

Chapter Six

Jardine-Edison Junior Academy

Wichita, Kansas

6.1 Descriptive Summary of School

Jardine-Edison Junior Academy is a district contract school established in 1996 to serve grades 6-8. In 1999-00, the school enrolled 822 students and Edison reported that the school had 55 instructional staff (Edison, 2000). The student mobility in 1997-1998 was 3.7 percent, and the student/staff ratio was 15.1/1 (Edison, 1999).

Enrollment at Jardine increased when Edison began operating the school in 1996. During the 1995-96 school year, only 568 students were enrolled in the school, but this jumped to 900 students during the 1996-97 school year. Enrollment continued to increase the next school year (946 students), but then decreased to 890 and 822 students during the 1998-99 and 1999-00 school years, respectively.

As the population has fluctuated at this school, the total percentage of white students has steadily declined from a high of 49 percent during the 1996-97 school year to 32 percent during the 1999-00 school year. The percentage of the district population that is white also steadily decreased during the same period of time; currently, 54 percent of the district's students are white. Jardine-Edison is clearly a diverse school in terms of ethnicity: 36.6 percent of the students are African American, 17.5 percent Hispanic, 11.3 percent Asian or Pacific Islander, and 2 percent are American Indian or Alaskan Native (KSDE, 1999).

Average attendance for Jardine increased slightly from 92.3 percent in 1995 to 95 percent in 1999 with small fluctuations in 1996 (88.2 percent) and 1998 (96.2 percent). The district average attendance rate followed a similar trend, beginning at 92.25 percent in 1995 and reaching 95.04 percent in 1999. In comparison, the average attendance rate for the state was around 94 percent between 1995 and 1999. The dropout rate for Jardine increased from 0 percent in 1995-96 to 2.5 percent for the 1996-97 school year, the year Edison began operating the school, but then decreased to 1 percent in 1997. The state's dropout rate is typically around .20 percent while the district dropout rate remained at .01 percent from 1995 to 1997.

Jardine has a low rate of violent acts against both students (0.2 percent or less for 1997-1999) and teachers (0 percent; no reported cases). The total number of suspensions at Jardine increased when Edison assumed operation of the school: in 1995-96 there were 199 suspensions, and the following year this increased to 432. The number of suspensions has decreased since then, and in 1998-99 the number of suspensions was 329.

The percentage of students eligible for free and reduced lunch at Jardine has been consistently very high, with between 61 and 74 percent of the students qualifying for free or reduced lunches during the years that Edison has operated the school. The figure for the 1999-00 school year was the highest with 74 percent. In contrast, the proportion of students in the district qualifying for free or reduced lunches is just over 50 percent. In the state the figure is around 31 percent.

The proportion of special education students has also remained stable after an initial drop after Edison took over the operation of the school. In 1995-96, 14 percent of the students received special education services. The following year, this figure dropped to 9.4 percent and has fluctuated between 9 and 10 percent since then.

6.2 Past Studies and Evaluations and Data Available for Analysis

Jardine-Edison was not considered in the evaluation started by Wichita State University, since that study was terminated after delivering its first report in June 1996 and Edison's contract to operate Jardine did not commence until the beginning of the 1996-97 school year. Jardine was not included in the Mislevy studies because these reading studies focused only on lower elementary grades. We are not aware of any other studies or evaluations that included Jardine, aside from the reports prepared by the Wichita Public Schools, by AFT, and by Edison, which include summative results of student achievement data.

Jardine-Edison has administered the Metropolitan Achievement Test every year since Edison took over operations. Edison Schools Inc. did not provide us with a data set of individual student results for Jardine-Edison, so we could not conduct the longitudinal analyses as we did for several of the other schools. Wichita Unified School District (USD 259) provided us with the average national percentile rank results on the MAT-7 and the Kansas Assessment Tests for Jardine-Edison and the district. Unlike the available state data, the data provided by the district included information on the number of students considered in each test group. We obtained supplemental information and student results on the Kansas Reading, Math, and Writing Assessments from the Kansas Department of Education. Nevertheless, the nature of the data provided by the state and the district did not contain information on variability; nor did these results indicate the number or proportion of students who were meeting state standards. The latter was necessary in order to conduct the odds-ratio analysis. Kansas Assessment Tests were administered to seventh graders (reading and math) and eighth graders (writing). State science assessments and state social studies assessments will not be implemented in the schools until the 2000-01 school year.

