



**Atmosphere Academy Public
Charter School**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Colin Greene, Founder and Principal

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INTRODUCTION

Colin Greene, Founder and Principal, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
H. Evan Powderly	Chair; Finance and Accountability Committees
Jesse J. Greene	Secretary, Finance and Governance Committees
Michael Lagas	Treasurer, Finance Committee
Mervin Burton	Finance and Governance Committees
Alan Dillon	Accountability Committee
Thomas Lynch	Accountability Committee

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

INTRODUCTION

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. Of these students, 28.6% were students with IEP's, 18.3% were English Language Learners, and 87% were from economically disadvantaged families. The students were primarily Hispanic/Latino (72%) and African-American (25%). The remaining students are Asian.

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 focuses 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 will allow the school to accomplish its mission and remain true to its vision:

- **School Culture:** The school will create an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- **Rigorous and Diverse Course Offerings:** All students take core courses that include two English language arts courses (Critical Reading and Critical Writing) and two mathematics courses (Math Applications and Math Foundations) in addition to science and history courses. Students also participate in a daily Skills Advisory course, which focuses on building life skills, study skills, and 21st century skills. Additionally, students take foreign language courses (3 days per week), art courses (2 days per week), technology courses (2 days per week), elective mini-courses (2 days per week with a quarterly rotation), physical education courses (2 days per week), and health courses (1 day per week).
- **Standards Aligned Curriculum:** In order to have all students meet or exceed the Common Core Learning Standards and other guidelines adopted by New York State, Atmosphere helps students ameliorate deficits in prior learning, develop grade appropriate skills and knowledge, and build a foundation for future success. Students complete a Common Core-aligned curriculum that includes 400 minutes of math instruction per week and 500 minutes of English instruction per week. Moreover, the proposed school offers full-service programs for English language learners and special education students to ensure that every student has the academic support needed to access the curriculum and achieve.
- **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 5:00 pm) and school year (190-day school year and 15-day summer academy).

INTRODUCTION

- **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.
- **Key Partners and Supporters:** Atmosphere enjoys close working relationships with the following organizations (among others): **Westmoreland Sanctuary; Westchester Land Trust; Lincoln Center Education; Westhab;** and the **Achievement Network (A-Net).**
- **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 has selected the Sheltered Instruction and Observation Protocol (SIOP) model as its primary instructional tool. 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 follow a 12 to 1 to 1 structure with both a content area teacher and a Learning Specialist present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math and English instruction.
- **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

INTRODUCTION

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

INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														N/A
2012-13														N/A
2013-14														N/A
2014-15														N/A
2015-16							140	0	0					140

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 (Critical Reading and Critical Writing) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-18. 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, Grade Level Coordinators, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

Atmosphere Academy has adopted New York State's Common Core Learning Standards (CCLS) for ELA and for Literacy in History, Science, and Technical Subjects. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere's math teachers work to help students "read" math and "write" math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by the CCLS. 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.

Critical Reading

The Critical Reading course improves students' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the Common Core Learning Standards (CCLS), the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific CCLS reading standards domains that are 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)

Critical Writing

The Critical Writing course improves students' ability to effectively express ideas. Specific CCLS writing standards groups that are addressed include:

- Text types and purpose
- Production and distribution of writing
- Research to build and present knowledge
- Range of writing
- Responding to literature

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

- Expository and persuasive writing (essay structure/format, essay types)
- Personal and creative writing (narrative structure/format, literary elements/devices)
- The writing process (brainstorming, outlining, drafting editing, revising)
- Foundational and contextual grammar
- The research process (searching, sourcing, citation)
- Vocabulary (power words for and from writing)

To promote and ensure sustained and substantial growth in literacy skills and the development of written language fluency, Atmosphere uses following primary instructional tools and curricular resources:

- Curriculum Associate's Ready New York Reading and Writing Curriculum

ENGLISH LANGUAGE ARTS

- EngageNY
- Fountas and Pinnell for Tier II and III Reading Interventions

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students 6th grade in April 2016. 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).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	138	1		1*		140
7	N/A					0
8	N/A					0
All	138	1		1		140

*Medical Exemption

RESULTS

All but two 6th Grade students took the ELA exam in April, and 8.7% received a score of 3 or 4. However, as Atmosphere Academy is only in its first year of operation, none of the students tested are in their second year at the school. Therefore, attainment toward this goal cannot be measured.

