



**Atmosphere Academy Public
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Colin Greene, Founder and Principal

22 Marble Hill Avenue
Bronx, NY 10463

718-696-0493

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Founder and Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. H. Evan Powderly, Ed.D	Chair
Dr. Michael Lagas, Ed.D	Treasurer/Acting Chair
Jesse J. Greene, Esq.	Secretary
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Colin Greene has served as the Principal since January 1, 2015.

Atmosphere Academy Public Charter School opened its doors for its first year of operation on August 25, 2016 serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2017-18, the school reached full enrollment, serving 421 6th-8th grade students. Of these students, 25% were students with IEP's, 14% were English Language Learners, and 81% were from economically disadvantaged families. The students were primarily Hispanic/Latino (75%) and African-American (22%). The remaining students were Asian (2%) and White (1%).

Through the creation of a highly engaging school setting, Atmosphere strives to not only prepare students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

In order to build an engaged and self-directed community of stakeholders, many elements of the school model focus on empowering students to take ownership of the learning process, involving parents in their children's education, and helping faculty and staff continuously improve their professional practice. Further reflecting this foundational belief, Atmosphere Academy has adopted the following key design elements that allow the school to accomplish its mission and remain true to its vision:

- **School Culture:** The school has created an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- **Rigorous and Diverse Course Offerings:** All students take core courses that include three humanities courses (English, English Lab and Social Studies) and four STEM courses (Math, Math Lab, Algebra 1, and Science). In addition to these core courses, students attend an Achievement class that prepared them for assessments (3 days per week). Students also participate in an Advisory course, which focuses on building life skills, study skills, and 21st century skills (1 days per week). Additionally, students took elective mini-courses (1 day per week with a quarterly rotation), physical education courses (2 days per week), and health courses (1 day per week).
- **Extended School Day and School Year:** In order to provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 am to 4:00 pm), school year (190-day school year), and afterschool achievement classes twice per week until 5:30.
- **21st Century Learning:** Atmosphere students are further prepared for success in college and career through the development of 21st century skills. To this end, all of Atmosphere's classes incorporate practices, assignments, routines, and other structures that ask students to develop 21st century skills, including Creative and Critical Thinking; Innovation and Entrepreneurship; Collaboration and Leadership; Digital Literacy; and College, Career and Life Skills.

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- Key Partners and Supporters: Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; and Westhab.
- Student-Centered and Differentiated Instruction: Atmosphere’s instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere’s instructional philosophy is also informed by the Sheltered Instruction and Observation Protocol (SIOP) model. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere’s ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the “gradual increase in student responsibility.”
- Special Education Program: Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes are taught by a Learning Specialist and a Teaching Assistant present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math, English instruction, Science and Social Studies. Academic Intervention Services (AIS) provide additional academic support during lunch, electives and after school.
- English Language Learner Program: English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.
- Core Values: All of Atmosphere’s stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:
 - Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
 - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
 - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
 - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character
 - Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.

- Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
 - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
 - Civic – Atmosphere students will gain greater insight into the structure of the socioeconomic ladder and the tangible steps that most often result in upward movement.
- Rapid Response to Intervention: Atmosphere’s Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.
 - Restorative Justice: Atmosphere’s discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders (students, parents, teachers, and administrators).
 - Data Driven Decision Making: Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision making. Therefore, Atmosphere implements strong data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.
 - Distributed Leadership: To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model.
 - Governance: Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school’s mission.

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14														N/A
2014-15														N/A
2015-16							140	0	0					140
2016-17							128	130	0					258
2018-18							154	142	125					421

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

BACKGROUND

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere’s decision to provide two separate yet synergistic English courses (English and English Lab) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-8. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students’ reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

Atmosphere Academy has adopted New York State’s Common Core Learning Standards (CCLS) for ELA and for Literacy in History, Science, and Technical Subjects. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the

math classroom, Atmosphere's math teachers work to help students "read" math and "write" math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by state standards. In this manner, Atmosphere's ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication, but to also engage students in the generation of original work product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their story, engage in the ideation process, and change outcomes.

In order to realize this goal, Atmosphere uses an ELA program that is comprised of research-based curricular choices as well as instructional methods that have been shown to be effective for middle school literacy development.

