

### INSTRUCTIONS / NOTES FOR 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2017-18 results. (The 2018-19 results are not yet available.)
4. As a reminder, the Institute updated and modified the required goals and measures for all schools in 2017-18 in response to the state’s finalization of its Every Students Succeeds Act (“ESSA”) plan. The Institute continues to require schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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***The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.***

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**Atmosphere Academy Public  
Charter School**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 12, 2019

By Colin Greene

5959 Broadway, 2<sup>nd</sup> Floor  
Bronx, NY 10463

718-696-0477

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Founder and Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Michael Lagas, Ed.D.	Chair
Jesse J. Greene, Esq.	Secretary
Mervin Burton	Treasurer
Alan Dillon, Esq.	Trustee
M. James Spitzer, Esq.	Trustee

**Colin Greene has served as the Principal since January 1, 2015.**

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19, the school served 416 6<sup>th</sup>-8<sup>th</sup> grade students. Of these students, 20% were students with IEP's, 13% were English Language Learners, and 92% were from economically disadvantaged families. The students were primarily Hispanic/Latino (78.4%) and African-American (17.8%). The remaining students were Asian (1.2%), White (2%), Multiracial (0.3%) and American Indian (0.3%).

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.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Year														
2014-15														
2015-16							140	0	0					140
2016-17							128	130	0					258
2017-18							154	142	125					421
2018-19							126	152	127					405

### 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 Learning Standards 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 New York State Next Generation Learning Standards, the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific 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.

### 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.

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### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6<sup>th</sup> through 8<sup>th</sup> grade in April 2019. 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).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	135	1	0	1	4	141
7	144	1	0	0	1	146
8	122	0	0	0	0	122
All	401	2	0	1	5	409

### RESULTS AND EVALUATION

Of the 409 students enrolled at AAPCS at the time of testing, all but eight took the 2018-19 NYS ELA exam. In our fourth year of operation, 246 of the 7<sup>th</sup> and 8<sup>th</sup> Grade students were enrolled in their second year at the school. Overall, 43.6% of tested students attained a Level 3 or Level 4 on the exam. In addition, 47% 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 47% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 28 percentage points, but saw a growth of 7 percentage points from 2017-18.

While we were unable to attain this goal, the school was encouraged by the overall growth seen from 2017-18. 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 2019-2020 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

<sup>1</sup> 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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- 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 2018-19 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	41.5	135	N/A	N/A
7	40.9	144	44.3	115
8	49.2	122	50	108
All	43.6	401	47	223

### ADDITIONAL EVIDENCE

The 2018-19 school year was only AAPCS' fourth year of operation. Therefore, there are few year-to-year trends to analyze. Overall, however, we feel we are making tremendous gains in student achievement in ELA, as evidenced by the increased percentage of students reaching proficiency in 2018-19 from the 2017-18 exam.

### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	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	44.3	115
8			52	96	50	108

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All			40	185	47	223
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For all students in 2018-19, Atmosphere’s English proficiency scores increased for the fourth year in a row to a schoolwide average of 44%. This is up from ELA proficiency rates of 38%, 22%, and 9% in the three years prior. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2019 English % Proficient	2018 English % Proficient	2017 English % Proficient	2016 English % Proficient
6th Grade	41.5%	35.7%	16.1%	8.7%
7th Grade	41.0%	30.1%	28.3%	N/A
8th Grade	49.2%	50.0%	N/A	N/A
All	43.6%	38.0%	22.3%	8.7%

### 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 2018-19 English language arts MIP for all students of 105. 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 2018-19 is 131.5, exceeding the state’s MIP by 26.5 points. We were also pleased that our PI increased 13.5 points from 2017-18.

#### English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	21	36	29	15

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$$\begin{array}{rclclclcl}
 \text{PI} & = & 36 & + & 29 & + & 15 & = & 80 \\
 & & & & 29 & + & 15 & = & 44 \\
 & & & & & + & (.5)*15 & = & 7.5 \\
 & & & & & & \text{PI} & = & 131.5
 \end{array}$$

### 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.<sup>2</sup>

### RESULTS AND EVALUATION

On the 2018-19 NYS ELA exam, 34% of the 6<sup>th</sup> through 8<sup>th</sup> Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 47% of the AAPCS 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency.

Overall, AAPCS met this comparative measure for its ELA Goal, exceeding the District by 13 percentage points. AAPCS 7<sup>th</sup> Grade scored above their district peers by 15.3 percentage point while AAPCS 8<sup>th</sup> graders surpassed their district peers by 11 percentage points. Scores for 6<sup>th</sup> Grade cannot be compared, as 6<sup>th</sup> Grade students at the school are only enrolled in their first year.

2018-19 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	34	3,710
7	44.3	115	29	3,715
8	50	108	39	3,564
All	47	223	34	10,989

<sup>2</sup> 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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### ADDITIONAL EVIDENCE

For students in at least their second year of enrollment, AAPCS exceeded the district in the past three years, with a difference of 3, 5, and 13 percentage points respectively. In 2018-19, the difference in 7<sup>th</sup> Grade was particularly significant (15.3 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	N/A	20	N/A	37	N/A	34
7	28	30	28	29	44.3	29
8			52	40	50	39
All	28	25	40	35	47	34

For all students tested, Atmosphere's English performance in 2018-2019 was strong enough to not only far surpass its district, but to approach par with the city and state. In this way, Atmosphere successfully closed the English achievement gap.

Cohort	AAPCS 2019 English % Proficient	Bronx District 10 2019 English % Proficient	NYC 2019 English % Proficient	NYS 2019 English % Proficient
6th Grade	42%	34%	48%	47%
7th Grade	41%	29%	43%	40%
8th Grade	49%	39%	51%	48%
All	44%	34%	47%	45%

As shown in the chart above, Atmosphere exceeded its district by 8 percentage points in 6th grade, 12 percentage points in 7th grade, 10 percentage points in 8th grade, and 10 percentage points in grades 6 through 8 combined.

These accomplishments are remarkable considering the fact that each entering 6th grade class since the school's founding have had low English proficiency scores as 5th graders in their prior elementary schools. The proficiency range of incoming 6th grade has run between 9% and 21% over

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

the school's first 4 years. This provides a base against which the performance of the students can be measured and compared. The table below shows students' scores over time in prior schools as 5th graders.

Cohort	5th Grade English Proficiency (in prior school)
Class of 2018	9.5%
Class of 2019	16.4%
Class of 2020	19.2%
Class of 2021	20.9%

In this sense, the profile of the students the school is serving has not changed significantly over time with 80% to 90% entering not proficient in English. Despite this consistently low English proficiency starting point, Atmosphere has dramatically increased English proficiency rates over time.

Atmosphere's 2019 English proficiency and growth can be further benchmarked against its charter peers using NYSED data as compiled and released by the Northeast Charter Schools Network. In their analysis, NESCN listed the proficiency rates and proficiency growth of all charter schools in NYS as well as that of their local districts. This data shows that Atmosphere is clearly an industry leader among charter middle schools. The chart below shows Atmosphere's English rankings among its peer group.

	Charter Middle Schools (starting in 5th or 6th grades)							
	PROFICIENCY				GROWTH			
	ENGLISH				ENGLISH			
	6	7	8	All	6	7	8	All
<b>Atmosphere Academy</b>	<b>21st</b>	<b>12th</b>	<b>18th</b>	<b>16th</b>	<b>5th</b>	<b>3rd</b>	<b>24th</b>	<b>5th</b>
Out of (# charter schools)	43	45	43	50	41	43	39	46

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As seen above, Atmosphere was 5th overall (89th percentile) in English proficiency growth and 16th overall (68th percentile) in English proficiency rate among all charter middle schools in NYS starting in 5th or 6th grades. Moreover, the NESCN database shows that Atmosphere was 23rd in English proficiency growth out of the 230 charter schools serving grades 6-8 (with the vast majority starting in kindergarten). This data shows that Atmosphere is now one of the highest performing standalone charter middle schools in NYS when it comes to English.

