</sup> grades). The group of students who participated in SchoolChoice was similar to the district as a whole in terms of race/ethnicity and free/reduced lunch status.

In general, capacity was available in every region to accommodate choice participants. A notable exception to this was the Near Northeast region, where there were many more participants entering ECE than there was capacity. The number of SchoolChoice participants entering kindergarten in this region also exceeded the number of available seats.

The quality of available seats across the district was also examined using the SPF rating as the measure of quality. Across the district, about half of elementary and middle school seats were in higher-rated schools. About half of the available high school seats were in schools rated as On Watch. Generally speaking, the Southeast tended to have the highest proportion of higher-rated seats across grade levels. Higher proportions of lower-rated seats were found in the Near Northeast, Northwest, and Southwest regions of the city.

Demand for schools was associated with the characteristics of currently enrolled students (e.g., percent free/reduced lunch, percent special education). Elementary schools with a greater proportion of free and reduced lunch students, minority students, English language learners and special education students tended to receive fewer total requests and fewer first choice requests, even after school quality was taken into account. The percentage of SPF points earned was strongly and consistently associated with the total number of requests and number of first choice requests per available seat for all grade levels. Schools scoring higher on the SPF tended to get more requests per available seat.

When requesting schools, students used slightly over half of the choices available to them, on average, just 2.8 out of a possible 5 choices. Students in transition grades made more choices than students in other grades. In addition, black students and students from the Northeast region of the city tended to make more choices than students from other groups. Students who were currently enrolled in schools rated as Distinguished tended to make the fewest choices, while students enrolled in schools that were On Probation tended to make the most choices.

A large proportion of students were matched with one of the schools they requested. Over two-thirds of students overall were matched with their first choice. These proportions tended to be lower for students entering ECE or one of the non-transition grades than it was for kindergarten, 6<sup>th</sup> and 9<sup>th</sup> grades. Students who qualified for free or reduced lunch were slightly more likely to get one of their choices and more likely to get their first choice than students who did not qualify. Hispanic students were most likely of the racial and ethnic groups to be matched with any choice and their first choice; white students were the least likely. The proportion getting matched with one of their requested schools was fairly consistent across regions of the city. However, when the proportion getting matched with their first choice school was examined, this varied by region. Students residing in the Northwest and Southwest regions of the city were most likely to be matched with their first choice.

Interestingly, students in these same subgroups (i.e., qualify for free or reduced lunch, Hispanic, live in the Northwest or Southwest regions of the city) all tended to choose lower rated schools as their first choices, on average. Students who qualified for free and reduced lunch and Hispanic students were more likely to live in regions of the city that tended to have fewer seats in higher rated schools and more seats in lower-rated schools, which may explain why they tended to choose lower rated schools as their first choices. Nonetheless, the fact that they tended to choose lower rated schools may explain, at least in part, why they were more likely to get their first choices, as the SPF rating of schools was strongly related to the demand for

schools. After taking into account the SPF points earned by the schools that students requested, we found that demographic characteristics were largely unrelated to the SPF ratings of the schools with which students were actually matched. That is, any apparent demographic differences in the SPF ratings of schools with which students were matched are actually due to the differences in the types of schools that students from different demographic groups request. This highlights the fairness of the matching procedure but also raises questions about the extent to which all students are making requests that reflect their true preferences. The old system for choice in DPS provided incentives for some students to misrepresent their choices. The new procedure eliminates this need, but these results raise questions about the extent to which parent behavior has changed along with the SchoolChoice process.

The likelihood of getting matched with a choice did not vary substantially by the SPF rating of the school where the student was currently enrolled. About 90% of students enrolled in DPS schools were matched with one of their choices. However, only about three-quarters of students who were new to the district were matched with one of their choices. Eighty percent of this group of students was entering ECE or kindergarten. Our analysis revealed that ECE students and kindergarteners new to the district were least likely to be matched with one of their choices.

About two-thirds of students' requests were for schools in the same region of the city as they resided. Students in the non-transition grades requested schools outside their home region more often than students entering other grades. Hispanic students tended to choose schools within their home region more often than students of other races/ethnicities. Students residing in the Near Northeast region made the smallest percentage of choices in their home region. Finally, generally speaking students who were currently enrolled in lower-performing schools tended to make more choices from within their region than students in higher performing schools.

School characteristics were examined in relation to the proportion of requests for schools from within the same region. There were no significant effects. Schools with higher SPF ratings are not more likely to draw students from outside of their regions.

In sum, many students participated in the SchoolChoice process. It is impossible from these data to determine if those who did not participate intended to choose to attend their neighborhood school or if more marketing is needed to engage more students in the process. For those that did participate, the process did not appear to disadvantage minority or low-income students. There was evidence that families showed a preference for higher-performing schools, but that the strength of that preference varied by demographic characteristics,

including where in the city students resided. It is clear from these analyses that demographic characteristics, region of the city in which students reside, the extent to which they request higher-rated schools, and their willingness to attend a school outside of the region in which they live are all factors that are highly associated with one another and with the school with which a student was ultimately matched. The vast majority of students did receive one of their choices, but this was lower among students entering ECE, highlighting a capacity issue that should be addressed.