Performance on 2015-16 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

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

ENGLISH LANGUAGE ARTS

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	8.7%	138	N/A	N/A
7				
8				
All	8.7%	138	N/A	N/A

EVALUATION

As mentioned above, we are unable to evaluate our attainment of this absolute measure as all students tested were new to the school. Overall, however, we were disappointed in the scores received and had hoped to see greater gains for our students, the majority of whom arrived at the school one or more years below grade level in ELA. We attribute this poor performance to a number of challenges faced during the school year. Atmosphere has identified the following key factors that were either not present or not uniform across all classrooms last year and are focus areas for 2016-2017 and beyond:

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

All of these deficits have been aggressively and immediately addressed by the Leadership Team.

A deeper analysis of the scores, however, revealed that 59% of Atmosphere's students scored a Level 2, 3, or 4 on the 2016 ELA exam, which demonstrates substantial progress for our lowest performing students, as only 44% of our students scored at Levels 2, 3, or 4 in 2015.

ADDITIONAL EVIDENCE

As 2015-16 was Atmosphere Academy's first year of operation, we are not able to analyze year-to-year trends during the current Accountability Period.

ENGLISH LANGUAGE ARTS

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6					N/A	N/A
7						
8						
All					N/A	N/A

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Atmosphere Academy's Performance Level Index for 2015-16 is 68.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	41	50	7	2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 50 & + & 7 & + & 2 & = & 59 \\
 & & & & 7 & + & 2 & = & \underline{9} \\
 & & & & & & \text{PLI} & = & 68
 \end{array}$$

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

Atmosphere Academy did not meet the goal for this measure, missing the AMO by 36 points. The challenges faced by the school in its year of operation, as described in the evaluation for Absolute Goal 1, resulted in fewer gains made by students over the course of the year.

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 local school district.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.³ As Atmosphere Academy is only in its first year of operation, only the district data can be included in the chart below.

RESULTS

As 2015-16 was Atmosphere Academy's first year of operation, we are unable to compare the scores of students in at least their second year at the score with the scores of students in the corresponding grades for NYC CSD 10.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	21%	3608
7				
8				
All	N/A	N/A	21%	3608

³ 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](#).

ENGLISH LANGUAGE ARTS

EVALUATION

This performance measure cannot be evaluated as the school in its first year of operation. Therefore, no students tested have attended the school for at least two years.

ADDITIONAL EVIDENCE

Not Applicable.

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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6					N/A	21%
7						
8						
All						

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

ENGLISH LANGUAGE ARTS

As Atmosphere Academy is only in its first year of operation, no data for 2014-15 is available.

RESULTS

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

2014-15 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						
7						
8						
All						

School's Overall Comparative Performance:

Not Applicable

EVALUATION

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

ADDITIONAL EVIDENCE

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A					
2013-14	N/A					
2014-15	N/A					

Goal 1: Growth Measure⁴

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 state's unadjusted median growth percentile.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

As Atmosphere Academy is only in its first year of operation, no data for 2014-15 is available.

RESULTS

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All		50.0

EVALUATION

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

ADDITIONAL EVIDENCE

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

5				50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

At this time, Atmosphere Academy cannot yet measure whether or not it is meeting any of the accountability goals, except for Absolute Measure 2, which was not met.

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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
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 state's unadjusted median growth percentile.	N/A

ACTION PLAN

After significant reflection on the challenges faced in the first year of operation, Atmosphere Academy's leadership team have revamped the instructional program, making several key improvements that we believe will lead to greater gains for our middle school students in the upcoming years. These changes are focused on the hiring and professional development of highly qualified teachers, additional supplemental services for students below grade level, a stronger and more consistent use of student data, and tighter management/supervision of both students and staff.

