



**Atmosphere Academy Public
Charter Schools**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Chief Executive Officer, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s Board of Trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Dr. Michael Lagas, Ed.D.	Chair	Finance Middle School Committee
Jesse J. Greene, Jr., Esq.	Treasurer	Finance High School Committee
Alan Dillon	Member	Middle School Committee
M. James Spitzer, Esq.	Member	High School Committee
Colin Greene	Ex Officio	

Colin Greene has served as the Chief Executive Officer since 2015.

SCHOOL OVERVIEW

Atmosphere Academy Public Charter Schools was launched in January 2015 and opened its doors for students in August, 2015, serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2021-2022, the school served 648 6th-8th Grade students. Of these students, 21% were students with IEP's, 12% were English Language Learners, and 95% were from economically disadvantaged families. The students were primarily Hispanic/Latino (76.2%) and African-American (19.5%). The remaining students were Asian (1%), White (2%), American Indian/Alaskan (0.7%), Multi-racial (0.3%), and 0.3% are unknown.

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.

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 have facilitated and sustained Atmosphere's success as a middle school. These KDEs will be strengthened and improved during the renewal charter term through the school's continuous commitment to professional growth and the reflection and revision cycle.

- Middle School KDE #1: School Culture
 - Atmosphere has developed a schoolwide culture across 3 campuses that supports student social-emotional and academic development through the creation of innovative programs and systems. The school's culture begins with a welcoming environment for students, parents and staff created by a discipline process and classroom routines that establish a safe and secure environment for all students to learn in. With this foundation in place, students engage in rigorous and challenging coursework that promotes improved student outcomes. Moreover, the Advisory Program and Restorative Justice Program establish norms for building character, giving back to the community, and resolving conflict in a collaborative way. Furthermore, the Enrichment Program, Career Exploration Program, and STARS Program (as explained and defined in the "School Culture" section later in this document) help to inspire students by connecting the learning process to a larger, lifelong, career outcome or hands-on experience. Consequently, through these varied initiatives, all stakeholders are empowered to build a supportive, innovative, collaborative, inspired, inspiring and rigorous community.

- Middle School KDE #2: Rigorous and Diverse Course Offerings
 - Atmosphere offers a wide range of academic courses. Appropriate changes have been made from Atmosphere's initial application in order to better focus the school's course offerings on Atmosphere's mission of improving student outcomes so students are fully prepared for future success. As a result, the suite of courses has

been designed to provide rigorous grade level content that addresses the state standards in English, mathematics, science, social studies, and health/physical education. Varied instructional approaches for each team allow the teachers to reach those expectations through differentiated levels of questioning, activities, materials and scaffolding. Previously treated as a second instructional period in the content, the secondary mathematics and English courses were revised for year three to facilitate accelerated or remedial instruction based on individual student need. As a result of this change, the English Lab and Math Lab courses now provide advanced content to honors level students while also providing academic support to other teams in order to increase their level of proficiency. The accelerated Math Lab courses prepare students for advanced math topics in 6th and 7th grade and the Algebra Regents in 8th grade. The accelerated English Lab course utilizes the Springboard curriculum to expedite student entry in Advanced Placement courses in high school. Similarly, students who fall below grade level proficiency are provided remediation supports during their Lab classes in order to identify and rectify specific areas of weakness.

- Middle School KDE #3: Standards-Aligned Curriculum
 - All academic courses are aligned to their current grade level student learning standards as prescribed by New York State. In addition to adherence to their own content-based standards, teachers in science, social studies, health and physical education are expected to link lessons to applicable supporting English and mathematics standards and skills. The Instructional Leadership Team is in the process of converting all curriculum maps to the NYS Next Generation Learning Standards for implementation in the 2020-2021 academic year.

- Middle School KDE #4: Extended Day/Year
 - Atmosphere offers an 8-hour extended school day by starting earlier and ending later than local district schools. Moreover, the school's extended school year is made possible by beginning each year in August instead of September, holding school days during breaks, and providing additional instruction time after school and on Saturdays. After school programming includes Achievement classes and Academic Intervention Services.

- Middle School KDE #5: 21st Century Learning
 - All content instruction supports student learning in the 21st century skills needed for college and career success.
 - Creative and Critical Thinking - Inquiry-based assignments requiring students to critically evaluate and formulate evidence-based arguments (written and oral) are frequently given in all content areas.
 - Innovation and Entrepreneurship - Atmosphere students are encouraged to find and apply innovative approaches in determining and evaluating solutions to problems. For example, in social studies and English, students discuss authentic approaches to changing inequities in the community. This

- approach is also seen in the science and mathematics classes as students apply and test their theories in labs and design projects.
- Collaboration and Leadership - Through the promotion of the Gradual Release of Responsibility instructional model, Atmosphere fosters collaboration and leadership across all classrooms by having students take ownership of their learning, lead the discovery and presentation of meaning, and actively problem solve. Students regularly give and respond to oral reports and participate in group discussions.
 - Digital Literacy - This is accomplished on a digital platform via the school's ubiquitous utilization of Google Apps for Education and a 1-to-1 Chromebook environment. Teachers engage students in learning across a multitude of web-based platforms, requiring the student to interact with various resources and submit drafts and final work products online.
 - College and Career Readiness - Instructional materials contain technical language that students must interpret, comprehend and creatively apply to real life scenarios. Exposure to college and careers is provided through field trips and presentations throughout the year. Expanded learning about specific fields of study and employment are explored in the end of the 8th grade year through the Career Exploration Program (discussed later in this response).
- Middle School KDE #6: Key Partners and Supporters
 - Atmosphere implemented many of the key partnerships it proposed in its charter application (Fordham University, Columbia University, Westmoreland Sanctuary, etc.). It also added new partners over time who provided critical enrichment programming to Atmosphere students or strategic professional development to Atmosphere staff. Atmosphere has continuously monitored these partnerships for their return on investment (ROI) and has been increasingly selective about who Atmosphere partner with.
 - For enrichment, Atmosphere worked with Riverdale Music Studio, Generation Code, Fluent City, Westchester Land Trust, The Island School, and Lincoln Center Education, among others. These partners helped bring arts programs, nature education, music instruction, coding classes, foreign language courses, and more to Atmosphere.
 - For professional development, Atmosphere worked with Achievement Network, Responsive Classroom, HMH, Fordham University, Teachers College, SPED Collaborative, New York City Department of Education (NYCDOE) Showcase Schools, and others.
 - There were some partnerships that were proposed in the charter application that could not be implemented due to the nature of Atmosphere's charter. For example, Atmosphere had proposed a middle and high school of over 1000 students, which was then pared down to a 342-student middle school in the final approval process. This smaller footprint prevented Atmosphere from implementing a school-based health clinic with Montefiore Medical Center, who required the school to be over 1000 students.