This report represents an important first step in understanding how the SchoolChoice process worked in its first year. The data analyzed here are rich and further analyses should be conducted to understand the process on a deeper level. Such analyses could look more closely how the quality of students' current schools, demographic characteristics, and the choices they work in combination to predict the quality of the schools with which they are ultimately matched. Further analyses could also shed light on the SchoolChoice process differs for schools with different characteristic. For example, it may be useful to investigate differences between schools that span a wide grade range (e.g., K-8 schools and middle high schools) and schools that serve the more common grade ranges (i.e., ECE-5, 6-8, 9-12) or newer schools and more established schools. Finally, it would be useful if further research examined the students who did not participate in the SchoolChoice process to shed light on how they may be similar or different from students who chose to participate.



***Appendix A: Seats Offered and Participants for Non-Transition Grades***



**Table A1: Seats Offered and SchoolChoice Participants for Non-Transition Grades, by Grade and Region**

<b>Grade</b>	<b>Region</b>	<b># of Seats Offered</b>	<b># of Participants</b>
1 <sup>st</sup>	FNE	127	105
	NNE	267	214
	NW	165	92
	SE	265	192
	SW	245	77
2 <sup>nd</sup>	FNE	82	103
	NNE	267	114
	NW	148	57
	SE	138	97
	SW	187	66
3 <sup>rd</sup>	FNE	128	93
	NNE	201	98
	NW	149	63
	SE	78	68
	SW	198	60
4 <sup>th</sup>	FNE	173	186
	NNE	239	95
	NW	201	58
	SE	114	76
	SW	177	60
5 <sup>th</sup>	FNE	188	114
	NNE	264	58
	NW	187	35
	SE	93	44
	SW	292	117
7 <sup>th</sup>	FNE	142	150
	NNE	461	141
	NW	76	39
	SE	139	54
	SW	65	59
8 <sup>th</sup>	FNE	51	121
	NNE	399	83
	NW	218	46
	SE	101	28

8 <sup>th</sup>	SW	61	45
10 <sup>th</sup>			
	FNE	206	73
	NNE	158	56
	NW	75	24
	SE	215	35
	SW	140	38
11 <sup>th</sup>			
	FNE	7	42
	NNE	182	37
	NW	85	26
	SE	210	23
	SW	157	25
12 <sup>th</sup>			
	FNE	6	29
	NNE	170	22
	NW	102	10
	SE	234	16
	SW	135	12

***Appendix B: Requests per Available Seat for All School***

**Table B1: Requests per Available Seat for Grades ECE-5**

Rank	School	# Requests	# Seats Offered	Requests per Available
1	Odyssey School	510	28	18.21
2	Steck	697	69	10.10
3	Bromwell	392	43	9.12
4	Escalante-Biggs Academy	983	144	6.82
5	Stephen Knight Center for Early	2271	356	6.38
6	Westerly Creek	1086	182	5.97
7	Swigert International School	1165	196	5.94
8	Slavens	338	58	5.83
9	Denver Green School	297	55	5.4
10	SOAR at Green Valley Ranch	574	112	5.13
11	Marie L. Greenwood Academy	109	22	4.95
12	Cory	193	40	4.83
13	Highline Academy	303	66	4.59
14	Polaris Program at Ebert	348	80	4.35
15	Academia Ana Marie Sandoval	687	159	4.32
16	Brown International Academy	470	109	4.31
17	William Roberts	990	230	4.30
18	Carson	514	120	4.28
19	Maxwell	650	153	4.25
20	Denver Language School	424	100	4.24
21	Lincoln	579	137	4.23
22	Archuleta	256	61	4.20
23	Montclair School of Academics and Enrichment	322	81	3.98
24	University Park	364	92	3.96
25	Park Hill	450	125	3.60
26	Beach Court	332	95	3.49
27	SOAR at Oakland	398	114	3.49
28	Kunsmiller Creative Arts Academy	207	62	3.34
29	Southmoor	315	104	3.03
30	Edison	550	186	2.96
31	Omar D. Blair Charter	483	165	2.93
32	McGlone	316	109	2.90
33	Lowry	322	112	2.88
34	Castro	328	117	2.80
35	Teller	338	121	2.79
36	Steele	290	105	2.76
37	Doull	338	123	2.75
38	Green Valley	595	228	2.61
39	Farrell B. Howell	533	208	2.56
40	Valdez	580	233	2.49
41	Marrama	402	164	2.45

42	Asbury	198	81	2.44
43	Florida Pitt Waller	508	208	2.44
44	Denison Montessori	475	198	2.40
45	Gilpin Montessori Public School	327	141	2.32
46	Holm	222	97	2.29
47	Place BridgeAcademy	210	95	2.21
48	Cole Arts and Science Academy	287	132	2.17
49	Johnson	249	118	2.11
50	Stedman	302	144	2.10
51	College View	207	99	2.09
52	McMeen	399	192	2.08
53	Ellis	308	151	2.04
54	Gust	509	254	2.00
55	Grant Ranch	272	136	2.00
56	Traylor Academy	358	182	1.97
57	Columbian	238	124	1.92
58	DCIS at Ford	242	131	1.85
59	Eagleton	173	94	1.84
60	Samuels	320	181	1.77
61	Cesar Chavez Academy	104	59	1.76
62	Columbine	160	91	1.76
63	Bryant-Webster Dual Language	225	128	1.76
64	Barnum	209	124	1.69
65	Colfax	253	152	1.66
66	Palmer	305	186	1.64
67	McKinley-Thatcher	118	73	1.62
68	Escuela Tlatelolco	88	55	1.60
69	Valverde	260	172	1.51
70	Amesse	290	194	1.49
71	Bradley International School	363	243	1.49
72	Dora Moore	200	134	1.49
73	Sabin World	296	204	1.45
74	Harrington	207	149	1.39
75	Newlon	161	117	1.38
76	Knapp	302	221	1.37
77	Garden Place Academy	192	144	1.33
78	Centennial	196	148	1.32
79	Goldrick	235	179	1.31
80	Munroe	212	162	1.31
81	Godsman	276	219	1.26
82	Cowell	195	155	1.26
83	Ashley	152	121	1.26
84	Barrett	124	100	1.24
85	Force	218	181	1.20