The table below shows how Atmosphere compares to specific charter schools with English proficiency rates both above and below Atmosphere's rate.

							PROFICIENCY				GROWTH			
							ENGLISH				ENGLISH			
District	Grade	# Test Takers 6-8	% Econ. Disad.	% Bl. / Hisp.	% Stu. Disab.	% ELL	6	7	8	All	6	7	8	All
SUCCESS ACADEMY CS-BRONX 2	K-8	171	89%	96%	13%	0%	100%	98%	100%	99%	0%	2%	0%	1%
BROOKLYN PROSPECT CS-CSD 13	K-8	315	43%	59%	13%	0%	71%	67%	68%	72%	-5%	10%	N/A	2%
BRONX CS FOR EXCELLENCE	K-8	198	79%	100%	16%	0%	63%	55%	72%	65%	9%	-7%	-5%	-1%
KIPP ACADEMY CS	K-8	244	86%	96%	21%	0%	55%	66%	63%	62%	-16%	11%	-14%	-10%
RENAISSANCE CS	K-8	160	68%	68%	14%	3%	37%	46%	67%	48%	-24%	-6%	15%	-5%
BRONX LIGHTHOUSE CS	K-8	126	93%	94%	13%	4%	47%	40%	53%	44%	7%	9%	-4%	4%
ATMOSPHERE ACADEMY PUBLIC CS	6-8	401	92%	96%	20%	11%	41%	41%	49%	44%	6%	11%	-1%	5%
DR RICHARD IZQUIERDO CS	6-8	324	95%	96%	23%	11%	31%	33%	55%	40%	6%	5%	15%	9%
BRONX COMMUNITY CS	K-8	144	89%	96%	25%	9%	31%	33%	61%	39%	-3%	-2%	4%	0%
METROPOLITAN LIGHTHOUSE C S	K-8	160	93%	59%	14%	8%	27%	20%	48%	31%	-9%	-16%	-6%	-9%
EQUALITY CS	6-8	271	82%	93%	27%	7%	28%	20%	41%	30%	-8%	-8%	-4%	-7%
MOTT HALL CS	6-8	257	98%	96%	15%	12%	30%	26%	32%	29%	-16%	2%	-11%	-8%
NEW HEIGHTS ACADEMY CS	5-8	300	94%	92%	15%	19%	29%	25%	47%	27%	-9%	-13%	-11%	-11%

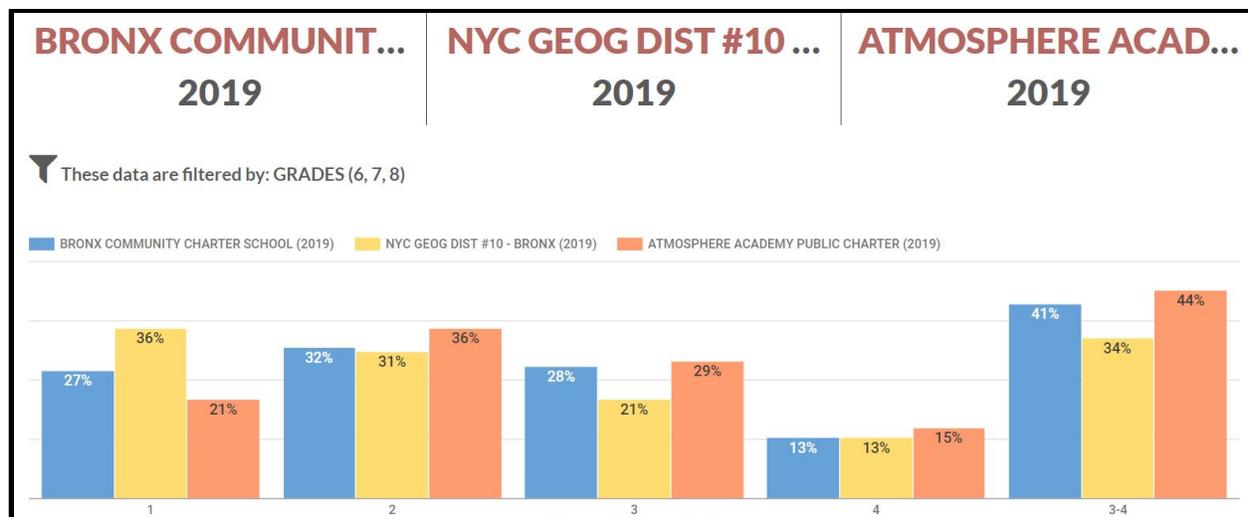
Below are some key takeaways from the table above:

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- Atmosphere was the highest performing school with 20%+ students with disabilities and 10%+ ELLs in the comparison group.
- Atmosphere was tied as the highest performing school with 90%+ Black/Hispanic students and 90%+ economically disadvantaged students in the comparison group.
- Atmosphere was the highest performing 6-8 or 5-8 school in the comparison group. All the schools that outperformed Atmosphere were K-8 schools with a 6-year head start and advantage.
- Atmosphere had the most students tested by far in grades 6-8 in the comparison group. This is significant in that Atmosphere has very low attrition between 6th grade and 8th grade (from 2018-2019 to 2019-2020, Atmosphere retained over 95% of its rising 7th and 8th graders) whereas the K-8 schools see significant student attrition from kindergarten to 6th grade. For example, per NYSED data, Success Academy Bronx 2 had 90 students in 3rd grade in 2015-2016. Three years later, that same cohort had only 60 students in 6th grade in 2018-2019. This is a 33% decrease in students over time. Similar trends can be found with other K-8 charter schools in the comparison group. By contrast, Atmosphere has maintained a consistent cohort enrollment through strong retention of students and backfilling of seats as needed.
- Some of the highest performing charter schools on the list are not serving the same demographic groups as Atmosphere. Both Brooklyn Prospect CSD 13 and Renaissance have Black/Hispanic populations under 60% and 70% respectively (Atmosphere is over 95% Black/Hispanic). Moreover, they also have economically disadvantaged populations under 50% and 70% respectively (Atmosphere is over 90% economically disadvantaged). Finally, the majority of the schools on the list (including almost all of those scoring above Atmosphere and many of those scoring below Atmosphere) have ELL and disability populations far below Atmosphere's. In fact, some have 0% ELLs and fewer than 15% disabled students.
- Atmosphere's 5% growth rate in English proficiency in grades 6-8 year-over-year was second among all schools in the comparison group. In fact, Atmosphere was 1 of only 5 schools that had any growth from 2017-2018 to 2018-2019, with 6 schools declining significantly, evidencing the significance of Atmosphere's improved performance on a 2018-2019 test that was even more rigorous and challenging.