The English course is designed to improve scholars' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the Common Core Learning Standards (CCLS), the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific CCLS reading domain standards addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

The English lab courses are assigned by section to address students' needs. The *Remediation Lab* serves students who are not proficient. Here, *READ180* is utilized to assess areas of weakness and provide targeted instruction in deficit areas. The *Enrichment Lab* serves students who are at or above proficiency. These Honors scholars are presented the College Board's Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school.

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Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6th through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	154	0	0	0	0	154
7	137	1	0	1	1	140
8	120*	1	1	0	3	126*
All	411	2	1	1	4	420

*Due to an irregularity with the submission of the scanned testing documents, the test scores report does not show a valid ELA score for one 8th Grade student. This student has not been included in the count of students tested for 8th grade.

RESULTS AND EVALUATION

Of the 420 students enrolled at AAPCS at the time of testing, all but eight took the 2017-18 NYS ELA exam. In our third year of operation, 186 of the 7th and 8th Grade students were enrolled in their second year at the school. Overall, 38% of tested students attained a Level 3 or Level 4 on the exam. In addition, 40% of the students enrolled in their second year attained proficiency at these levels.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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AAPCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 38% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 37 percentage points, but saw a growth of 10 percentage points from 2016-17.

While we were unable to attain this goal, the school was encouraged by the overall growth seen from 2016-17. This achievement illustrates areas of strength in our academic program. In order to realize our goals, the school has reflected on these areas and has improved on its academic offerings for the 2018-2019 school year. As in the previous year, Atmosphere will continue to focus on:

- RIGOR - academic rigor and curricular and instructional alignment
- URGENCY - urgency around student learning and student achievement
- DATA AND ASSESSMENT - interim assessments and benchmark data that is consistently used to drive instruction and decision making
- EXPERIENCE - prior charter school experience among new hires and returning staff to provide perspective and flatten the learning curve
- CULTURE - a uniform classroom management approach and school-wide culture
- SYSTEMS - systems for students and teachers across all content areas to reference and use to help norm and align a common, shared approach toward core tasks in thinking, reading, writing, and math
- ACHIEVEMENT PROGRAM - whole group Achievement Classes that go beyond the academic classes and academic intervention services; Achievement Classes are designed to specifically target and increase proficiency on the state test

Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	36%	154	N/A	N/A
7	30%	137	28%	89
8	50%	120	52%	96
All	38%	411	40%	185

ADDITIONAL EVIDENCE

The 2017-18 school year is only AAPCS' third year of operation. Therefore, there are few year-to-year trends to analyze. Overall, however, we feel we are making tremendous gains in student

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achievement in ELA, as evidenced by the increased percentage of students reaching proficiency in 2017-18 from the 2016-17 exam.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	N/A	N/A	N/A	N/A	N/A	N/A
7			28%	102	28%	89
8					52%	96
All	N/A	N/A	28%	102	40%	185

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Atmosphere Academy's Performance Level Index for 2017-18 is 118. As the New York State Education Department has not yet disseminated the MIP for 2017-2018, we cannot yet determine if we have met this goal. We were pleased, however, that our PI increased 28 points from 2016-17.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
412	26%	36%	26%	12

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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36 & + & 26 & + & 12 & = & 74 \\
 & & & & 26 & + & 12 & = & 38 \\
 & & & & & + & (.5)*12 & = & 6 \\
 & & & & & & \text{PI} & = & 118
 \end{array}$$

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

On the 2017-18 NYS ELA exam, 35% of the 6th through 8th Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 40% of the AAPCS 7th and 8th graders enrolled in at least their second year reached proficiency.

Overall, AAPCS met this comparative measure for its ELA Goal, exceeding the District by five percentage points. AAPCS 7th Grade scored below their district peers by 1 percentage point while AAPCS 8th graders surpassed their district peers by 12 percentage points. Scores for 6th Grade cannot be compared, as 6th Grade students at the school are only enrolled in their first year.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	37%	3,796
7	28%	89	29%	3,669
8	52%	96	40%	3,606
All	40%	185	35%	11,071

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

For students in at least their second year of enrollment, AAPCS exceeded the district in both 2016-17 and in 2017-18, with a difference of 3 and 5 percentage points respectively. In 2017-18, the difference in 5th Grade was particularly significant (12 percentage points higher for AAPCS students).

