Contents

Executive Summary. 4

About This Report 6

Raising Student Achievement 6

Measuring Achievement 7

Refining and Defining Measures. 7

Substantial Gains 9

Exhibit 1: Systemwide Average One-Year, Two-Year, and Three-Year Achievement Gains by Subject Area

Exhibit 2: Systemwide Average Achievement Gains Versus School Districts and States Where Edison Schools Are Located by Subject Area

Historical Gains by Comparison Schools 12

Recent Gains by Comparison Schools. 13

Exhibit 3: Comparable Schools Regression Analysis

Edison in Philadelphia 16

Customer Satisfaction 17

Exhibit 4: Overall Satisfaction—Parents

Exhibit 5: Overall Satisfaction—Students

Exhibit 6: Overall Satisfaction—Teachers

Exhibit 7: Career Satisfaction—Teachers

Conclusion 18

Appendices . . . . . *i*

Appendix A: Refining and Defining Measures

Appendix B: Edison School Sites 2004–2005

Appendix C: Z-Score Analysis

Appendix D: Public Sources for All Academic Data

EXECUTIVE SUMMARY

"Our progress as a nation can be no swifter than our progress in education."

— President John F. Kennedy, Special Message to the Congress on Education, February 20, 1961

The most active period of school reform in U.S. history has occurred since the publication of the federal government's landmark study *A Nation at Risk* in 1983. The nation's policy makers and public and private education providers have worked like never before to raise academic standards, to reduce classroom size, to examine the quality and certification levels of classroom teachers, to hold schools accountable on high stakes testing, and to provide much needed financial resources that will help improve public schools and boost student achievement.

Edison Schools Inc. has been an active participant in this transformation of America's schools since its founding in 1992. From 1992–1995, Edison invested heavily in educational R&D to identify the best practices and most effective school models. This significant investment of time, money, and resources culminated in the creation and launch of the Edison school design, our comprehensive school reform model. Edison launched our first four schools in the fall of 1995 in partnership with three school districts and a charter board. Since that time, Edison has become one of the nation's largest charter school management organizations during growth of the charter school movement from slightly more than 200 charter schools in 1995 to more than 3,600 charters operating nationwide today. In 2002, the School Reform Commission of the School District of Philadelphia asked Edison to manage 20 schools in one of the largest-scale education reform initiatives in the nation's history. In fall 2003, Edison made international news with the announcement of five schools opening in Essex County, United Kingdom. Today, Edison is the largest private provider of educational services in the country. For the 2005–2006 school year, Edison Schools served approximately 330,000 public school students in 25 states across the country (plus the District of Columbia) and in the UK through its whole school management partnerships with districts and charter schools; summer, afterschool, and SES programs; and achievement management solutions for school districts.

Throughout this period of growth and expansion, one constant has been Edison's vision to provide a world-class education for every child. Edison pursues this goal by partnering with communities across the country and in the U.K. Big cities, small towns, charter boards, administrators, parents, and concerned citizens have embraced the Edison mission, resulting in innovative schools and cutting-edge educational products and services that make a difference in the lives, opportunities, and futures of young people.

As this system has grown, so, too, has Edison's record of performance in opening schools; implementing a comprehensive school design; satisfying parents, teachers, and partners; and, most important, raising student achievement. Because our newest schools have yet to post achievement results, this report highlights the performance of schools in whole school management partnerships that were open through the end of the 2004–2005 school year. The record is a strong one:

- On criterion-referenced tests—tests that gauge the ability of students to achieve specified state standards, and the type of test used by states to hold schools accountable under No Child Left Behind (NCLB), the federal law governing the

funding and governance of public schools passed in 2002—the percentage of students in Edison schools achieving standards has increased by an average of 3.75 percentage points in reading and 6.85 percentage points in math from the 2003–2004 school year to the 2004–2005 school year. This one-year rate of gain is approximately twice the gain rates of the states and one-and-a-half times the gain rates of the districts where these schools are located.

- Since the 2002–2003 school year, the percentage of students in Edison schools achieving standards of proficiency has increased on average by 10.40 percentage points in reading and 17.48 percentage points in math. Since the 2001–2002 school year the percentage of students in Edison schools achieving standards of proficiency has increased on average by 13.39 percentage points in reading, and 23.97 percentage points in math. Edison's average two-year and three-year rates of gain are both approximately one-and-a-half times more than the two-year and three-year gain rates of the states and districts where these schools are located.

- Edison's rates of gain over the past three years are larger than the rates of gain in comparable public schools in the states in which Edison schools are located by statistically significant amounts. When comparing gains across states where proficiency can be easier or harder to achieve depending on individual state standards, these differences can be accounted for in another way. By converting each score to a standard, or *z-score*, differences (discrepancies) in the difficulty of reaching proficiency are effectively eliminated. Each score is measured in standard deviation units relative to the local average score, placing the scores of all schools on equal footing. Comparing the gain in z-scores of 97 Edison schools to thousands of schools with similar demographic and performance characteristics shows Edison schools with z-score differences over comparable schools of 0.095 standard deviations in reading and 0.104 standard deviations in math from the 2003–2004 school year to the 2004–2005 school year, by 0.121 standard deviations in reading and 0.242 standard deviations in math from the 2002–2003 school year to the 2004–2005 school year, and by 0.220 standard deviations in reading and 0.439 standard deviations in math from the 2001–2002 school year to the 2004–2005 school year. Researchers generally view differences of 0.20 standard deviation or higher as important.

- Edison parents continue to be very satisfied with the schools their children attend. The levels of satisfaction have been well above national averages for *ten consecutive years*. Of the 86 percent of Edison parents who responded to surveys, 53 percent rated their school an "A" compared to the 31 percent of parents nationwide who rated their child's school an "A" according to an independent Gallup survey.

- Edison teachers register a high level of satisfaction with their careers. On average, 86 percent of Edison teachers who responded to the survey rated their level of career satisfaction as an "A" or "B," with "A" being the most popular grade. This level of satisfaction is almost *20 percent higher* than the reported level of satisfaction of teachers nationwide, according to an independent survey.

About This Report

The purpose of this report, the eighth in an annual series, is to provide a consolidated and transparent public record of the performance of Edison's schools. In every contract, Edison agrees to provide each of our partners with exhaustive information about the operation, achievement, and outcomes of our local partnership school(s). Edison is also required by charter school laws to report on our partnership schools. Edison is strictly accountable to our local partners for implementing our school design; inspiring high levels of satisfaction among parents, students, and school staff; and raising student achievement.

More than obligation, however, motivates us to carefully document the performance of our schools. As the nation's largest private provider of public education services, Edison is a significant force in a broader movement to improve public education, and we believe it is our responsibility to take part in the national dialogue on this vital issue. Some of Edison's partners are charter boards; other partners are school districts that have contracted with us to run one or more schools; and still other partners are districts utilizing particular segments and/or services of Edison's intellectual property. With this varied and vast experience in serving and supporting public schools, Edison can provide useful information about the effects of public-private partnerships on American education. We believe it is essential that the public understand how such partnerships can impact schooling, teaching, and learning.

This report includes student performance information on every Edison school under a whole school management partnership or Edison Alliance partnership as of the end of the 2004–2005 school year. This report does not include results from schools that have partnered with Edison for other education programs such as summer school services, after-school services, and Edison UK, etc. As these newer educational services attain sufficient trend data, future reports will document their results.

The achievement data used in this report is publicly available on the websites of most state departments of education. We note our public data sources for all academic data in Appendix D (p. ix). The individual school profiles report the achievement history of each school from the year the school came under partnership with Edison through the completion of the 2004–2005 school year. In instances where the state has changed its test of record, data from the first year of the new assessment is included. The analyses in this report cover only those schools that have posted test scores for at least two distinct points in time. The rules for calculating achievement trends and selecting schools for inclusion in the various analyses in this report are thoroughly detailed in the Appendices.

Raising Student Achievement

The primary goal of education reform is to substantially improve student learning. To keep up with our fast-changing world and an increasingly global economy, students need to learn more—often much more—than they have in the past. Given the passage of No Child Left Behind and the increasingly high standards that America holds for its students, this is truer than ever. Edison tracks every student's progress carefully against initial levels of performance and relative to high ultimate standards. Every quarter parents receive detailed, annotated reports on student performance as judged by teachers against Edison's high academic standards. These Student Learning Contracts (SLC's) help ensure that teachers inspire and expect the most from their students. Monthly Edison Benchmark Assessments, our on-line, elec-

tronic assessment system, help teachers monitor and track ongoing student achievement.

Edison also measures student progress using external assessments. Under NCLB, states are required to assess students with criterion-referenced tests, assessments that measure mastery of state or national standards. Given the increasing importance of these assessments to federal and local authorities, these results provide another measure of how students are faring in Edison schools.

Measuring Achievement

Generally speaking, student achievement can be measured in two ways. One examines achievement relative to external standards or norms—for example, what state standards dictate that every fourth grader should know, or how the average fourth grader nationwide performs. The other method of measurement is looking at achievement levels relative to past performance—for example, whether a student masters more state standards as a fifth grader than as a fourth grader, or whether a student compares better to students nationwide as a fifth grader than as a fourth grader. Both kinds of measurement are important—the first measures the objective level of student achievement, the second gauges improvement or trend.

Edison cares about both measures, but our focus in these reports has primarily been on improvement or trend. Most of the schools in which Edison works have had traditionally low levels of achievement, and we are asked to work in these schools and communities often for the precise reason that achievement has stubbornly resisted efforts at improvement. Edison's partnership with the state of Maryland, for example, began in 2000 with the reconstitution of three of the lowest-performing schools in Baltimore. More recently, Edison partnered with the School District of Philadelphia to work in 20 of the lowest-performing schools in the district.