6.3 Comparison with District on the MAT-7

From data made available by Wichita Public Schools, we were able to make comparisons between Jardine-Edison and the district on overall performance on the Metropolitan Achievement Test (MAT-7). This test is required by all schools in the district and is a part of the district's overall accountability system. Because Edison did not provide us with individual student data for this

school, we could not conduct a longitudinal analysis as we did for Dodge-Edison. In this section, the analysis is based on overall performance by consecutive groups of students at the same grade level. Table 6:1 includes the national percentile ranks for each of the five years that data are available. This table also includes information on the number of test takers.

The change in percentile ranks over time is highlighted in Table 6:1. As one can see, gains were made by Jardine-Edison in all subjects and grades except grade 6 reading. The district also made gains in all subjects and grades except for reading in grades 6 and 8. The gains made by Jardine-Edison were noticeably higher in both reading and math for grades 7 and 8, while the grade 6 results were similar to the district.

In terms of absolute results, Jardine started behind district averages and remains behind in terms of national percentile ranks in all subjects and grades except for Grade 7 reading. In most cases, Jardine is 10 NPR or more below the district average.

Table 6:1 National Percentile Ranks on MAT-7 Compared with the District, Grades 6, 7, and 8

	Jardine-Edison			Wichita School District		
	N	Reading	Math	N	Reading	Math
Grade 6						
1996/97	(315)	52	36	(3012)	58	47
1997/98	(274)	54	37	(2918)	56	52
1998/99	(252)	58	50	(3020)	60	52
1999/00	(244)	48	42	(2913)	55	54
Change in Percentile Rank		-4	6		-3	7
Grade 7						
1996/97	(258)	41	41	(2871)	52	56
1997/98	(295)	50	43	(2955)	56	58
1998/99	(235)	52	58	(2897)	54	60
1999/00	(211)	54	55	(2805)	55	64
Change in Percentile Rank		13	14		3	8
Grade 8						
1996/97	(181)	43	39	(2843)	60	52
1997/98	(239)	45	37	(2870)	58	54
1998/99	(263)	58	45	(2885)	62	58
1999/00	(221)	52	50	(2747)	59	59
Change in Percentile Rank		9	11		-1	7

Exhibits 6:1 and 6:2 illustrate the achievement gains made by Dodge-Edison students as compared with gains made by district students. Exhibit 6:1 contains the MAT-7 reading results, and Exhibit 6:2 contains the math results.

Exhibit 6:1 Results on the Metropolitan Achievement Test, Grades 6, 7, and 8 Reading Comparison Between Jardine-Edison and Wichita School District, 1996/97 -1999/00