- Middle School KDE #7: Student-Centered and Differentiated Instruction
 - In order to promote student achievement and ownership of the learning process, Atmosphere Academy has used the Gradual Release of Responsibility instruction model. During the course of a class period, teachers facilitate a mini-lesson centered around a standards-based essential question or enduring understanding that models the content and skills. The students are then “released” to work collaboratively to practice what has been modeled before attempting the work independently. Differentiated approaches to instruction and modifications of this process are expected to better meet the needs of all students. Differentiation by content, readiness, product, process, learning environment and interest are noted on the daily lesson plan and monitored for effectiveness.

- Middle School KDE #8: Distributed Leadership
 - Atmosphere has continuously put the onus on staff to take on the mantle of leadership. In this way, the school has remained true to its Distributed Leadership model by holding staff to the highest expectations, asking them to facilitate improvements, and providing greater oversight to support them in doing so. The Leadership Team has driven this process and facilitated the change necessary to empower the broader team to actively contribute to improving the organization and, in turn, improving student outcomes. Whenever possible, internal candidates were promoted based on merit, showing that hard work and dedication are rewarded for those ready to take on greater responsibility. In addition to the Leadership Team, Teacher Leaders and Shared Decision Making (SDM) Teams help the organization thrive by providing a conduit between the staff and key administrators in specific areas of focus.

- Middle School KDE #9: Special Education Program
 - Atmosphere is dedicated to serving all students that receive special education support services. The school serves students through a variety of settings offered on each grade level including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) and a Self-Contained Setting (12:1:1). Each year, the Leadership Team evaluates the settings needed to best serve the current student population. In addition, Atmosphere leverages its relationship with the Committee on Special Education (CSE) to utilize related services that are provided through NYCDOE agencies to ensure students receive speech and language therapy, counseling, occupational therapy, and physical therapy.

- Middle School KDE #10: ELL Program
 - Atmosphere supports English Language Learners through strategic lesson planning and fidelity to the service metrics as outlined by NYS. The school employs an English Language Learner Specialist whose primary role is to service students based on their language acquisition level as dictated by NYSESLAT results. In addition to this, the ELL Specialist co-plans during department and grade level meetings in order to contribute to lesson planning on a larger scale. The ELL Specialist, along with the

support of outside vendors, provide professional development throughout the year on how to utilize SIOP-aligned strategies (Sheltered Instruction Observation Protocol).

- Middle School KDE #11: Rapid Response to Intervention
 - Atmosphere's Intervention Program has evolved over time to become increasingly more responsive and urgent. Due to the fact that the school was initially developed to serve students who are often below grade level, tier 1 intervention was embedded in the daily class schedule for all students from the start. In this way, all students receive two periods of math instruction and two periods of English instruction per day plus additional math and English instructional time via Achievement classes as well as interdisciplinary approaches to English literacy and mathematical literacy. Each year, student data is collected through specific assessments to identify students who could benefit from additional intervention services in tiers 2 and 3. The Response to Intervention (RTI) Team reviews the data and individualizes student academic and behavior plans to promote targeted growth in specific skill deficit areas. Tier 2 and 3 students are supported through parent meetings, counseling and goal setting conferences. Academic and behavior data is reviewed in weekly RTI meetings and staff grade level meetings. Student data and plans are reviewed through a six-ten week cycle as pre-determined by the team of teachers and intervention specialists.

- Middle School KDE #12: Restorative Justice
 - Atmosphere's core philosophy regarding behavior is for students to do their best and if they fall short in upholding their positive position in the community, they must restore the situation. Students are supported by the restorative processes through one-to-one conferencing, mediations, community circles, and Restorative Justice classes. The grade level Deans work with every student, team, and teacher to build restorative practices schoolwide. Increasing student voice is key in establishing a student's role in restoring any situation.

- Middle School KDE #13: Data-Driven Decision Making
 - Atmosphere continues to utilize data in multiple ways to strategically plan all aspects of the school program. Student performance data is utilized to refine instructional practices including reteaching, differentiation, and targeted supports. The selection of students for academic teams, interventions, rewards, and experiences is made through analysis and discussion of these data. A revision to the grading policy at the start of year 3 prioritized frequent formative assessments to provide teachers with real-time data for actionable changes. The revision of the teacher evaluation system and the Teaching Learning Assessment and Reflection Cycle have facilitated a regular collection and analysis of actionable data that can drive immediate change. Teacher performance data collected through classroom observations and the submission of deliverables (lesson plans, assessments etc.) is regularly reviewed by the Instructional Leadership Team to drive professional development and make staffing determinations.

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- Middle School KDE #14: Core Values
 - Atmosphere has core values that support students with becoming mindful leaders. The 8 core values are persistent, curious, collaborative, ethical, reflective, multicultural, empathetic, and civic. These values are used to help students participate in the school community and are referenced to address missteps in behavior. Students are expected to have a growth mindset by setting goals, being reflective, and taking ownership of their education. Students are asked to use these core values to navigate their middle school experience and build their character and social emotional capacity. Advisory classes, Restorative Justice classes, and various conferences are the main venues where students discuss their awareness and utilization of the core values.

- Middle School KDE #15: Governance
 - During its initial charter term, Atmosphere has shown strict oversight and compliance. Fiscal governance at the school has been strong with net incomes in most years, no financial abnormalities or malfeasance, and consecutive clean audits in each year. Atmosphere’s state reporting has been timely, thorough, and in compliance with all NYSED, SUNY, and NYCDOE reporting requirements. Finally, Atmosphere’s board meeting and school operations have been aligned with charter and state law.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18							128	130						258
2018-19							154	142	125					421
2019-20							126	152	127					405
2020-21							137	135	139					410
2021-22							240	229	204					673

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 ensure 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.

