

Russell Byers Charter School

School Code W60
 Sector Charter
 Address 1911 Arch St, 19103
 Phone/Fax 215-972-1700 / 215-972-1701
 Website www.byersschool.org/

Report Type Elementary School
 Grades in Report K-6
 Enrollment 485
 Admissions Category Citywide
 Turnaround Model N/A

Performance Tiers

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

2014-15 2015-16 2016-17 3 YEAR AVG

OVERALL: WATCH (38%)

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



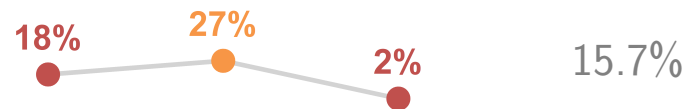
Achievement: WATCH (37%)

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



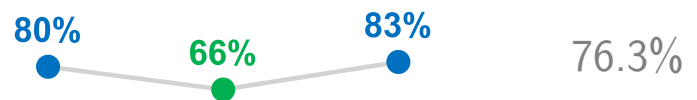
Progress: INTERVENE (2%)

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



Climate: MODEL (83%)

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



Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	52% (200 students)	1.99 out of 3.00 (66%)	REINFORCE
PSSA: English Language Arts			
% Proficient or Advanced	58% (214 students)	4.32 out of 9.00 (48%)	WATCH
Grade 3 - % Proficient or Advanced	61% (51 students)		
Grades 4-8 - % Proficient or Advanced	58% (163 students)		
% Advanced	12% (214 students)	0.93 out of 2.00 (47%)	WATCH
Grade 3 - % Advanced	10% (51 students)		
Grades 4-8 - % Advanced	12% (163 students)		
PSSA: Mathematics			
% Proficient or Advanced	23% (218 students)	0.38 out of 9.00 (4%)	INTERVENE
% Advanced	6% (218 students)	0.44 out of 2.00 (22%)	INTERVENE
PSSA: Science			
% Proficient or Advanced	70% (77 students)	1.88 out of 3.00 (63%)	REINFORCE
% Advanced	27% (77 students)	0.50 out of 0.50 (100%)	MODEL
Access for ELLs: % 4.5 or Above			INSUFFICIENT SAMPLE
Achievement Total: % of Points Earned	37%	10.44 out of 28.50	WATCH

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics: Average Growth Index (AGI)	-2.89	0.00 out of 12.00 (0%)	INTERVENE
PSSA English Language Arts: Average Growth Index (AGI)	-2.17	0.00 out of 12.00 (0%)	INTERVENE
PSSA Science (Grade 4): Average Growth Index (AGI)	-3.25	0.00 out of 5.00 (0%)	INTERVENE
ACCESS for ELLs: % Growth in 60th Percentile or Above			SEE NOTE FOR SY 2016-2017

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students	-1.52	0.00 out of 4.00 (0%)	INTERVENE
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	-0.37	0.84 out of 4.00 (21%)	INTERVENE
Progress Total: % of Points Earned	2%	0.84 out of 37.00	INTERVENE

Starting in School Year 2016-2017, the standards on the ACCESS assessment were revised. Consequently, growth estimates are not available, so this metric is suppressed for School Year 2016-2017.

Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	57% (497 students)	10.62 out of 12.00 (88%)	MODEL
% Attending 90% to 95% of days	28% (497 students)		
% Attending 85% to 90% of days	9% (497 students)		
% Attending 80% to 85% of days	4% (497 students)		
% Attending less than 80% of days	2% (497 students)		
Annual Retention Rate	90% (467 students)	9.81 out of 10.00 (98%)	MODEL
% of Students with Zero In-School Suspensions	94% (497 students)	0.00 out of 1.00 (0%)	INTERVENE
% of Students with Zero Out-of-School Suspensions	94% (497 students)	2.39 out of 4.00 (60%)	REINFORCE
Student Survey: School Climate Rating (% most positive responses)	76%	0.76 out of 1.00 (76%)	MODEL
Parent Survey: School Climate Rating (% most positive responses)	94%	0.94 out of 1.00 (94%)	MODEL
Parent/Guardian Survey: Participation Rate	30%	0.49 out of 1.00 (49%)	WATCH
Climate Total: % of Points Earned	83%	25.01 out of 30.00	MODEL

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 SDP's 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 Overall Observation Score of Distinguished	DATA NOT AVAILABLE
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Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	DATA NOT AVAILABLE
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Percentage of Teachers Attending 95% or More of Days	DATA NOT AVAILABLE
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Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	70%
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FOR MORE INFORMATION

More information about the School Progress Reports, including the User Guide, Public Business Rules, and FAQ, is available at philasd.org/spr.

NOTES ABOUT ROUNDING

All calculated values in the SPR (metric scores, percent of points earned, and points earned) are calculated using unrounded values; however, displayed values may differ slightly due to rounding for publication purposes.

UNDERSTANDING DUAL REPORTS

Schools that serve multiple grade spans receive separate SPRs for each grade span (for example, a school serving grades 6-12 receives a Middle School Report and a High School report). The grades included in a particular report are displayed on the top right of the cover page.