Edison schools generally begin at levels well below relative state standards and those of other public schools in their communities. That is why the more meaningful measure of achievement in Edison schools is not the level of achievement, but rather the amount and rate of improvement. At least in an Edison school's initial years, absolute scores are likely to be at lower levels, reflecting the unsatisfactory performance Edison has been hired to correct. The more appropriate measure of achievement for Edison schools, then, is improvement or trend.

Refining and Defining Measures

As in past Annual Reports on School Performance, the analyses in this report focus on individual schools as the basic unit of analysis. The school-level trends or improvements summarized are based on the test scores recorded in the individual school profiles section. We have primarily focused on trends that best illuminate whether individual students are making academic progress toward meeting the standards for which the school is accountable. This focus has led to a number of important analytical decisions (detailed further in Appendix A):

(1) We track student progress using the external assessment(s) mandated by the state or local authorities to which our schools are primarily accountable under NCLB. Edison elects to administer nationally norm-referenced standardized tests in many schools to help educators diagnose student needs and corroborate the results of external assessments. Those elective tests are not part of this analysis of achievement. In a few cases, districts require nationally norm-referenced

tests for the same reasons that Edison uses them electively. These tests are not part of the schools' or Edison's official record of accountability. For that reason those results are not included in these achievement analyses. As a result of the increased importance of state assessments, brought about by NCLB, the only results used in this report are from assessments used by states to determine Adequate Yearly Progress (AYP) status under federal law.

(2) We begin measuring achievement improvements or trends with a baseline administration of the relevant assessment at each Edison school. In prior Annual Reports, we defined "baseline" as the first administration of the relevant assessment in the first year of partnership with Edison. That policy minimized potential issues common in the startup implementation of comprehensive school reform models. For example, schools often changed their enrollments dramatically after Edison was hired (increased enrollment in previously under-enrolled schools was common); Edison schools are generally schools of choice, and enrollment often changed as families opted in or out of the new program. If enrollments change, comparisons of test scores before and after Edison can be potentially misleading comparisons of different students. In prior reports, then, the only exceptions to the policy were in individual cases where enrollment changes had been documented to be minimal. In more recent years, however, it has been the norm, and not the exception, that enrollment changes have been minimal. Going forward, we define "baseline" scores as the achievement scores of the year immediately prior to the launch of an Edison partnership school rather than scores in the first year of partnership, except in cases where enrollment changes can be documented as significant. As has been true of each previous Annual Report, schools with baseline state assessment scores in their first year with Edison have their elective norm-referenced fall-to-spring scores included on their respective school profile pages. However, since these elective assessments are not part of the state accountability system tied to NCLB, first-year schools have not been included in systemwide analyses. Schools that did not administer an elective norm-referenced assessment have only baseline scores to report (see Appendices).

(3) Achievement trends can be created by following the progress of the same students from grade level to grade level or by following different students' performances at the same grade level. The former approach is known as same cohort analysis; the latter is known as successive cohort analysis. As trends increase in length, same cohorts are composed of increasingly different students—through student mobility—and lose their analytical advantage. While Edison schools generally have moderate student mobility levels, some have high mobility, undermining long-term, same-cohort analyses. Successive cohorts ensure that progress at every tested grade level is measured. Finally, on criterion-referenced assessments, unless the grade level assessments have been suitably scaled, comparing sequential grade scores may not be meaningful. Thus, all analyses in this report rely solely on successive cohorts of scores.

(4) Analyses in prior Annual Reports have focused on annualized gains from a school's first year under Edison management through the most recent reporting of scores. We developed this approach to allow us to compare schools of differing vintages—schools vary from one to ten years in partnership with Edison—with a common metric, and also to convey the accumulated progress of schools over time.

EXHIBIT 1: System-wide Average One-Year, Two-Year, and Three-Year Achievement Gains by Subject Area

	Reading	Mathematics
Average gain in percentage proficient (one year)	3.75	6.85
Average gain in percentage proficient (two year)	10.40	17.48
Average gain in percentage proficient (three year)	13.39	23.97

Note: The counts for Edison schools included in this analysis were 81 cases for the one-year gain, 53 cases for the two-year gain, and 26 cases for the three-year gain.

As has been the practice for the last several Annual Reports, this report does not include annualized gains, as recent changes in state assessments throughout the nation have made what was once a meaningful concept unworkable. Most state assessments have undergone massive changes over the past four years in response to NCLB. Some states have changed their assessment of record, switched subjects from one grade level to another, or reconfigured thresholds of proficiency, to cite a few examples. These changes make it impossible to compile lengthy trends of the same assessment in many states. In addition, as a result of these myriad changes, we have schools in which we have worked for numerous years that have valid trends of extremely varying lengths. Schools in which we have worked for five years, for example, might have five years of comparable data, or four, or even just one. It would be misleading to have annualized gain rates for schools in which we have worked for the same number of years based on trends of widely varying lengths.

In response to these issues, all of the analyses in this report focus on one-year gains (scores from the 2003–2004 school year compared to scores from the 2004–2005 school year), two-year gains (scores from the 2002–2003 school year compared to scores from the 2004–2005 school year), and three-year gains (scores from the 2001–2002 school year compared to scores from the 2004–2005 school year).

Substantial Gains

Under NCLB, criterion-referenced tests (or a norm-referenced assessment with criterion-leveled reporting) must be used by states to measure AYP. Scoring criteria for these tests place students in one of several categories of achievement, such as below basic, basic, proficient, and advanced. State accountability systems generally set expectations for increasing the percentage of students who are proficient or higher. The improvements in student achievement at Edison schools on these sorts of assessments have been substantial. **Exhibit 1** summarizes this progress.

At the level of proficient or higher, Edison schools posted an average gain of 3.75 percentage points in reading and 6.85 in math from the 2003–2004 school year through the 2004–2005 school year. At the level of proficient or higher, Edison's average two-year rate of gain was 10.40 percentage points in reading and 17.48 points in

EXHIBIT 2: System-wide Average Achievement Gains Versus School Districts and States Where Edison Schools Are Located by Subject Area

READING

	One-Year Gains	Two-Year Gains	Three-Year Gains
Edison	3.75	10.40	13.39
District	2.39	7.69	10.34
State	2.01	5.21	7.37

MATHEMATICS

	One-Year Gains	Two-Year Gains	Three-Year Gains
Edison	6.85	17.48	23.97
District	4.96	11.65	16.21
State	3.88	8.60	12.56

Note: The counts for the number of schools included in this analysis were 97 cases for the one-year gains, 79 cases for the two-year gains, and 42 cases for the three-year gains

math; Edison's average three-year rate of gain was 13.39 percentage points in reading and 23.97 in math. The magnitude of these gains is even more remarkable when viewed in the context of a comparison against the states and districts in which Edison schools are located. **Exhibit 2** illustrates this comparison. In other words, Edison schools are improving at rates well above local norms.

Magnitude is an important way of contextualizing increases in student achievement. Since the passage of NCLB, states have implemented various changes to their state assessments in order to comply with federal regulations regarding accountability testing. These changes to the assessments, to the scoring and reporting methodology, and sometimes to the underlying state standards themselves may effect the year-to-year movement of scores. Measuring the impact of a national reform program across multiple states, then, presents a potential problem, as each state is free under NCLB to create its own academic standards, write its own tests, and set its own levels of proficiency. The federal government, however, must approve each state assessment system, and every state must participate in the federal testing program, the National Assessment of Educational Progress (NAEP), to further ensure that each state assessment system is sufficiently rigorous. Nevertheless, state assessment systems do vary, and it is demonstrably easier for students to reach proficiency in some states than in others. This presents a

potential measurement issue as gains in proficiency rates at schools in different states may mean different things. A five-point gain in the percentage of students achieving proficiency would presumably be a bigger accomplishment in a state where the average gain was zero points than in a state where the average gain was five points. If states differ by significant amounts in their gain rates, comparing or averaging the gains of schools across different states may be misleading. In this context, the fact that the average magnitude of Edison's gains are one-and-a-half to two times the gain rates of local states and districts is even more significant, especially given the historically low-performance record of many of the schools where Edison is working. To close the gap between low-performing schools and their local counterparts, schools must perform at gain rates above local comparisons. Doubling them is a promising start.

In previous Annual Reports, Edison did not disaggregate rates of gain by subject area because of concern that separating scores into discrete subjects would result in meaningless summary scores composed of limited sample sizes. However, with the increasing numbers of schools Edison serves and with NCLB mandating assessments in reading and math in all states in grades 3–8 there are enough cases now that an examination of gains by subject area may present another interesting perspective on how Edison-partnership schools are performing.

The results are impressive. In reading tests, at the level of proficient or higher, Edison schools posted an average gain of 3.75 percentage points from the 2003–2004 school year through the 2004–2005 school year (see Exhibit 1). This gain rate is approximately one-and-a-half to two times (see Exhibit 2) the respective district and state gain rates in reading where those Edison schools are located. Two-year and three-year gains in reading are even more impressive: Edison's average two-year rate of gain in reading was 10.40 percentage points; Edison's average three-year rate of gain in reading was 13.39 percentage points.

Gains in math are slightly higher than gains in reading, though the districts and states in which Edison schools are located also posted higher gains in math than in reading. In math tests, at the level of proficient or higher, Edison schools posted an average gain of 6.85 percentage points from the 2003–2004 school year through the 2004–2005 school year (see Exhibit 1). This gain rate is approximately one- and-a-half to two times (see Exhibit 2) the respective district and state gain rates in math where those Edison schools are located. Edison's average two-year rate of gain in math was 17.48 percentage points and Edison's average three-year rate of gain in math was 23.97 percentage points.