- Highly Effective teachers – In year one, the school leaders found that the quality of the instruction was not as high as needed in order to provide the rapid remediation of our struggling learners. Therefore, several necessary staffing changes were made to ensure that

all teachers are highly effective. The 2015-2016 evaluation process was used to help identify low performing teachers and develop them professionally. While many staff grew and learned, some did not and were replaced immediately if necessary or not offered a position for 2016-2017. The 2015-2016 cohort of Atmosphere staff were vetted and hired prior to the school even having a building or any students, which made it difficult to facilitate demo lessons or attract fill each opening with the staff needed to realize Atmosphere's longer term goals. The recruitment and hiring of the 2016-2017 staff has been a radically different process in that Atmosphere is now a destination for teachers, who see the students and the school building as an appealing option when compared to other charter and DOE options. This has provided Atmosphere with multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's work last year to develop and cultivate a staff that is professional, solutions-oriented, data-driven, mission-aligned, dynamic, familiar with charter schools and the achievement gap, etc. Due to these efforts, Atmosphere's staff is now able to provide students with more rigorous, standards-based, data-driven, and urgent instruction. The school has continued its investment in coaching, professional development, and its portfolio-based evaluation system, which uses the Danielson Framework and is shared equally between employee and supervisor. All of these practices are designed to promote professional reflection and growth. To better align and further increase the frequency of these supports, Atmosphere has added expert leaders to its staff to provide more localized and embedded management, coaching, and feedback.

- Curricular and Instructional Systems – In 2016-2017, Atmosphere will maintain greater fidelity to EngageNY, Ready New York, and other core curricula that is proven to be highly effective and aligned to the Common Core standards and NYS assessments. Proper modifications and changes will be made to make it accessible to all students, but teachers will need to demonstrate an ongoing and sustained commitment to utilizing these and many other core tools in their daily lessons and practice. Moreover, lesson plans and scope and sequences are now submitted and checked on a weekly basis to ensure that progress towards the standards is being made. Data is collected and analyzed to confirm mastery of those standards. Other changes that support these outcomes include:
 - the adoption of a universal lesson plan template that requires teachers to articulate all core deliverables from standards and essential questions to the data that the lesson is based on and will produce
 - a common grading policy and gradebook structure, which emphasizes student assessment and mastery of standards and content
 - common acronyms, worksheets, graphic organizers, and rubrics that norm how students learn to annotate as they read, write essays, construct short responses, approach math, problem solve, etc. across all content areas
 - the maintenance of a single student achievement database (“data dashboard”) with all real time, critical, student achievement data that all stakeholders can access and review as needed
 - the completion of exit tickets, do-nows, and other daily checks for understanding that generate actionable data, which teachers must demonstrate and document they have acted upon within the lesson plan template with ongoing feedback and follow up from their supervisor

- **Intervention Systems** – All students will continue to receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week. However, all students will now also receive an additional 150 minutes of Achievement instruction per week. Furthermore, special school days have been added to the calendar on Saturdays and during breaks to provide even more time on task related to Achievement instruction. These special days add up to an aggregate of 14 full school days. Beyond the full group setting, Achievement Coaches will work with small groups of 3 to 8 students that are selected and grouped based on their scaled scores and performance levels on the NYS tests. From an academic perspective, 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. Literacy Specialists will work directly with students by collaboratively providing instruction with teachers within the classroom as well as via small group pull-out sessions for students with deficits in reading and writing. Math Specialists will do the same for students struggling in math. 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. Finally, teachers and after-school staff will be providing additional interventions after-school via extra help sessions. All special education instruction and academic intervention services is data-driven.
- **Data and Assessment Systems**– To enable more targeted and differentiated instruction, Atmosphere has fully implemented a comprehensive data infrastructure and system as well as a rigorous regimen of standards-aligned assessments. These efforts have been undertaken both independently and in concert with Achievement Network, a new Atmosphere strategic partner for 2016-2017. These changes, when taken in concert with the changes to the instructional systems outlined above, will not only ensure quarterly and incremental assessment and actionable data, but also daily checks for understanding. All academic classes now include quarterly assessments monthly unit assessments, and weekly mini-assessments and assignments. Atmosphere’s use of a new gradebook software now allows for standards-based grading, greater data visualization, and itemized and disaggregated data reports that will both drive high-level decision-making and inform instruction and supplemental services on a per student/small group basis. All assessments to be administered are aligned to Common Core standards and, along with other rubrics, used to create Student Achievement Profiles that will be consistently monitored and reviewed for adequate progress markers. To ensure that students are prepared for state exams and have developed the stamina required, the school will administer mock exams several times throughout the year. Teachers will receive both formal professional development focused on the use of data as well as ongoing coaching and support from Grade Level Coordinators, Directors, and external coaches from Achievement Network.
- **Culture** - Finally, the school has implemented clearer cultural norms and more stringent classroom management procedures. Atmosphere will provide professional development workshops for teachers in the Responsive Classroom model as well as ongoing coaching to further support the proper management techniques and best practices therein. In addition, as the school has grown and has developed stronger operational systems and procedures,

the Principal and other instructional leaders will have more time to provide support to teachers and specialists in a concerted effort to foster shared responses for common management or instructional issues.