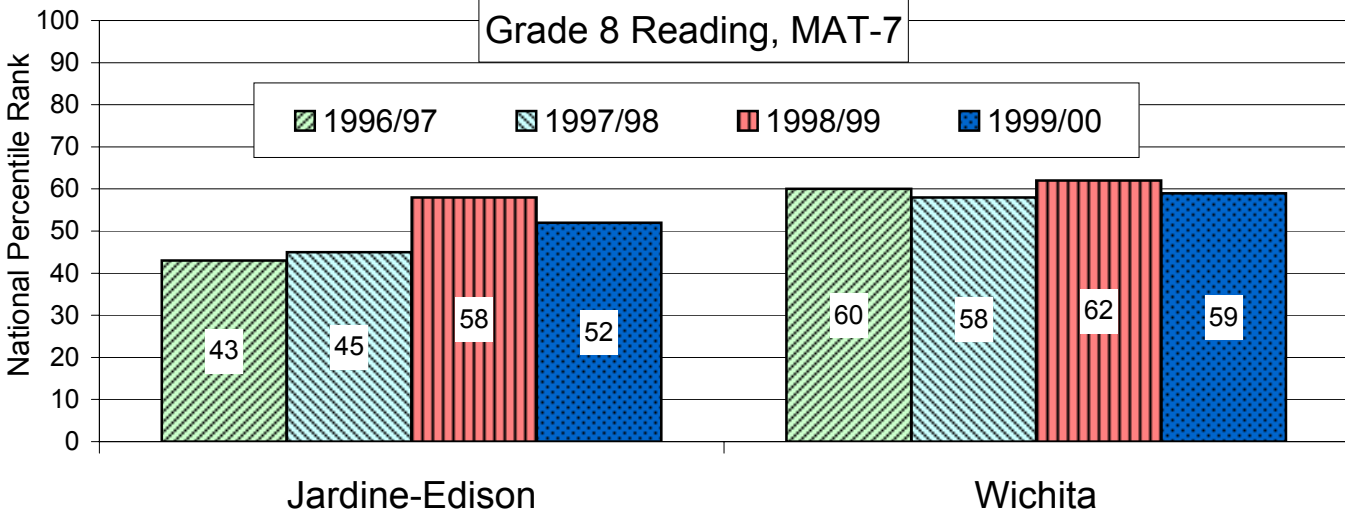
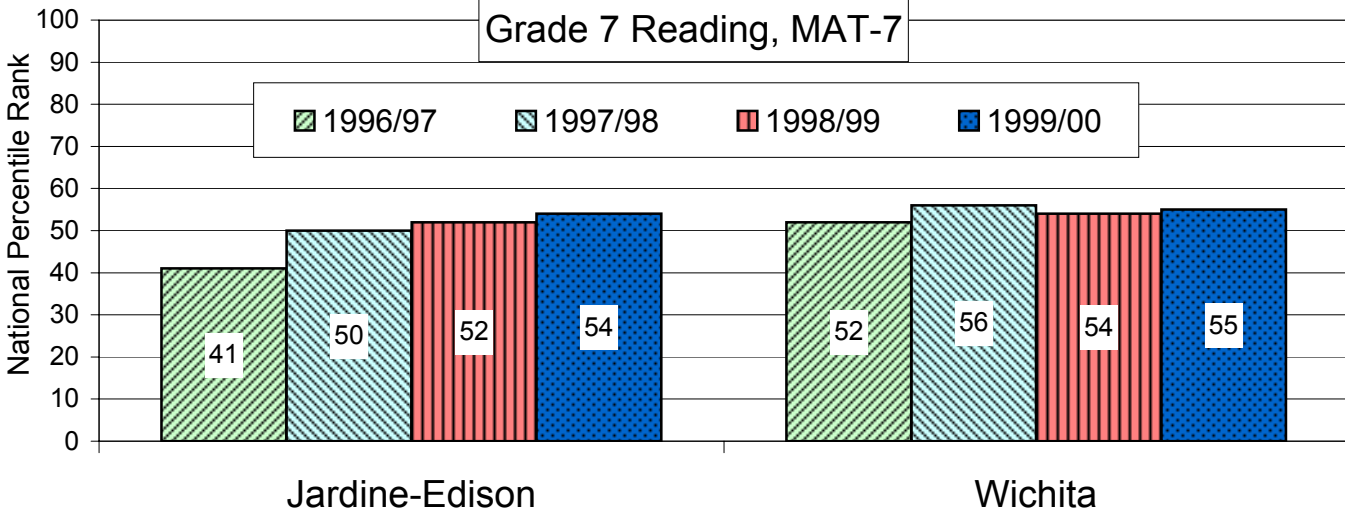
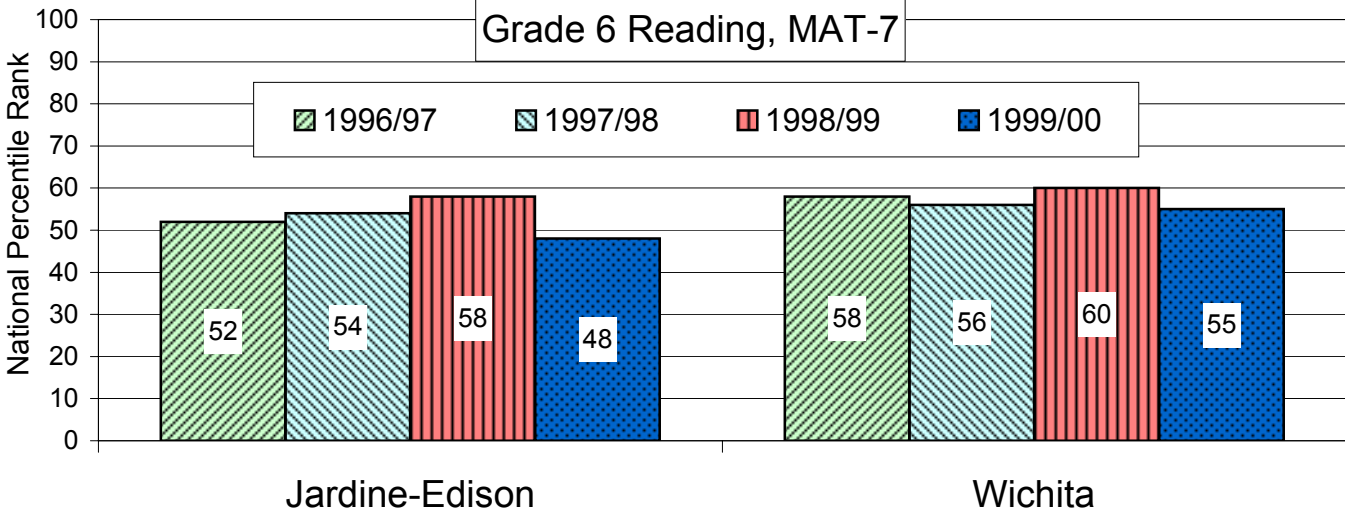