The difference in gains between reading and math is not an indication of Edison's inability to bring about improvement in one subject area when compared to another. This can be seen in the fact that the magnitude of the gains compared to district and state rates of gain are of equal size, respectively, in both math and reading. The difference in gains between subjects actually reflects a national trend. NAEP results in reading from 1992 through 2005 show only minimal improvement in reading over a decade (in grade 4, a gain in proficiency from 29 percent to 31 percent), whereas NAEP gains in math from 1992 through 2005 show substantial improvement (in grade 4, an average gain in proficiency from 18 percent to 36 percent). The important takeaway is that significant progress relative to local norms was made in both subject areas at Edison-partnership schools over the past three years.

These solid rates of gain in student proficiency across all Edison schools are encouraging for Edison

as a system. With approximately 72,000 students attending our managed schools in 2004–05, Edison Schools is similar in size and makeup to a major urban school system. At this scale, many school systems often struggle to promote achievement growth. The improved achievement in Edison schools, as the system has grown from a few schools to more than 100 schools, suggests that effective teaching and learning may benefit from the support and systems that a larger scale makes possible.

Historical Gains by Comparison Schools

Making comparisons between Edison schools and other public schools is a complicated endeavor. The most appropriate comparisons would match schools managed by Edison as closely as possible with schools not managed by Edison. This would allow any differences in student achievement to be attributed to the efforts of Edison and the comparison schools, and not to complicating factors such as student background, student turnover, and student selection (or "selection bias"). Controlling for these variables would make clear that if Edison schools out-gained other comparable schools, the difference could be attributed to the strength of Edison's program, but the data to permit such controlled comparisons are not uniformly available.

Even if the data were available, the statistical analysis is complicated. Many of Edison's clients hire Edison not only to improve a particular school or set of schools, but also to stimulate competition with other local schools, inspiring districtwide improvement. In other words, the hoped-for impact in hiring Edison would be achievement gains in Edison schools as well as those local schools competing with Edison. Edison's desired impact would be to effect similar gains in all area schools. If there are positive differences between Edison schools' gains and those posted by other comparable local public schools, they provide prima facie evidence that Edison is having a positive impact, over and above the improvements that may be happening in public schools more broadly.

Edison's *Fifth Annual Report on School Performance* was the first to attempt a comparison analysis. The results were positive. Edison's annualized rate of gain from 1995–2002 was two-and-a-half times the annualized rates of gain of comparable local public schools: annualized gains of 3.5 percentage points for Edison schools compared to 1.4 percentage points for comparable schools (see *Fifth Annual Report on School Performance*). Numbers reported in the Sixth and Seventh Annual Reports were also quite positive—one-year and two-year gain rates exceeding comparable schools' rates by statistically significant margins.

In the fall of 2005, after a five-year examination of Edison's schools, the RAND Corporation released a historic report. This report is the first thorough and methodologically appropriate analysis of private management of public schools. As the report itself notes after examining all of the available "studies" conducted on Edison schools by various organizations, "none of the existing studies have produced results that are both comprehensive and methodologically persuasive" (page 15, RAND, 2005).

In addition to providing valuable insights, the RAND analysis provided further information regarding Edison's performance against a wide sample of comparable schools. RAND reported results on two different analyses. One analysis (year-zero analysis) examined Edison's performance against comparable schools using a pre-Edison baseline; this analysis, however, excludes a look at most of Edison's charter schools as well as a few other schools which do not have pre-

Edison baseline scores. The second analysis, the year-one analysis encompasses a far more complete set of Edison schools. The results of this analysis provide more evidence of Edison's effectiveness in improving student learning. The year-one analysis shows that given time, Edison's schools outperformed comparable schools in succeeding years. As the Report states:

> *"Nevertheless, these varied results provide considerable guidance about the range of possible effects. In absolute terms, Edison schools are making gains: Average rates of proficiency in Edison schools improve as schools gain experience with Edison. In relative terms, Edison schools also improve: On average, gains of Edison schools during the first three years of Edison operation do not exceed the gains of matched comparison schools, but Edison results improve in years four and five. Although the specific trajectories vary in different analyses, all analyses indicate that the performance of Edison schools improves as the schools gain experience with Edison." (page xxviii-xxvix, RAND, 2005)*

Recent Gains by Comparison Schools

The historical evidence of Edison's progress against comparable schools is clear: with time Edison schools on average improve their achievement more than schools with comparable students and academic baselines. But what does the more recent data suggest? Here we examine the progress of all Edison schools over the last three academic years, 2001–2002 through 2004–2005, in comparison to schools with similar student populations and starting points. The methodology employed is essentially the same as that used by RAND in their comprehensive analysis.

The first step in the analysis is to identify for each Edison school all schools that are comparable to the Edison school in the state. Comparability is defined by several criteria:

1. The percentage of the student body eligible for free or reduced-price lunch fell within plus or minus 10 percent of the Edison school's population.
2. The percentage of the student body comprised by students of African American or Hispanic descent fell within plus or minus 10 percent of the Edison school's population.
3. The comparison school had recorded test scores for all of the same grades that the Edison school had recorded test scores in 2005.
4. In the baseline year of the period being examined the school's proficient and advanced rate on the state test was within plus or minus 10 percent of the Edison school's performance rate.

A school that fit all four of the above characteristics was deemed a "comparable school." All of the schools deemed comparable to any given Edison school were then averaged together into one composite "school" that was entered into the analysis.

Because high stakes tests differ in various ways across states, especially in degree of difficulty, it is a challenge to compare the assessment results of a school in one state to those in another. Some way must be found to place these state tests on a common scale. A way suggested by RAND to do this, and that is used in a slightly different form by Edison in past annual reports, is to employ *z-scores*. A z-score measures distance above or below an observed average, according to a distribution measured in terms of standard deviation units. Standard deviation is a way to describe any distribution's

spread of observations around its average. It provides a way to describe any set of distributions—such as different state test scores—using the same terms. In this analysis, state test scores for Edison and comparable schools, measured as percentages of students proficient or above, are converted to z-scores. Thus, each school score is measured by the number of standard deviation units it lies above or below the state average.

The analysis takes one additional step to measure achievement. Once the z-scores for each school and each year are calculated, the difference in z-scores between adjacent years is calculated. The differences represent gains in achievement, as opposed to absolute levels of achievement. As in the rest of this annual report, the focus is appropriately on improvement in achievement, by Edison or comparable schools. The resulting difference in z-scores measures improvement by comparing where each school lies in its distribution of comparable schools each year: If it has moved farther up the distribution, it has improved more than the rest, and vice versa.

The analysis summarized in **Exhibit 3** reports on the estimates of three types of models, and for three periods of improvement—one-, two-, and three-year gains. The one-year gains examine results from the 2003–04 school year compared to those from the 2004–05 school year; the two-year gains compare 2002–03 results to those in 2004–05; and the three-year gains compare results from 2001–02 to those in 2004–05. The models represent different "fixed effect" controls for other factors that might influence achievement but are not controlled by the selection of comparable schools.

The first model, labeled "bivariate," predicts "gains in z-scores" as a function of just one variable, whether the school is an Edison school or not. (The model also includes a constant, as is standard in linear models.) The second model, labeled "state," includes the Edison effect, and introduces a set of dummy variables (coded 1 or 0) to distinguish each state from every other state; every state (except one, to avoid perfect co-linearity) is assigned a dummy variable. These state variables allow for the possibility that achievement gains follow some unique pattern in different states that should not be attributed to Edison or individual schools. The third model, labeled "matched," includes the Edison effect and separate dummy variables for each Edison school and its associated comparable schools. The hypothesis here is that each set of matched schools might have unique influences that, again, should not be attributed to Edison or to comparable schools. Each of these models was also estimated with variables for free and reduced-price lunch status as well as race and ethnicity. However, since these variables were used to create samples of comparable schools, the resulting variables were non-significant. They are omitted from the fixed effects results reported in Exhibit 3. All models were estimated with ordinary least squares regression. For simplicity, only the Edison effect is reported in the Exhibit. (Significant state and matched effects were uncommon and followed no pattern.)