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 New York State's Common Core Learning Standards for Mathematics, which are based on the Common Core State Standards for Mathematical Practice:

- **Math Applications:** All Math Applications courses focus on grade level topics that prepare students for achievement on their grade level as well as advanced topics that help increase their familiarity and comfort with content to come on the next grade level.
- **Math Foundations:** All Math Foundations courses focus on foundational math skills, remediation of deficits, and pre-work that enhances the learning experience in the Math Applications class.

Math Applications

The purpose of the 6th Grade Applications class is to provide students with grade-appropriate, core math knowledge and skills. In this way, the course content is designed to prepare each student for success on grade level and to accelerate their development for success in future grade levels and in college and career.

In 6th Grade, the school year will be broken up into six separate (but interrelated) modules. The modules align with the 6th grade Common Core Standards and will prepare students to succeed in 6th grade and beyond.

- *Module 1:* Ratios and Unit Rates
- *Module 2:* Arithmetic Operations Including Dividing by a Fraction
- *Module 3:* Rational Numbers
- *Module 4:* Expressions and Equations
- *Module 5:* Area, Surface Area, and Volume Problems
- *Module 6:* Statistics

The purpose of the 7th Grade Applications class is to also to provide students with grade-appropriate, core math knowledge and skills. Similar to 6th Grade, the course will prepare each student for success on grade level and to accelerate their development. Broken up into six separate (but interrelated) modules, the course will build on the students' 6th grade experiences and be supplemented through participation in their Math Foundations class. The modules align with the 7th grade Common Core Standards and will prepare students to succeed in 8th grade and beyond.

MATHEMATICS

- *Module 1: Ratios and Proportional Relationships*
- *Module 2: Rational Numbers*
- *Module 3: Expressions and Equations*
- *Module 4: Percent and Proportional Relationships*
- *Module 5: Statistics and Probability*
- *Module 6: Geometry*

By the end of each year, students will be both proficient and confident in solving problems and expressing themselves mathematically.

Math Foundations

The Math Foundations course uses a remediation and pre-teach approach. Based on the curriculum maps that teachers are using in the Math Applications course, the Math Foundations teachers pre-teach those concepts using EngageNY's lessons and resources. Teachers use multiple representations in each lesson to further the development the concepts before students encounter the application of those concepts in the Math Applications class. The lessons are also used to reteach concepts taught in the Math Applications class. Furthermore, the Math Foundations course provides additional time and focus on differentiating content and remediating common deficits.

The 6th Grade Math Foundations course will focus on topics that will prepare the students to succeed in the Math 6 Applications course. Furthermore, the Technology portion of this course will ensure the students are proficient in the technologies used in and out of the classroom. Math 6 Foundations will be given Monday, Thursday and Friday each week. Math 6 Technology will be given Tuesday and Wednesday each week.

The 7th Grade Math Foundations course also focuses on topics that will prepare students to succeed in their Mathematical Applications course. Three days a week (Monday, Wednesday, Friday), teachers will be preparing for success on the state exam by working out of the Ready New York CCLS Mathematics Instruction workbook, and on the other two days (Tuesday, Thursday) teachers will spend time reviewing and practicing basic mathematical operations.

Below are various methods and tools utilized in the Math Foundations course (and the Math Applications course as needed) to ameliorate gaps in core knowledge and skills:

- Atmosphere students can model with manipulatives and participate in activities that lead to the discovery of important mathematical concepts. Through this process, they develop mathematical understanding while exploring ways of expressing their discoveries in English and in universal visual language. The appearance of the manipulative, their meaning, as well as the language used to describe their actions all work in concert to promote multiple literacies (English literacy, math literacy, visual literacy, etc.).
- Atmosphere Math Teachers have access to video clips of each lesson that they can use to overcome the language barriers ELL students face. The videos show key vocabulary used to build a concept.