86	<b>Schmitt</b>	152	135	1.13
87	<b>Whittier</b>	196	175	1.12
88	<b>Pioneer</b>	124	113	1.10
89	<b>Fairview</b>	121	116	1.04
90	<b>Hallett Fundamental Academy</b>	232	228	1.02
91	<b>Cheltenham</b>	194	199	0.97
92	<b>Math and Science Leadership Academy</b>	123	135	0.91
93	<b>Smith Renaissance School</b>	215	239	0.90
94	<b>CMS Community School</b>	176	210	0.84
95	<b>University Preparatory School</b>	99	120	0.83
96	<b>Rocky Mountain Prep</b>	128	161	0.80
97	<b>Greenlee</b>	130	166	0.78
98	<b>Creativity Challenge (C3)</b>	72	100	0.72
99	<b>KIPP Sunshine Peak Academy</b>	79	110	0.72
100	<b>Swansea</b>	151	232	0.65
101	<b>Kaiser</b>	145	234	0.62
102	<b>Wyatt-Edison Charter</b>	103	205	0.50
103	<b>Trevista</b>	110	242	0.45
104	<b>KIPP Montbello College Prep</b>	43	110	0.39
105	<b>Fairmont</b>	79	236	0.33

**Table B2: Requests per Available Seat for Grades 6-8**

<b>Rank</b>	<b>School</b>	<b># Requests</b>	<b># Seats Offered</b>	<b>Requests per Available Seat</b>
1	Odyssey School	147	4	36.75
2	KIPP Sunshine Peak Academy	310	10	31.00
3	KIPP Montbello College Prep	168	15	11.20
4	Place Bridge Academy	58	6	9.67
5	Omar D. Blair Charter	231	28	8.25
6	DSST - Green Valley Ranch MS	1014	145	6.99
7	Escuela Tlatelolco	46	7	6.57
8	DSST - Stapleton MS	849	145	5.86
9	William Roberts	196	34	5.76
10	Farrell B. Howell	256	49	5.22
11	Highline Academy	124	27	4.59
12	Cole Arts & Science Academy	9	2	4.50
13	West Denver Prep - Federal	621	138	4.50
14	Cesar Chavez Academy	54	13	4.15
15	West Denver Prep - Harvey Park	535	141	3.79
16	Slavens	193	54	3.57
17	Denver School of the Arts	599	176	3.40
18	DCIS at Montbello	412	125	3.30
19	Florida Pitt Waller	251	82	3.06
20	Marie L. Greenwood Academy	285	95	3.00
21	Kunsmiller Creative Arts Academy	442	149	2.97
22	Grant Ranch	136	55	2.47
23	McAuliffe International School	407	168	2.42
24	Harrington MS	18	8	2.25
25	West Denver Prep – GVR	324	147	2.20
26	West Denver Prep – Lake	320	147	2.18
27	DSST - College View	299	155	1.93
28	Noel Community Arts School	288	150	1.92
29	DSST – Cole	281	150	1.87
10	Hill Campus of Arts and Sciences	568	310	1.83
31	Hamilton	631	350	1.80
32	West Denver Prep - Highland	263	147	1.79
33	Skinner	251	142	1.77
34	Lake International School	259	165	1.57
35	Kepner	403	260	1.55
36	Girls Athletic Leadership School	221	143	1.55
37	Morey	752	510	1.47
38	Denver Center for International Studies	412	289	1.43

39	Bryant-Webster Dual Language	45	32	1.41
40	Denver Green School	120	89	1.35
41	Henry World School	379	294	1.29
42	West Denver Prep - Montbello	188	147	1.28
43	Grant Beacon	171	135	1.27
44	Martin Luther King, Jr. Early College	427	340	1.26
45	West Leadership Academy	150	125	1.20
46	Merrill	280	243	1.15
47	Bruce Randolph	215	229	0.94
48	Venture Prep	100	114	0.88
49	Centennial	54	64	0.84
50	West Generation Academy	232	300	0.77
51	Dora Moore	82	113	0.73
52	Sims Fayola	86	120	0.72
53	Columbine	9	13	0.69
54	Whittier	29	43	0.67
55	Fairmont	14	22	0.64
56	Pioneer	21	44	0.48
57	Wyatt-Edison Charter	43	95	0.45
58	Smiley	178	462	0.39
59	Trevista	28	81	0.35