The results in Exhibit 3 are remarkably straightforward and consistent. The statistics of interest are the "b coefficient" and the significance level. The b coefficient tells, in standard deviation units, how much the gains of Edison schools exceed on average the gains of comparable schools. The significance level provides the probability that the coefficient is not different from zero—in lay terms, is "statistically significant." Generally speaking, education interventions that measure .20 standard deviations or more are considered noteworthy. Interventions that reach a half standard deviation are important. The results

EXHIBIT 3: Comparable Schools Regression Analysis

READING

		Constant	B Coefficient	Standard Error	t-statistic	Significance
One-Year Edison Gains	Bivariate	0.009	0.095	0.069	1.381	0.169
	State	-0.022	0.094	0.067	1.405	0.162
	Matched	-0.088	0.091	0.072	1.265	0.209
Two-Year Edison Gains	Bivariate	0.089	0.121	0.079	1.542	0.125
	State	0.001	0.122	0.075	1.641	0.103
	Matched	-0.112	0.127	0.077	1.644	0.105
Three-Year Edison Gains	Bivariate	0.222	0.220	0.106	2.080	0.041
	State	0.030	0.211	0.095	2.223	0.030
	Matched	-0.106	0.210	0.102	2.070	0.045

MATHEMATICS

		Constant	B Coefficient	Standard Error	t-statistic	Significance
One-Year Edison Gains	Bivariate	0.004	0.104	0.074	1.408	0.161
	State	0.068	0.104	0.070	1.493	0.137
	Matched	-0.042	0.105	0.071	1.486	0.141
Two-Year Edison Gains	Bivariate	0.090	0.242	0.086	2.818	0.005
	State	0.070	0.244	0.084	2.904	0.004
	Matched	-0.001	0.242	0.090	2.698	0.009
Three-Year Edison Gains	Bivariate	0.214	0.439	0.120	3.649	0.000
	State	0.107	0.439	0.112	3.921	0.000
	Matched	-0.119	0.439	0.090	4.881	0.000

Note: The counts for the number of schools included in this analysis were 97 cases for the one-year gains, 79 cases for the two-year gains, and 42 cases for the three-year gains

displayed in Exhibit 3 can be summarized as follows:

1. In both math and reading Edison schools have positive effects on achievement gains relative to comparable schools.
2. In both math and reading the Edison effect grows larger and more significant over time.
3. In reading, the one-year gain is only .09 standard deviations and not significant by conventional standards (significance levels not greater than .10). The two-year reading gain is slightly higher and nearly significant. But over a three-year period, Edison's gains outstrip comparable schools by over .20 standard deviations and are clearly significant.
4. In math, Edison's relative gains are stronger. The one-year gain difference is .10 standard deviations and approaching significance. By year two, the difference has more than doubled to approximately one quarter a standard deviation—easily significant. Over a three-year period, the Edison advantage over comparable schools is a full .44 standard deviations and unquestionably significant.

While Edison schools have made substantial nominal gains versus district and state averages over each of the last three-year periods, as documented earlier in this report, the gains reported here may be the most meaningful. The results in Exhibit 3 describe how much better schools do working with Edison than they would be predicted to perform if left on their own. In both reading and math the results show that, all things being equal, schools working with Edison do gain more. In reading and math the positive effects grow over a few years time from merely positive to significant. In math the results are substantial and more rapidly significant. In reading achieving significance has required three years, but the results are ultimately noteworthy.

Edison in Philadelphia

In spring 2002 the Philadelphia School Reform Commission decided to assign several education management organizations (EMOs), including Edison, to manage 45 of Philadelphia's lowest achieving schools. This initiative is one of the most innovative school reforms in recent times and easily the most ambitious use of external education providers in the history of American public education. Launching a multiple-provider model is only part of the school reform picture in Philadelphia. The School Reform Commission also hired a Chief Executive Officer, Paul Vallas, to lead a top-to-bottom overhaul of this school system. By every account, CEO Vallas has done just that: toughening discipline; installing a consistent and comprehensive program of curriculum, instruction, and assessment; and balancing the annual budget. Vallas has embraced the multiple-provider model as an essential component of his overall strategy, which includes encouraging new ideas, adding resources, and injecting some healthy competition into the Philadelphia system.

Nearly four years after it began, the reform process appears to be progressing smoothly. However, this process did not begin that way, especially for private providers. The initial introduction of outside partners faced intense opposition from some vocal, local interests throughout the spring and summer of 2002. Contracts with the city were not signed until nearly the first day of school, and much of fall 2002 was spent overcoming pockets of resistance and lingering doubts about whether these new partners would last through the first year. Edison faced the most intense opposition, in part because the company had been part of the state-led team that recommended the disbanding of the district's Board of Education and the creation of the new School

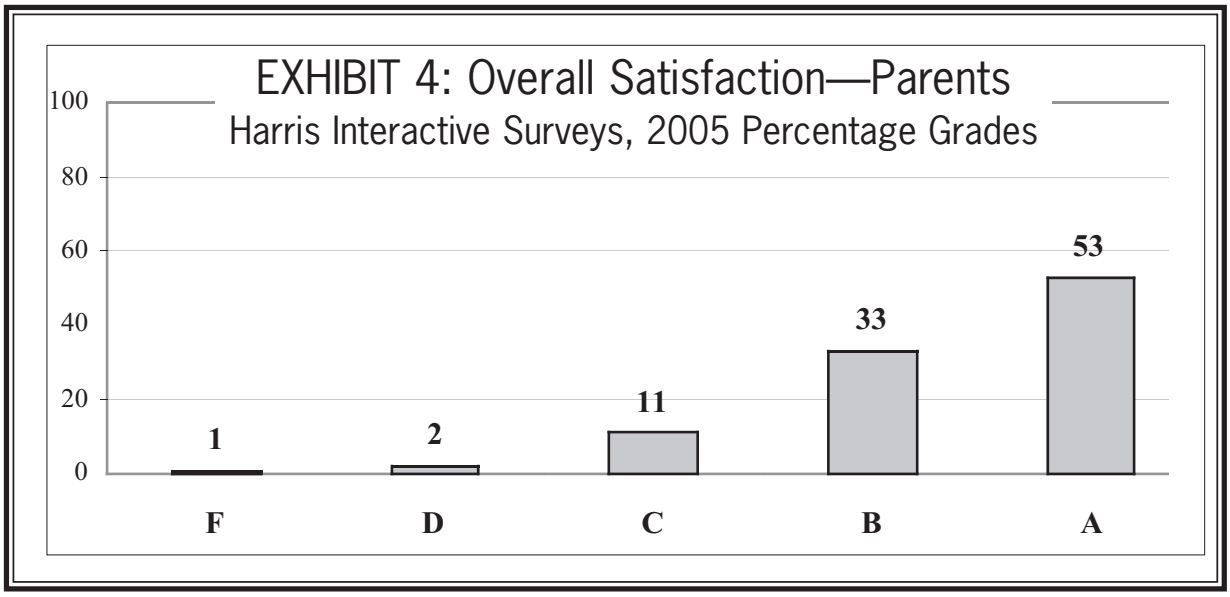
Reform Commission. The state had initially wanted Edison to manage a larger number of schools and to consult in the running of the school district—proposals that generated fierce local opposition and intense media scrutiny.

By fall 2002, Edison was asked to manage 20 schools, more than any other EMO partner. For various reasons, Edison was unable to implement all of its comprehensive school design in its Philadelphia schools. The school day and year were not lengthened; daily professional development time for teachers was not instituted; technology was kept to the absolute essentials; and the enrichment program was roughly halved—among other concessions to financial limitations. In important ways, Edison's work in Philadelphia has been different from our work elsewhere, as we have had to improvise alternatives to our comprehensive education model. Still, Edison is confident that our work can help raise student achievement, and we are accountable to the School Reform Commission for doing so.

So, how are Edison partnership schools in Philadelphia doing? The initiative has been an unprecedented success. During the fall of 2004, PSSA scores were released and the School District of Philadelphia held a press conference to announce historic news: due to the reform efforts led by CEO Paul Vallas and with the added efforts of various EMOs, the district made its largest single-year gains ever on the PSSA. Edison's 20 partnership schools made the largest gains among private providers managing at least five schools in Philadelphia. After this historic gain, one might assume that further progress could not be achieved, but that was not the case. Edison's 20 partnership schools in Philadelphia continued to improve by an average one-year gain from Spring 2004 to Spring 2005 of 0.4 percentage points in reading and 11.9 percentage points in mathematics. The School District of Philadelphia was sufficiently satisfied with the progress being made in these schools to ask Edison to manage two additional schools, which opened in Fall 2005. The dramatic gains made by all of the schools in Philadelphia over the past four years reflect the promise and fulfillment of the ideal of private support for public education. Edison is extremely proud to be part of this unprecedented education reform success story.

Customer Satisfaction

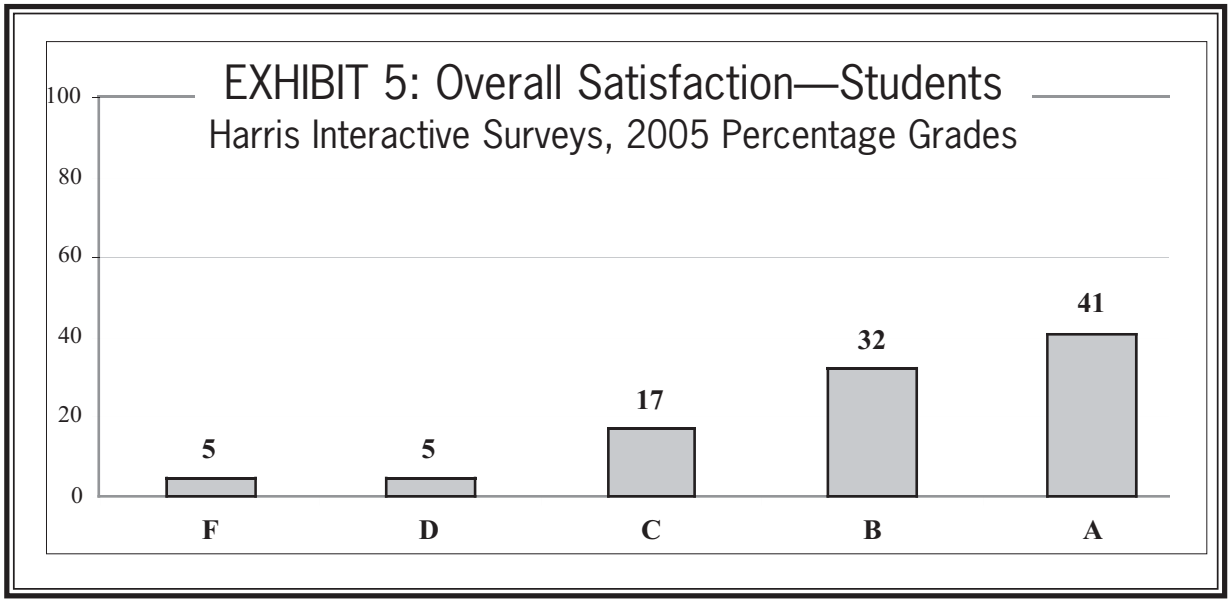
Edison believes that customer satisfaction is crucial to school success. Customer satisfaction is not important merely in its own right; it is important because students learn most when parents are positively engaged in the school; when teachers are fulfilled by their work in the classroom; and when students appreciate and enjoy their school experience. Edison schools have been focused on, and successful in, satisfying their various customers. Each year, Edison commissions Harris Interactive to survey parents, students (in grades 3 and above), and teachers in every one of our schools. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve their levels of satisfaction. Harris Interactive independently analyzes the results of its surveys and provides schools with extensive diagnoses of what needs to be done to improve customer satisfaction. These analyses are extremely valuable to our schools, but too detailed to outline here. A few of the overall summary measures from these reports provide clear measures of overall satisfaction levels at Edison partnership schools.