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	N/A	21%	N/A	20%	N/A	37%
7			28%	30%	28%	29%
8					52%	40%
All	N/A	21%	28%	25%	40%	35%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

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RESULTS AND EVALUATION

Atmosphere Academy achieved a -0.19 Effect Size for the 2016-17 school year, falling significantly below an Effect Size of 0.30. The percent of 6th Grade students reaching proficiency was 4.8 percentage points below the prediction of 21.8, and the percent of 7th Grade students reaching proficiency was 0.9 percentage points below the prediction of 28.9. However, it is important to note that AAPCS was significantly closer to meeting the predicted percentage for 6th Grade than it had been in 2015-16 when it fell 13.2 percentage points below.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	83.1	124	16	20.8	-4.8	-0.32
7	84	127	28	28.9	-0.9	-0.05
8						
All	83.5	251	22.1	24.9	-2.9	-0.19

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

While AAPCS did not reach the desired Effect Size of 0.30, we did see an increase in 2016-17 from 2015-16.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16	6	86	138	8.7	21.9	-0.82
2016-17	6-7	83.5	251	22.1	24.9	-0.19

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

Atmosphere Academy's mean growth percentile for 2016-17 was 52, exceeding the target of 50. In 6th Grade, the MGP was four points below, and in 7th Grade 56.5 points above.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	46	50.0
7	56.5	50.0
8		50.0
All	52	50.0

ADDITIONAL EVIDENCE

Overall, AAPCS's mean growth percentile grew by 3.1 from 2015-16, although 6th Grade saw a decrease from 48.9 to 46. Given that 2016-17 was only the second year of operation for the school, there are minimal year-to-year comparisons to be made.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6		48.9	46	50.0
7			56.5	50.0
8				50.0
All		48.9	52	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the five measures of progress toward meeting the school’s ELA goal, Atmosphere Academy achieved two Comparative Measures, as listed below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Cannot yet be measured
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Not Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

After significant reflection on the challenges faced in the first three years of operation, Atmosphere Academy’s Leadership Team have continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a significant reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2018-2019 academic year. Staff was evaluated using a portfolio based model that measured performance against the Charlotte Danielson rubric. Some staff members that were invited to return were given assignments that better suited their areas of strength as well as the needs of the students. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criterion that aligns with Atmosphere’s goals. Demonstration tasks were developed to closely mirror their work

- responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position.
- Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. To better align and further increase the frequency of these supports, Atmosphere has added expert leaders to its staff to provide more localized and embedded management, coaching, and feedback. In addition, teacher leaders have been identified to act as peer mentors who can model pedagogical techniques. Regular professional development in ELA instruction will be given by the Instructional Leaders. Additional development is outlined in the School Culture section below.
 - Evaluation- Atmosphere has restructured the evaluation system for instructional staff. The new system still utilizes the Danielson based portfolio, but further evaluates practitioners against school wide systems for instruction and classroom management. A specific observation tool has been constructed to facilitate the collection of data. Teachers will be expected to create SMART goals aligned to student growth and measure their progress throughout the year.
- Curricular and Instructional Systems – In 2018-2019, instruction at Atmosphere Academy will continue to focus on growth of students against the standards. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The following items were revised to facilitate this goal:
 - A specific lesson plan template has been created for each content area. The template includes the standards for each area as well as the related ELA standards. In addition, spaces for differentiation, reflection, and higher order thinking have been added. Lesson plans will continue to be submitted on a weekly basis. However, the submission time has been changed to provide more time for feedback before their use. Instructional Leaders are able to make comments and suggest revisions directly on the template.
 - Curriculum maps have been revised to allow more time in the scope and sequence for re-instruction.
 - The maps for grade level ELA courses have been aligned to EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
 - In order to support proficiency in the comprehension and analysis of informational text, all content areas will assign a news article, specific questions and writing prompt on a recurring basis. All content areas will employ a vertically and horizontally aligned expectation for the school's writing system.
 - The grading policy continues to reflect the need for daily assessment. The policy also creates a standard for the minimum number of assessments required so that

student grades are a compilation of multiple types of tasks. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