**Table B3: Requests per Available Seat for Grades 9-12**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat
1	DSST – Stapleton	549	20	27.45
2	Denver School of the Arts	467	57	8.19
3	DSST - Green Valley Ranch	806	185	4.36
4	DCIS at Montbello	506	129	3.92
5	CEC Middle College of Denver	489	139	3.52
6	High Tech Early College	481	140	3.44
7	Martin Luther King, Jr. Early College	561	167	3.36
8	KIPP Denver Collegiate	277	100	2.77
9	Denver Center for International Studies	248	93	2.67
10	East	1651	680	2.43
11	West Denver Prep SMART	383	160	2.39
12	Escuela Tlatelolco	55	24	2.29
13	Kunsmiller Creative Arts Academy	250	120	2.08
14	Bruce Randolph	328	178	1.84
15	George Washington	1036	589	1.76
16	South	784	508	1.54
17	Noel Community Arts School	334	218	1.53
18	Collegiate Prep Academy	433	300	1.44
19	North	393	293	1.34
20	Montbello	12	10	1.20
21	Southwest Early College	271	235	1.15
22	Abraham Lincoln	615	573	1.07
23	Manual	196	185	1.06
24	West Generation Academy	147	150	0.98
25	John F. Kennedy	598	647	0.92
26	Thomas Jefferson	877	1000	0.88
27	West Leadership Academy	103	125	0.82
28	Venture Prep	146	246	0.59
29	Sims Fayola	71	130	0.55
30	West	21	163	0.13
31	Denver Online High School	11	139	0.08

***Appendix C: Requests per Available Seat for Transition Grades***

There were multiple options for how to express demand for schools, each with its own strengths and weaknesses. Expressing demand for schools as a ratio of the number of requests to the number of seats offered was selected to provide a more even playing field for smaller and larger schools. Another issue faced was whether to focus solely on the transition grades because the vast majority of SchoolChoice participants were in these grades, or to focus on all grades. For completeness, we presented the highest and lowest demand schools using calculations based on all grades in the main body of the report. The results for transition grades appear in this Appendix. When examining these data, it is important to keep in mind that unique features of particular schools can affect the results using these different methods of calculating demand.

Table C1 presents information about the number of requests per available ECE seat. All but three of the 82 schools offering ECE seats had at least one request per offered seat. When examining the schools with the most requests per offered ECE seats, the results are similar to those reported for all seats in Table 3. Six of the ten schools listed with the most requests per offered ECE seat (see Table C1) were also among the most requested schools for ECE-5 (Table 3). The majority of the ten most requested schools for ECE were in the Far Northeast and Southeast regions of the city. Half of them were higher-rated schools (i.e., Distinguished or Meets Expectations). Three were not rated. The ten most requested schools for ECE also included one school that was On Probation and one that was On Watch.

The results for the least requested schools were also similar to what was reported in Table 5. Four of the six schools with the fewest requests per ECE seat (see Table C1) also appeared on the list of least requested schools for ECE-5 (Table 3). The majority of the ten schools with the fewest requests per ECE seat were located in the Southwest or Northwest regions of the city. Most of these schools were lower-rated schools. Two were On Probation, one was On Priority Watch and six were On Watch.

**Table C1: Requests per Available Seat for ECE**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Region	SPF--% of Points Earned	SPF Category
1	Steck	193	18	10.72	SE	96%	Distinguished
2	Escalante-Biggs Academy	595	56	10.63	FNE		Not Rated
3	Swigert International School	611	61	10.02	FNE		Not Rated
4	Westerly Creek	563	70	8.04	FNE	73%	Meets Expectations
5	Stephen Knight Center for Early Education	1742	218	7.99	SE		Not Rated
6	Carson	145	19	7.63	SE	78%	Meets

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Region	SPF--% of Points Earned	SPF Category
							Expectations
7	Maxwell	310	43	7.21	FNE	33%	On Probation
8	Denver Green School	122	17	7.18	SE	46%	On Watch
9	William Roberts	465	75	6.20	FNE	63%	Meets Expectations
10	Brown International Academy	157	29	5.41	NW	52%	Meets Expectations
11	Lincoln	268	54	4.96	SE	84%	Distinguished
12	Stedman	147	30	4.90	NNE	54%	Meets Expectations
13	Florida Pitt Waller	205	45	4.56	FNE	47%	On Watch
14	SOAR at Oakland	144	32	4.50	FNE		Not Rated
15	Valverde	120	27	4.44	SW	35%	On Priority Watch
16	Park Hill	128	29	4.41	NNE	70%	Meets Expectations
17	Edison	141	33	4.27	NW	53%	Meets Expectations
18	Ashley	72	17	4.24	NNE	38%	On Priority Watch
19	College View	127	30	4.23	SW	39%	On Priority Watch
20	Grant Ranch	134	32	4.19	SW	66%	Meets Expectations
21	Columbine	54	13	4.15	NNE	42%	On Watch
22	Beach Court	111	29	3.83	NW	86%	Distinguished
23	McGlone	117	31	3.77	FNE	46%	On Watch
24	Traylor Academy	147	39	3.77	SW	52%	Meets Expectations
25	Academia Ana Marie Sandoval	387	107	3.62	NW	72%	Meets Expectations
26	Force	94	26	3.62	SW	61%	Meets Expectations
27	Palmer	98	28	3.50	NNE	71%	Meets Expectations
28	Barrett	51	15	3.40	NNE	41%	On Watch
29	McMeen	144	43	3.35	SE	80%	Distinguished
30	Marrama	135	42	3.21	FNE	67%	Meets Expectations
31	Dora Moore	63	20	3.15	NNE	60%	Meets Expectations
32	Valdez	338	108	3.13	NW	55%	Meets