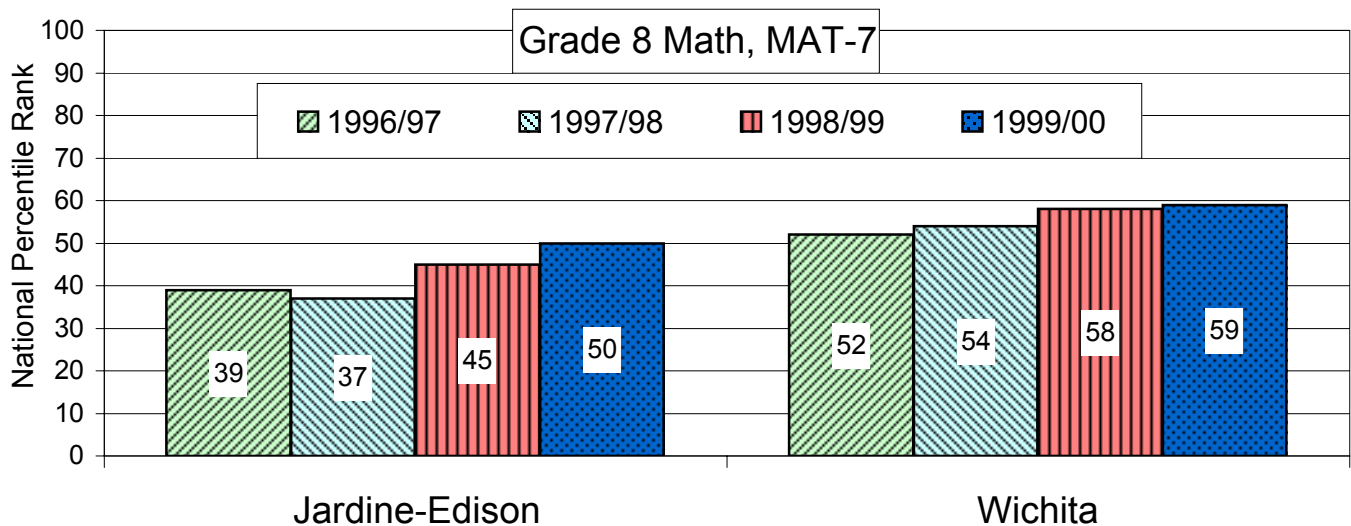
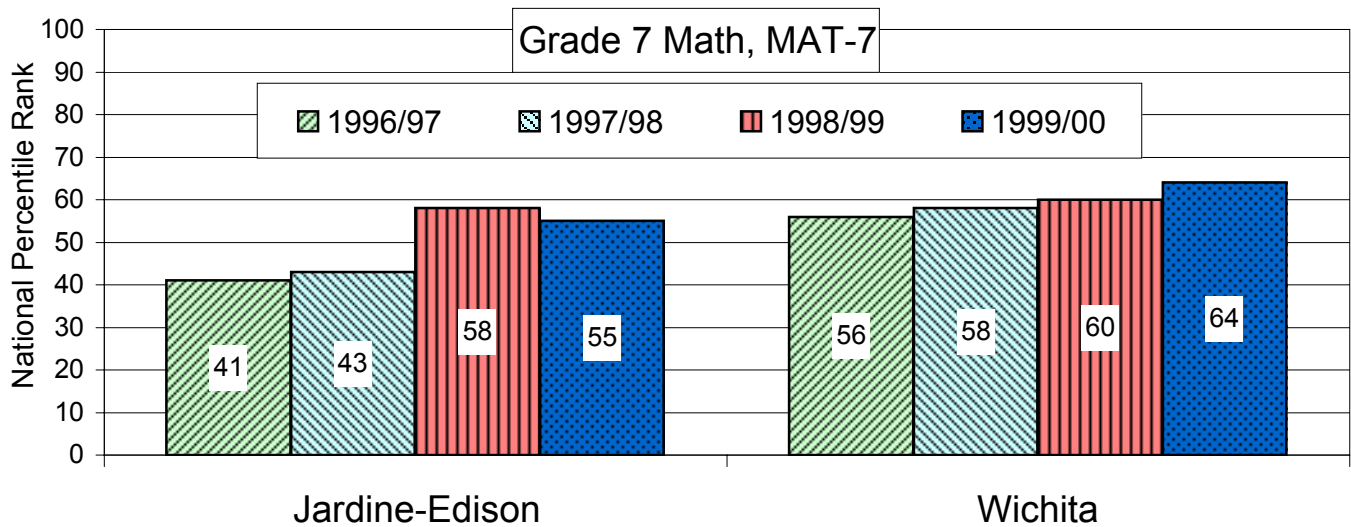
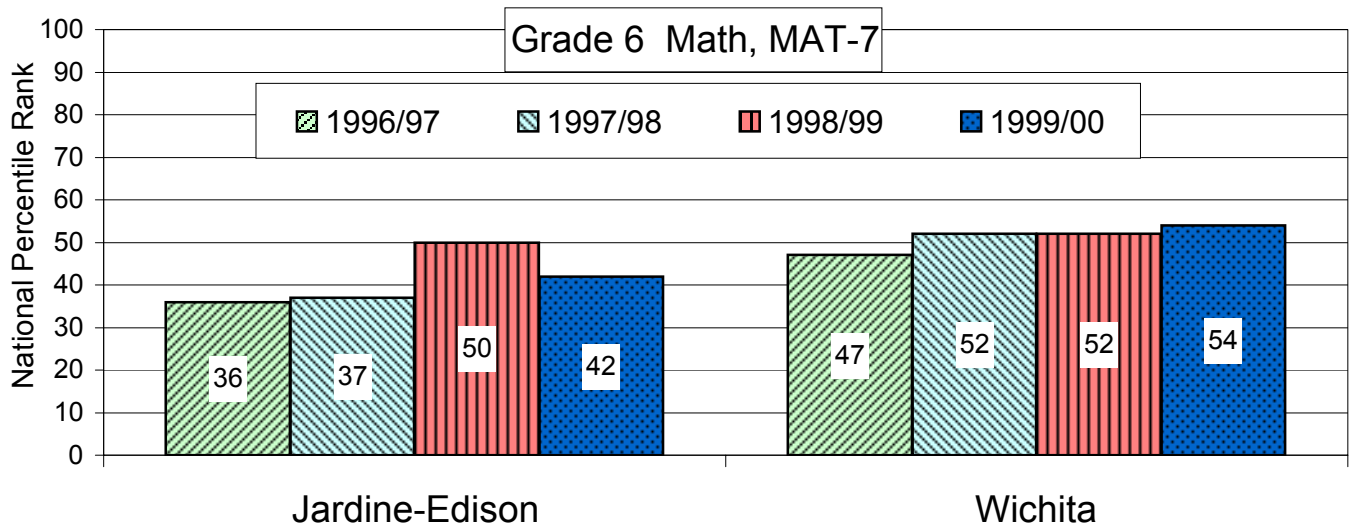