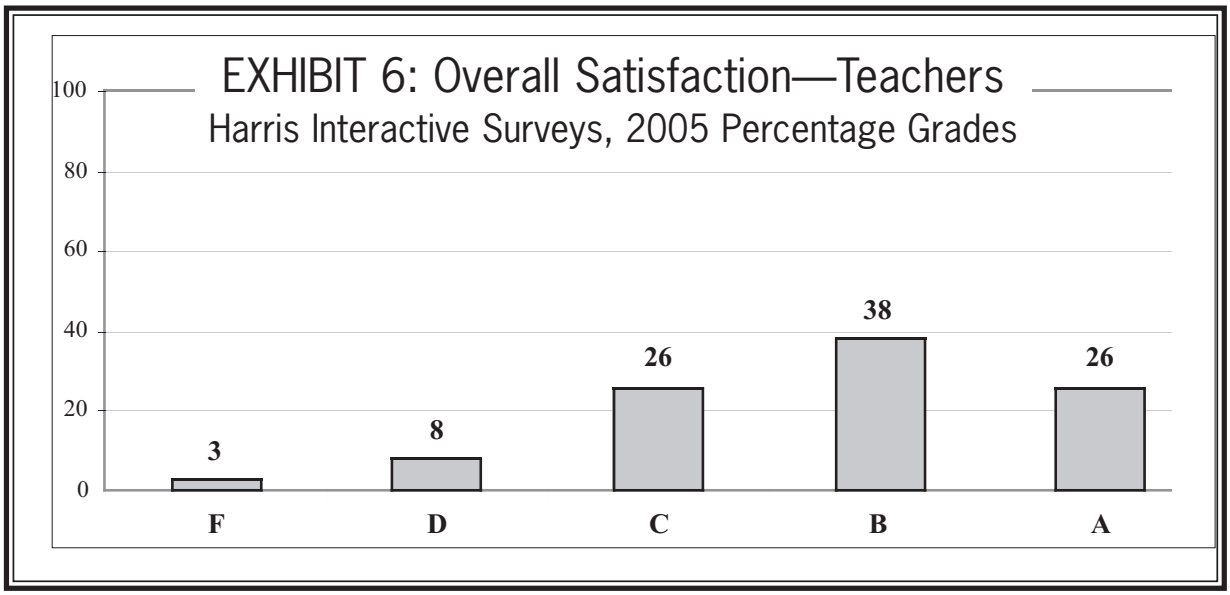


Parent Satisfaction

Exhibit 4 presents the summary satisfaction "grades" given to Edison partnership schools by parents during the 2004–2005 school year. Parents are asked to complete an anonymous survey about their child's school experience, including one item that asks them to assess the school using letter grades—an "A" for excellent through an "F" for failure. More than 22,000 parents completed surveys for the 2004–2005 academic year. The findings are impressive: for the tenth consecutive year parents are overwhelmingly satisfied with their Edison partnership schools. A slight majority of more than 53 percent gave their school an "A," and more than 33 percent gave their school a "B," for a total of 86 percent of parents giving their school an "A" or a "B."

A point of comparison is useful here. According to an annual Gallup poll, in a similar survey of public





school parents nationwide, only 69 percent of parents rated their child's school an "A" or "B." What is even more striking is that over one-and-a-half-times as many parents gave their Edison school an "A" grade (53 percent of parents) compared to the national average of 31 percent. Not only are most Edison parents satisfied, many are extremely satisfied with Edison's level of service to their children's schools.

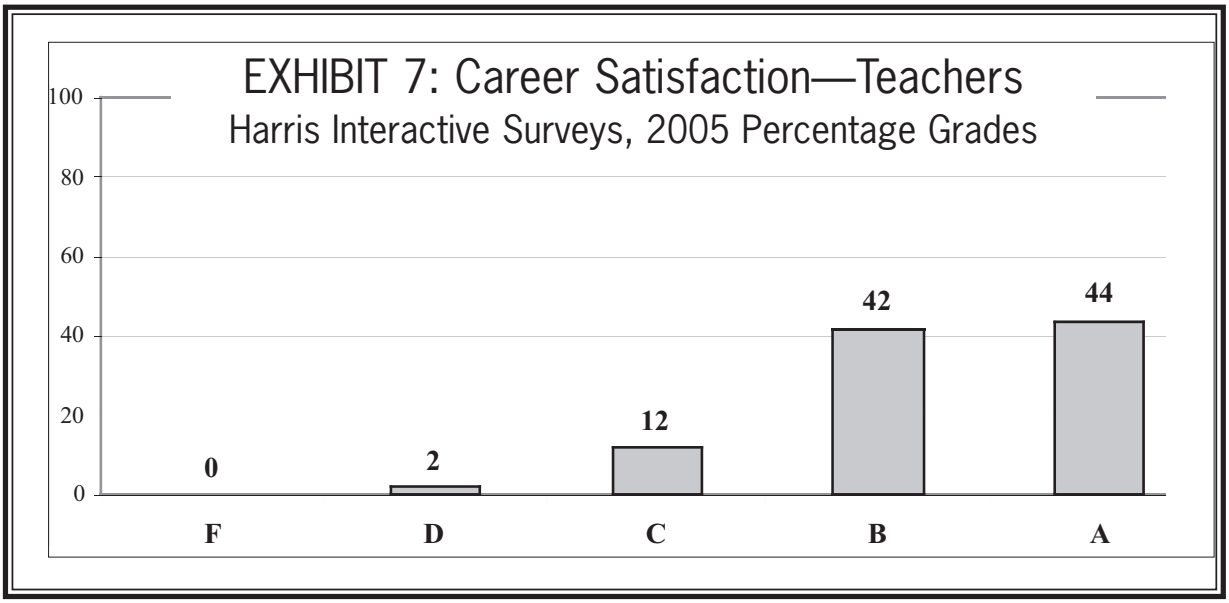
Student Satisfaction

Exhibit 5 provides satisfaction data for Edison students in grades 3 and higher. Almost 28,000 students completed surveys for the 2004–2005 academic year. The response patterns for students are nearly the same as those for parents. An "A" is the most common grade awarded by students, and approximately 73 percent of Edison students awarded their school an "A" or "B." Many Edison students have a longer school day and school year, neither of which holds instant appeal for young people. In addition, many Edison schools serve students who are relatively disadvantaged and ordinarily not highly satisfied with their schools—these scores are encouraging.

Teacher Satisfaction

Harris Interactive also surveys teachers, and the results are summarized in **Exhibit 6**. Teachers rate schools somewhat lower than parents and students do. The majority of teachers—64 percent—grade their Edison partnership schools an "A" or a "B." Unlike the results for parents and students, the most popular grade for teachers is a "B." This is not an indication of dissatisfaction—teachers generally rate their schools more critically than do parents or students. Non-Edison teachers across the country surveyed by Harris Interactive also most often rated their schools with a "B." Given the challenging situations in which Edison teachers ordinarily work (Edison teachers must master a challenging school design, often working a longer school day and year, at schools with a history of low performance, etc.), the satisfaction levels of Edison teachers should be considered somewhat better than expectations.

The Harris surveys also probe a teacher's career satisfaction at an Edison school, as reflected in **Exhibit 7**. The results are extremely encouraging. Of the nearly 2,300 teachers who completed sur-



veys, 86 percent rated their level of career satisfaction as an "A" or "B." As a point of comparison, Harris Interactive conducts an annual survey for MetLife, the *MetLife Survey of the American Teacher*. In 2005, results from this survey showed that only 66 percent of teachers nationwide were very satisfied with their careers at their (then current) schools. One of the ten fundamental components of the Edison design is providing teachers with a professional environment, and these results offer compelling evidence of the effectiveness of our commitment to treating teachers with a high level of professionalism.

Conclusion

Harry Truman once remarked that, "In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better." For the past decade, Edison has been at the forefront of education reform, combining the resources and ingenuity of private industry with the experience and enduring commitment of public education in a manner that has benefited hundreds of thousands of students. As this report has shown, where Edison has been given the opportunity to change things for the better, the results have been palpable—strong improvements in student learning and highly satisfied clients, parents, teachers, and students. We look forward to building on this successful past to continue making a difference in the future of public education.

APPENDIX A:
REFINING AND DEFINING MEASURES

(1) A general note on counting schools: Edison operated 157 schools during the 2004–2005 school year. These 157 schools are comprised of 114 sites (Edison's K–8 schools are generally organized into two schools—elementary schools and junior academies). For assessment purposes, however, most K-8 schools are measured by the same state assessments, producing one set of scores, and therefore counted as one site. That is why we have used these 114 school sites as the basis of this report's analyses.