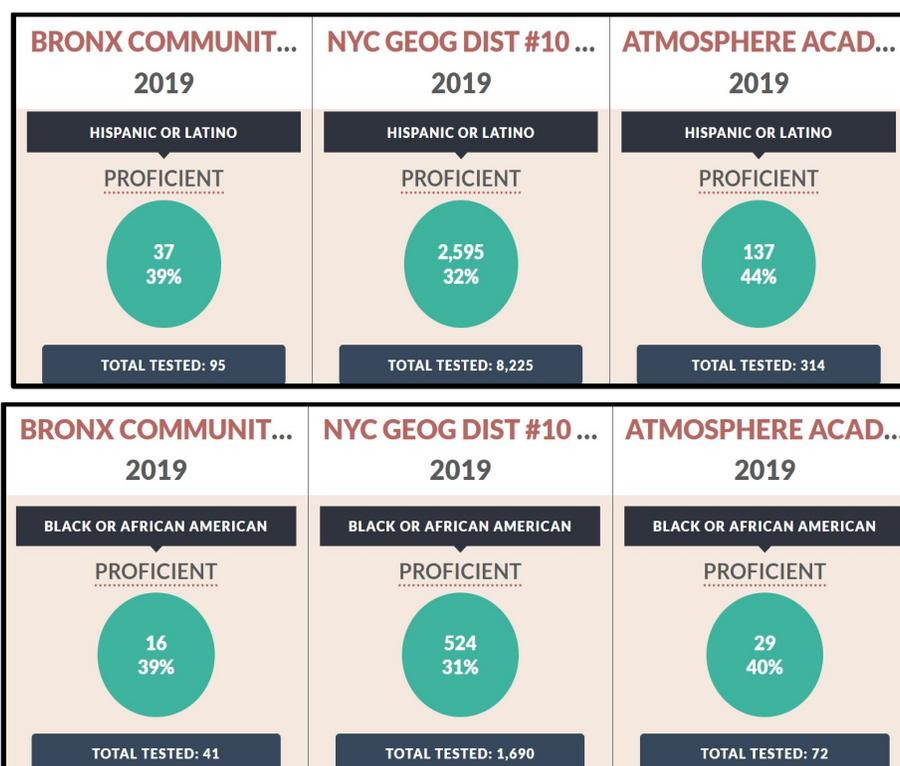
A closer look at the English performance of Atmosphere's special populations shows that they outperformed the special populations of the local district and Atmosphere's closest peer charter school despite the fact that both start in kindergarten whereas Atmosphere starts in 6th grade. Below is a comparison of Atmosphere to Bronx District 10 and Bronx Community Charter School (BCCS).

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In terms of overall English proficiency, Atmosphere outperformed the district by 10 points and BCCS by 3 points. Atmosphere also had the fewest Level 1 students and the highest number of Level 3 students and Level 4 students as compared to the district and BCCS.

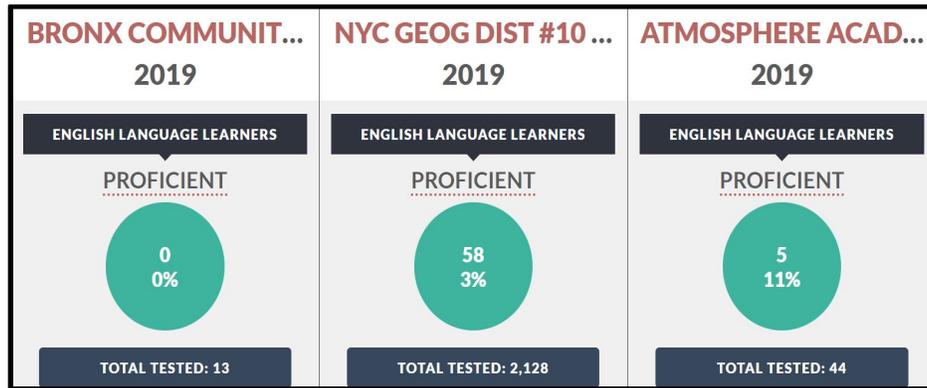
However, when this data is disaggregated by demographic sub-groups, the strong performance of Atmosphere’s special populations also comes into focus. Below is a comparison of how Atmosphere’s Black and Hispanic students performed in English in 2019 as compared with Bronx District 10 and Bronx Community Charter School.



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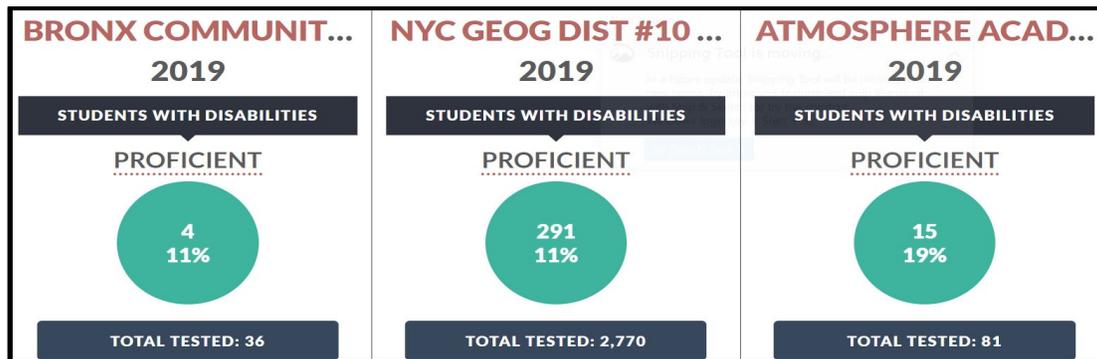
Atmosphere's Black and Hispanic students outperformed both BCCS and Bronx District 10.

Below is a comparison of how Atmosphere's English Language Learners performed in English in 2019 as compared with Bronx District 10 and Bronx Community Charter School.



Atmosphere's ELLs outperformed ELLs at both BCCS and Bronx District 10 by almost quadrupling the district and exceeding BCCS by an even wider margin. This speaks to the superior quality of the English instruction in Atmosphere's ELL Program.

Below is a comparison of how Atmosphere's Students with Disabilities (SWD) performed in English in 2019 as compared with Bronx District 10 and Bronx Community Charter School.



Atmosphere's SWD almost doubled the proficiency rate of both BCCS and the district. This speaks to the superior quality of Atmosphere's Special Education Program.

Below is a comparison of how Atmosphere's Economically Disadvantaged (ED) students performed in English in 2019 as compared with Bronx District 10 and Bronx Community Charter School.

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Atmosphere’s ED students outperformed both their peers in the district and at BCCS. This speaks to the superior quality of Atmosphere’s Intervention Program and overall Academic Program.

### 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Atmosphere Academy achieved a 0.34 Effect Size for the 2017-18 school year, slightly exceeding the Effect Size of 0.30 required to achieve this measure. The percent of 6<sup>th</sup> Grade students reaching proficiency was 42.4 percentage points above the prediction of 33.3, and the percent of 7<sup>th</sup> Grade students reaching proficiency was 3.9 percentage points above the prediction of 26.2. The 8<sup>th</sup> Grade students, however, far exceeded the prediction of 37.1 by 12.9 percentage points. The Effect Size for 2017-18 was a huge increase from the Effect Size of -0.19 in 2016-17.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 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	93.1	154	35.7	33.3	2.4	0.15
7	91.0	136	30.1	26.2	3.9	0.26
8	87	120	50	37.1	12.9	0.67
All	90.7	410	38.0	32.0	6.0	0.34

#### School's Overall Comparative Performance:

*Comparative Performance was higher than expected to a meaningful degree.*

### ADDITIONAL EVIDENCE

In 2017-18, AAPCS saw a substantial increase from the two prior years, receiving its first positive effect size and performing significantly higher than expected.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6	86	138	8.7	21.0	-0.82
2016-17	6-7	83.5	251	22.1	24.9	-0.19
2017-18	6-8	90.7	410	38	32	0.34

#### Goal 1: Growth Measure<sup>3</sup>

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.