In the summer of 2019, Academy updated the English curriculum to reflect the New York State Next Generation Learning Standards for English Language Arts. Atmosphere adds 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 stories, engage in the ideation process, and change outcomes.

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 for English Language Arts, 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, Freckle 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. In the 2021-2022 school year, the English Lab was temporarily suspended. Instead, scholars participated in an additional English Achievement period. This course, mentioned in the school overview section, provides support for scholars in test-taking strategies. In English Achievement, scholars honed their comprehension and writing skills utilizing our English systems to build proficiency on the state exams. This temporary change was made to address deficits resulting from lost instruction during the pandemic.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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 6th through 8th grades in spring 2022. 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5						
6	225	0	1	0	5	231
7	219	0	1	0	2	222
8	193	0	0	0	2	195
All	637	0	2	0	9	648

RESULTS AND EVALUATION

Of the 648 students enrolled at Atmosphere at the time of testing, all but 11 took the 2021-22 NYS ELA exam. In 2021-22, 356 of the 7th and 8th Grade students were enrolled in their second year at the school as well as three 6th Graders who repeated the grade for a total of 359 students enrolled in at least their second year. Overall, 59.2% of tested students attained a Level 3 or Level 4 on the exam. In addition, 57.7% of the students enrolled in their second year attained proficiency at these levels.

Performance on 2021-22 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	63.6	225	66.7	3

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

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7	55.3	219	54	174
8	58.5	193	57.7	182
All	59.2	637	56	359

Based on these numbers, Atmosphere did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 56% of second-year students receiving a Level 3 or Level 4 score, the school missed the target by 19 percentage points but saw a growth of 9 percentage points from 2018-19.

While we were unable to attain this goal, the school was encouraged by the overall growth seen from last year. This achievement illustrates areas of strength in our academic program. To meet our goals in the coming years, the school has reflected on these areas and improved academic offerings for the 2022-2023 school year. As in the previous years, Atmosphere will continue to focus on:

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

ADDITIONAL EVIDENCE

Overall, we feel we are making tremendous gains in student achievement in ELA, as evidenced by the increased percentage of students reaching proficiency in 2021-22 as compared to NYS ELA assessments in 2018-19, the last year for which we have reliable state results. Atmosphere’s English proficiency scores increased by 15.6 percentage points from 2019 to 2022, with increases in all grades. 6th Grade had the largest increase of 22.1 percentage points.

Cohort	2022 English % Proficient (NYS assessments)	2019 English % Proficient (NYS Assessments)
6th Grade	63.6%	41.5%
7th Grade	55.3%	41.0%
8th Grade	58.6%	49.2%
All	59.2%	43.6%

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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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

We are unable to analyze our results for this Comparative Measure as district scores have not yet been released.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	66.7	3	TBD	TBD
7	54	174	TBD	TBD
8	57.7	182	TBD	TBD
All	56	359	TBD	TBD

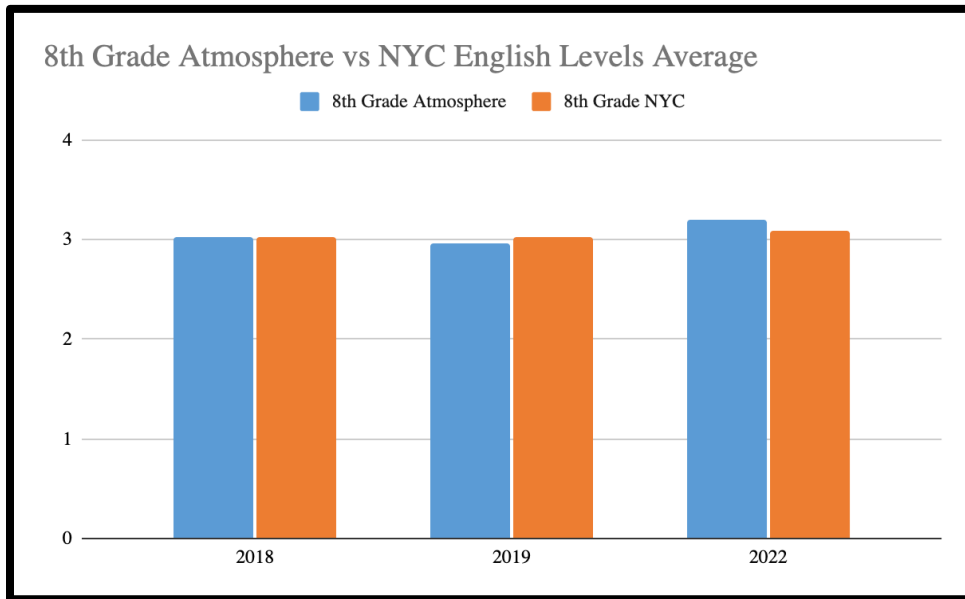
² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

Although we are unable to draw a comparison with CSD 10, we have done some analysis on Atmosphere’s performance on the 2022 ELA exam versus New York City averages, reviewing growth as well as overall proficiency.