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Region	SPF--% of Points Earned	SPF Category
							Expectations
33	Johnson	85	28	3.04	SW	41%	On Watch
34	Smith Renaissance School	138	46	3.00	NNE	33%	On Probation
35	McKinley-Thatcher	42	14	3.00	SE	46%	On Watch
36	Place Bridge Academy	98	33	2.97	SE	47%	On Watch
37	Denver Center for International Studies at Ford	86	30	2.87	FNE		Not Rated
38	Holm	64	23	2.78	SE	57%	Meets Expectations
39	Ellis	162	59	2.75	SE	54%	Meets Expectations
40	Castro	105	39	2.69	SW	61%	Meets Expectations
41	Amesse	158	59	2.68	FNE	40%	On Watch
42	Columbian	120	45	2.67	NW	39%	On Priority Watch
43	Whittier	82	31	2.65	NNE	51%	Meets Expectations
44	Green Valley	238	90	2.64	FNE	52%	Meets Expectations
45	Farrell B. Howell	164	64	2.56	FNE	58%	Meets Expectations
46	Rocky Mountain Preparatory School	47	19	2.47	SE		Not Rated
47	Garden Place Academy	108	44	2.45	NNE	67%	Meets Expectations
48	Doull	171	70	2.44	SW	69%	Meets Expectations
49	Lowry	83	34	2.44	SE	54%	Meets Expectations
50	Gilpin Montessori Public School	179	74	2.42	NNE	45%	On Watch
51	Samuels	145	60	2.42	SE	57%	Meets Expectations
52	Gust	243	105	2.31	SW	54%	Meets Expectations
53	Knapp	133	58	2.29	SW	65%	Meets Expectations
54	Teller	87	38	2.29	NNE	42%	On Watch
55	Cole Arts & Science	103	45	2.29	NNE	55%	Meets

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Region	SPF--% of Points Earned	SPF Category
	Academy						Expectations
56	Barnum	63	28	2.25	NW	54%	Meets Expectations
57	Eagleton	63	28	2.25	NW	58%	Meets Expectations
58	Denison Montessori	261	121	2.16	SW	69%	Meets Expectations
59	Godsman	128	61	2.10	SW	46%	On Watch
60	Centennial	60	29	2.07	NW	40%	On Watch
61	Bryant-Webster Dual Language	60	30	2.00	NW	54%	Meets Expectations
62	Bradley International School	171	87	1.97	SE	71%	Meets Expectations
63	Harrington	85	44	1.93	NNE	46%	On Watch
64	Newlon	53	28	1.89	NW	56%	Meets Expectations
65	Colfax	136	73	1.86	NW	54%	Meets Expectations
66	Greenlee	77	45	1.71	NW	41%	On Watch
67	Hallett Fundamental Academy	107	64	1.67	NNE	71%	Meets Expectations
68	Escuela Tlatelolco	45	28	1.61	NW	34%	On Priority Watch
69	Southmoor	60	38	1.58	SE	58%	Meets Expectations
70	Pioneer	47	30	1.57	NNE	44%	On Watch
71	Schmitt	66	44	1.50	SW	42%	On Watch
72	Cowell	88	59	1.49	NW	54%	Meets Expectations
73	CMS Community School	85	57	1.49	SW	29%	On Probation
74	Goldrick	80	58	1.38	SW	46%	On Watch
75	Sabin World	79	59	1.34	SW	67%	Meets Expectations
76	Cheltenham	74	60	1.23	NW	40%	On Watch
77	Kaiser	71	60	1.18	SW	41%	On Watch
78	Swansea	59	54	1.09	NNE	44%	On Watch
79	Fairview	60	59	1.02	NW	38%	On Priority Watch
80	Munroe	53	57	0.93	SW	41%	On Watch
81	Trevista	49	58	0.84	NW	33%	On Probation
82	Fairmont	30	45	0.67	NW	40%	On Watch

Table C2 presents the requests per offered kindergarten seat. Ninety-four of the 100 schools offering kindergarten seats received at least one request per kindergarten seat. Four of the ten most requested schools in Table C2 were among the most requested for ECE-5 (see Table 3). As with ECE, nearly all of these schools were located in the Far Northeast or Southeast regions of the city. The majority of the ten most requested schools had earned higher ratings; four were rated as Distinguished and four were rated as Meets Expectations. The ten most requested schools per available kindergarten seat included one school On Watch and one On Probation.

When examining the ten least requested schools per available kindergarten seat, the results were quite similar to the results of analyses examining ECE-5 as a whole (Table 5). Seven of the ten least requested schools for kindergarten (in Table C2) also appeared in the list of least requested schools for ECE-5. Nearly half of the least requested schools for kindergarten were in the Northwest region. Half of them were On Watch; two were On Probation. Two schools had not yet been rated.

**Table C2: Requests per Available Seat for Kindergarten**

Rank	School	# Requests	# Seats Offered	Requests Per Available Seat	Region	SPF--% Points Earned	SPF Category
1	Odyssey School	288	25	11.52	FNE	71%	Meets Expectations
2	Archuleta	166	15	11.07	FNE	67%	Meets Expectations
3	Polaris Program at Ebert	182	24	7.58	NNE	89%	Distinguished
4	Bromwell	270	40	6.75	SE	80%	Distinguished
5	Steck	339	51	6.65	SE	96%	Distinguished
6	Maxwell	254	46	5.52	FNE	33%	On Probation
7	Carson	215	40	5.38	SE	78%	Meets Expectations
8	Omar D. Blair Charter	262	54	4.85	FNE	69%	Meets Expectations
9	Denver Green School	128	27	4.74	SE	46%	On Watch
10	University Park	275	61	4.51	SE	83%	Distinguished
11	Academia Ana Marie Sandoval	234	52	4.50	NW	72%	Meets Expectations
12	SOAR at Green Valley Ranch	353	80	4.41	FNE		Not Rated
13	Escalante-Biggs Academy	388	88	4.41	FNE		Not Rated
14	Slavens	229	55	4.16	SE	86%	Distinguished
15	Lincoln	225	56	4.02	SE	84%	Distinguished