### 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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

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

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Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

Atmosphere Academy’s mean growth percentile for 2017-18 was 56.2, exceeding the target of 50.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	49.5	50.0
7	56.7	50.0
8	63.6	50.0
All	<u>56.2</u>	50.0

### ADDITIONAL EVIDENCE

Overall, AAPCS’s mean growth percentile grew by 7.3 points from 2015-16. Given that 2017-18 was only the third 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			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	48.9	46	49.5	50.0
7		56.5	56.7	50.0
8			63.6	50.0
All	48.9	52	<u>56.2</u>	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the five measures of progress toward meeting the school’s ELA goal, Atmosphere Academy achieved one of Absolute Measures, both Comparative Measures, and the Growth Measure.

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.	Achieved

<sup>4</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	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 2017-18 results.)	Achieved

### ACTION PLAN

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 consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, 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 2019 - 2020 academic year. Staff was evaluated using a portfolio based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. 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 criteria 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. This year, the school focused on building Literacy Across All Content Areas (LAACA). The LAACA initiative promoted the consistent use of reading and writing systems in all English, social studies, science, physical education and health classes. Workshops were offered throughout the year to teachers in these content areas to develop questions and assignments that would effectively utilize the school's English systems. Teachers also analyzed student work samples and completed inter-rater reliability exercises to insure that the systems were being evaluated uniformly across all content area teachers. The leadership

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team has also agreed to send staff for professional learning through the Association for Middle-Level Education, The College Board and NYC Showcase Schools.

- Evaluation- Atmosphere continues to use a comprehensive evaluation system for instructional staff. The 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 2019 -2020, 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 new 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 the New York State Next Generation Learning Standards and 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. This includes a quarterly assessment developed by the department to measure growth over the course of the year. 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.

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- The school discontinued its partnership with Achievement Network in order to fully align assessments with instruction. Through the creation of internal instructional structures, standards based instructional materials and assessments were designed by teachers with the oversight of Instructional Leaders. This allowed the school to have greater control of the assessments ensuring they assessed the standards aligned to the instructional cycle through uniform processes. As a result, ANet was no longer needed as a resource.
- 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:

- 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

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- 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
  - 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

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developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. 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. 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. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2017-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods and technology based resources, teachers in the lab course provide the support needed to master the content.

### 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 6<sup>th</sup> through 8<sup>th</sup> grade in April 2019. 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.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						

<sup>5</sup> 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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5						
6	135	1	0	1	3	5
7	144	1	0	0	1	2
8	122	0	0	0	0	7
All	401	2	0	1	4	408

### RESULTS AND EVALUATION

Of the 408 students enrolled at AAPCS at the time of testing, 7 students did not take the 2018-19 NYS math exam. In our fourth year of operation, 245 of the 7<sup>th</sup> and 8<sup>th</sup> Grade students were enrolled in their second year at the school. Overall, 48% of all tested students attained a Level 3 or Level 4 on the exam, and 43.5% 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 43.5% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 31.5 percentage points, but saw a growth of 19.5 percentage points from 2017-18 for students in at least their second year of enrollment and growth of 22.9 percentage points for students overall.

#### Performance on 2018-19 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	58.5	135	N/A	N/A
7	39.6	144	39.1	115
8	45.9	122	48.1	108
All	47.9	401	43.5	223

### ADDITIONAL EVIDENCE

Of the 43 students who took the Algebra I Regents exam in 2018-19, 93% scored a passing grade of 65 or higher, an increase of 21 percentage points from 2017-18.

#### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			

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8	2017-18	Algebra I	72	46
8	2018-19	Algebra I	93	43

The 2018-19 school year is only AAPCS' fourth 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 2018-19 from the 2017-18 exam, with the percentage of students in at least their second year at the school increasing 18 percentage points from 24% to 43.5% and with Regents exams passing rates increasing by 21 percentage points.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	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	39.1	115
8			23	95	48.1	108
All			24	185	43.5	223

For all students in 2018-2019, Atmosphere's math proficiency scores increased for the 4th year in a row to a schoolwide average of 48%. This is up from English proficiency of 25%, 18%, and 8% in the three years prior. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2019	2018	2017	2016
	Math % Proficient	Math % Proficient	Math % Proficient	Math % Proficient
6th Grade	58.5%	24.2%	14.5%	8.0%
7th Grade	39.6%	27.0%	20.6%	N/A
8th Grade	45.9%	22.2%	N/A	N/A
All	47.9%	24.6%	17.6%	8.0%

From 2015-2016 (year 1) to 2018-2019 (year 4), Atmosphere sextupled math proficiency percentages for total students tested.

### Goal 2: Absolute Measure

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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 2018-19 mathematics MIP for all students of 107. 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 2018-19 is 131.5, exceeding the state's MIP by 24.5 points. We were also pleased that our PI increased 41.5 points from 2017-18.

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					
	24	28	28	19					
	PI	=	28	+	28	+	19	=	75
					28	+	19	=	47
						+	(.5)*19	=	9.5
							PI	=	131.5

### 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.<sup>6</sup>

<sup>6</sup> 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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### RESULTS AND EVALUATION

On the 2018-19 NYS Math exam, 28% of the 6<sup>th</sup> through 8<sup>th</sup> Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 43.5% of the AAPCS 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, exceeding the District by 15.5 percentage points.

AAPCS 7<sup>th</sup> Graders scored above their district peers by 14.1 percentage point while AAPCS 8<sup>th</sup> graders surpassed their district peers by 19.1 percentage points. Scores for 6<sup>th</sup> Grade cannot be compared, as 6<sup>th</sup> Grade students at the school are only enrolled in their first year.

2018-19 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	29	3,812
7	39.1	115	25	3,848
8	48.1	108	29	2,959
All	43.5	223	<b>28</b>	10,619

### ADDITIONAL EVIDENCE

For students in at least their second year of enrollment, AAPCS fell below the district by one percentage in 2016-17 and matched the district in 2017-18. However, in 2018-19, the school surpassed NYC CSD 10 by 15.5 percentage points, demonstrating that growth in outpacing that in other schools throughout the district.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	N/A	22	N/A	24	N/A	29
7	20	20	26	24	39.1	25
8			23	23	48.1	29
All	20	21	24	24	43.5	28

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For all students tested, Atmosphere’s math performance in 2018-2019 was strong enough to not only far surpass its district, but to exceed both the city and state, often by a wide margin. In this way, Atmosphere successfully closed the math achievement gap.

Cohort	AAPCS 2019 Math % Proficient	Bronx District 10 2019 Math % Proficient	NYC 2019 Math % Proficient	NYS 2019 Math % Proficient
6th Grade	59%	29%	44%	47%
7th Grade	40%	25%	42%	43%
8th Grade	46%	29%	36%	33%
All	48%	28%	41%	42%

Across all grades, Atmosphere exceeded its district by 30% in 6th grade, by 15% in 7th grade, by 17% in 8th grade, and by 20% in grades 6 through 8 combined. The school also surpassed the city and state by 10% or more in both 6th grade and 8th grade while achieving relative parity in 7th grade.

These accomplishments are remarkable considering the fact that each entering 6th grade class since the school’s founding have had low math proficiency scores as 5th graders in their prior elementary schools. The proficiency range of incoming 6th grade has ranged between 15% and 26% over the school’s first 4 years. This provides a base against which the performance of the students can be measured and compared.

Cohort	5th Grade Math Proficiency (in prior school)
Class of 2018	15.2%
Class of 2019	24.6%
Class of 2020	19.7%
Class of 2021	25.7%

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In this sense, the profile of the students the school is serving has not changed significantly over time with 75% to 85% entering not proficient in math. Despite this consistently low math proficiency starting point, Atmosphere has dramatically increased math proficiency rates over time.