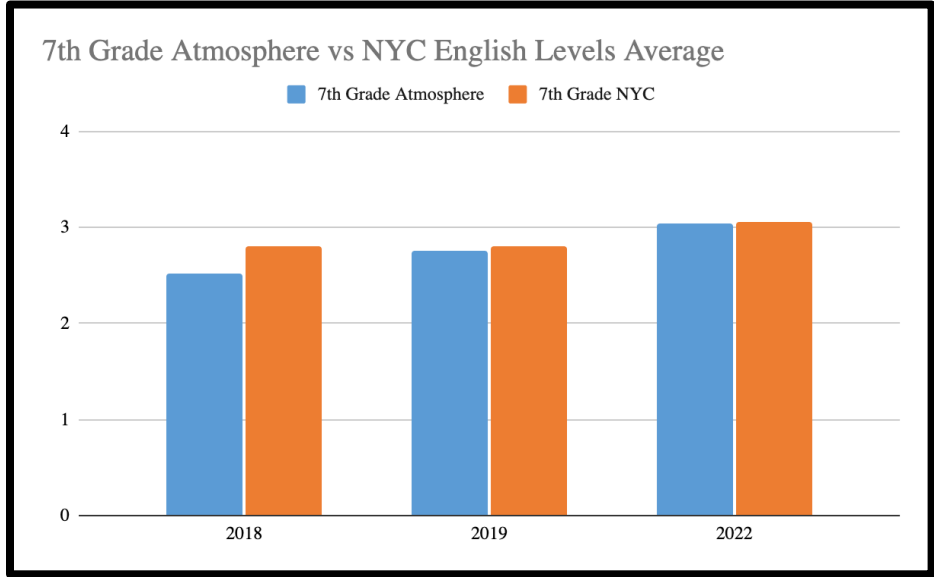
8th Grade

From 2019 to 2022, Atmosphere outperformed NYC in 8th Grade English both in terms of proficiency level and growth. Atmosphere’s first 8th Grade cohort (Class of 2018) started at the same level as NYC. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s latest 8th Grade cohort (8th Grade Class of 2022) finished 0.11 of a level ahead of NYC. Atmosphere had a net gain of 0.11 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 8th grade proficiency level exceeded NYC’s pre-COVID proficiency levels.



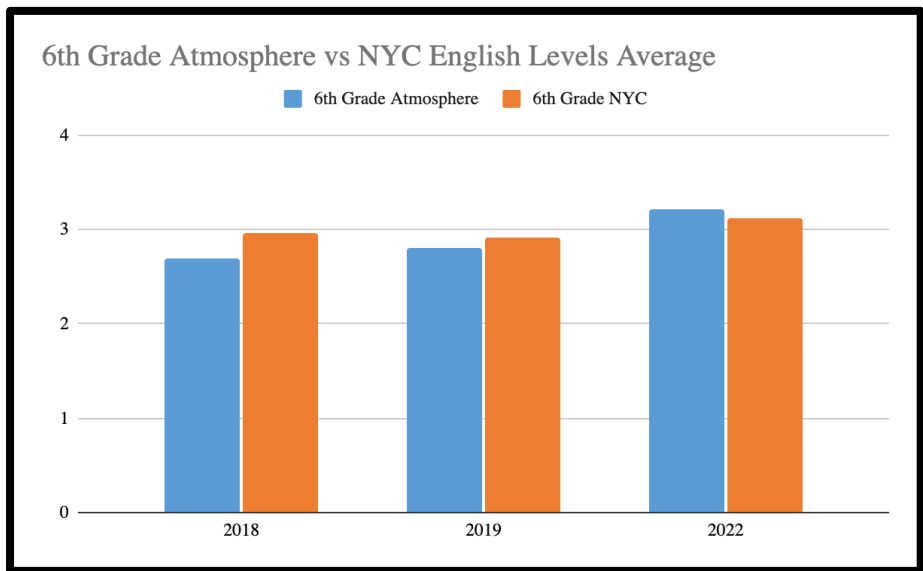
7th Grade

Since 2018, Atmosphere has outperformed NYC in 7th Grade English in terms of growth and has approached NYC in terms of proficiency level. Atmosphere’s 7th Grade cohort in 2018 started 0.29 of a level behind NYC. Despite the interruption in students’ education that resulted from the pandemic, Atmosphere’s 7th Grade cohort in 2022 finished 0.01 of a level behind NYC. Atmosphere had a net gain of 0.28 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 7th Grade proficiency level exceeded NYC’s pre-COVID proficiency levels.



6th Grade

Since 2018, Atmosphere has outperformed NYC in 6th Grade English in terms of growth and has approached and then exceeded NYC in terms of proficiency level. Atmosphere’s 6th Grade cohort in 2018 started 0.27 of a level behind NYC. Despite the interruption in students’ education that resulted from the pandemic, Atmosphere’s 6th Grade cohort in 2022 finished 0.10 of a level ahead of NYC. Atmosphere had a net gain of 0.37 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 6th Grade proficiency level exceeded NYC’s pre-COVID proficiency levels.



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.

The Institute conducts a comparative performance analysis that compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22 school year, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA:

Internally developed

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in ELA and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

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Cohort	2022 Actual English % Proficient	2022 Projected English % Proficient	2021 Projected English % Proficient	2020 Projected English % Proficient	2019 Actual English % Proficient
6th Grade	63.6%	36.8%	36.4%	60.4%	41.5%
7th Grade	55.3%	24.5%	26.7%	50%	41.0%
8th Grade	58.5%	44.7%	30.7%	50.4%	49.2%
All	59.2%	35.3%	31.2%	53.6%	43.9%

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the two measures of progress in ELA for which we are accountable in 2021-22, Atmosphere Academy did not achieve the Absolute Measure and is unable to assess the Comparative Measure as CSD 10 scores are not yet available.

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 Met
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.	N/A
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.	Unable to Assess
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.	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 target of 50.	N/A

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on the continued professional development of highly qualified practitioners, 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 2022 - 2023 academic year. Using a portfolio-based model that included multiple observations and an evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all English teachers showed growth in their development and were invited to return. 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 strict criteria that align 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 selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader and Teacher Mentor for the department in order to insure the readiness of these new staff members.