Exhibit 6:2 Results on the Metropolitan Achievement Test, Grades 6, 7, and 8 Math Comparison Between Jardine-Edison and Wichita School District, 1996/97 -1999/00



Exhibits 6:1 and 6:2 illustrate the change over time in terms of national percentile ranks on the MAT-7 for Jardine-Edison and the district. It is worth noting that the national percentile ranks the year before Edison began operating the school were substantially higher in reading for grades 7 and 8 reading and grade 7 math. On the other hand, the pre-Edison results for grade 6 reading and math were substantially lower than the first-year results recorded by Edison.

The performance of Jardine students on these tests dropped noticeably during the 1999-00 school year, prompting even Edison to rate the 1999-00 trends as negative (Edison, 2000). However, when we look at the overall gains in terms of national percentile ranks (NPR), we see that Jardine-Edison had larger gains than the district, both in reading and math for grades 7 and 8, but the district change score was slightly better than Jardine-Edison's for grade 6. The average difference in change scores between the Jardine-Edison and the district was 4.6 NPR.

6.4 Comparison with District and State on Kansas Assessment Tests

Because the results of the state assessment tests did not include information on the number or proportion of students meeting state standards, we could not conduct a chi-square analysis nor odds-ratio analysis. Also, because the results on the assessment tests did not include information on variability, we could not conduct other tests to determine whether or not the changes over time were statistically significant. Therefore, we are limited to providing a descriptive summary of changes in test results for consecutive groups of students at each of three particular grade levels.

Wichita Public Schools provided a set of results that contained data for Jardine-Edison and the district as a whole. These data also included information on the number of test takers. There were some missing figures, which we filled in with data made available by the state. The state results were obtained from the Web site of the Kansas Department of Education. Table 6:2 contains the results for grade 7 reading and math, and grade 8 writing. These results are also illustrated in Exhibit 6:3.

On the math and writing assessments, Jardine started out and remained noticeably lower than the comparison groups, whether they are the district or the state. On the reading assessment, however, Jardine-Edison started much lower, but its 1989-99 results were very close to the district results.