Atmosphere's 2019 math proficiency and growth can be benchmarked against its charter peers using NYSED data as compiled and released by the Northeast Charter Schools Network. In their analysis, NESCN listed the scores of all charter schools in NYS as well as that of their local districts.

	CHARTER MIDDLE SCHOOLS (starting in 5th or 6th grades)							
	PROFICIENCY				GROWTH			
	MATH				MATH			
	6	7	8	All	6	7	8	All
<b>Atmosphere Academy</b>	<b>10th</b>	<b>21st</b>	<b>10th</b>	<b>18th</b>	<b>1st</b>	<b>5th</b>	<b>1st</b>	<b>1st</b>
Out of (# charter schools)	44	45	30	49	42	43	27	49

As seen above, Atmosphere was 1st overall (100th percentile) in growth and 18th overall (63rd percentile) in proficiency among all charter middle schools in NYS. The school is also now one of the highest performing standalone charter middle schools in NYS when it comes to math. It was top 10 in 6th grade and 8th grade math proficiency. It was also top 10 in every growth cohort.

Atmosphere's increase of +23% from the 2018 test to the 2019 test beat 48 out of 48 other charter middle schools as seen below, with no other school growing at 20% or more year-over-year.

School	2019 6-8 NYS Math Test Proficiency % Growth (over 2018)
<b>ATMOSPHERE ACADEMY PUBLIC CS</b>	<b>+23%</b>
BRONX PREPARATORY CS	+19%
ACHIEVEMENT FIRST VOYAGER CS	+15%
BUFFALO ACADEMY OF SCIENCE CS	+14%

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FORTE PREPARATORY ACADEMY CS	+12%
SCHOOL IN THE SQUARE PUBLIC CS	+10%
BEDFORD STUYVESANT COLLEGIATE CS	+9%
KINGS COLLEGIATE CS	+8%
UTICA ACADEMY OF SCIENCE CS	+8%
DR RICHARD IZQUIERDO HEALTH AND SCIENCE CS	+7%
UNITY PREPARATORY CS OF BROOKLYN	+7%
WILLIAMSBURG COLLEGIATE CS	+7%
WESTERN NEW YORK MARITIME CS	+7%
BROOKLYN EAST COLLEGIATE CS	+6%
UNIVERSITY PREPARATORY CS FOR YOUNG MEN	+6%
COLLEGIATE ACADEMY CS	+5%
AMANI PUBLIC CS	+5%
MOTT HALL CS	+5%
OCEAN HILL COLLEGIATE CS	+5%
ST. HOPE LEADERSHIP ACADEMY CS	+5%
KIPP TECH VALLEY CS	+5%
THE EQUITY PROJECT CS	+4%
BROOKLYN LABORATORY CS	+4%
INWOOD ACADEMY FOR LEADERSHIP CS	+3%
CENTRAL QUEENS ACADEMY CS	+3%
NEW WORLD PREPARATORY CS	+2%
SOUTH BRONX EARLY COLLEGE ACADEMY CS	+2%
YOUNG WOMEN'S COLLEGE PREPARATORY CS	+1%
EQUALITY CS	0%
ROCHESTER ACADEMY CS	0%
BROOKLYN URBAN GARDEN CS	0%
BROWNSVILLE COLLEGIATE CS	-1%
SUMMIT ACADEMY CS	-1%
AMERICAN DREAM CS	-1%
DEMOCRACY PREP ENDURANCE CS	-3%
OPPORTUNITY CS	-4%
BROOKLYN PROSPECT CS-CSD 15	-4%
LAUNCH EXPEDITIONARY LEARNING CS	-4%

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DEMOCRACY PREPARATORY CS	-6%
NEW YORK CITY CS OF THE ARTS	-7%
NEW HEIGHTS ACADEMY CS	-8%
LEGACY COLLEGE PREPARATORY CS	-8%
GREAT OAKS CS	-9%
MIDDLE VILLAGE PREPARATORY CS	-9%
CAPITAL PREPARATORY (CP) HARLEM CS	-11%
ROC ACHIEVE CS	-14%
EDMUND W GORDON BROOKLYN LABORATORY CS	N/A
KIPP FREEDOM CS	N/A
EMBLAZE ACADEMY CS	N/A
LOIS AND RICHARD NICOTRA EARLY COLLEGE CS	N/A

In addition to being 1st in math growth among NYS charter middle schools, Atmosphere was 3rd in math growth among all 230 New York State charter schools and local districts serving grades 6-8 (with the vast majority starting in kindergarten). This data shows that Atmosphere is now one of the highest performing charter schools in NYS when it comes to math.

The table below shows how Atmosphere compares to specific charter schools with math proficiency rates both above and below Atmosphere's rate.

							PROFICIENCY				GROWTH			
							MATH				MATH			
District	Grade	# Test Takers 6-8	% Econ. Disad.	% Bl. / Hisp.	% Stu. Disab.	% ELL	6	7	8	All	6	7	8	All
SUCCESS ACADEMY CS-BRONX 2	K-8	171	89%	96%	13%	0%	100%	100%	N/A	99%	0%	0%	N/A	0%
KIPP ACADEMY CS	K-8	244	86%	96%	21%	0%	81%	76%	82%	78%	10%	2%	9%	6%
BROOKLYN PROSPECT CS-CSD 13	K-8	315	43%	59%	13%	0%	76%	78%	57%	76%	7%	15%	N/A	4%
BRONX CS FOR EXCELLENCE	K-8	198	79%	100%	16%	0%	61%	65%	84%	69%	3%	-12%	22%	3%
RENAISSANCE CS	K-8	160	68%	68%	14%	3%	55%	62%	29%	54%	-12%	1%	-32%	-8%
BRONX LIGHT HOUSE CS	K-8	126	93%	94%	13%	4%	56%	35%	N/A	51%	12%	-2%	N/A	8%

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ATMOSPHERE ACADEMY PCS	6-8	401	92%	96%	20%	11%	59%	40%	46%	48%	34%	13%	24%	23%
METROPOLITAN LIGHTHOUSE CS	K-8	160	93%	59%	14%	8%	55%	24%	58%	37%	25%	-20%	12%	-3%
MOTT HALL CS	6-8	257	98%	96%	15%	12%	31%	32%	39%	34%	7%	2%	8%	5%
BRONX COMMUNITY CS	K-8	144	89%	96%	25%	9%	27%	21%	25%	34%	15%	10%	10%	9%
DR RICHARD IZQUIERDO CS	6-8	324	95%	96%	23%	11%	32%	34%	N/A	33%	7%	6%	N/A	7%
EQUALITY CS	6-8	271	82%	93%	27%	7%	33%	17%	9%	21%	10%	-6%	0%	0%
NEW HEIGHTS ACADEMY CS	5-8	300	94%	92%	15%	19%	37%	16%	12%	19%	11%	-15%	-21%	-8%

Below are some key takeaways from the table above:

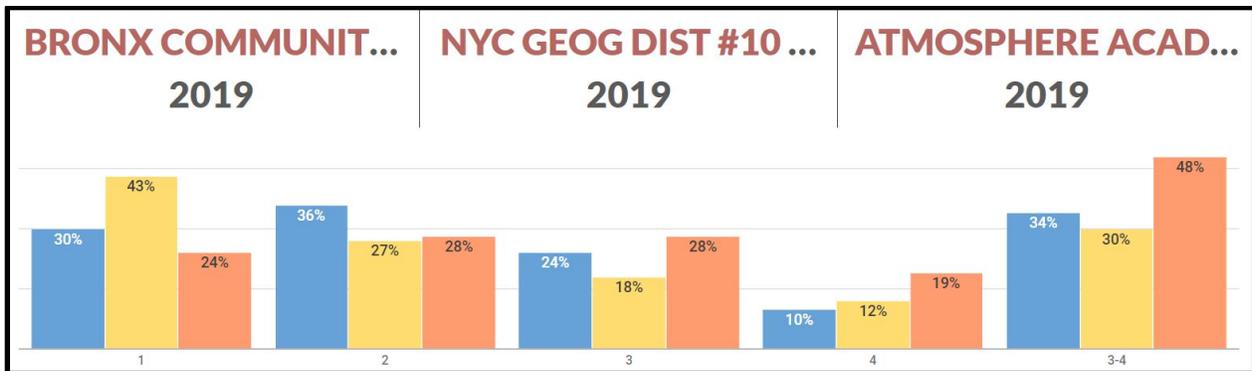
- Atmosphere was the highest performing school with 20%+ students with disabilities and 10%+ ELLs in the comparison group.
- Atmosphere was the second highest performing school with 90%+ Black/Hispanic students and 90%+ economically disadvantaged students in the comparison group.
- Atmosphere was the highest performing 6-8 or 5-8 school in the comparison group. All the schools that outperformed Atmosphere were K-8 schools with a 6-year head start and advantage.
- Atmosphere had the most students tested by far in grades 6-8 in the comparison group. This is significant in that Atmosphere has very low attrition between 6th grade and 8th grade (from 2018-2019 to 2019-2020, Atmosphere retained over 95% of its rising 7th and 8th graders) whereas the K-8 schools see significant student attrition from kindergarten to 6th grade. For example, per NYSED data, Success Academy Bronx 2 had 90 students in 3rd grade in 2015-2016. Three years later, that same cohort had only 60 students in 6th grade in 2018-2019. This is a 33% decrease in students over time. Similar trends can be found with other K-8 charter schools in the comparison group. By contrast, Atmosphere has maintained a consistent cohort enrollment through strong retention of students and backfilling of seats as needed.
- Some of the highest performing charter schools on the list are not serving the same demographic groups as Atmosphere. Both Brooklyn Prospect CSD 13 and Renaissance have Black/Hispanic populations under 60% and 70% respectively (Atmosphere is over 95% Black/Hispanic). Moreover, they also have economically disadvantaged populations under 50% and 70% respectively (Atmosphere is over 90% economically disadvantaged). Finally, the majority of the schools on the list (including almost all of those scoring above

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Atmosphere and many of those scoring below Atmosphere) have ELL and disability populations far below Atmosphere's. In fact, some have 0% ELLs and fewer than 15% disabled students.

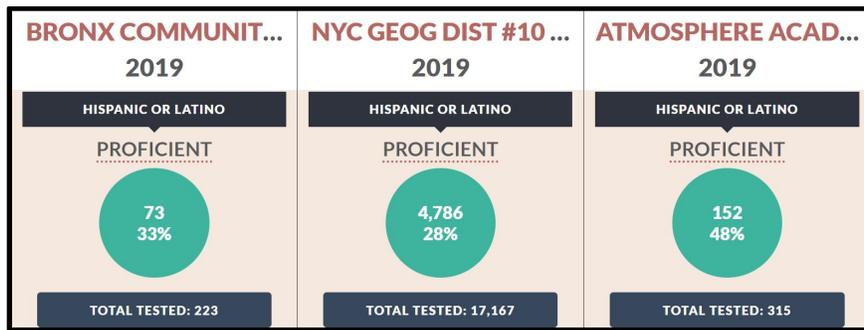
- Atmosphere's 23% growth rate in math proficiency in grades 6-8 year-over-year was first among all schools in the comparison group (as stated earlier, it was first among all charter schools).

A closer look at the math performance of Atmosphere's special populations shows that they outperformed the special populations of the local district and Atmosphere's closest peer charter school despite the fact that both start in kindergarten whereas Atmosphere starts in 6th grade. Below is a comparison of Atmosphere to Bronx District 10 and Bronx Community Charter School (BCCS).

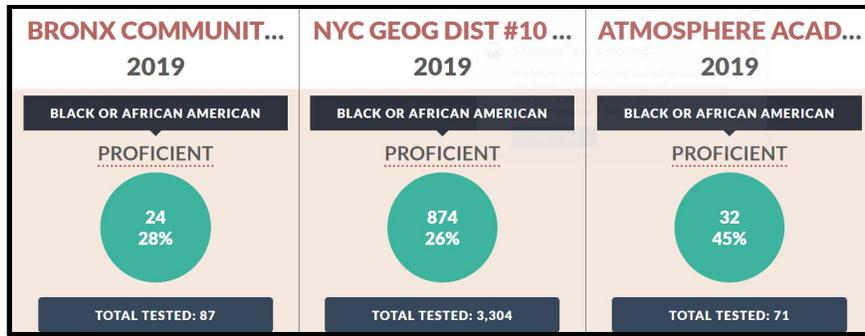


In terms of overall math proficiency, Atmosphere outperformed the district by 18 points and BCCS by 14 points. Atmosphere also had the fewest Level 1 students and the highest number of Level 3 students and Level 4 students as compared to the district and BCCS.

However, when this data is disaggregated by demographic sub-groups, the strong performance of Atmosphere's special populations also comes into focus. Below is a comparison of how Atmosphere's Black and Hispanic students performed in math in 2019 as compared with Bronx District 10 and Bronx Community Charter School.

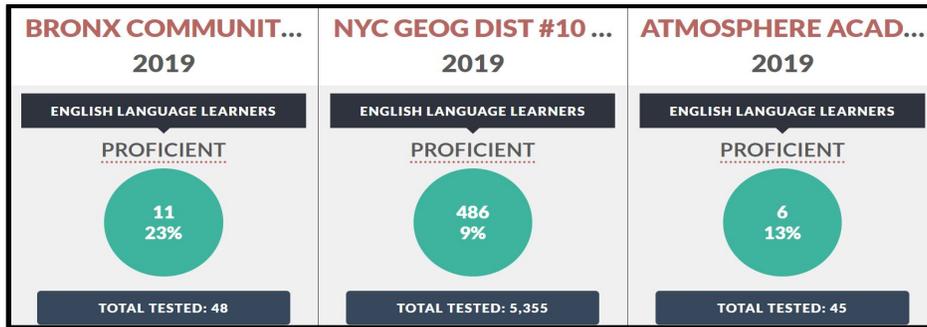


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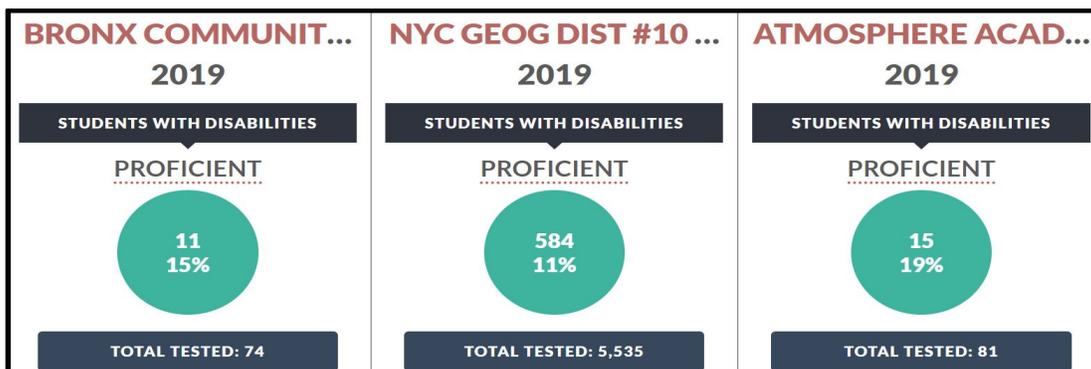
Atmosphere’s Black and Hispanic students almost doubled the performance of both BCCS and Bronx District 10.