- 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 Rigorous expectations. In order to insure that all of our scholars are receiving a rigorous and challenging educational experience and to combat grade inflation, Atmosphere began a Rigor Review in the spring of 2022. The goal of this process is to evaluate assessments and instructional materials and insure alignment to rigorous expectations in all courses. The Chief Academic Officer elected to utilize the Rigor Rubric created by the International Center for Leadership in Education due to its strong alignment with the Danielson Framework for Teaching. Academic Leaders and teachers have participated in a training on the Rigor Review process and the rubric utilized. The Academic Leaders have reviewed expectations for Rigor at AAPCS. Academic Leaders reviewed departmental assessments against the rubric. This initiative will continue in the 2022-2023 school year and will include teacher training and self-assessment as well as the review and evaluation of instructional materials and student work samples on a quarterly basis. In addition, the school will continue its use of LAACA (Literacy Across All Content Areas) an initiative that began in 2015 to align the use and evaluation of our English systems across all content areas.
- The school hopes to further develop teachers during the 2022-2023 school year through the Frontline Digital Course Library, Regional BOCES, Center for Educational Leadership, the Association for Middle-Level Education, the College Board, and Blue Engine.
- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. Teacher development focused specifically on data-driven instructional interventions. The program was successful and was expanded for the 2020 - 2021

school year. Due to the continued success of the program, Blue Engine expanded to 3 pairs of teachers in the English department for the 2021-2022 school year. The selected pair is made up of one English teacher and one special education teacher who co-teach in each grade level. In addition to teacher development, Blue Engine also coaches three leaders to better support the program. In the 2022-2023 school year, the Blue Engine program will work with co-teaching pairs in Social Studies, Science, and Mathematics. While not specifically assigned to an English teacher this year, the program will utilize the English systems and assessments to generate student performance data. That data will then be utilized to drive programmatic changes to enhance scholars reading and writing skills.

- Increased Instructional Leadership. The Leadership team for the English Department now includes a Director of the 6-12 program as well as Managers for the middle and high schools. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department managers will directly coach teachers using data to enhance their performance in the classroom.
- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers' repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved to Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year-long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers. In 2022 - 2023, Atmosphere has selected one Teacher Mentor to support each building.
- Curricular and Instructional Systems – In 2022 - 2023, instruction at Atmosphere Academy will continue to focus on the growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real-life situations and adequate time for assessment and revisiting of content. The maps for grade-level ELA courses have been aligned to the New York State Next Generation Learning Standards. 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). For the 2022-2023 school year, the anchor texts for each grade level have been revised in order to build engagement and increase skill level over time. The texts selected and coordinating assessments vertically align expectations building to Advanced Placement courses offered in the high school.

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- The department has adopted Freckle to support scholars' acquisition of literacy skills in the 2021-2022 school year. Freckle is a differentiated instruction resource that will empower English teachers to reach each student at their own level. The progress of the students will be assessed each quarter. Atmosphere believes the content-aligned assessments, worksheets, and progress analytics, will continue to be a valuable resource to promote skills mastery through practice.
- To support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation to fully understand key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and enhance 21st-century skills. LUCK in connection with LAACA (discussed above) will be completed in all content areas.
- The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre and post-assessments 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 in grades 6 and 7 will receive 650 minutes of Humanities instruction per week plus 650 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week in the fall. This number is increased in the spring to 600 minutes. Atmosphere has added Art and World Language classes for all scholars. Scholars in 6th and 7th grade will have 100 minutes of each of those courses in addition to 150 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and 90 minutes each week of Art and World Language. The additional 500 minutes are allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th Grade teams will receive the same allocations listed above for the 6th and 7th Grades. The English and Math Achievement courses have been moved to one-half day a week each in the fall and one whole day in the spring. English Linguistics and Math Fluency courses have been added to all programs except 8th Grade Honors to remediate learning loss in these areas and better support student performance. These courses replace the English and Math labs given until 2021. The English Linguistics class will focus on building comprehension through the acquisition of vocabulary and grammar skills. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
- Intervention Systems – All special education instruction and academic intervention services are 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 small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee 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 since the school's inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop a curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points in relation to each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Manager will also enhance the analysis of data for every aspect of the program.

To help maximize student achievement, Atmosphere has:

- Strategically allocated 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 Achievement, Social Studies, Health, 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 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 on and address negative behaviors (one 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, a social worker, and school aides. 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 alignment with state standards for Mathematical Practice.

The majority of content for the Mathematics Course is aligned to the grade-level standards. However, the curriculum includes the overlap of multiple related standards. For example, when teaching number sense in 6th Grade, teachers will extend the learning to further develop understanding using content later covered in 7th Grade. Whenever possible, instruction is spiraled to double back to previous standards. This allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle. Teachers focus on math literacy by providing multiple representations of a problem to differentiate instruction and build conceptual understanding. To increase students' familiarity and proficiency with problem-solving, all Math teachers focus on "Standards for Mathematical Practices" as well as teaching students to respond to questions using Atmosphere's Math Systems. These systems are consistently used in math classes to build students' problem-solving and critical thinking and application skills.

Atmosphere Scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, 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 2018-2019, 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. In the 2021-2022 school year, the Mathematics Lab was temporarily suspended. Instead, scholars participated in an additional Math Achievement period. This course, mentioned in the school overview section, provides support for scholars in test-taking strategies. In Math Achievement, scholars honed their computation skills utilizing our Math systems to build proficiency on the state exams. This temporary change was made to address deficits resulting from lost instruction during the pandemic.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 6th through 8th grades in spring 2022. 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 the total enrollment and the 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

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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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5						
6	216				15	231
7	214			2	6	222
8	190			1	4	195
All	620	0	0	3	25	648

RESULTS AND EVALUATION

Of the 648 students enrolled at Atmosphere at the time of testing, 28 students did not take the 2021-22 NYS math exam. In 2021-22, 356 of the 7th and 8th Grade students were enrolled in their second year at the school as well as three 6th Graders who repeated the grade for a total of 359 students enrolled in at least their second year. Overall, 37.4% of all tested students attained a Level 3 or Level 4 on the exam. In addition, 38.8% of the students enrolled in their second year attained proficiency at these levels.

Performance on 2021-22 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	34.7*	216	66.7	3
7	42.1	214	41.9	167
8	35.3	190	35.4	178
All	37.4	620	38.8	348

* The 2022 results do not include 10 6th Grade students who were trending proficient. Their tests were invalidated due to calculators being mistakenly given out by proctors.

Based on these numbers, Atmosphere did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 38.8% of second-year

³ 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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students receiving a Level 3 or Level 4 score, the school missed the target by 36.2 percentage points.

ADDITIONAL EVIDENCE

This year, 96% of the scholars tested were proficient on the Algebra 1 Regents exam either through testing or the Special Waiver process. The number represents 77 out of 80 scholars tested who will gain credit for the exam toward graduation.