The reading results for grade 7 show that Jardine-Edison gained substantial ground over the three years of reported data (i.e., a gain of 6.85 on the Index Score), while the district and state results remained largely the same over the same period. The Index Score corresponds with the overall average percent correct on the expository and narrative components of this assessment test.

Table 6:2 Performance on Kansas Assessment Tests Compared with the District and State

Kansas Reading Assessment	Jardine-Edison		Wichita		State
(Index Score)	N	Reading	N	Reading	Reading
Grade 7					
1996/97	(256)	50.75	(3013)	57.44	64.68
1997/98	(298)	51.91	(2877)	59.30	64.51
1998/99	(227)	57.60	(2787)	58.43	64.78
Change in Index Score		6.85		1.00	0.10
Kansas Math Assessment	Jardine-Edison		Wichita		State
(Power Score)	N	Math	N	Math	Math
Grade 7					
1996/97	(243)	35.99	(2855)	43.15	48.90
1997/98	(294)	35.23	(2942)	43.64	49.81
1998/99	(231)	37.95	(2761)	44.13	51.13
Change in Power Score		1.96		0.98	2.23
Kansas Writing Assessment	Jardine-Edison				State
Composite Score (0-5)	Writing				Writing
Grade 8					
1997/98		3.02			3.35
1998/99		2.91			3.40
Change in Composite Score		-0.11			0.05