Rank	School	# Requests	# Seats Offered	Requests Per Available Seat	Region	SPF--% Points Earned	SPF Category
16	Valdez	209	54	3.87	NW	55%	Meets Expectations
17	Stephen Knight Center for Early Education	529	138	3.83	SE		Not Rated
18	Westerly Creek	387	101	3.83	FNE	73%	Meets Expectations
19	Castro	192	52	3.69	SW	61%	Meets Expectations
20	Southmoor	170	47	3.62	SE	58%	Meets Expectations
21	Bryant-Webster Dual Language	125	35	3.57	NW	54%	Meets Expectations
22	Highline Academy	164	46	3.57	SE	65%	Meets Expectations
23	Montclair School of Academics and Enrichment	151	43	3.51	NNE	67%	Meets Expectations
24	Brown International Academy	232	67	3.46	NW	52%	Meets Expectations
25	Denver Language School	346	100	3.46	SE		Not Rated
26	Park Hill	218	66	3.30	NNE	70%	Meets Expectations
27	Swigert International School	413	126	3.28	FNE		Not Rated
28	William Roberts	400	124	3.23	FNE	63%	Meets Expectations
29	Green Valley	269	85	3.16	FNE	52%	Meets Expectations
30	Beach Court	151	48	3.15	NW	86%	Distinguished
31	Asbury	155	50	3.10	SE	74%	Meets Expectations
32	Doull	153	50	3.06	SW	69%	Meets Expectations
33	Teller	149	50	2.98	NNE	42%	On Watch
34	Steele	217	73	2.97	SE	67%	Meets Expectations
35	Farrell B. Howell	218	75	2.91	FNE	58%	Meets Expectations
36	Lowry	177	61	2.90	SE	54%	Meets Expectations



Rank	School	# Requests	# Seats Offered	Requests Per Available Seat	Region	SPF--% Points Earned	SPF Category
37	Escuela Tlatelolco	34	12	2.83	NW	34%	On Priority Watch
38	Denison Montessori	168	60	2.80	SW	69%	Meets Expectations
39	Edison	263	97	2.71	NW	53%	Meets Expectations
40	Gilpin Montessori Public School	122	45	2.71	NNE	45%	On Watch
41	Kunsmiller Creative Arts Academy	120	46	2.61	SW	42%	On Watch
42	Traylor Academy	145	56	2.59	SW	52%	Meets Expectations
43	Gust	203	82	2.48	SW	54%	Meets Expectations
44	Centennial	119	49	2.43	NW	40%	On Watch
45	SOAR at Oakland	175	74	2.36	FNE		Not Rated
46	McGlone	165	70	2.36	FNE	46%	On Watch
47	Columbian	92	40	2.30	NW	39%	On Priority Watch
48	Johnson	134	59	2.27	SW	41%	On Watch
49	Samuels	163	77	2.12	SE	57%	Meets Expectations
50	Palmer	153	73	2.10	NNE	71%	Meets Expectations
51	Cole Arts & Science Academy	136	65	2.09	NNE	55%	Meets Expectations
52	Dora Moore	115	55	2.09	NNE	60%	Meets Expectations
53	Marrama	208	100	2.08	FNE	67%	Meets Expectations
54	Grant Ranch	104	50	2.08	SW	66%	Meets Expectations
55	Barnum	135	65	2.08	NW	54%	Meets Expectations
56	Columbine	82	40	2.05	NNE	42%	On Watch
57	Holm	151	74	2.04	SE	57%	Meets Expectations
58	Whittier	89	45	1.98	NNE	51%	Meets Expectations
59	Bradley International School	138	70	1.97	SE	71%	Meets Expectations
60	Eagleton	88	45	1.96	NW	58%	Meets Expectations

Rank	School	# Requests	# Seats Offered	Requests Per Available Seat	Region	SPF--% Points Earned	SPF Category
61	McMeen	202	105	1.92	SE	80%	Distinguished
62	Hallett Fundamental Academy	95	50	1.90	NNE	71%	Meets Expectations
63	Florida Pitt Waller	225	120	1.88	FNE	47%	On Watch
64	Colfax	90	48	1.88	NW	54%	Meets Expectations
65	McKinley-Thatcher	55	30	1.83	SE	46%	On Watch
66	Ellis	137	75	1.83	SE	54%	Meets Expectations
67	César Chávez Academy	80	45	1.78	NW	38%	On Priority Watch
68	Stedman	126	71	1.77	NNE	54%	Meets Expectations
69	Valverde	124	70	1.77	SW	35%	On Priority Watch
70	Knapp	159	90	1.77	SW	65%	Meets Expectations
71	Munroe	145	84	1.73	SW	41%	On Watch
72	Place Bridge Academy	101	60	1.68	SE	47%	On Watch
73	Harrington	98	59	1.66	NNE	46%	On Watch
74	Force	108	66	1.64	SW	61%	Meets Expectations
75	Ashley	64	40	1.60	NNE	38%	On Priority Watch
76	Goldrick	132	85	1.55	SW	46%	On Watch
77	Sabin World	159	105	1.51	SW	67%	Meets Expectations
78	Barrett	65	45	1.44	NNE	41%	On Watch
79	Godsman	122	88	1.39	SW	46%	On Watch
80	Amesse	110	80	1.38	FNE	40%	On Watch
81	Garden Place Academy	82	65	1.26	NNE	67%	Meets Expectations
82	College View	74	59	1.25	SW	39%	On Priority Watch
83	Denver Center for International Studies at Ford	122	100	1.22	FNE		Not Rated
84	Newlon	84	70	1.20	NW	56%	Meets Expectations
85	Cheltenham	94	80	1.18	NW	40%	On Watch
86	Pioneer	65	56	1.16	NNE	44%	On Watch