Performance on a Regents Mathematics Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra I	93	43
8	2019-20	Algebra I	N/A	N/A
8	2020-21	Algebra I	92.3	52
8	2021-22	Algebra	75 (96 with waiver)	80

While the proficiency rate illustrates a decline in performance over previous years, it represents significant growth over the course of the year. As a result of learning deficits due to Covid 19 and other factors, our incoming 8th Grade cohort was the lowest performing on the Baseline. Although staff transitions diminished instructional time early in the year, the school was able to effectively increase instruction and strategically target skill deficits to improve scholars' performance by 63% between the Baseline and Regents exams.

As illustrated below, 13.75% of the scholars tested earned an advance proficient level 4 or 5 on the Algebra 1 Regents exam. This result illustrates a decrease in advanced proficiency from the class of 2021, but significantly above our inaugural class of 2018.

Algebra 1 Regents	2018	2019	2020	2021	2022
Total Proficient	72%	93%	N/A	92.30%	75%
Total Level 4 & 5	11%	39.50%	N/A	30.70%	13,75%

Atmosphere will continue to set a goal of above 50% advanced proficiency in order to align with our academic goals for the high school. In order to achieve this goal, we will be refining our Algebra Achievement program by increasing practice on constructed response questions and timed responses.

The Algebra 1 Regents data presented illustrates that Atmosphere continues to build its Algebra program and refine the collection and use of internal assessments. The baseline exam was added in the 2019-2020 school year and has been moved to capture data earlier in the year. The midline data was applied in a more robust way this year, allowing supports to be adjusted as needed. Additional

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Algebra Achievement sessions and staff were added to accomplish this need while also addressing content and skill deficits identified on the midline. A summer program was created to provide small group targeted instruction prior to retesting in August. Of the 19 scholars tested 89.5% improved their scores.

With an overall proficiency on the Algebra Regents (combined June and August administrations) of 75%, Atmosphere has outperformed the city proficiency of 65.94% for the 2022 administration by nearly 10%. Considering that the city's data only represents the June administration, Atmosphere's June proficiency of 68.39 also illustrated that our students performed better than their counterparts in other city schools by 2.45%.

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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 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.⁴

RESULTS AND EVALUATION

We are unable to analyze our results for this Comparative Measure as district scores have not yet been released.

2021-22 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 nd Year	All District Students

⁴ 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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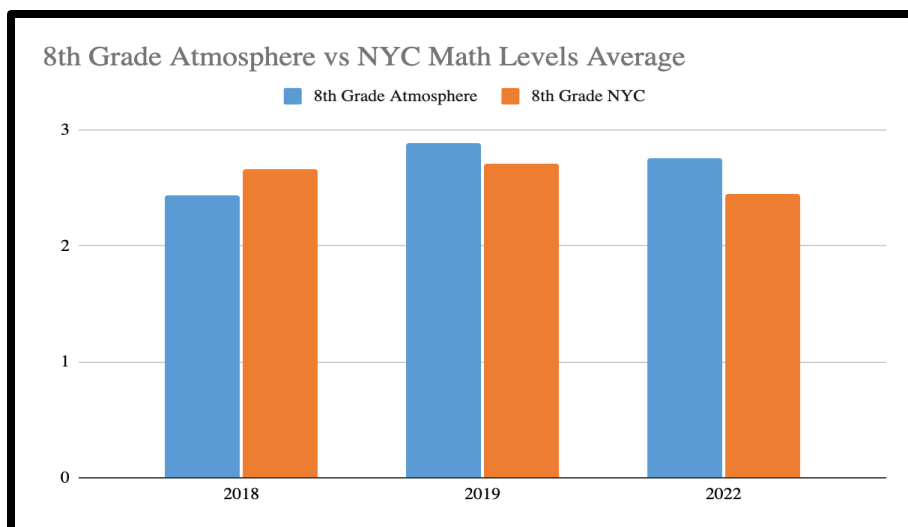
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	66.7	3	TBD	TBD
7	41.9	167	TBD	TBD
8	35.4	178	TBD	TBD
All	38.8	348	TBD	TBD

ADDITIONAL EVIDENCE

Although we are unable to draw a comparison with CSD 10, we have done some analysis on Atmosphere’s performance on the 2022 Math exam versus New York City averages, reviewing growth as well as overall proficiency. Atmosphere math proficiency scores fell slightly from 2019 to 2022, but the decline was far less than the NYC average. Therefore, Atmosphere ended up meeting or exceeding city-wide proficiency scores across all grades for the first time ever and by the widest margin yet. By maintaining most of its gains despite the headwinds of COVID over the past 3 years, Atmosphere now stands in an even better position relative to NYC than before the pandemic.

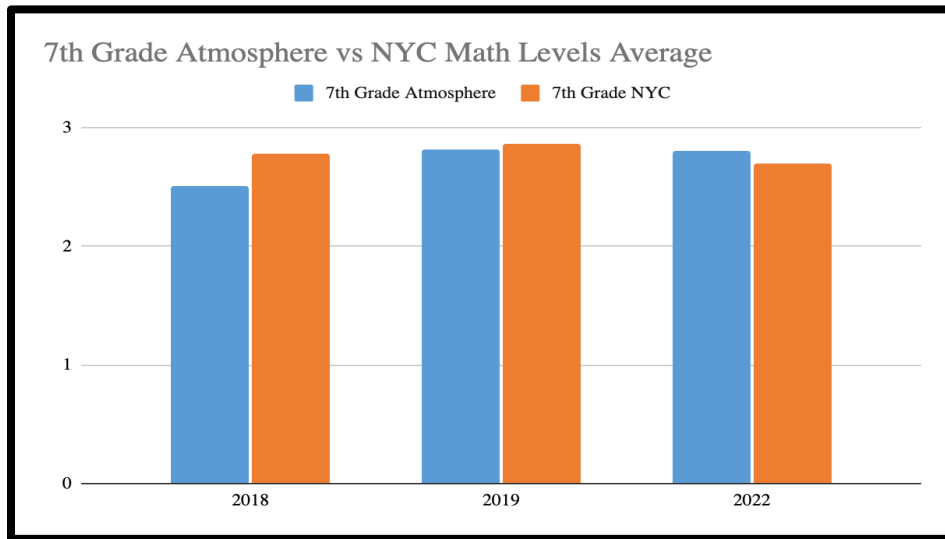
8th Grade

Since 2018, Atmosphere has outperformed NYC in 8th Grade Math both in terms of proficiency level and growth. Atmosphere’s first 8th Grade cohort (Class of 2018) started 0.23 of a level behind NYC. Despite the interruption in students’ education that resulted from the pandemic, Atmosphere’s latest 8th Grade cohort (8th Grade Class of 2022) finished 0.30 of a level ahead of NYC. Atmosphere had a net gain of 0.53 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 8th Grade proficiency level exceeded NYC’s pre-COVID proficiency levels.