(2) All of the gain scores cited throughout this report are one-year, two-year, and three-year rates of gain. As the report states, Edison focuses on the school site as the smallest unit of analysis and measurement. The "score" that represents an individual school in the subsequent analyses represents the summative average across all tested grade levels. The scores are not weighted by grade levels tested, number of years under an Edison partnership, or number of students tested. One-year rates of gain compare scores from the 2003-2004 school year to the same scores by subject and by grade level in the 2004-2005 school year; two-year rates of gain compare scores from the 2002-2003 school year to the same scores by subject and by grade level in the 2004-2005 school year; and three-year rates of gain compare scores from the 2001-2002 school year to the same scores by subject and by grade level in the 2004-2005 school year. In addition, two-year rates of gain do not include any scores from tests that were not in existence in both the 2002-2003 school year and the 2004-2005 school year; three-year rates of gain do not include any scores from tests that were not in existence in both the 2001-2002 school year and the 2004-2005 school year.

For example, the one-year gain rate at Cahlan Elementary School in Las Vegas, NV (page 95) can be calculated by averaging the column labeled "1 yr" across all displayed subject areas (reading and mathematics) and across all grades (for this example, grades 3 and 5). Thus, the average one-year gain for Cahlan is the average of the grade 3 reading gain (29.7), grade 5 reading gain (17.2), grade 3 math gain (22.7), and grade 5 math gain (15.6), which is equal to 21.3 percent. By subject, Cahlan's one-year gains would be 23.5 in reading and 19.2 in math. Note: The school performance data displayed on the individual school profile pages have been rounded to the nearest whole number; all analyses included in this report make use of the actual number rather than rounded numbers.

(3) The school performance data displayed on the individual school profile pages represent publicly available achievement data for all grades and in all subject areas on the school's primary means of accountability as of March 1, 2006 (data released or revised after this date are not included in this report). "Primary means of accountability" as defined by this report are the state-mandated assessment(s) used to determine Adequate Yearly Progress (AYP) status under No Child Left Behind (NCLB). This is true even in the case when a school may have two primary means of accountability, as determined by its individual contract and accountability plan. An example of this is Harriet Tubman Charter School in New York City, NY. New York Public Schools administers a district test for citywide accountability, and the state of New York mandates that the New York State Testing Program (NYSTP) be used for AYP accountability. Only results on the NYSTP are included in this report as the relevant analysis, because NYSTP results are the sole measure used by the state in relation to NCLB. All of the websites from which the scores in this report were taken are listed on pages ix–xi.

(4) As stated earlier, this report does not include separate figures for nationally norm-referenced tests (NRTs) in analyses. In prior reports, we had a number of schools whose primary means of accountability were NRTs. However, under NCLB, states are required to use criterion-referenced tests (CRTs)—or NRTs with CRT-like reporting—to calculate AYP status. Schools with NRT-only scores are therefore not included in any of the analyses in this report. These schools include Meek-Milton Primary Academy (Inkster, MI) and Renaissance Academy of Pittsburgh Alternative of Hope (Pittsburgh, PA). When available we have, however, included NRT scores on the individual school profile pages.

(5) As explained in Appendix A, the gains reflected in Exhibits 1 and 2 are systemwide summative figures calculated by averaging the average one-year, two-year, and three-year gains across all schools, grades, and subject areas, respectively. As far as weighting is concerned, all schools are treated equally regardless of school enrollment size or number of years under Edison management.

(6) In prior reports, we included the rates of gain at our high schools in all relevant analyses because all of our high schools participated in state-mandated assessments and posted official scores. However, concerns about including high schools in these analyses were raised because the high school assessments are minimum competency assessments rather than grade-level content assessments. This means that the definition of "proficiency" at the high school level is not comparable with the definition of proficiency at the elementary and middle school levels. That is why high schools' scores were excluded from all analyses in this report. Schools not included: Friendship-Edison Public Charter School—Carter G. Woodson campus (Washington, D.C.), Chicago International Charter School—Longwood campus, 9-12 (Chicago, IL), Flint Northwestern Community High School (Flint, MI), Inkster High School (Inkster, MI), and Chester High School (Chester, PA).

(7) In disaggregating the data by subject area, we have been consistent with our policy of using state policies tied to NCLB to make practical decisions in examining the data. For example, some states use separate assessments for reading and language arts, while others combine both of these areas into an aggregate English Language Arts (ELA) category. In determining which scores to include in the "reading" disaggregation, should a state use separate assessments in reading and language arts, we include the subjects that were used by the state to make AYP determinations. Thus, if a state separately assessed reading and language arts, but only used reading in its AYP determination, language arts scores were not included in our reading disaggregation; however, if a state used both subjects in its calculations of AYP, both subjects were included in the summary rollups.

According to this policy, scores for Charles R. Drew Charter School in Atlanta used in the reading disaggregation include both reading and English Language Arts since the state of Georgia uses both sets of scores in its AYP determinations. In Michigan, schools receive scores for reading, writing, and ELA (which is a composite score that includes both reading and writing). Since ELA is the official score used by the state of Michigan in AYP determination, all Michigan scores used in our analyses reflect the ELA results and not separate reading and writing scores. In Wisconsin, schools are assessed in both reading and language, but only reading is used by the state of Wisconsin in its AYP determination. Therefore, only reading scores from Milwaukee Urban League Academy of Business and Economics are used in our subject area disaggregation.

(8) In order to calculate the state and district averages in Exhibit 2, we compared district and state scores for the same time frame and grade span as the corresponding Edison school. Thus, for a K–6 Edison school in California open from 2000–2004, we examined the average K–6 scores for the state and district from 2000–2004. Summative averages for the states and districts would be an average of one-year, two-year, and three-year gains (calculated in a similar way as to how Edison's individual gain rates are determined). This resulted in states contributing to the summative state averages in direct proportion to the number of Edison schools in that state. We believe this is consistent with our treatment of each school site as the individual unit of analysis. It also creates a more comparable average, accounting for different grade configurations and startup years. In keeping with the calculation of Edison's averages, state and district averages include successive cohort gains.

APPENDIX B:
EDISON SCHOOL SITES 2004–2005

Table B.1 is a complete list of the school sites that were included or excluded from the analyses in this report. Reasons for exclusions are included in the footnotes at the end of the table.

School Name	District	State	1 Yr	2 Yr	3 Yr
Edison Brentwood Academy	East Palo Alto	CA	I	I	I
Edison Charter Academy	San Francisco	CA	I	I	I
Edison McNair Academy	East Palo Alto	CA	I	I	I
Edison-Bethune Charter Academy	Fresno	CA	I	I	I
Feaster-Edison Charter School	Chula Vista	CA	I	I	I
Phillips-Edison Partnership School	Napa	CA	I	I	I
San Jose-Edison Academy (K-5)	West Covina	CA	I	I	I
San Jose-Edison Academy (6-8)	West Covina	CA	I	I	I
Starr King-Edison Academy	Long Beach	CA	I	I	I
Emerson-Edison Partnership School	Colorado Springs	CO	I	I	I
Omar D. Blair (formerly Green Valley Ranch)	Denver	CO	I	E1	E1
Roosevelt-Edison Charter School	Colorado Springs	CO	I	I	I
Wyatt-Edison Charter School (K-5)	Denver	CO	I	I	I
Wyatt-Edison Charter School (6-8)	Denver	CO	I	I	I
Friendship Public Charter School—Blow Pierce Campus	Washington	DC	I	I	E3
Friendship Public Charter School—Woodson Campus	Washington	DC	E2	E2	E2
Friendship Public Charter School—Chamberlain Campus	Washington	DC	I	I	E3
Friendship Edison Public Charter School—Woodridge Campus	Washington	DC	I	I	E3
Southeast Academy of Scholastic Excellence Public Charter (Ele)	Washington	DC	I	I	E3
Southeast Academy of Scholastic Excellence Public Charter (Sec)	Washington	DC	I	I	E3
Thomas A. Edison Charter School (K-5)	Wilmington	DE	I	I	I
Thomas A. Edison Charter School (6-8)	Wilmington	DE	E4	E4	E4
Henry E. S. Reeves Elementary School	Miami	FL	I	I	I
Charles R. Drew Charter School (K-5)	Atlanta	GA	I	I	I
Charles R. Drew Charter School (6-8)	Atlanta	GA	I	I	I
Jefferson-Edison Elementary School	Davenport	IA	I	I	E3
Chicago International Charter School—Longwood Campus	Chicago	IL	E5	E5	E5
Feitshans-Edison School	Springfield	IL	I	I	I
Franklin-Edison School	Peoria	IL	I	I	I
Loucks Edison Junior Academy	Peoria	IL	I	I	I
Northmoor-Edison School	Peoria	IL	I	I	I
Rolling Acres Junior Academy	Peoria	IL	I	I	I
Jeremiah Gray-Edison Elementary School	Indianapolis	IN	I	I	E6
Rosa Parks-Edison Elementary School	Indianapolis	IN	I	E6	E6
Christel House Academy	Indianapolis	IN	E4	E6	E6
Seven Hills Charter School	Worcester	MA	I	I	I
Gilmor Elementary School	Baltimore	MD	I	I	E7
Furman Templeton Elementary School	Baltimore	MD	I	I	E7
Montebello Elementary School	Baltimore	MD	I	I	E7