- All students will continue to receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. Furthermore, special school days been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
- The ELA courses focus on grade level standards and the individual needs of students. Students' grade level English Language Arts course will provide instruction of grade level standards in alignment with EngageNY. The ELA Academic Lab will provide remediation to students who are not proficient and enrichment to students who are or above proficiency. The remediation lab will utilize Read180 to assess and provide targeted instruction in deficit areas. The enrichment lab will utilize the College Board's Pre-AP framework to facilitate further advancement.
- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: Read180/Math180 curriculum, alternate setting with a smaller ratio of students to teacher (approximately 8:1), Behavior Intervention Plans, Academic Intervention Services (after-school). On staff the Intervention Coordinator oversees student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.
- Data and Achievement Systems– As it has over the first three years of the school, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

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- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Lab, English Achievement, Social Studies, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
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 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
 - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
 - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
 - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (2 days per week) as well as a morning circle which facilitates growth as a community (1 day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. An Intervention Coordinator position has been created to organize the Response to Intervention program as well as the above-mentioned initiatives. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

Atmosphere's two course math structure offers students and teachers additional time on task (500 minutes of math instruction per week) and operates in direct alignment with state standards for Mathematical Practice.

Our Mathematics courses focus on grade-level topics to prepare students for achievement on their grade level as well as introducing advanced topics to help increase scholars' familiarity and comfort with content they will see at the next grade level.

Atmosphere scholars model mathematical concepts with manipulatives and participate in activities that lead to the discovery of important. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through *concrete*, *visual*, and *abstract* interventions. This way, scholars develop their mathematical understanding and reasoning abilities while exploring ways of expressing their discoveries in English and in universal visual language. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars' communication skills--both verbally and in writing--while they employ proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).

The Mathematics Lab courses are assigned by section to address scholars' needs. We have remediation sections that serve scholars whose performance is below proficiency. The *Remediation Lab* utilizes *MATH180* to assess specific areas of deficiency and provide targeted instruction in deficit areas. The enrichment sections serve scholars whose performance is at or above proficiency. The *Enrichment Lab* is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6th through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	153	0	0	0	1	154
7	138	1	0	1	0	140
8	117	0	0	2	7	126
All	408	1	0	3	8	420

RESULTS AND EVALUATION

Of the 420 students enrolled at AAPCS at the time of testing, 12 students did not take the 2017-18 NYS math exam. In our third year of operation, 185 of the 7th and 8th Grade students were enrolled in their second year at the school. Overall, 25% of tested students attained a Level 3 or Level 4 on the exam, and 24% of the students enrolled in their second year attained proficiency at these levels.

AAPCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 24% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 51 percentage points, but saw a growth of 4 percentage points from 2016-17 for students in at least their second year of enrollment and growth of 7.4 percentage points for students overall.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	25%	153	N/A	N/A
7	27%	138	26%	90

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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8	22%	117	23%	95
All	25%	408	24%	185

ADDITIONAL EVIDENCE

The 2017-18 school year is only AAPCS' third year of operation. Therefore, there are few year-to-year trends to analyze. Overall, however, we feel we are making gains in student achievement in Math, as evidenced by the increased percentage of students reaching proficiency in 2017-18 from the 2016-17 exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	N/A	N/A	N/A	N/A	N/A	N/A
7			20%	101	26%	90
8					23%	95
All	N/A	N/A	20%	101	24%	185

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

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RESULTS AND EVALUATION

Atmosphere Academy’s Performance Level Index for Math in 2017-18 is 90. As the New York State Education Department has not yet disseminated the MIP for 2017-2018, we cannot yet determine if we have met this goal. We were pleased, however, that our PI increased 19 points from 2016-17.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
408	37	39	18	6

$$\begin{aligned}
 \text{PI} &= 39 + 18 + 6 = 63 \\
 &+ 18 + 6 = 24 \\
 &+ (.5)*6 = 3 \\
 \text{PI} &= 90
 \end{aligned}$$

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

On the 2017-18 NYS Math exam, 24% of the 6th through 8th Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 24% of the AAPCS 7th and 8th graders enrolled in at least their second year reached proficiency, matching the District.

AAPCS 7th Graders scored above their district peers by 2 percentage point while AAPCS 8th graders matched their district peers. Scores for 6th Grade cannot be compared, as 6th Grade students at the school are only enrolled in their first year.