Below is a comparison of how Atmosphere’s English Language Learners performed in math in 2019 as compared with Bronx District 10 and Bronx Community Charter School.



Atmosphere’s ELLs underperformed ELLs at BCCS, but still outperformed ELLs in Bronx District 10. These results calls for required improvement in the math instruction in Atmosphere’s ELL program moving forward.

Below is a comparison of how Atmosphere’s Students with Disabilities (SWD) performed in math in 2019 as compared with Bronx District 10 and Bronx Community Charter School.



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Atmosphere's SWD almost doubled the proficiency rate of the district and performed 30% better than BCCS. This speaks to the superior quality of Atmosphere's Special Education Program.

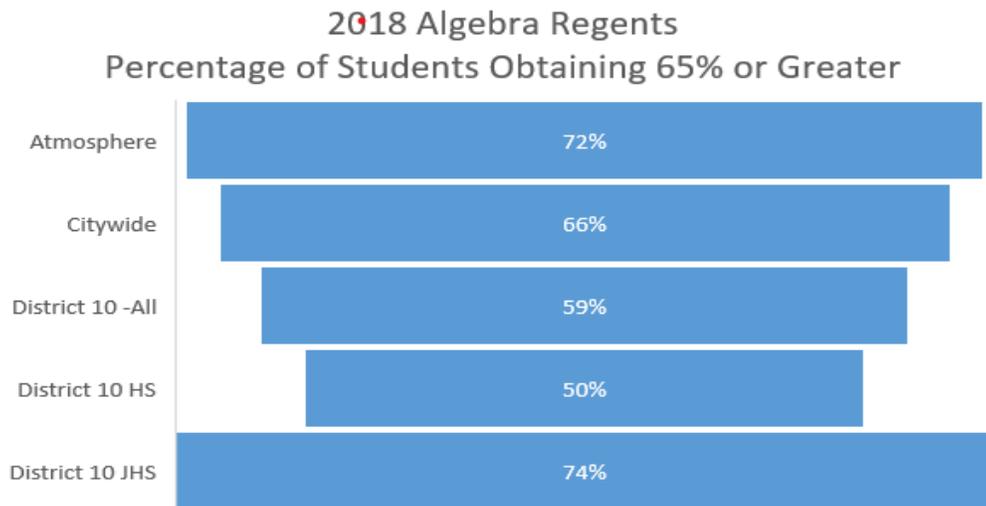
Below is a comparison of how Atmosphere's Economically Disadvantaged (ED) students performed in math in 2019 as compared with Bronx District 10 and Bronx Community Charter School.



Atmosphere's ED students significantly outperformed their peers in the district and at BCCS by 19% and 16% respectively. This speaks to the superior quality of Atmosphere's Intervention Program and overall Academic Program.

### ADDITIONAL EVIDENCE

#### Algebra I Results

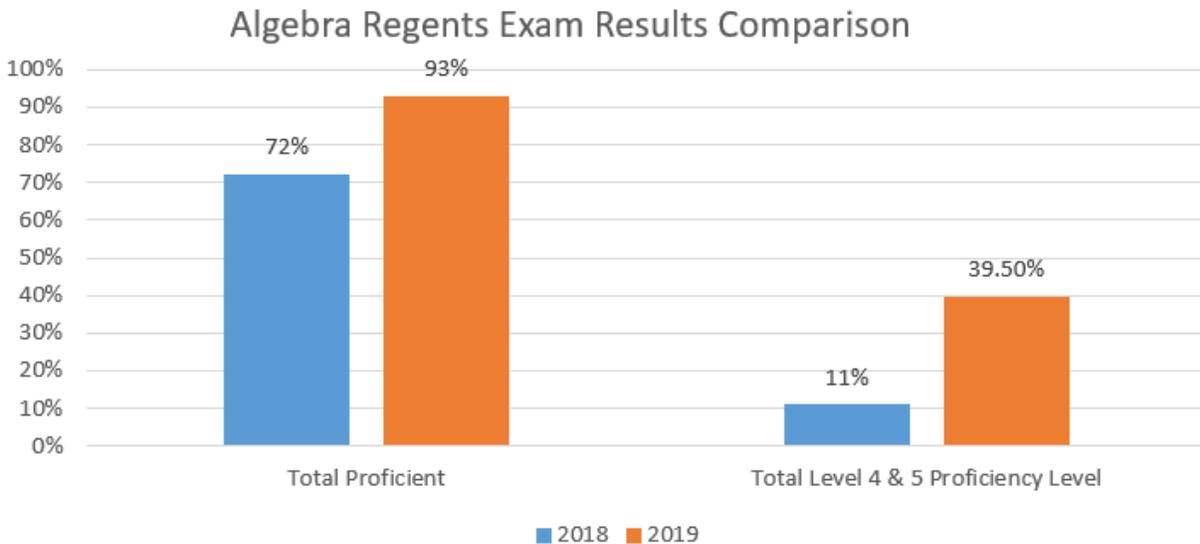


Atmosphere Academy has offered the NYS Algebra Regents Exam to students in its honors program for the past two years. The first 8th grade cohort in 2018 had a total proficiency of 72% of the students tested. Despite this being the school's inaugural year, Atmosphere outperformed the City and High Schools in its District. Atmosphere also came very close to matching other Junior High Schools in its District. While Atmosphere was proud of these initial results, the school strives to

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increase proficiency and the level of mastery. Atmosphere believes that the 2018 results are a result of only having 1 year of preparation in the content.

Building on what was accomplished in 2018, the 2019 results show significant growth with 93% proficiency and 39.5% of students obtaining a mastery level of 4 and 5. The 2019 cohort benefitted from having 2 years of the Math Honors courses preparing them in the content. The increase of 21% in total proficiency can also be attributed to revised curriculum in 8th grade Math Honors, as well as consistent instruction and preparation provided by the same teacher.



### 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, 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.

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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 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Atmosphere Academy achieved a 0.04 Effect Size for the 2017-18 school year, below the Effect Size of 0.30 required to achieve this measure but showing performance slightly higher than expected. The percent of 6<sup>th</sup> Grade students reaching proficiency was 1.7 percentage points less than the prediction of 25.9, and the percent of 7<sup>th</sup> Grade students reaching proficiency was 3.5 percentage points above the prediction of 23.5. The 8<sup>th</sup> Grade students exceeded the prediction of 0.08 percentage points. The Effect Size for 2017-18 was a substantial increase from the Effect Size of -0.26 in 2016-17.

#### 2017-18 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	93.1	153	24.2	25.9	-1.7	-0.10
7	91.0	137	27.0	23.5	3.5	0.19
8	87.2	117	22.2	21.4	0.8	0.04
All	90.7	407	24.6	23.8	0.8	0.04

#### School's Overall Comparative Performance:

*Comparative Performance is slightly higher than expected.*

### ADDITIONAL EVIDENCE

In 2017-18, AAPCS saw a substantial increase from the two prior years, receiving its first positive effect size and performing slightly higher than expected.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6	86	138	8	23.9	-0.78
2016-17	6-7	83.5	250	18	23.2	-0.26
2017-18	6-8	90.7	407	24.6	23.8	0.04

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### Goal 2: Growth Measure<sup>7</sup>

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

Atmosphere Academy's mean growth percentile for 2017-18 was 59.2, exceeding the target of 50.