School Name	District	State	1 Yr	2 Yr	3 Yr
Baylor Woodson Elementary School	Inkster	MI	I	I	I
Ben Ross Public School Academy	Warren	MI	E1	E1	E1
Blanchette Middle School	Inkster	MI	I	I	I
Edison-Oakland Public School Academy	Ferndale	MI	I	I	I
Flint Northwestern Community High School	Flint	MI	I	I	I
Garfield-Edison Partnership School	Flint	MI	I	I	I
Inkster High School	Inkster	MI	E8	E8	E8
Meek-Milton Primary Academy	Inkster	MI	E8	E8	E8
Williams-Edison Partnership School	Flint	MI	I	I	I
YMCA Service Learning Academy	Detroit	MI	I	I	I
Kenwood-Edison Charter School	Duluth	MN	I	I	I
Raleigh-Edison Academy	Duluth	MN	I	I	I
Washburn-Edison Junior Academy	Duluth	MN	I	E3	E3
Allen-Edison Village School	Kansas City	MO	I	E3	E3
Confluence Academies	St. Louis	MO	I	E1	E1
Derrick Thomas Academy (K-5)	Kansas City	MO	I	I	E1
Derrick Thomas Academy (6-8)	Kansas City	MO	E1	E1	E1
Ann T. Lynch-Edison Elementary	Las Vegas	NV	E3	E3	E3
Cahlan-Edison Elementary	N. Las Vegas	NV	E3	E3	E3
Charles I. West-Edison Middle School	Las Vegas	NV	E3	E3	E3
Crestwood-Edison ElementarySchool	Las Vegas	NV	E3	E3	E3
John S. Park-Edison Elementary	Las Vegas	NV	E3	E3	E3
Lincoln-Edison Elementary	N. Las Vegas	NV	E3	E3	E3
C. C. Ronnow-Edison Elementary	Las Vegas	NV	E3	E3	E3
Charter School for Applied Technologies (K-5)	Buffalo	NY	I	I	I
Charter School for Applied Technologies (6-8)	Buffalo	NY	I	E1	E1
Harriet Tubman Charter School	Bronx	NY	I	I*	E1
New Covenant Charter School	Albany	NY	I	I	I
Stepping Stone Academy Charter School	Buffalo	NY	I	I	E1
The Charter School of Science & Technology (K-5)	Rochester	NY	I	I	I*
The Charter School of Science & Technology (6-8)	Rochester	NY	I	I	E1
Riverhead Charter School	Calverton	NY	I	I	I
Dayton View Academy	Dayton	OH	I	I	I
The Dayton Academy	Dayton	OH	I	I	I
Alcorn Elementary School	Philadelphia	PA	I	I	E6
Anderson Elementary School	Philadelphia	PA	I	I	E6
Barratt Middle School	Philadelphia	PA	I	I	E6
Chester High School	Chester	PA	E8	E8	E8
Columbus Elementary	Chester	PA	E8	E8	E8
Comegys Elementary School	Philadelphia	PA	I	I	E6
Edward E. Parry Edison Jr. Academy (formerly Pulaski Middle)	Chester	PA	E8	E8	E8
Gillespie Middle School	Philadelphia	PA	I	I	E6
Harrity Elementary School	Philadelphia	PA	I	I	E6
Kelley Elementary School	Philadelphia	PA	I	I	E6
Kenderton Elementary School	Philadelphia	PA	I	I	E6
Lincoln-Edison Charter School	York	PA	I	I	I

School Name	District	State	1 Yr	2 Yr	3 Yr
Locke Elementary School	Philadelphia	PA	I	I	E6
Ludlow Elementary School	Philadelphia	PA	I	I	E6
Main Street Elementary Middle	Upland	PA	E8	E8	E8
Mariana Bracetti Academy Charter School - Learn Now	Philadelphia	PA	I	I	E6
Morton-McMichael Elementary School	Philadelphia	PA	I	I	E6
Munoz-Marin Elementary School	Philadelphia	PA	I	I	E6
Penn Treaty Middle School	Philadelphia	PA	I	I	E6
Potter-Thomas Elementary School	Philadelphia	PA	I	I	E6
Renaissance Academy of Pittsburgh Alternative of Hope	Pittsburgh	PA	E1	E1	E1
Renaissance Advantage Charter School	Philadelphia	PA	E1	E1	E1
Shaw Middle School	Philadelphia	PA	I	I	E6
Showalter Middle	Chester	PA	E8	E8	E8
Smedley Middle School	Chester	PA	E8	E8	E8
Stetser Elementary School	Chester	PA	E8	E8	E8
Stetson Middle School	Philadelphia	PA	I	I	E6
Stoddart-Fleisher Middle School	Philadelphia	PA	I	I	E6
Sulzberger Middle School	Philadelphia	PA	I	I	E6
The Renaissance Academy (K-5)	Phoenixville	PA	I	I	I
The Renaissance Academy (6-8)	Phoenixville	PA	I	I	I
Tilden Middle School	Philadelphia	PA	I	I	E6
Waring Elementary School	Philadelphia	PA	I	I	E6
William Penn Elementary School	Chester	PA	E8	E8	E8
Allendale County High School	Fairfax	SC	E2	E6	E6
Allendale Elementary School	Allendale	SC	I	E6	E6
Allendale/Fairfax Middle School	Fairfax	SC	I	E6	E6
Baptist Hill High School	Hollywood	SC	E2	E6	E6
C. C. Blaney Elementary School	Hollywood	SC	I	E6	E6
Brentwood Middle School	N. Charleston	SC	I	E6	E6
E.B. Ellington Elementary School	Ravenel	SC	I	E6	E6
Fairfax Elementary School	Fairfax	SC	I	E6	E6
Jane Edwards Elementary School	Edisto Island	SC	I	E6	E6
Minnie Hughes Elementary School	Hollywood	SC	I	E6	E6
R D Schroder Middle School	Hollywood	SC	I	E6	E6
Rivers Middle School	Charleston	SC	I	E6	E6
Sanders-Clyde Elementary School	Charleston	SC	I	E6	E6
Milwaukee Academy of Science	Milwaukee	WI	I	I	E
MUL Academy of Business & Economics	Milwaukee	WI	I	I	E

I = Included in the indicated analysis in both reading and mathematics; I* = Included in the indicated analysis in only one subject (one subject not tested that year or data not available); E1 = Excluded from indicated analysis because school (or tested grades) did not exist (baseline data in 2004-05); E2 = High schools excluded from all analyses (explained in Appendix A); E3 = Excluded from indicated analysis because data not publicly available my March 1, 2006; E4 = Excluded from indicated analysis because no available comparable schools; E5 = Excluded from indicated analysis because CICS-Longwood data cannot be separated from other CICS multiple-campus data reported by state of Illinois; E6 = Excluded from indicated analysis because school not under Edison relationship during indicated timeframe; E7 = Excluded from indicated analysis because of problematic or incomplete state assessment data set; E8 = Excluded from indicated analysis because contract issues prevented Edison from providing support

APPENDIX C:
Z-SCORE ANALYSIS

(1) As explained earlier in the report (page 11), we use a regression analysis to estimate a fixed effects model that will isolate the Edison effect, holding constant factors of race, poverty, and baseline scores. For this analysis, it was necessary to choose a group of comparison schools for each Edison school. In this determination, we are following roughly in the footsteps of the RAND report on Edison, *Inspiration, Perspiration and Time*, released in October 2005.

To find comparable schools, Edison used data downloaded from the National Center for Education Statistics (NCES), which listed data for all of the schools within those states where Edison schools are located. We then applied a blind sort that listed all schools within each state that fell within a +/- 10 percent band around the local Edison school's free and reduced-price lunch (FRL) percentage; AND that fell within a +/- 10 percent band around the local Edison school's percentage of African-American and Hispanic students, for the most recent year of data available from NCES; AND whose baseline score was within a +/- 10 percent band of the average baseline score posted by the local Edison school.

For example, if Edison school "A" had an FRL percentage of 60 percent, an African-American and Hispanic percentage of 70 percent, and an average baseline score of 30 percent proficient or advanced, we considered a school in state "A" comparable if their FRL fell between 50–70 percent AND if their African-American and Hispanic percentage fell between 60–80 percent AND whose average baseline score fell between 20-40 percent proficient or advanced.

(2) The first model estimated is the most basic bivariate fixed effects model, which serves to collects the average gains of the Edison schools and the comparable schools into two terms, the Edison effect variable, and the constant variable. The beta coefficient of the constant variable is equal to the average gain in z-score by all of the Edison comparable schools. The beta coefficient of the Edison variable is equal to the difference in average gain in z-score between Edison schools and their comparable. So, the average absolute gain in z-score for all Edison schools is the sum of the Edison variable and the constant variable's beta coefficients.

The second model estimated is carried out in the same fashion as the bivariate fixed effects model above, but also includes dummy variables for each state that Edison operated in (California, serving as the base state for comparison, did not have a dummy variable coded). While in a few cases, individual states' dummy variables are statistically significant, indicating that those are states in which Edison's gains compared to comparable are significantly different than average, the effect on the Edison variable's coefficient is negligible, which indicates that no one state, or group of states, was responsible for Edison's system-wide performance levels.

The third, and most important model, tests the Edison effect for each school against only the comparable chosen for them. It does this by means of a dummy variable for each Edison and comparable pair. Looking at the beta coefficient on the Edison variable across years, we can see a consistently growing effect size, which indicates that on average, Edison gains outpace comparable school gains even in the short run, although those gains are only distinguishable as statistically significant after a few years.

(3) The reported regression estimate did not control for ethnicity or socioeconomic factors. However, we have run the fixed-effects model controlling for those factors. Both factors proved to be insignificant, and therefore have not been included in the final reported model.