2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	24%	3,873
7	26%	90	24%	3,751
8	23%	95	23%	3,035
All	24%	185	24%	10,659

ADDITIONAL EVIDENCE

For students in at least their second year of enrollment, AAPCS matched the district in 2017-18 and was 1 percentage point below the district in 2016-17. In 6th Grade, AAPCS beat the district by two percentage points in 2017-2018.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	N/A	23%	N/A	22%	N/A	24%
7			20%	20%	26%	24%
8					23%	23%
All	N/A	23%	20%	21%	24%	24%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance,

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relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Atmosphere Academy achieved a -0.26 Effect Size in Math for the 2016-17 school year, falling significantly below an Effect Size of 0.30. The percent of 6th Grade students reaching proficiency was 9.9 percentage points below the prediction of 24.9, and the percent of 7th Grade students reaching proficiency was 0.4 percentage points below the prediction of 21.4.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	83.1	124	15	24.9	-9.9	-0.50
7	84	126	21	21.4	-0.4	-0.02
8						
All	83.5	250	18	23.2	-5.1	-0.26

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

While AAPCS did not reach the desired Effect Size of 0.30, we did see an increase in 2016-17 from 2015-16.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16	6	86%	138	8	23.9	-0.78
2016-17	6 and 7	83.5%	250	18	23.2	-0.26

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Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Atmosphere Academy's mean growth percentile in Math for 2016-17 was 50, matching but not exceeding the target of 50. In 6th Grade, the MGP was seven points below, and in 7th Grade seven points above.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	43	50.0
7	57	50.0
8		50.0
All	50	50.0

ADDITIONAL EVIDENCE

Overall, AAPCS's mean growth percentile grew to 50 from 38 in, with 6th Grade seeing an increase from 38 to 43. Given that 2016-17 was only the second year of operation for the school, there are minimal year-to-year comparisons to be made.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2014-15	2015-16	2016-17	
4				50.0
5				50.0
6		38	43	50.0
7			57	50.0
8				50.0
All		38	50	50.0

SUMMARY OF THE MATHEMATICS GOAL

AAPCS did not achieve four of the five performance measures listed below, and we cannot yet assess whether or not we met the fifth Goal as the state's MIP has not been available. It should be noted, however, that we matched the district scores as well as the mean growth percentile target and were, therefore, only one point away from meeting both of these goal measurements.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Cannot yet be measured
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Not Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Not Achieved

ACTION PLAN

The improvements and revisions made to the school's math program mirror those presented above in the English Language Arts action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement

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systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2018-2019 academic year. Staff was evaluated using a portfolio based model that measured performance against the Charlotte Danielson rubric. Some staff members that were invited to return were given assignments that better suited their areas of strength as well as the needs of the students. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criterion that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. To better align and further increase the frequency of these supports, Atmosphere has added expert leaders to its staff to provide more localized and embedded management, coaching, and feedback. In addition, teacher leaders have been identified to act as peer mentors who can model pedagogical techniques. Regular professional development in ELA instruction will be given by the Instructional Leaders. Additional development is outlined in the School Culture section below.
 - Evaluation- Atmosphere has restructured the evaluation system for instructional staff. The new system still utilizes the Danielson based portfolio, but further evaluates practitioners against school wide systems for instruction and classroom management. A specific observation tool has been constructed to facilitate the collection of data. Teachers will be expected to create SMART goals aligned to student growth and measure their progress throughout the year.
- Curricular and Instructional Systems – In 2018-2019, instruction at Atmosphere Academy will continue to focus on growth of students against the standards. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The following items were revised to facilitate this goal:
 - A specific lesson plan template has been created for each content area. The template includes the standards for each area as well as the related Mathematical Practices. In addition, spaces for differentiation, reflection, and higher order thinking have been added. Lesson plans will continue to be submitted on a weekly basis. However, the submission time has been changed to provide more time for feedback before their use. Instructional Leaders are able to make comments and suggest revisions directly on the template.