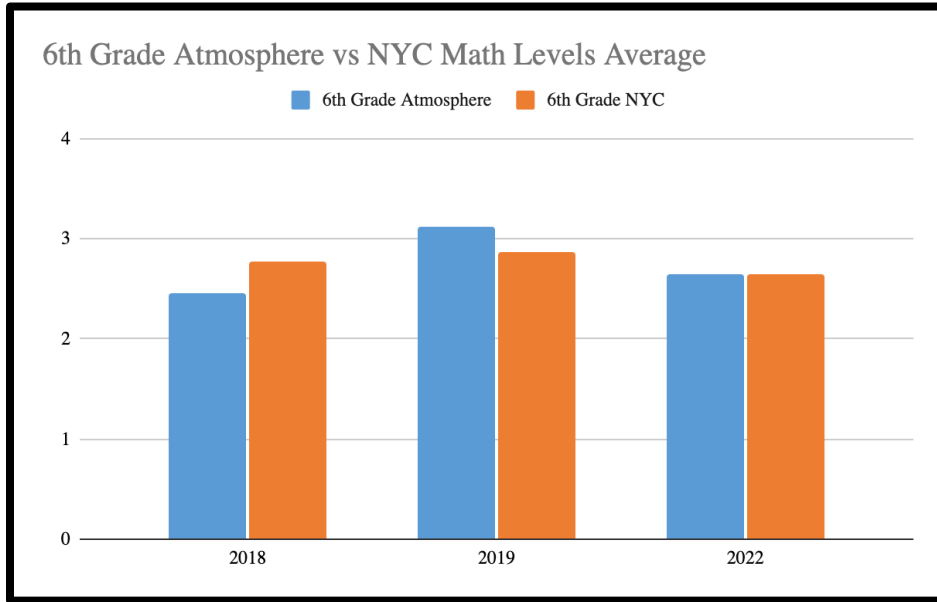
7th Grade

Since 2018, Atmosphere has outperformed NYC in 7th Grade Math in terms of growth and has exceeded NYC in terms of proficiency level. Atmosphere’s 7th Grade cohort in 2018 started 0.27 of a level behind NYC. Despite the interruption in students’ education that resulted from the pandemic, Atmosphere’s 7th Grade cohort in 2022 finished 0.10 of a level ahead of NYC. Atmosphere had a net gain of 0.37 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 7th Grade proficiency level exceeded NYC’s 2018 pre-COVID proficiency level. In fact, Atmosphere’s 2022 7th Grade proficiency level exceeded NYC’s 2018 pre-COVID proficiency level.



6th Grade

Since 2018, Atmosphere has outperformed NYC in 6th Grade Math in terms of growth and has approached and then exceeded NYC in terms of proficiency level. Atmosphere’s 6th Grade cohort in 2018 started 0.31 of a level behind NYC. Despite the interruption in students’ education that resulted from the pandemic, Atmosphere’s 6th Grade cohort in 2022 finished at the same level as NYC. Atmosphere had a net gain of 0.31 of a level against NYC in 4 years (two of which were COVID years). The 2022 results do not include 10 students, who were trending proficient. They had their tests invalidated due to calculators being mistakenly given out by proctors.



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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available. As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide

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narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

Internally developed

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in Math and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Cohort	2022 Actual Math % Proficient	2022 Projected English % Proficient	2021 Projected Math % Proficient	2020 Projected Math % Proficient	2019 Actual Math % Proficient
6th Grade	34.7%	40.6%	43.5%	40.7%	58.5%
7th Grade	42.1%	43.9%	44.1%	61.2%	39.6%
8th Grade	35.3%	30.0%	55.2%	62.4%	45.9%
All	37.4%	38.2%	47.5	54.8%	47.9%

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Of the two measures of progress in Math for which we are accountable in 2021-22, Atmosphere Academy did not achieve the Absolute Measure and is unable to assess the Comparative Measure as CSD 10 scores are not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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	Unable to Assess

	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	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 target of 50.	N/A

ACTION PLAN

Atmosphere Academy’s Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on the continued professional development of highly qualified practitioners, 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 2022-2023 academic year. Using a portfolio-based model that included multiple observations and an evaluation matrix, teachers’ performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but one math teacher showed growth in their development and were invited to return. The recruitment and hiring of the staff continue to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to strict criteria that align 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 selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness of these new staff members.
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and teachers have participated in training on the Rigor Review process and the rubric utilized. The Academic Leaders have reviewed expectations for Rigor at AAPCS. Academic Leaders reviewed departmental assessments against the rubric. This initiative will continue in the 2022-2023 school year and will include teacher training and self-assessment as well as the review and evaluation of instructional materials and student work samples on a quarterly basis.

- The school hopes to further develop teachers during the 2022-2023 school year through the Frontline Digital Course Library, Regional BOCES, Center for Educational Leadership, the Association for Middle-Level Education, the College Board, and Blue Engine.
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systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real-life situations and adequate time for assessment and revisiting of content. 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). For the 2022-2023 school year, the maps for all grade-level Mathematics courses have been realigned to the New York State Next Generation Learning Standards in alignment with the implementation timeline. The maps were also enhanced to specifically include more use of the AAPCS math systems and identify resources better aligned with the standard. To ensure instruction to the grade level standard and identify spiraled supports, the school has invested in customized instructional materials. The materials will be implemented with strategic differentiation for scholars while providing consistent quality and generating aligned assessment data.