- To provide ELL students with even greater support, Atmosphere Math Teachers can employ preview video clips as part of an extended mini-lesson in the Math Foundations class while the other students are working on different tasks. This extra time reviewing the concept helps students feel more prepared to participate in the lesson.
- Additionally, the Math Foundations course provides all students with the lesson that will be taught the following day in the Math Applications class. Both in that preemptive classroom environment and at home, students can watch the lesson clips online (in their native language if available) and be better prepared to see the same lesson in English the following day. By flipping the classroom in this way, Atmosphere hopes to prepare all students for math success, especially ELLs and special education students. If a student's native language is not available in the online video clips, the English transcription of the video clip is downloaded and translated as a reference prior to viewing by the student.
- Atmosphere students use graphic organizers to organize information and reference it when needed, while also focusing their learning, conveying meaning, and checking for understanding.
- Atmosphere students and Math Teachers update their word walls daily with new math vocabulary words (and their meaning/pictorial representation) for every new concept that is discovered. The word wall is an interactive tool for all learners and provides an additional language resource for ELL students.
- Additionally, an operation word wall is created by students in both Math Foundations and Math Applications in order to help solve word problems. As an added resource, words can be written in both English and the native language of the learner. Pictures and descriptions are also encouraged next to words wherever appropriate.
- Atmosphere students make their own bilingual math dictionary, which helps to translate complex math terms and concepts into accessible language. Each time a math word is introduced, students keep the word with the translation in their own personal journal as a quicker reference. The journal can contain the word in their native language, in everyday English, in mathematical language, and in visual terms when possible.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6th grade in April 2016. 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

MATHEMATICS

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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	138	1		1*		140
7	N/A					N/A
8	N/A					N/A
All	138	1		1		140

*Bereavement exemption

RESULTS

All but two 6th Grade students took the Math exam in April, and 8% received a score of 3 or 4. However, as Atmosphere Academy is only in its first year of operation, none of the students tested are in their second year at the school. Therefore, attainment toward this goal cannot be measured.

Performance on 2015-16 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	8%	138	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	8%	138	N/A	N/A

EVALUATION

As mentioned above, we are unable to evaluate our performance in this absolute measure as all students tested were new to the school. Overall, however, we were disappointed in the scores received and had hoped to see greater gains for our students, the majority of whom arrived at the school one or more years below grade level in Math. We attribute this poor performance to a

⁶ 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.

MATHEMATICS

number of challenges faced during the school year and a number of key factors that were not uniformly present across all classrooms as defined in more detail in the ELA section.

ADDITIONAL EVIDENCE

As 2015-16 was Atmosphere Academy's first year of operation, we are not able to analyze year-to-year trends during the current Accountability Period.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6					N/A	N/A
7					N/A	N/A
8					N/A	N/A
All					N/A	N/A

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Atmosphere Academy's Performance Level Index for 2015-16 is 55.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	53	39	4	4

$$\begin{array}{rcccccccc}
 \text{PI} & = & 39 & + & 4 & + & 4 & = & 47 \\
 & & & & 4 & + & 4 & = & \underline{8} \\
 & & & & & & \text{PLI} & = & 55
 \end{array}$$

EVALUATION

Atmosphere Academy did not meet the goal for this measure, missing the AMO by 46 points. The challenges faced by the school in its year of operation, as described in the evaluation for Absolute Goal 1, resulted in fewer gains made by students over the course of the year.

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 local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.⁸

As Atmosphere Academy is only in its first year of operation, only the district data can be included in the chart below.

RESULTS

As 2015-16 was Atmosphere Academy's first year of operation, we are unable to compare the scores of students in at least their second year at the score with the scores of students in the corresponding grades for NYC CSD 10.

2015-16 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				

⁸ 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](#).

MATHEMATICS

4				
5				
6	N/A	N/A	23%	3726
7				
8				
All	N/A	N/A	23%	3726

EVALUATION

This performance measure cannot be evaluated as the school in its first year of operation. Therefore, no students tested have attended the school for at least two years.

ADDITIONAL EVIDENCE

Not Applicable.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6					N/A	23%
7						
8						
All					N/A	23%

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.

MATHEMATICS

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

As Atmosphere Academy is only in its first year of operation, no data for 2014-15 is available.

RESULTS

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

2014-15 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						
7						
8						
All						

School's Overall Comparative Performance:

Not Applicable.