Rank	School	# Requests	# Seats Offered	Requests Per Available Seat	Region	SPF--% Points Earned	SPF Category
87	University Preparatory School	81	70	1.16	NNE		Not Rated
88	Schmitt	75	65	1.15	SW	42%	On Watch
89	Fairview	56	49	1.14	NW	38%	On Priority Watch
90	Smith Renaissance School	71	63	1.13	NNE	33%	On Probation
91	Cowell	87	80	1.09	NW	54%	Meets Expectations
92	Wyatt-Edison Charter	86	81	1.06	NNE	50%	On Watch
93	Kaiser	63	60	1.05	SW	41%	On Watch
94	Math and Science Leadership Academy	66	65	1.02	SW		Not Rated
95	CMS Community School	81	89	0.91	SW	29%	On Probation
96	Trevista	50	56	0.89	NW	33%	On Probation
97	Swansea	81	95	0.85	NNE	44%	On Watch
98	Rocky Mountain Preparatory School	56	71	0.79	SE		Not Rated
99	Fairmont	41	60	0.68	NW	40%	On Watch
100	Greenlee	48	74	0.65	NW	41%	On Watch

Table C3 presents the requests per offered sixth grade seat. All of the schools offering sixth grade seats received at least one request per offered seat. The results for sixth grade seats alone were similar to those for grades 6-8 (see Tables 7 and 9). Seven of the ten most requested schools in Table C3 were among the most requested for 6-8 (see Table 7). Half of the ten most requested schools for sixth grade were in the Far Northeast region. Half were rated as Meets Expectations. It should be noted that all ten of the most requested schools for 6<sup>th</sup> grade offered relatively few, less than 30, seats.

When examining the ten least requested schools per available sixth grade seat, six of the ten least requested schools for sixth grade (in Table C3) also appeared in the list of least requested schools for grades 6-8 (Table 9). Most of the schools receiving the fewest requests per available sixth grade seat were located in the Northwest or Near Northeast regions of the city. Nearly all of them were lower-rated schools (6 On Watch, 1 On Priority Watch, and 1 on Probation).

**Table C3: Requests per Available Seat for 6<sup>th</sup> Grade**

<b>Rank</b>	<b>School</b>	<b># Requests</b>	<b># Seats Offered</b>	<b>Requests per Available Seat</b>	<b>Region</b>	<b>SPF--% of Points Earned</b>	<b>SPF Category</b>
1	Odyssey School	120	1	120.00	FNE	71%	Meets Expectations
2	KIPP Sunshine Peak Academy	265	10	26.50	SW	69%	Meets Expectations
3	Escuela Tlatelolco	42	2	21.00	NW	34%	On Priority Watch
4	Place Bridge Academy	48	3	16.00	SE	47%	On Watch
5	César Chávez Academy	48	4	12.00	NW	38%	On Priority Watch
6	Omar D. Blair Charter	176	15	11.73	FNE	69%	Meets Expectations
7	KIPP Montbello College Prep	168	15	11.20	FNE		Not Rated
8	Highline Academy	104	10	10.40	SE	65%	Meets Expectations
9	Florida Pitt Waller	213	25	8.52	FNE	47%	On Watch
10	William Roberts	155	26	5.96	FNE	63%	Meets Expectations
11	Farrell B. Howell	200	37	5.41	FNE	58%	Meets Expectations
12	DSST: GVR Middle School	776	145	5.35	FNE	93%	Distinguished
13	DSST: Stapleton Middle School	634	145	4.37	FNE	82%	Distinguished
14	West Denver Prep - Federal	574	138	4.16	SW	83%	Distinguished
15	Grant Ranch	120	33	3.64	SW	66%	Meets Expectations
16	West Denver Prep - Harvey Park	494	141	3.50	SW	90%	Distinguished
17	Bryant-Webster Dual Language	28	8	3.50	NW	54%	Meets Expectations
18	Denver School of the Arts	437	130	3.36	NNE	73%	Meets Expectations
19	Slavens	174	54	3.22	SE	86%	Distinguished
20	DCIS at Montbello	370	120	3.08	FNE		Not Rated
21	Kunsmiller Creative Arts Academy	390	140	2.79	SW	42%	On Watch
22	Marie L. Greenwood Academy	253	95	2.66	FNE	57%	Meets Expectations