- Curriculum maps have been revised to allow more time in the scope and sequence for re-instruction.
 - The maps for grade level Math courses have been aligned to EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
 - In order to support proficiency in the comprehension and analysis of informational text, all content areas will assign a news article, specific questions and writing prompt on a recurring basis. All content areas will employ a vertically and horizontally aligned expectation for the school's writing system.
 - The grading policy continues to reflect the need for daily assessment. The policy also creates a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
 - All students will continue to receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. Furthermore, special school days been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
 - Math courses focus on grade level standards and the individual needs of students. Students' grade level Math course will provide instruction of grade level standards in alignment with EngageNY. The Math Academic Lab will provide remediation to students who are not proficient and enrichment to students who are or above proficiency. The remediation lab will utilize Read180 to assess and provide targeted instruction in deficit areas. The enrichment lab will utilize the College Board's Pre-AP framework to facilitate further advancement.
 - All Math teachers will focus on Mathematical Practices and focus on teaching students to respond to questions using the SOLVE method (Study the problem, Organize the information, Line up your plan, Verify your plan, Examine your result).
- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: Read180/Math180 curriculum, alternate setting with a smaller ratio of students to teacher (approximately 8:1), Behavior Intervention Plans, Academic Intervention Services (after-school). On staff the Intervention Coordinator oversees student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if

goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

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- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
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To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
 - sharing of data with key stakeholders
 - development of new and improved English and math systems and strategies
 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
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- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (2 days per week) as well as a morning circle which facilitates growth as

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GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Atmosphere’s middle school science coursework is arranged into three courses:

- 6th Grade Physical Science
- 7th Grade Life Science
- 8th Grade Earth Science

Each course was designed to align with the New York State Core Curriculum Learning Standards for Math, Science, and Technology (MST Standards) that Atmosphere has adopted while it awaits the release of the Common Core State Standards in Science, which will be adopted when ready.

Atmosphere also used the Next Generation Science Standards and the National Science Education Standards as additional, informal guideposts to help inform its curricular choices and instructional philosophy in the science classroom. The order of the three courses has been altered from the order proposed in the school’s charter application to better align with the Next Generation standards.

To address these standards, Atmosphere utilizes FOSS Life Science curriculum materials and Pearson’s Interactive Science. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere’s mission and vision.

In keeping with its blended approach to learning, Atmosphere supplements the science curriculum with web-based applications and supplemental resources that give students the chance to engage in inquiry-based scientific discovery:

- **Khan Academy:** The biology, physics, cosmology, and astronomy sections of Khan Academy are leveraged for independent and guided practice.

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- **BrainPop:** The science section of the BrainPop website and application is also a tool for increasing student interest.
- **Outside Reading:** Students are asked to read multiple science related texts each year. NewsELA will be utilized as a resource for informational text.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

2017-2018 was the first year AAPCS administered the NYS Science Assessment as it was the first year the school enrolled 8th Grade students. Of all 8th graders, four students opted out of taking the test, and one student only took the performance section and therefore does not have a valid score.

A total of 37% of all students who took the exam received a Level 3 or 4 on the Science exam. This matches the percentage of students who have been enrolled in the school for at least two years who scored a Level 3 or 4 on the Science exam.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All AAPCS Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	37%	97	37%	120
All	37%	97	37%	120

ADDITIONAL EVIDENCE

As 2017-18 is the first year, AAPCS has administered the NYS Science Assessment, no year-to-year comparisons can be drawn.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency		
	2015-16	2016-17	2017-18

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	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8					37%	97
All					37%	97

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

As 2017-18 Science scores for CSD 10 are not yet available, the chart below shows scores for 2016-17. AAPCS was four percentage points below the district scores for 2016-17.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	37%	97	41%	2,236
All	37%	97	41%	2,236

ADDITIONAL EVIDENCE

As 2017-18 is the first year, AAPCS has administered the NYS Science Assessment, no year-to-year comparisons can be drawn.

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8					37%	41%
All					37%	41%

SUMMARY OF THE SCIENCE GOAL

AAPCS did not achieve the two performance measurements for Science listed below. However, the school was only four percentage points below the district for 2017-18, which was the first year students took this exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Not Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Achieved

ACTION PLAN

The improvements and revisions made to the school's science program mirror those presented above in the English Language Arts and Mathematics action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

GOAL 4: ESSA

Goal 4: ESSA

The school will make adequate yearly progress.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Atmosphere Academy has been deemed to be in Good Standing this year.

ADDITIONAL EVIDENCE

AAPCS has maintained an accountability status of Good Standing in all years of operation.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