EVALUATION

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

ADDITIONAL EVIDENCE

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13						

MATHEMATICS

2013-14						
2014-15						

Goal 2: Growth Measure⁹

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 state’s unadjusted median growth percentile.

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

As Atmosphere Academy is only in its first year of operation, no data for 2014-15 is available.

RESULTS

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

MATHEMATICS

EVALUATION

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

ADDITIONAL EVIDENCE

Not Applicable as 2015-16 was the first year of operation for Atmosphere Academy.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

SUMMARY OF THE MATHEMATICS GOAL

At this time, Atmosphere Academy cannot yet measure whether or not it is meeting any of the accountability goals, except for Absolute Measure 2, which was not met.

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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
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 state's unadjusted median growth percentile.	N/A

ACTION PLAN

The changes made to the school's math program mirror those presented above in the English Language Arts action plan. These key programmatic improvements are focused on the hiring and professional development of highly qualified teachers, additional intervention services for students below grade level, a stronger and more consistent use of student data, and tighter management/supervision of both students and staff.

- **Highly Effective teachers** – In year one, the school leaders found that the quality of the instruction was not as high as needed in order to provide the rapid remediation of our struggling learners. Therefore, several necessary staffing changes were made to ensure that all teachers are highly effective. The 2015-2016 evaluation process was used to help identify low performing teachers and develop them professionally. While many staff grew and learned, some did not and were replaced immediately if necessary or not offered a position for 2016-2017. The 2015-2016 cohort of Atmosphere staff were vetted and hired prior to the school even having a building or any students, which made it difficult to facilitate demo lessons or attract fill each opening with the staff needed to realize Atmosphere's longer term goals. The recruitment and hiring of the 2016-2017 staff has been a radically different process in that Atmosphere is now a destination for teachers, who see the students and the school building as an appealing option when compared to other charter and DOE options. This has provided Atmosphere with multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's work last year to develop and cultivate a staff that is professional, solutions-oriented, data-driven, mission-aligned, dynamic, familiar with charter schools and the achievement gap, etc. Due to these efforts, Atmosphere's staff is now able to provide students with more rigorous, standards-based, data-driven, and urgent instruction. The school has continued its investment in coaching, professional development, and its portfolio-based evaluation system, which uses the Danielson Framework and is shared equally between employee and supervisor. All of these practices are designed to promote professional reflection and growth. To better align and further increase the frequency of these supports, Atmosphere has added expert leaders to its staff to provide more localized and embedded management, coaching, and feedback.

- **Curricular and Instructional Systems** – In 2016-2017, Atmosphere will maintain greater fidelity to EngageNY, Ready New York, and other core curricula that is proven to be highly effective and aligned to the Common Core standards and NYS assessments. Proper modifications and changes will be made to make it accessible to all students, but teachers will need to demonstrate an ongoing and sustained commitment to utilizing these and many other core tools in their daily lessons and practice. Moreover, lesson plans and scope and sequences are now submitted and checked on a weekly basis to ensure that progress towards the standards is being made. Data is collected and analyzed to confirm mastery of those standards. Other changes that support these outcomes include:
 - the adoption of a universal lesson plan template that requires teachers to articulate all core deliverables from standards and essential questions to the data that the lesson is based on and will produce
 - a common grading policy and gradebook structure, which emphasizes student assessment and mastery of standards and content