(4) One difference between Edison's and RAND's methodologies lies in the way in which comparable schools are chosen vis a vis baseline scores. RAND chose its comparable schools by taking all schools that were within 5 percentile points of the targeted Edison school according to the percentile ranking of an entire state's distribution of scores. The analyses presented in this report used a simple +/-10 percent band around the Edison school's baseline score, rather than a percentile ranking by distribution. The method used by Edison in this report introduces the possibility that the level of comparability of the comparable schools might vary across states depending on how big the standard deviations of their scores are.

(5) A second difference between Edison's and RAND's methodologies lies in what baseline year was used. The RAND report tried two different specifications (for the y1 and y0 analyses). This report generally used a single baseline (the first year of the Edison partnership or the y0 baseline according to RAND, as with the South Carolina schools). Second, this report only examines the past three years of results (Spring 2002 through Spring 2005) rather than extending the analysis to the school's true first year with Edison, as the focus of this report was on recent results. Considering the changes many state assessments have undergone in the past three years, we believe this focus is appropriate.

APPENDIX D:
PUBLIC SOURCES FOR ALL ACADEMIC DATA

CALIFORNIA

- Feaster-Edison Charter School—http://star.cde.ca.gov/star2005/viewreport.asp
- Phillips-Edison Partnership School—http://star.cde.ca.gov/star2005/viewreport.asp
- Edison Charter Academy—http://star.cde.ca.gov/star2005/viewreport.asp
- San Jose-Edison Academy—http://star.cde.ca.gov/star2005/viewreport.asp
- Edison Brentwood Academy—http://star.cde.ca.gov/star2005/viewreport.asp
- Edison McNair Academy—http://star.cde.ca.gov/star2005/viewreport.asp
- Edison-Bethune Charter Academy—http://star.cde.ca.gov/star2005/viewreport.asp
- Starr King-Edison Academy—http://star.cde.ca.gov/star2005/viewreport.asp

COLORADO

- Roosevelt-Edison Charter School—http://www.cde.state.co.us/cdeassess/csap/as_latestCSAP.htm
- Emerson-Edison Partnership School—http://www.cde.state.co.us/cdeassess/csap/as_latestCSAP.htm
- Academy-Edison Elementary School—http://www.cde.state.co.us/cdeassess/csap/as_latestCSAP.htm
- Wyatt-Edison Charter School—http://www.cde.state.co.us/cdeassess/csap/as_latestCSAP.htm

DELAWARE

- Thomas A. Edison Charter School—http://dstp.doe.k12.de.us/DSTPMart/SumSch.asp?Dist=76&sch=575

DISTRICT OF COLUMBIA

- Friendship Public Charter School—Chamberlain Campus—hard copies
- Friendship Public Charter School—Woodridge Campus—hard copies
- Friendship Public Charter School—Blow Pierce Campus—hard copies
- Friendship Public Charter School—Carter G. Woodson Campus—hard copies
- Southeast Academy of Scholastic Excellence Public Charter Schoolhard copies

FLORIDA

- Henry S. Reeves Elementary School—http://fcat.fldoe.org/default.asp?action=OneSchoolDetails&district_number=13&district_name=DADE&schnum=4491&school=HENRY+E%2ES%2E+REEVES+ELEM%2E+SCHOOL

GEORGIA

- Charles R. Drew Charter School—http://reportcard.gaosa.org/yr2005/k12/accountability.aspx?TestType=acct&ID=761:201

ILLINOIS

- Chicago International Charter School—hard copies
- Northmoor-Edison School—ftp://ftpirptcard.isbe.net/ReportCard2005/4807215002047_e.pdf
- Franklin-Edison School—ftp://ftpirptcard.isbe.net/ReportCard2005/4807215002032_e.pdf
- Feitshans-Edison School—ftp://ftpirptcard.isbe.net/ReportCard2005/5108418602043_e.pdf
- Loucks Edison Junior Academy—ftp://ftpirptcard.isbe.net/ReportCard2005/4807215001011_e.pdf
- Rolling Acres Junior Academy—ftp://ftpirptcard.isbe.net/ReportCard2005/4807215001001_e.pdf

INDIANA

- Jeremiah Gray-Edison Elementary School—http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5366
- Rosa Parks-Edison Elementary School—http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5372
- Christel House Academy—http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5874

IOWA

- Jefferson-Edison Elementary School—hard copies

MARYLAND

- Gilmor Elementary School—http://www.mdk12.org/data/msa_data/index.asp?K=310107
- Furman Templeton Elementary School—http://www.mdk12.org/data/msa_data/index.asp?K=310125
- Montebello Elementary School—http://www.mdk12.org/data/msa_data/index.asp?K=310044

MASSACHUSETTS

- Seven Hills Charter School—http://www.doe.mass.edu/mcas/2005/results/data/files.html

MICHIGAN

- Williams-Edison Partnership School—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- Garfield-Edison Partnership School—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- Edison-Oakland Public School Academy—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- YMCA Service Learning Academy—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- Flint Northwestern Community High School Edison Partnership—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- Baylor Woodson Elementary School—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- Inkster High School—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1
- Blanchett Middle School—http://www.cepi.state.mi.us/scm/directory/step2.asp?intSearchType=1

MINNESOTA

- Kenwood-Edison Charter School—http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=010&DISTRICT_NUM=4020&DISTRICT_TYPE=07
- Washburn-Edison Junior Academy—http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=020&DISTRICT_NUM=4020&DISTRICT_TYPE=07
- Raleigh-Edison Academy—http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=040&DISTRICT_NUM=4020&DISTRICT_TYPE=07

MISSOURI

- Allen-Edison Village School—http://dese.mo.gov/planning/profile/building/bp0480786915.html
- Confluence Academy—http://dese.mo.gov/planning/profile/building/bp1151156930.html
- Derrick Thomas Academy—http://dese.mo.gov/planning/profile/building/bp0480786955.html

NEVADA

- Cahlan-Edison Elementary—http://www.nevadareportcard.com/
- Crestwood-Edison Elementary School—http://www.nevadareportcard.com/
- Lincoln-Edison Elementary—http://www.nevadareportcard.com/
- Ann T. Lynch-Edison Elementary—http://www.nevadareportcard.com/
- John S. Park-Edison Elementary—http://www.nevadareportcard.com/
- C. C. Ronnow-Edison Elementary—http://www.nevadareportcard.com/
- Charles I. West-Edison Middle School—http://www.nevadareportcard.com/

NEW YORK

- New Covenant Charter School—http://www.emsc.nysed.gov/irts/archive/home.shtml
- The Charter School of Science & Technology—http://www.emsc.nysed.gov/irts/archive/home.shtml
- Riverhead Charter School—http://www.emsc.nysed.gov/irts/archive/home.shtml
- Charter School for Applied Technologies—http://www.emsc.nysed.gov/irts/archive/home.shtml
- Stepping Stone Academy Charter School—http://www.emsc.nysed.gov/irts/archive/home.shtml
- Harriet Tubman Charter School—http://www.emsc.nysed.gov/irts/archive/home.shtml

OHIO

- The Dayton Academy—http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133959.PDF
- Dayton View Academy—http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133454.PDF

PENNSYLVANIA

- Lincoln-Edison Charter School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU12.pdf
- The Renaissance Academyl—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/Schoollevelperformancelevelresultsmathandreading IU24.pdf
- Alcorn Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Anderson Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Barratt Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Comegys Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Gillespie Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Harrity Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Kelley Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Kenderton Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Locke Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Ludlow Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Morton-McMichael Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/Schoollevelperformancelevelresults mathandreadingIU26.pdf
- Munoz-Marin Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/Schoollevelperformancelevelresultsmathandreading IU26.pdf
- Penn Treaty Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Potter-Thomas Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/Schoollevelperformancelevelresultsmathandreading IU26.pdf
- Shaw Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Stetson Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Stoddart-Fleisher Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/Schoollevelperformancelevelresultsmathandreading IU26.pdf
- Sulzberger Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Tilden Middle School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Waring Elementary School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/SchoollevelperformancelevelresultsmathandreadingIU26.pdf
- Mariana Bracetti Academy Charter School—http://www.pde.state.pa.us/a_and_t/lib/a_and_t/Schoollevelperformancelevelresults mathandreadingIU26.pdf

SOUTH CAROLINA

- Allendale County High School—http://www.myscschools.com/tracks/testscores/
- Allendale Elementary School—http://www.myscschools.com/tracks/testscores/
- Allendale-Fairfax Middle School—http://www.myscschools.com/tracks/testscores/
- Baptist Hill High School—http://www.myscschools.com/tracks/testscores/
- Brentwood Middle School—http://www.myscschools.com/tracks/testscores/
- C. C. Blaney Elementary School—http://www.myscschools.com/tracks/testscores/
- Sanders-Clyde Elementary School—http://www.myscschools.com/tracks/testscores/
- E. B. Ellington Elementary School—http://www.myscschools.com/tracks/testscores/
- Fairfax Elementary—http://www.myscschools.com/tracks/testscores/
- Jane Edwards Elementary School—http://www.myscschools.com/tracks/testscores/
- Minnie Hughes Elementary—http://www.myscschools.com/tracks/testscores/
- R. D. Schroeder Middle School—http://www.myscschools.com/tracks/testscores/
- Rivers Middle School—http://www.myscschools.com/tracks/testscores/

WISCONSIN

- Milwaukee Academy of Science—http://www2.dpi.state.wi.us/wsas/default.asp
- M.U.L. Academy of Business & Economics—http://www2.dpi.state.wi.us/wsas/default.asp