23	McAuliffe International School	407	168	2.42	FNE		Not Rated
24	Denver Green School	102	44	2.32	SE	46%	On Watch
25	Harrington	18	8	2.25	NNE	46%	On Watch
26	West Denver Prep - Green Valley Ranch	324	147	2.20	FNE		Not Rated
27	Wyatt-Edison Charter	34	16	2.13	NNE	50%	On Watch
28	Morey	645	313	2.06	NNE	58%	Meets Expectations
29	Girls Athletic Leadership School	206	100	2.06	SE	75%	Meets Expectations
30	Skinner	235	118	1.99	NW	55%	Meets Expectations
31	West Denver Prep - Lake	287	147	1.95	NW	90%	Distinguished
32	DSST: College View Middle School	299	155	1.93	SW		Not Rated
33	Hamilton	584	306	1.91	SE	52%	Meets Expectations
34	Noel Community Arts School	261	140	1.86	FNE		Not Rated
35	Whittier	26	14	1.86	NNE	51%	Meets Expectations
36	Kepner	376	210	1.79	SW	44%	On Watch
37	Hill Campus of Arts and Sciences	501	295	1.70	SE	55%	Meets Expectations
38	West Denver Prep - Highland	244	147	1.66	NW	87%	Distinguished
39	DSST: Cole Middle School	248	150	1.65	NNE		Not Rated
40	Lake International School	240	150	1.60	NW	45%	On Watch
41	Merrill	268	175	1.53	SE	50%	On Watch
42	Martin Luther King, Jr. Early College	368	255	1.44	FNE	47%	On Watch
43	Denver Center for International Studies	350	250	1.40	SW	60%	Meets Expectations
44	Venture Prep	77	56	1.38	NNE	32%	On Probation
45	West Denver Prep - Montbello	188	147	1.28	FNE		Not Rated
46	West Generation Academy	191	150	1.27	NW		Not Rated
47	Dora Moore	75	60	1.25	NNE	60%	Meets Expectations
48	Grant Beacon	161	130	1.24	SE	49%	On Watch
49	West Leadership Academy	150	125	1.20	NW		Not Rated

50	Henry World School	344	288	1.19	SW	36%	On Priority Watch
51	Bruce Randolph	138	118	1.17	NNE	46%	On Watch
52	Fairmont	11	10	1.10	NW	40%	On Watch
53	Trevista	24	30	0.80	NW	33%	On Probation
54	Smiley	156	198	0.79	NNE	50%	On Watch
55	Sims Fayola	86	120	0.72	FNE		Not Rated
56	Centennial	42	60	0.70	NW	40%	On Watch
57	Columbine	9	13	0.69	NNE	42%	On Watch
58	Pioneer	13	23	0.57	NNE	44%	On Watch

Table C4 presents the requests per offered ninth grade seat. Twenty-five out of the 29 schools offering 9<sup>th</sup> grade seats received at least one request per offered seat. The results presented in table C4 are quite similar to the results for 9-12 grades (see Tables 11 and 13). Nine out of the ten most requested schools in Table C4 were among the most requested for grades 9-12 (see Table 11). Half of the ten most requested schools for ninth grade were in the Far Northeast region. Half were higher-rated schools earning ratings of Distinguished or Meets Expectations.

When examining the ten least requested schools per available ninth grade seat, seven of the ten least requested schools for ninth grade (in Table C4) also appeared in the list of least requested schools for grades 9-12 (Table 13). The ten schools receiving the fewest requests per available ninth grade seat were distributed fairly evenly across the city. Most of them were rated as On Watch. Three of these schools had not yet been rated.

**Table C4: Requests per Available Seat for 9<sup>th</sup> Grade**

Rank	School	# Requests	# Seats Offered	Requests per Available Seat	Region	SPF--% of Points Earned	SPF Category
1	DSST - Stapleton High School	475	20	23.75	FNE	82%	Distinguished
2	Escuela Tlatelolco	47	4	11.75	NW	34%	On Priority Watch
3	Denver School of the Arts	370	34	10.88	NNE	73%	Meets Expectations
4	DSST - GVR High School	765	150	5.10	FNE	93%	Distinguished
5	DCIS at Montbello	489	121	4.04	FNE		Not Rated
6	Denver Center for International Studies	225	60	3.75	SW	60%	Meets Expectations
7	High Tech Early College	468	125	3.74	FNE		Not Rated
8	Martin Luther King Early College	515	144	3.58	FNE	47%	On Watch

<b>9</b>	CEC Middle College of Denver	440	125	3.52	NW	66%	Meets Expectations
<b>10</b>	KIPP Denver Collegiate	259	100	2.59	SW	40%	On Watch
<b>11</b>	Venture Prep	133	52	2.56	NNE	32%	On Probation
<b>12</b>	Southwest Early College	254	100	2.54	SW	48%	On Watch
<b>13</b>	West Denver Prep SMART	383	160	2.39	SW		Not Rated
<b>14</b>	East	1396	593	2.35	NNE	66%	Meets Expectations
<b>15</b>	Noel Community Arts School	325	140	2.32	FNE		Not Rated
<b>16</b>	Bruce Randolph	292	140	2.09	NNE	46%	On Watch
<b>17</b>	Kunsmiller Creative Arts Academy	243	120	2.03	SW	42%	On Watch
<b>18</b>	Thomas Jefferson	790	430	1.84	SE	55%	Meets Expectations
<b>19</b>	Collegiate Prep Academy	418	250	1.67	FNE		Not Rated
<b>20</b>	South	720	438	1.64	SE	43%	On Watch
<b>21</b>	George Washington	924	570	1.62	SE	44%	On Watch
<b>22</b>	North	334	228	1.46	NW	43%	On Watch
<b>23</b>	Manual	177	133	1.33	NNE	46%	On Watch
<b>24</b>	John F. Kennedy	547	457	1.20	SW	49%	On Watch
<b>25</b>	Abraham Lincoln	568	499	1.14	SW	45%	On Watch
<b>26</b>	West Generation Academy	147	150	0.98	NW		Not Rated
<b>27</b>	West Leadership Academy	103	125	0.82	NW		Not Rated
<b>28</b>	Sims Fayola	71	130	0.55	FNE		Not Rated
<b>29</b>	Denver Online High School	7	23	0.30	NNE	45%	On Watch