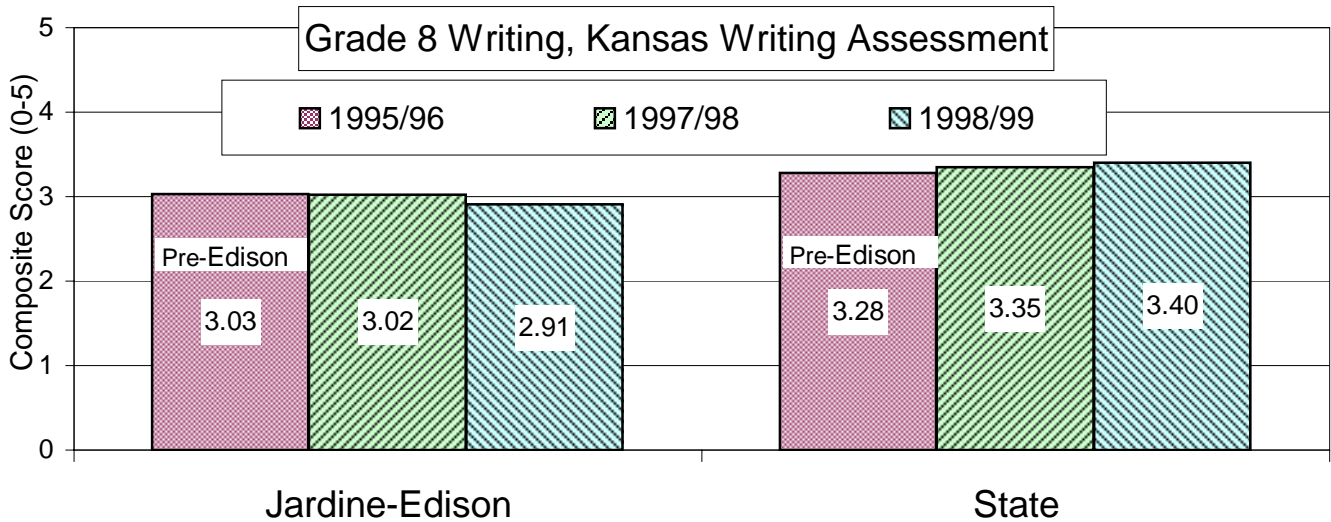
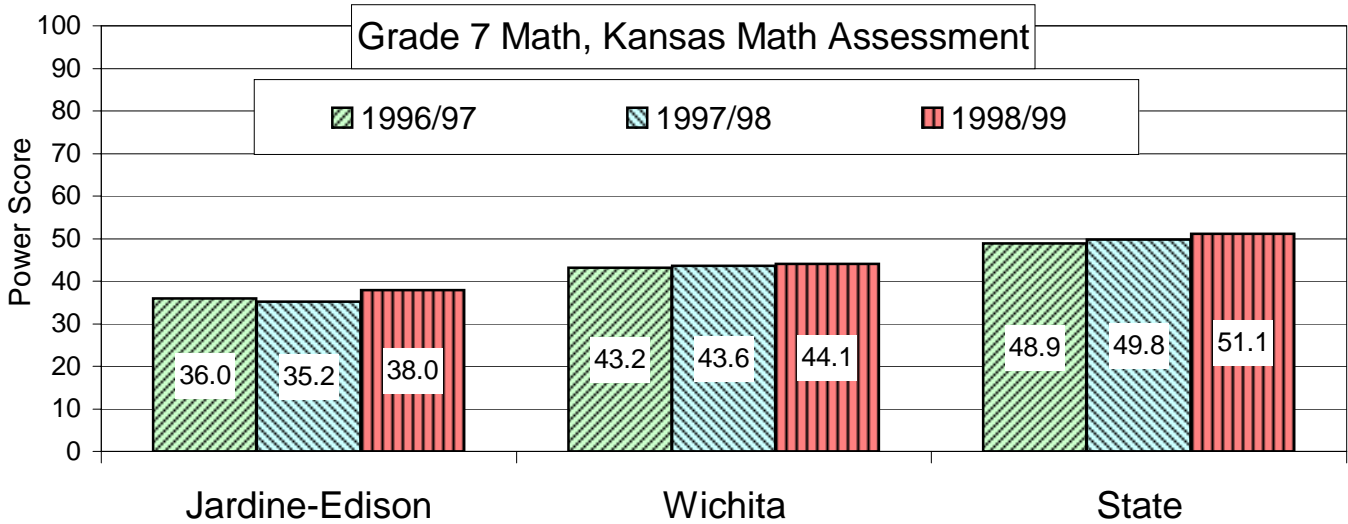
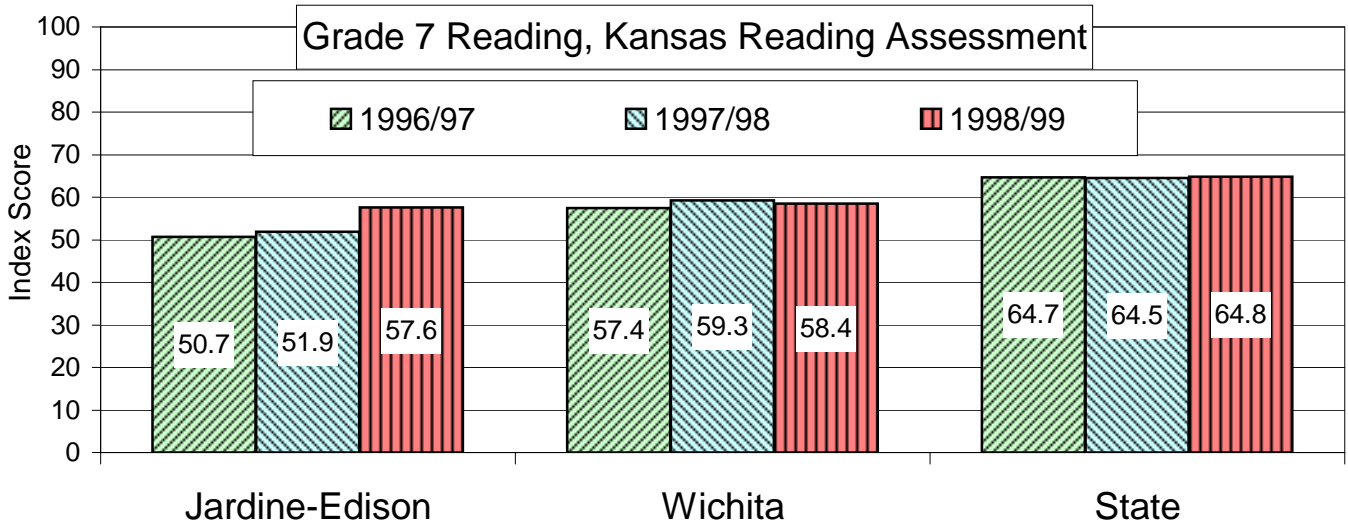
Note: Wichita Public Schools provided results for Jardine-Edison and the district on reading and math, while the Kansas Department of Education was the source of all state level results as well as all results on the grade 5 writing assessment. All assessment tests were administered in the spring of each year, except for the writing assessment, which was not administered in the spring of 1997. These scores do not include special education.

In math, Jardine-Edison had a slightly larger gain than the district, but the gain made by the state was still larger. The gain on the power score for Jardine-Edison was 1.96 between 1997 and 1999, while the gains for the same period of time were 0.98 for the district and 2.23 for the state. The total power score is an equally weighted average of the scores based on percent correct on the three components of this assessment test: problem solving, communication, and reasoning.

Results for the Kansas Writing Assessment were available for Jardine-Edison and the state. Here Jardine-Edison lost ground over the span of two years (notice that the test was not administered in the spring of 1997, so the results are for 1997/98 and 1998/99). The Jardine-Edison score decreased from 3.02 in 1997/98 to 2.91 in the 1998/99 school year (i.e., a decrease of 0.11).