#### 2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	58.8	50.0
7	60.8	50.0
8	58	50.0
All	<b>59.2</b>	50.0

### ADDITIONAL EVIDENCE

Overall, AAPCS's mean growth percentile grew by 21.2 points from 2015-16, with 6<sup>th</sup> Grade seeing the greatest increase of 20 from 2015-16. Given that 2017-18 was only the third year of operation for the school, there are minimal year-to-year comparisons to be made.

#### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0

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

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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6	38	43	58.8	50.0
7		57	60.8	50.0
8			58	50.0
All	38	50	<u>59.2</u>	50.0

### SUMMARY OF THE MATHEMATICS GOAL

Of the five measures of progress toward meeting the school's ELA goal, Atmosphere Academy achieved one of two Absolute Measures, one of two Comparative Measures, and the Growth Measure.

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.	Did Not Achieve
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.	Achieved
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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did not Achieve
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 2017-18 results.)	Achieved

### ACTION PLAN

The improvements and revisions made to the school's math program were made to address the deficits seen in student performance seen in state and internal benchmark exams. 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 2019-2020 academic year. Staff was evaluated using a portfolio based

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model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. 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 criteria 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.

- The leadership of the math team was changed to better align instructional philosophies and priorities between the school and the department. The Instructional Leader was replaced and the Achievement Coordinator was reassigned to strategically support the grade level with the most need (7).
  - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote reflection and growth. This year, the school has partnered with Blue Engine to provide targeted coaching for our 8th grade mathematics teachers. The leadership team has also agreed to send staff for professional learning through the Association for Middle-Level Education, The National Council of Teachers of Mathematics, The College Board and NYC Showcase Schools.
  - Evaluation- Atmosphere continues to use a comprehensive evaluation system for instructional staff. The 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 2019 - 2020, instruction at Atmosphere Academy will continue to focus on growth of students against the standards. Curriculum maps for all courses are being revised to include the New York State Next Generation Learning Standards for Mathematics. The scope and sequence addresses these 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.
    - The Curriculum maps supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess) and have been realigned to cover all tested content before the NYS assessment.

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- All Math teachers will address 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).
  - Additional systems (such as SPACE and MATH) were created to better connect mathematics problem solving strategies to specific question types.
  - The achievement course scope and sequence was reallocated to provide more time to target areas identified in the midline assessments as well as provide more time to prepare students for the state math exam and the Algebra Regents.
  - 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. This includes a quarterly assessment developed by the department to measure growth over the course of the year. 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 structure of the lab course was reformed to best address the needs of students by remediating deficits in connection to the course scope and sequence.
  - The school discontinued its partnership with Achievement Network in order to fully align assessments with instruction. Through the creation of internal instructional structures, standards based instructional materials and assessments were designed by teachers with the oversight of Instructional Leaders. This allowed the school to have greater control of the assessments ensuring they assessed the standards aligned to the instructional cycle through uniform processes. As a result, ANet was no longer needed as a resource.
- 
- 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

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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:

- 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
  - 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
  - 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 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:

- 6<sup>th</sup> Grade Physical Science
- 7<sup>th</sup> Grade Life Science
- 8<sup>th</sup> 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). 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. The school is in the process of revising the curriculum to include the New York State P-12 Science Learning Standards.

To address these standards, Atmosphere utilizes materials from Amplify Science, FOSS Life Science 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.
- **Flocabulary:** The science section of the website is a tool for introducing a topic and increasing student interest.

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- **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 8<sup>th</sup> grade in spring 2019. 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

2018-2019 was only the second year AAPCS administered the NYS Science Assessment as it was the second year the school enrolled 8<sup>th</sup> Grade students. A total of 49% of all students who took the exam received a Level 3 or 4 on the Science exam, and a total of 51.4 percent of students who have been enrolled in the school for at least two years scored a Level 3 or 4 on the Science exam.

Charter School Performance on 2018-19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4		
8	51.4	105
All	51.4	105

### ADDITIONAL EVIDENCE

AAPCS saw an increase of 12 percentage points in the percentage of 8<sup>th</sup> Grade students who were proficient on the Science exam from 2018 to 2019. In 2017, the school only enrolled students in 6<sup>th</sup> and 7<sup>th</sup> Grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8			37	97	51.4	105
All			37	97	51.4	105

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## 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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

## RESULTS AND EVALUATION

Atmosphere Academy has offered the NYS Science Exam to 8th grade students for the past two years. The first 8th grade cohort in 2018 had a total proficiency of 37% of the students tested. Despite this being the school's inaugural year, Atmosphere came close to meeting the proficiency of the District. Atmosphere believes that the 2018 results are a result of uneven preparation in the content as a result of staffing and programmatic changes since the foundation of the school. The 2019 results show 49% proficiency. The 2019 cohort benefitted from having a more consistent staff and further developed curriculum. The increase of 12% in total proficiency and in students obtaining levels 3 and 4, can also be attributed to the data driven revision to the school's Achievement program to target identified deficit areas.

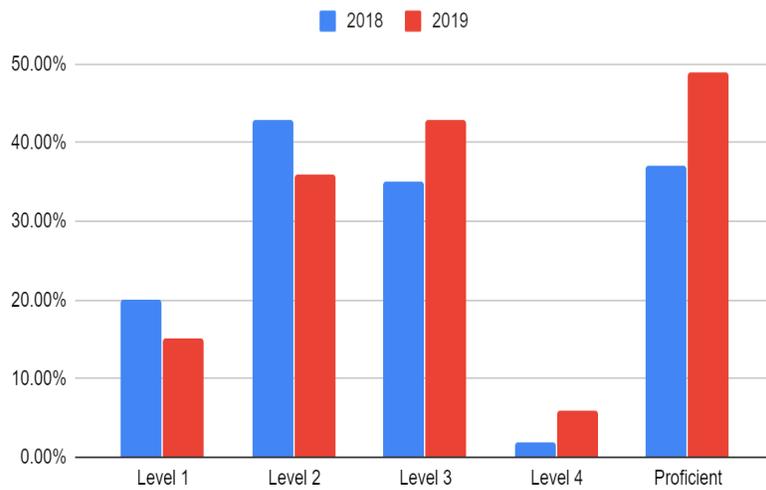
2018-19 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	51.4	105		
All	51.4	105		

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

AAPCS NY Science Exam 2018-2019 Comparison



## ADDITIONAL EVIDENCE

In 2017-18, AAPCS fell below NYC CSD 10 by four percentage points. In 2018-19, the school exceeded the District \_\_\_\_, showing that the school's growth is outpacing the District.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4						
8			37	41	51.4	
All			37	41	51.4	

## SUMMARY OF THE SCIENCE GOAL

AAPCS did not achieve the Absolute Goal for Science but did achieve the Comparative Goal.

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.	Did Not Achieve
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.	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.

In addition, these improvements, the achievement course scope and sequence was reallocated to provide more time to target areas identified by benchmark assessments as well as provide more time to prepare students for the written and performance sections of the state science exam. The school has continued its investment in coaching and professional development in science. This year, the leadership team has agreed to send staff for professional learning through the Middle School Science Administrator Institute, the Association for Middle-Level Education, Amplify Science, Urban Advantage, The College Board and NYC Showcase Schools.

## GOAL 4: ESSA

### Goal 4: ESSA

The school will make adequate yearly pro

#### 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

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Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing