

General David B. Birney Charter School

School Code: X19
 Sector: Charter
 Address: 900 Lindley Ave., 19141
 Phone/Fax: 215-456-3000 / 215-457-6695
 Website: www.birneyprep.com

Report Type: K8 School (K-8)
 Peer Group: 2
 Enrollment: 710
 Admissions Category: Neighborhood
 Turnaround Model: Renaissance Charter

Performance Tiers

■ **INTERVENE (0-24%)**
 ■ **WATCH (25-49%)**
 ■ **REINFORCE (50-74%)**
 ■ **MODEL (75-100%)**

2013-2014 2014-2015 2015-2016 CITY RANK PEER RANK

OVERALL:

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.



*Insufficient Data

Achievement:

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.



*Insufficient Data

Progress:

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



*Insufficient Data

Climate: 38% Watch

The Climate domain measures school climate and student and parent/guardian engagement.



88th out of 140 5th out of 21

Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	50% (234 students)	1.53 out of 3.0 (51%)	REINFORCE
PSSA: English Language Arts			
% Proficient or Advanced			*Data Not Available
% Advanced			*Data Not Available
PSSA: Mathematics			
% Proficient or Advanced			*Data Not Available
% Advanced			*Data Not Available
PSSA: Science			
% Proficient or Advanced			*Data Not Available
% Advanced			*Data Not Available
ACCESS for ELLs: % 4.5 or Above			
			*Data Not Available
Achievement Total:		1.53 out of 3.0	*Insufficient Data

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)			*Data Not Available
PSSA English Language Arts Average Growth Index (AGI)			*Data Not Available
PSSA Science (Grade 4) Average Growth Index (AGI)			*Data Not Available
PSSA Science (Grade 8) Average Growth Index (AGI)			*Data Not Available
ACCESS for ELLs: % Growth in 60th Percentile or Above		SEE NOTE FOR SY 2015-2016	

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students			*Data Not Available
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students			*Data Not Available
Progress Total:			*Insufficient Data

*Starting in School Year 2015-2016, the ACCESS assessment was revised. Growth estimates were not available and so this metric is being suppressed for School Year 2015-2016.

Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	56% (761 students)	6.96 out of 12.0 (58%)	REINFORCE
% Attending 90% to 95% of Days	25% (761 students)	-	
% Attending 85% to 90% of Days	9% (761 students)	-	
% Attending 80% to 85% of Days	5% (761 students)	-	
% Attending Less than 80% of Days	5% (761 students)	-	
Annual Retention Rate	81% (709 students)	3.19 out of 10.0 (32%)	WATCH
% of Students with Zero In-School Suspensions			*Not Applicable
% of Students with Zero Out-of-School Suspensions	81% (761 students)	0.29 out of 4.0 (7%)	INTERVENE
Student Survey: School Climate Rating (% most positive responses)	56%	0.56 out of 1.0 (56%)	REINFORCE
Parent Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.0 (0%)	INTERVENE
Parent/Guardian Survey: Participation Rate	4%	0.00 out of 1.0 (0%)	INTERVENE
Climate Total:	38%	11.01 out of 29.0	WATCH

Educator Effectiveness

Teacher effectiveness measures are being described in the School Progress Report, but not included in the SPR rating, to share data we are gathering to monitor and support teacher practice. This information is also used to develop responsive and customized professional learning for teachers to ensure that all students have access to great teachers. Here are some important details to contextualize the teacher effectiveness data reported in the SPR.

- Teachers in a formal observation year who fail to receive a required observation receive a default observation score of 2 (Proficient) for any missing observation data, which may inflate the overall scores.
- Until district-wide inter-rater reliability norming is held for all principals, observation scores may vary significantly across schools and observers. As a result, comparisons of scores between schools may not be meaningful.
- The district’s observation tool evaluates 10 components of the Danielson Framework for Teaching. Therefore, comparing SDPs observation scores to scores evaluated against all 22 components of the Danielson Framework may not be meaningful.

EDUCATOR EFFECTIVENESS INDICATORS

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished	*Data Not Available
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	*Data Not Available
Percentage of Teachers Attending 95% or More of Days	*Data Not Available
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	59%