The state average increased from 3.35 in 1997/98 to 3.40 in 1998/99 (an increase of 0.05). The composite score is the average score on six tests or rating scales, each ranging from 0 to 5, with 5 being the highest and 0 the lowest.

Exhibit 6:3 Results on the Kansas Assessments, Grade 7, Reading and Math; Grade 8 Writing Comparison Between Jardine-Edison and Wichita School District, 1995/96 -1999/00



6.5 Summary

A summary score of -1 indicates a result that is unfavorable toward the sample school, a score of 0 indicates a neutral finding, and a score of 1 indicates a favorable result according to the criteria specified in Section 2.5.

Norm-referenced test findings

The design behind the trends in the norm-referenced results is based on tracing consecutive cohorts of students at three grade levels over three years. These trends were traced for performance on both reading and math. Due to limitations in the data, we could not distinguish the proportion of students who met state standards. Therefore, we could not conduct the odds ratio analysis. The results from the state assessment tests also lacked information on variability, so it was impossible for us to determine whether the changes over time were significant or not. Table 6:3 contains the summary results from the comparison between Jardine-Edison and the district on the Metropolitan Achievement Test. We have given positive ratings to three trends where the Jardine-Edison students made large average annual gains, in terms of their national percentile rank, as well as large gains compared to district gains, which were also large, particularly in math.

Table 6:3 Comparison of Gains in Terms of National Percentile Rank Between Jardine-Edison and Wichita Public Schools on the Metropolitan Achievement Test

	Jardine-Edison Gain on NPR Between 1996-99	Wichita Public Schools Gains on NPR Between 1996-99	Difference	Trend
Grade 6 Reading	-4	-3	-1	mixed (0)
Grade 6 Math	6	7	-1	mixed (0)
Grade 7 Reading	13	3	10	positive (+1)
Grade 7 Math	14	8	6	positive (+1)
Grade 8 Reading	9	-1	10	positive (+1)
Grade 8 Math	11	7	4	mixed (0)

Criterion-referenced test findings

Given the nature of the data and given the lack of details on variability, we could not do much with this criterion-referenced data. The change in the reading index score was still quite substantial and thus marked as a positive trend. The difference in the math power scores was quite small; this was

labeled as a mixed trend. The composite score on the Kansas Writing Assessment is based on a 0-5 scale, so the .5 gain made across the state is quite substantial even while Jardine was losing some ground. The difference in change scores (-.61) represents 12 percent of the total range of the scale. Even though we do not have a cut-off level for the composite score to determine whether this trend is positive, mixed, or negative, we have rated this as a negative trend because of the very large difference in change scores.

Table 6:4 Summary Results on Criterion-Referenced Tests: Comparison of Gains on Kansas Assessments Between Jardine-Edison and Wichita Public Schools

	Jardine-Edison Gains on Index or Power Scores Between 1996/97-98/99	Wichita Public Schools Gains on Index/Power Scores 1996/97 --1998/99	Difference	Trend
Grade 7 Reading Index Score (0-100)	6.85	1.0	5.85	positive (+1)
Grade 7 Math (0-100) Power Score	1.96	0.98	0.98	mixed (0)
	Jardine-Edison Gain on Composite Score Between 1995/96-98/99	State of Kansas Gain on Composite Score Between 1995/96-98/99		
Grade 8 Writing Composite Score (0-5)	-0.11	0.5	-0.61	negative (-1)

Combined ratings

Table 6:5 contains a summary of the trend ratings for both the norm-referenced and criterion-referenced test results.

Table 6:5 Combined Overall Trends for Jardine-Edison

	Positive	Mixed	Negative
Norm-Referenced	3 of 6	3 of 6	0 of 6
Criterion-Referenced	1 of 3	1 of 3	1 of 3
TOTALS	4 of 9	4 of 9	1 of 9

Given the total ratings for the trends that are highlighted in Table 6:5, we rate this school as Positive with a mean trend rating of 0.33. In its 1999 annual report, Edison rated the trends in this school as

Positive. In its 2000 annual report Edison rated the trends for the 1999-00 school year alone as Negative, yet at the same time labeled the trends since opening as Strongly Positive. This begs the question or explanation for how the Positive rating of overall trends in 1999, plus the Negative trends for the 1999-00 school, could equal the Strongly Positive rating of overall trends cited in the 2000 annual report (Edison, 2000, p. 78).

Although the label we used to categorize the overall trends in this school is positive, the trends are clearly not Strongly Positive as Edison suggests in its 2000 school report.