- common acronyms, worksheets, graphic organizers, and rubrics that norm how students learn to annotate as they read, write essays, construct short responses, approach math, problem solve, etc. across all content areas
 - the maintenance of a single student achievement database (“data dashboard”) with all real time, critical, student achievement data that all stakeholders can access and review as needed
 - the completion of exit tickets, do-nows, and other daily checks for understanding that generate actionable data, which teachers must demonstrate and document they have acted upon within the lesson plan template with ongoing feedback and follow up from their supervisor
- Intervention Systems – All students will continue to receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week. However, all students will now also receive an additional 150 minutes of Achievement instruction in Math and ELA per week. Furthermore, special school days have been added to the calendar on Saturdays and during breaks to provide even more time on task related to Achievement instruction. These special days add up to an aggregate of 14 full school days. Beyond the full group setting, Achievement Coaches will work with small groups of 3 to 8 students that are selected and grouped based on their scaled scores and performance levels on the NYS tests. From an academic perspective, 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. Literacy Specialists will work directly with students by collaboratively providing instruction with teachers within the classroom as well as via small group pull-out sessions for students with deficits in reading and writing. Math Specialists will do the same for students struggling in math. 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. Finally, teachers and after-school staff will be providing additional interventions after-school via extra help sessions. All special education instruction and academic intervention services is data-driven.
 - Data and Assessment Systems– To enable more targeted and differentiated instruction, Atmosphere has fully implemented a comprehensive data infrastructure and system as well as a rigorous regimen of standards-aligned assessments. These efforts have been undertaken both independently and in concert with Achievement Network, a new Atmosphere strategic partner for 2016-2017. These changes, when taken in concert with the changes to the instructional systems outlined above, will not only ensure quarterly and incremental assessment and actionable data, but also daily checks for understanding. All academic classes now include quarterly assessments monthly unit assessments, and weekly mini-assessments and assignments. Atmosphere’s use of a new gradebook software now allows for standards-based grading, greater data visualization, and itemized and disaggregated data reports that will both drive high-level decision-making and inform instruction and supplemental services on a per student/small group basis. All assessments to be administered are aligned to Common Core standards and, along with other rubrics, used to create Student Achievement Profiles that will be consistently monitored and reviewed for adequate progress markers. To ensure that students are prepared for state

exams and have developed the stamina required, the school will administer mock exams several times throughout the year. Teachers will receive both formal professional development focused on the use of data as well as ongoing coaching and support from Grade Level Coordinators, Directors, and external coaches from Achievement Network.

- Culture - Finally, the school has implemented clearer cultural norms and more stringent classroom management procedures. Atmosphere will provide professional development workshops for teachers in the Responsive Classroom model as well as ongoing coaching to further support the proper management techniques and best practices therein. In addition, as the school has grown and has developed stronger operational systems and procedures, the Principal and other instructional leaders will have more time to provide support to teachers and specialists in a concerted effort to foster shared responses for common management or instructional issues.

SCIENCE

Goal 3: Science

Students will demonstrate high levels of achievement in science.

BACKGROUND

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

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

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

Atmosphere also used the Next Generation Science Standards and the National Science Education Standards as additional, informal guideposts to help inform its curricular choices and instructional philosophy in the science classroom. The order of the three courses has been altered from the order proposed in the school's charter application to better align with the Next Generation standards and to prepare students to take the Earth Science Regents in 8th Grade.

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

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

- **Khan Academy:** The biology, physics, cosmology, and astronomy sections of Khan Academy are leveraged for independent and guided practice.
- **BrainPop:** The science section of the BrainPop website and application is also a tool for increasing student interest.
- **Outside Reading:** Students are asked to read multiple science related texts each year.

Goal 3: 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 science examination.

SCIENCE

METHOD

Atmosphere Academy has not yet administered the New York State Testing Program science assessment as only 6th Grade students were enrolled in 2015-16.

RESULTS

Not Applicable. Atmosphere has not yet administered the science exam.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

Not Applicable. Atmosphere has not yet administered the science exam.

ADDITIONAL EVIDENCE

Not Applicable. Atmosphere has not yet administered the science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

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 local school district.

METHOD

Atmosphere Academy has not yet administered the New York State Testing Program science assessment as only 6th Grade students were enrolled in 2015-16.

SCIENCE

RESULTS

Not Applicable. Atmosphere has not yet administered the science exam.

2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

Not Applicable. Atmosphere has not yet administered the science exam.

ADDITIONAL EVIDENCE

Not Applicable. Atmosphere has not yet administered the science exam.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

SUMMARY OF THE SCIENCE GOAL

Atmosphere Academy has not yet administered the New York State Testing Program science assessment as only 6th Grade students were enrolled in 2015-16.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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 local school district.	N/A

SCIENCE

ACTION PLAN

Atmosphere is not planning any substantial changes to the Science program at this time.

NCLB

Goal 4: NCLB

The school will make adequate yearly progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Atmosphere Academy has not received a School Report Card for 2015-16.

EVALUATION

Not Applicable.

ADDITIONAL EVIDENCE

Not Applicable.

NCLB Status by Year

Year	Status
2013-14	Choose an item.
2014-15	Choose an item.
2015-16	Choose an item.