- The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre- and post-assessments 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 in grades 6 and 7 will receive 650 minutes of Humanities instruction per week plus 650 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week in the fall. This number is increased in the spring to 600 minutes. Atmosphere has added Art and World Language classes for all scholars. Scholars in 6th and 7th Grade will have 100 minutes of each of those courses in addition to 150 minutes of Health and Physical Education per week. Students on honors teams in the 8th Grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and 90 minutes each week of Art and World Language. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th Grade teams will receive the same allocations listed above for the 6th and 7th Grades. The English and Math Achievement courses have been moved to one-half day a week each in the fall and one whole day in the spring. English Linguistics and Math Fluency courses have been added to all programs except 8th grade Honors to remediate learning loss in these areas and better support student performance. These courses replace the English and Math labs given until 2021. The Math Fluency class will use data generated from the math course to identify scholar deficits and address needs in small groups. Teachers will focus on building comprehension through the acquisition of vocabulary and computation through enhanced practice and the reteaching of skills aligned with previous grade levels. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
- Intervention Systems – All special education instruction and academic intervention services are 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 small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee 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 since the school's inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop a curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points in relation to each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Manager will also enhance the analysis of data for every aspect of the program.

To help maximize student achievement, Atmosphere has:

- Strategically allocated 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 Achievement, Social Studies, Health 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

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- use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
- dissemination of itemized data analysis by question type, standard, demographics, and other criteria
- administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
- creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect on and address negative behaviors (one 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, a social worker, and school aides. 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

Since the opening of AAPCS, the Science Department followed a discipline-specific model: 6th Grade Physical Science, 7th Grade Life Science, and 8th Grade Earth Science with a heavy spiral review to prepare students for the NYS 8th Grade science exam. During the use of this model, NYS was under the old Science Learning Standards. During the 2019-2020 school year, the 6th Grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards. The 7th Grade curriculum was adjusted during the 2020-2021 school year to address these standards, and the 8th Grade curriculum was updated in the 2021-2022 school year. As a result, all scholars take Integrated Science courses in grades 6,7, and 8. The curriculum adjustments also included the increase in labs performed on each grade level. The Earth Science Regents course was added for 8th grade Honors students in the 2021-2022 school year. As a result of this addition, scholars in this track take 8th Grade Integrated Science and Earth Science Regent courses and participate in both exams.

To address these new standards, Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning,

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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. Atmosphere has selected aligned texts from Holt McDougal Harcourt, Barrons, and Topical Review for the Earth Science course. These texts support scholars’ exploration of the content and are aligned with the NY State Earth Science Regents exam.

The 8th Grade science program also consists of Achievement for the NY State 8th Grade exam as well as the Earth Science Regents. This program is designed to prepare scholars for the NYS exams. The exam content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th Grade content. Similarly, Achievement for the Regents reviews the content tested and ensures that all scholars have met the lab requirements of the course. The program is facilitated several times throughout the year and consists of intensive workshops on labs and performance tasks, reading charts and data, content-based vocabulary and critical reading skills, as well as test-taking strategies. Whenever possible, the program utilizes Atmosphere’s English systems to help scholars respond to multiple choice (RAIN) and constructed response questions (BRACECES). The program begins with a Baseline to assess student needs and revise the program as needed. A Midline exam is given in the spring in order to measure student growth and identify areas that need improvement.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2022. 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

A total of 47.4% of all students who took the exam received a Level 3 or 4 on the Science exam, and a total of 47.4% 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 2021-22 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 nd Year
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	Percent Proficient	Number Tested
4		
8	47.4	175
All	47.4	175

ADDITIONAL EVIDENCE

Atmosphere Academy offered the Earth Science Regents to its 8th Grade scholars for the first time in 2021-2022. In this inaugural year, 88% of the scholars tested were proficient on the Earth Science Regents exam either through testing or the special waiver process. The number represents 68 out of 77 scholars tested who will gain credit for the exam toward graduation. The proficiency on the Regents (combined June and August administrations) was 62%. In addition, 10.4% of the scholars tested earned an advance proficient level (4 or 5) on the Earth Science Regents exam.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	0
8	2018-19	N/A	N/A	0
8	2021-22	Earth Science	62 (88 with waiver)	77

As this was the first cohort of scholars taking this exam, we do not have comparative data. However, student performance on the baseline and midline assessments is used to shape the program. As a result of poor performance on these internal assessments, the school changed the schedule to significantly increase instruction and strategically target skill deficits, improving scholars' performance by over 60% between the Baseline and Regents exams.

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.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Of the two measures of progress in Science for which we are accountable in 2021-22, Atmosphere Academy did not achieve the Absolute Measure and is unable to assess the Comparative Measure as CSD 10 scores are not yet available.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on the continued professional development of highly qualified practitioners, 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 2022 - 2023 academic year. Using a portfolio-based model that included multiple observations and an evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all science teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continue to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to strict criteria that align 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 selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness of these new staff members.
 - 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 Rigorous expectations. In order to ensure that all of our scholars are receiving a rigorous and challenging educational experience and to combat grade inflation, Atmosphere began a Rigor Review in the spring of 2022. The goal of this process is to evaluate assessments and instructional materials and insure alignment to rigorous expectations in all courses. The Chief Academic Officer elected to utilize the Rigor Rubric created by the International Center for Leadership in Education due to its strong alignment with the Danielson Framework for Teaching. Academic Leaders and teachers have participated in a training on the Rigor Review process and the rubric utilized. The Academic Leaders have reviewed expectations for Rigor at AAPCS. Academic Leaders reviewed departmental assessments against the

rubric. This initiative will continue in the 2022-2023 school year and will include, teacher training and self-assessment as well as the review and evaluation of instructional materials and student work samples on a quarterly basis.

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- Increased Instructional Leadership. The Leadership team for the Science Department now includes a Director of the 6-12 program as well as Managers for the middle and high schools. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department managers will directly coach teachers using data to enhance their performance in the classroom.
- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers' repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved into Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year-long professional development for teachers who are new to Atmosphere. They will also use the peer

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GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

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

Atmosphere Academy has been in Good Standing during each of this Accountability Period, and in all years since the school’s founding.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing