



**Atmosphere Academy Public
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Chief Executive Officer, prepared this 2023-24 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 Governance
Jesse J. Greene, Jr., Esq.	Treasurer	Finance Governance
Tzvi Bar-David	Member	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 2023-2024, the school served 1302 6th-11th Grade students. Of these students, 19% were students with IEPs, 7% were English Language Learners, and 88% were from economically disadvantaged families. The students were primarily Hispanic/Latino (78%) and African-American (18%). The remaining students were Asian (2%), White (1%), and American Indian/Alaskan (<1%).

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

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 both as a middle and high 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 KEY DESIGN ELEMENTS

- Middle School KDE #1: School Culture** - Atmosphere has developed a schoolwide culture across 2 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 Academy's Academic Program improves student skills, builds content knowledge, develops critical and creative thinkers, and achieves mastery of standards. While all students are challenged with rigorous instruction that is on or above grade level, the approach is differentiated based on the needs of the academic team. Varied instructional strategies for each team allow the teachers to reach those expectations through differentiated levels of questioning, activities, materials, and scaffolding. Previously the school had secondary mathematics and English courses that facilitated accelerated or remedial instruction based on individual student needs. In the 2023-2024 school year, those course were removed to allocate additional time to our Achievement program. Scholars were give additional support and preparation for the state exams in mathematics and English during these large instructional blocks 1-2 times a week (depending on the time of year). Scholars in our 8th grade honors tracks continue to take secondary courses in mathematics and science. These courses are accelerated Algebra I and Earth Science Regents courses.

- **Middle School KDE #3: Standards-Aligned Curriculum** - Atmosphere offers a wide range of academic courses. Appropriate changes have been made from Atmosphere's initial application 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 was designed to provide rigorous grade-level content that addresses the state standards in English, mathematics, science, social studies, and health/physical education. In addition to adhering to their content-based standards, science, social studies, health, and physical education teachers are expected to link lessons to applicable supporting English and mathematics standards and skills.

- **Middle School KDE #4: Extended Day/Year** - To provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 a.m. to 4:00 p.m.), 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 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 strategies for 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.

- o 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.
 - o 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.
 - o College and Career Readiness - Instructional materials contain technical language 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 at the end of the 8th-grade year through the Career Exploration Program (discussed later in this response).
- **Middle School KDE #7: Student-Centered and Differentiated Instruction** - Atmosphere Academy has used the Gradual Release of Responsibility instruction model to promote student achievement and ownership of the learning process. During class, 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. Additionally, the SIOP model is used with the ELLs population as it incorporates GRR principles and directly addresses the needs of those students, providing a broad and sound base of pedagogical practice. Differentiated approaches to instruction and modifications of this process are expected to better meet all students’ needs. 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 based its instructional leadership structure on a distributed leadership model to increase organizational capacity. Additionally, 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. 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, Associate Managers, Coordinators, Teacher Mentors, and various committees help the organization thrive by providing a conduit between the staff and key administrators in specific focus areas.

- **Middle School KDE #9: Special Education Program** - Atmosphere is dedicated to serving all students who 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 serve the current student population best. In addition, Atmosphere leverages its relationship with the Committee on Special Education (CSE) to utilize related services 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 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, the ELL Specialist co-plans during department and grade-level meetings to contribute to lesson planning on a larger scale. The ELL Specialist, along with the support of outside vendors, provides 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 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 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 sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements robust data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.

- **Middle School KDE #14: Core Values** - All of Atmosphere's stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:
 - Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
 - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
 - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
 - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character
 - Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.
 - Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
 - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
 - Civic – Atmosphere students will gain greater insight into the structure of the

socioeconomic ladder and the tangible steps that most often result in upward movement.

- **Middle School KDE #15: Governance** - Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expects regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

HIGH SCHOOL KEY DESIGN ELEMENTS

Atmosphere has created and sustained a dynamic learning environment because the school adhered to its key design elements. Each element has been carefully considered to facilitate the mission of the school. In envisioning an expansion to a high school, Atmosphere has continued many elements that have made Atmosphere's middle school successful. These KDEs have been formatted differently to make them more concise, but they remain true to Atmosphere's original mission statement and core values.

Beyond drawing from previously established procedures, the high school also incorporates new design elements that create new best practices to bolster students on the high school level further. By ensuring that the academic coursework remains rigorous and the school environment is socially enriching and appropriate, Atmosphere is helping scholars realize their full potential in secondary school. In this way, the KDEs of the high school reflect the best of what Atmosphere has to offer (past, present, and future).

- **High School KDE #1: Academic Program** - Atmosphere Academy High School has a rigorous academic program that prepares all students to take and pass the New York State Regents exams and earn a Regents diploma within four years. It also has an advanced program that prepares selected students to earn an Advanced Regents diploma, Advanced Placement, and Early College credit. The high school provides students with an extended school day and year that ensures all students are supported and remain on track for graduation. Students are placed in academic programs using performance data (state assessments, course grades, credit acquisition, and school benchmark assessments), which is continuously monitored on an ongoing basis. The critical components of the academic program are:
 - **Regents Program** - The high school curriculum is designed with Regents preparation coursework at its core. The course offerings are intentionally engineered to have all students meet or exceed the Regents diploma requirements on or before their cohort graduation date. Atmosphere helps students ameliorate deficits in prior learning,

develop grade-appropriate skills and knowledge, and build a foundation for future success. Similar to our effective middle school model, scholars in the 9th and 10th grades will take an additional period of English and mathematics to build foundational skills. In addition to their Regents courses, scholars attend Regents Preparation during the school day, on Saturdays, and during breaks to provide exposure to the test-taking strategies and provide additional content-specific tutoring.

- o Advanced Placement Program - In addition to meeting the requirements for a Regents Diploma, students in the advanced academic program also complete Advanced Placement (AP) courses and complete Regents coursework at an expedited pace. In many cases, the courses in this program include simultaneous preparation for Regents and Advanced Placement exams by aligning similar content within the requirements established by the College Board and NYS Board of Regents. Through successful completion of these AP courses and performance on the aligned exams, scholars will accrue college credit while they complete their diploma requirements.
- Pathways Program - All Atmosphere Academy High School students participate in a 4-year Pathways Program focusing on Career Education. This program ramps in intensity from 9th grade through 12th grade. Students take Career Elective courses in 9th and 10th grade that introduce various careers and align with their interests. In 11th grade, students participate in internships and apprenticeships in a chosen pathway (law, medicine, education, engineering, business, criminal justice, etc.). In 12th grade, will continue with their internships or take colleague level courses aligned with their career pathway. Students may also have the opportunity to develop and execute independent study projects that employ the skills learned in their career courses and internship/apprenticeship by creating professional portfolios, culminating capstone projects, and more. Atmosphere's staff facilitates these courses and experiences with assistance from external partners (CBOs, nonprofits, museums, workplaces). Atmosphere staff serve as course teachers, internship advisors, and site supervisors. All students are encouraged to pursue a profession through this unique program.
- Achievement Program - Student achievement and performance on all major assessments (Regents exams, AP exams, PSAT exams, SAT exams, ACT exams, etc.) is supported and bolstered by the Achievement Program. Teachers provide additional remediation and acceleration to students on these assessments and more. In addition to their Regents courses, scholars attend Regents Preparation during the school day, on Saturdays, and during breaks to provide exposure to the test, and test-taking strategies and provide additional content-specific tutoring. Based on their data, all students receive these achievement services in targeted "bubble" groups. In this way, common deficits can be addressed strategically, and progress can be monitored over time via interim and "sprint" assessments.

- “Stage, Not Age” - Students are given an individualized schedule that places them in classes that best meet their needs and skill level in each content area. Student performance, instructional needs, and credit acquisition are used to customize each Atmosphere academic experience. A school counselor meets with students on each grade level to place them in the appropriate classes based on data, teacher recommendations, and other criteria.

- **High School KDE #2: Student Learning Program** - Atmosphere’s proven track record of working with at-risk middle school students informed its design of a comprehensive, data-driven, individualized high school Student Learning Program that promotes success for all students. Scholars are tiered within Atmosphere’s RTI model, where students are assessed, progress-monitored, and provided additional support based on their level of need.
 - **Full-Service Special Education Program**
 - SETSS: Each child is be educated in the same classroom as non-disabled peers. He or she receives direct or indirect Special Education Teacher Support Services (SETSS) from a special education teacher.
 - Integrated Co-Teaching Services (Full or Part Time): Classrooms with Integrated Co-Teaching (ICT) services include students with IEPs and students without IEPs. No more than 12 (or 40%) of the students in the class can have IEPs. There are two teachers- a general education teacher and a special education teacher. The teachers work together to adapt materials and modify instruction to make sure the entire class can participate.
 - Special Class Services (Full or Part time): Special Class (SC) services are provided in a self-contained classroom. All of the children in the class have IEPs with needs that cannot be met in a general education classroom. They are taught by special education teachers who provide specialized instruction. In high school, special classes have up to 15 students. The students in the class are within a three-year age range and have similar educational needs.

- **English Language Learner Program** - English Language Learner services continue to follow the middle school model. Student schedules are designed based on their language acquisition level. Students receive a combination of push-in and pull-out services based on NYS requirements.
 - **Response to Intervention** - All students that receive core curriculum are considered Tier I students. Students that do not respond to Tier II are identified through a combination

of classroom data and progress monitoring data. These students then receive intervention plus core curriculum in Tier II. Students who do not respond to Tier II intervention are similarly moved to Tier III, with the highest level of intervention. Students are monitored on a 6-10-week cycle and reevaluated by a team of teachers and intervention specialists.

- **High School KDE #3: School Culture Program** - Atmosphere Academy High School supports students, families, and staff with developing social and emotional intelligence skills. The School Culture team leads the community with increasing social-emotional intelligence knowledge and practices throughout each school day. This occurs by using tools that encourage self-reflection, conflict resolution techniques, and positive reinforcement approaches daily inside and outside of the school setting. These trends are regularly and actively monitored to create and sustain an “atmosphere” that is supportive, innovative, collaborative, inspiring, and rigorous.
 - **Behavior Program** - The high school program follows the same format of having a grade-level dean. Merits and Demerits continue in the high school program. Data review occurs during grade-level meetings. Students with high merits are able to participate in the STARS program. The grade-level deans monitor and support students with high demerits. Atmosphere Academy High School has a Discipline Code of Conduct Policy that is given to students, families, and staff. The Discipline Code is reviewed with the school community in meetings before the start of the school year, during the start of year orientations, and enforced daily throughout the school year. There is a proper due process where students, families, and staff can restore any incident that arises. The main enforcers of the Discipline Policy will be grade-level deans. There is a dean for the 9th, 10th, 11th, and 12th grade level. Grade level deans support students, families, and staff with major behavior infractions that disturb the educational process. Appropriate consequences are aligned with each infraction. When punitive consequences are given, an equal amount of social-emotional support is provided to support the student receiving the consequence and the community, including possible victims.
 - **Restorative Justice Program** - Atmosphere Academy High School’s discipline system and policies are deeply rooted in the principle of Restorative Justice and Restorative Practices. Atmosphere Academy High School’s main Restorative Practice approach is mediation. Mediation is used to address issues with all community members: students, parents and staff. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders: students, parents, and administrators. A grade-level dean supports the Restorative process. The Restorative Justice approach continues with conflict resolutions. Having students be peer mediators supports the community in

resolving conflicts. Peer mediators are established based on student sign-up and teacher referral. Peer mediators meet after school to develop more skills in supporting their peers. Deans oversee the major conflicts and mediate the students.

- o **Social Emotional Program** - Atmosphere supports with alleviating students and family stress around balancing social emotional issues and academic performance by hiring a team of School Counselors and Social Workers. Atmosphere has a Social worker for each grade level. Social Workers support students with anxiety, depression, self-esteem, peer and family relationships, SI, and other social-emotional concerns. The Social Workers also serve as the lead in major social-emotional crisis situations. There is a 9th and 10th grade Social Worker, with an 11th and 12th grade Social Worker to be added next year.

- o **Counseling Program** - Atmosphere has two counselors, including the 9th and 10th grade counselor and an 11th and 12th grade counselor. The 9th and 10th grade counselor supports students entering the school by providing a summer bridge program, transcript review and raising college awareness and knowledge. During 10th grade, students work with the counselor to develop a marketable student profile and explore college options. The 11th and 12th grade counselor will support students with having a strong completion to their high school career and preparing for life after high school. Juniors and seniors will get support with PSAT, ACT, SAT registration, finalize Regents Exams, FAFSA application, scholarships, college application process, work and military. All grade-level School Counselors review with each student their credit accumulation, Regents status, social-emotional state, and future career goals.

- o **Advisory Program** - Atmosphere High School has an Advisory class that meets weekly. In the Advisory period, students, with support of advisors, review and discuss high school topics. Culture continues to grow through the advisory program. The main focus is to support students with identifying their feelings, articulating their issues, and looking for support within their school community.

- o **College, Career, and Life Program** - Preparing students for success in college, Career, and life is a core aspect of Atmosphere's mission. In pursuit of this outcome, Atmosphere supports student college readiness through various programs. The College Knowledge tour series exposes scholars to higher education institutions locally and along the East Coast. 11th-grade scholars take a College Admissions course that helps them research schools and align them to their future career goals. The course also supports scholars' application completion and develops awareness of financial expenses and support. In addition, all scholars will receive test preparation for college entrance exams. Furthermore, the College and Career Leader will work with the counselors to support and educate scholars and staff about collegiate programs and pathways. Additional

programming aligned with this design element is through our Career Pathway program (outlined above).

- o **STARS Program** - Atmosphere continues to celebrate its scholars' accomplishments in high school. The high school version of the STARS Program focuses on motivating and encouraging students to graduate on time and with advanced credits whenever possible. From behavior to academics, data is reviewed on a continuous basis to select deserving students for enrichment experiences, reward trips, and service-learning trips.
- **Core Values** - All of Atmosphere’s stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Those values include the promotion of:
 - o A school culture that values and cultivates leadership and collaboration.
 - o A community and parent culture that is informed and involved.
 - o A leadership culture that is inspired and inspiring.
 - o A faculty and staff culture that is professional and pioneering.

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
2021-22							240	229	204					673
2022-23							288	283	239	206	84			1100
2023-24							225	304	270	284	193	76		1352

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
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2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	N/A	N/A	N/A
2023-24	2019-20	2019	N/A	N/A	N/A

PROMOTION POLICY

Atmosphere strives for all scholars to meet or exceed the requirements for an Advanced Regents Diploma. As a result, the course sequence has been developed for scholars to acquire at least 44 units of credit, consisting of 8 ELA, 8 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 world languages, 4 physical education, and 7 electives. Some scholars who cannot meet all testing requirements for the Advanced Regents diploma will culminate their academic work with a Regents diploma.

Atmosphere Academy, in alignment with the NY State Education Department, awards credit toward students' diplomas when they have demonstrated proficiency in the learning outcomes and standards of the course. Scholars demonstrate this level of achievement through multiple assessments administered during the course in addition to any aligned exams (Regents, Checkpoints, and Advanced Placement).

As discussed above, Atmosphere believes student progress comes through a "stage, not age" approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level's courses based upon their credit acquisition. To remain on track for graduation, Atmosphere would consider a scholar to be a sophomore if they have completed 9 credits in their core classes. Similarly, scholars would be regarded as a junior if they have completed 20 credits in their required courses.

GOAL 1: HIGH SCHOOL GRADUATION

All Scholars will graduate within four years with an Advanced Regents Diploma.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first-and-second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	177	100%
2023	280	100%

Graduation Goal Measure 2 - Leading Indicator

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Each year, 75 percent of students in the second year of high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second-year cohorts would have had student waivers for examinations and should report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	N/A	N/A
2021	2022-23	75	80%
2022	2023-24	177	91%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	N/A	N/A	N/A
2018	2022-23	N/A	N/A	N/A
2019	2023-24	N/A	N/A	N/A

¹ These data reflect August graduation rates.

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Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	N/A	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)} \times 100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in 9th – 11th Grade only. Therefore, the only two Goal Measures that are applicable at this time are the two Leading Indicators, and both of these were met.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first-and-second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	YES
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

For Goal Measure 1, AAPCS exceeded the goal of 75 percent for both the 2022 Cohort and the 2023 Cohorts in 2023-24. A total of 100% of students in their first year earned the required number of credits in the school year, surpassing the goal by 25 percentage points. Of the students in their second year of high school, 100% also earned the required number of credits, exceeding the goal by 25 percentage points.

For Goal Measure 2, 91% of the 177 students in the 2022 Cohort passed at least three Regents exams in the 2023-24 school year, surpassing the goal of 75% by 16 percentage points. As only 9th and 10th graders were enrolled in the High School in 23-24, there were no students in the 2019 or 2020 Cohorts.

Graduation Goal Measures 3-6 are not applicable as no 12th Grade students were enrolled in the past school year.

ADDITIONAL CONTEXT AND EVIDENCE

As the 2023-24 school year was only the second year of operation for the Atmosphere Academy High School, we are unable to provide an analysis of trends over time. However, we believe that the strong performance of our 9th, 10th, and 11th Grade students, combined with the strong foundation we provide through our Middle School, bodes well for our ability to meet these goals in the upcoming years. We have also established a strong support system for our high school students to ensure that they have the academic and counseling support needed to stay on track for graduation.

As a second-year high school, Atmosphere delivered and exceeded the program outlined in our charter proposal. All academic courses were provided, including Advanced Placement and Early College options. Interventions such as electives in mathematics and English, guided study halls, and academic extra-help sessions were part of the program to support student success. Scholars in danger of completing their courses were provided alternate schedules, including targeted success labs and summer school. Regents Prep courses were provided for specific students with skill and content deficits. The Culture team worked with scholars to address barriers to their success in and out of school. Regular communication and meetings with families were held to encourage partnership in their scholar's success.

ACTION PLAN

While the program elements in place in 2023-24 led to a strong second year, Atmosphere faced some challenges that we plan to ameliorate in the coming year.

- The school opened in 2022 with both 9th and 10th Grades. A large percentage of the 10th Grade scholars transferred to our school with significant credit gaps and insufficient progress in Regents exams. Scholars who entered our school with credit deficits were given opportunities for recovery through a summer program and within their school schedule. We will continue this work in the 2024-25 school year.
- Teachers were repositioned to better align with their student population and course needs.
- Atmosphere recognizes that scholars coming to our high school without experience in our middle school need additional attention to meet our expectations. Targeted support to indoctrinate these scholars into our academic and culture systems is now built into the orientation process. Ninth graders who are new to our school will receive a special orientation in September. Specialized sessions will explain our systems and expectations.
- Atmosphere has created several support programs to ensure scholars' success on Regents exams. Through strategic planning, this program will continue to grow, replicating the model utilized in the middle school.

- The Regents Achievement preparation course was incorporated into the regular weekly schedule for grades 9-11. The course will now focus on preparing scholars for the culminating Regents that aligns to a course they are currently taking.
- Scholars needing preparation for exams that have previously attempted will continue to receive support through the Regents Preparation program that will be offered afterschool, Saturdays and holiday break days.
- Response to Intervention in grade-level meetings have been changed to weekly committee meetings focused on the scholars for each grade level. These “class of “ meetings focus on each scholars diploma tracks, credits and exam requirements and determines appropriate interventions needed to help them achieve their goals. Together the committee will review credit accumulation, course assignments and opportunities for enrichment for each scholar.
- The selection of scholars for Advanced Placement and Early College courses will continue to be more data-driven. Key data trends will be available as more scholars attending our program graduate from our middle school. More stringent selection criteria will be utilized to assess scholars’ readiness. Pre-AP courses have been adopted to scaffold expectations for scholars who have not yet shown this capability.

The Early College program will continue to include a daily check-in with a faculty member to address time management and refine work submissions. This additional support is intended to follow our gradual release model, initially supporting scholars with scheduling, time management, and collegiate expectations and reducing reliance over time as scholars are more capable of college-level work. Scholars in the second year of the program will be given less support as they illustrate readiness to independently meet expectations.

- The culture team has grown to include more school counselors and a College and Career Leader. The data team has also been further developed to increase capacity for curating and analyzing key programmatic information. These crucial additions will allow all stakeholders to address student needs more strategically.

GOAL 2: COLLEGE PREPARATION

Atmosphere’s High School fully embraces its mission to not only prepare students to be ready for college, career, and life but also to succeed once they get there. The high school offers a robust college preparation program that provides scholars with a framework for admissions, early credit accumulation, and scaffolded support for collegiate quality work.

Atmosphere increased the number of Advanced Placement courses from 4 in 2023-2023 to 7 in 2024 - 2025 and will provide additional courses in the coming years. These courses are offered as early as sophomore year. Freshman receive scaffolded instruction to support their readiness through the Pre-AP program. Our initial goal in providing these courses is that every scholar who attempts the culminating exam earns a proficient score. Additionally, as we grow in capacity, and the instructional approaches become more fine-tuned, we aim to exceed the proficiency rate of scholars in our demographic, in the

city, and the nation. Ultimately our goal is to exceed the advanced proficient national average. While the program is in its infancy, we are still building our approach, we are working to increase overall proficiency through rigorous class instruction aligned to the College Board materials. In addition, dedicated sessions in our Spring Saturday Academy (discussed above) will provide scholars the opportunity to take several full-length exams and receive targeted feedback for improvement.

To further foster college preparation, Atmosphere has partnered with Lehman College for the College Now program. Scholars were offered two college-level courses through this partnership in their sophomore year. The program has been expanded to include more course offerings in the junior and senior years. As discussed above, more stringent selection criteria, the addition of a faculty advisor, and daily progress monitoring will better support student success in this college program.

Atmosphere has partnered with St. John's University to offer the College Advantage program to seniors in the 2024-2025 academic year. The program currently consists of 2 courses that will be taught by Atmosphere staff that have met the rigorous requirements from St. Johns. scholars in this program will receive dual credit for courses in English and Criminal Justice.

All three of these programs vigorously prepare scholars for their post-secondary education in the following ways:

- Taking AP and Early College courses allows scholars to enter college with credits. Scholars can sometimes transfer into college as rising sophomores instead of first-year students.
- Early College courses often exempt scholars from taking placement tests or remedial courses for no credit.
- Successful acquisition of college credit while in high school supports the selection process to competitive schools
- AP courses meet the prerequisite requirements for some college majors (Pre-med, Business, Science, and Engineering).
- The courses teach academic and time management skills in alignment with collegiate expectations, preparing scholars for success in their university classes.
- Scholars and families save money as they can earn credits for free, reducing their total tuition expenses.

In addition to the opportunities to earn advanced college credit, Atmosphere will continue to provide a College Admission elective. The course serves 11th-grade scholars in their preparation for college admissions. Scholars in the course will prepare for college admissions examinations through practice exams and direct instruction in English and Mathematics. Atmosphere staff will facilitate scholars' research of colleges, help align colleges with their career goals, and educate them about financial aid options. School counselors with the guidance of our College and Career Leader will support the application process. During the 2024 - 2025 academic year, the College Admissions elective will be also be provided to 12th graders. The course section will be differentiated to the senior class focusing on the

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completion and timely submission of college applications, reviewing and evaluating financial aid and other supports and preparation for life on a college campus.

Atmosphere further prepares scholars for college through several College Knowledge trips, including local NY campuses and those located along the Eastern states region.

In addition, scholars will participate in the PSAT, SAT, and ACT exams, receiving preparation classes and support to improve their performance and opportunities for scholarships and awards.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Overall	N/A	N/A	N/A
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College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9 – 11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

EVALUATION OF THE COLLEGE PREPARATION GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9 – 11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9 – 11 only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2023-24 school year, we will be in a better position to gauge the strengths and weaknesses of our college preparation programs. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

GOAL 3: 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, writers, and fluent communicators. This prioritization of and focus on literacy is exemplified 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. ELA teachers use a blend of direct instruction, guided practice, and independent practice during class. In particular, ELA instruction incorporates review and generation of examples 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) and other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers differentiate lessons to meet the needs of all learners. These elements correlate with the Sheltered Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, the 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 all other content areas. 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 improve student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication but also to 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 to share their stories, engage in the ideation process, and change outcomes.

To realize this goal, Atmosphere uses an ELA program that consists of research-based curricular choices and instructional methods that are effective for middle school literacy development. The English course is designed to improve scholars' ability to effectively read and interpret texts spanning 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 courses built scholar's grammar skills and enhanced their vocabulary. Scholars also received support in increasing their reading levels. The courses utilize Atmosphere Academy's English Systems to effectively prepare scholars to perform on state exams and meet the expectations of high school and beyond.

In addition to the English courses, scholars in the middle school continued to participate 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 by utilizing our English systems to build proficiency on the state exams.

Atmosphere's high school English Program builds on the solid foundation for critical reading and critical writing developed in Atmosphere's middle school English Program. The strong performance of Atmosphere's middle school students on the NYS English Test in grades 6 through 8 demonstrates the value inherent in Atmosphere's English curriculum. This powerful scope and sequence of content knowledge and skill-building prepares all students to read and write at the highest level possible.

Moreover, it leverages the same reading and writing systems as the middle school (revised to meet high school standards) to help all students, especially newly arrived students, to the high school, who did not benefit from Atmosphere's rigorous middle school English Program.

Regents English classes are aligned to the NYS Learning Standards to prepare scholars for the Regents Examination. Advanced Track courses include preparation for both the Regents and related Advanced Placement Examinations.

In the 9th grade advanced track, scholars take English Regents 9 and Pre-AP English classes. Scholars in the 10th-grade advanced track take Advanced Placement English Language and Composition in lieu of their Regents 10 course. Scholars in the same track in 11th grade will take Advanced Placement English Literature and Composition in lieu of their grade 11 English Course. 12th grade advanced scholars will take an Early College course through St. John's University.

In the 2022-2023 school year, the department's leadership was increased to include a Director and 2 managers. The middle school manager supports English instruction for grades 6-8, and the high school manager supports English instruction for grades 9-12. The Director works with the officer team to strategically enhance the academic program. Her expertise in the content area has led to enriching the English curriculum through more student-interest texts and a more substantial alignment with the social

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studies department. This distributed leadership model has allowed the department to develop the high school program while maintaining strong instruction in the middle school.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	
3								
4								
5								
6	223	0	0	0	0	0	0	223
7	280	4	7	0	0	0	0	291
8	263	2	0	0	0	0	0	265
All	766	6	7	0	0	0	0	779

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	223	105	47%	0	N/A	N/A
7	280	163	58%	228	132	58%
8	263	163	62%	184	124	67%
All	766	431	56%	412	256	62%

⁶ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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ELA Measure 2 - Absolute meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
766	18	26	36	20

$$\begin{aligned}
 \text{PI} &= 26 + 36 + 20 = 82 \\
 & \quad \quad \quad 36 + 20 = 56 \\
 & \quad \quad \quad \quad + (.5)*20 = 10 \\
 \text{PI} &= 148
 \end{aligned}$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

2023-24 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	N/A	0	32.4%	2,822
7	56%	236	40.8%	2,855
8	68%	184	43%	2,929
All	62%	420	38.9%	8,606

ELA Measure 4 - 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	91.3	598	590.6	0.85
7	93.4	601	593	0.93
8	92.1	601	594.2	0.77
All	92.3	600	592.6	0.85

ELA Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	56.1	50.0
7	63.2	50.0
8	62.3	50.0
All	60.7	50.0

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd– 8th grade exams, the school 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.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

Cohort	2024 Actual English % Proficient	2024 Projected English % Proficient	2023 Actual English % Proficient	2023 Projected English % Proficient	2022 Projected English % Proficient	2022 Actual English % Proficient
6th Grade	47%	50%	43%	36.8%	63.6%	36.4%
7th Grade	58%	55%	61%	24.5%	55.3%	26.7%
8th Grade	62%	70%	66%	44.7%	58.6%	30.7%
All	56%	58%	56%	35.3%	59.2%	31.2%

SUMMARY OF THE ELA GOAL

AAPCS met one of the two Absolute Measures as well as both of the Comparative Measures and the Growth Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NO
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.	YES

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

EVALUATION OF ELA GOAL

While we were unable to attain all of the Goal Measures, the school was encouraged by the continued growth seen again this 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 2024-2025 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

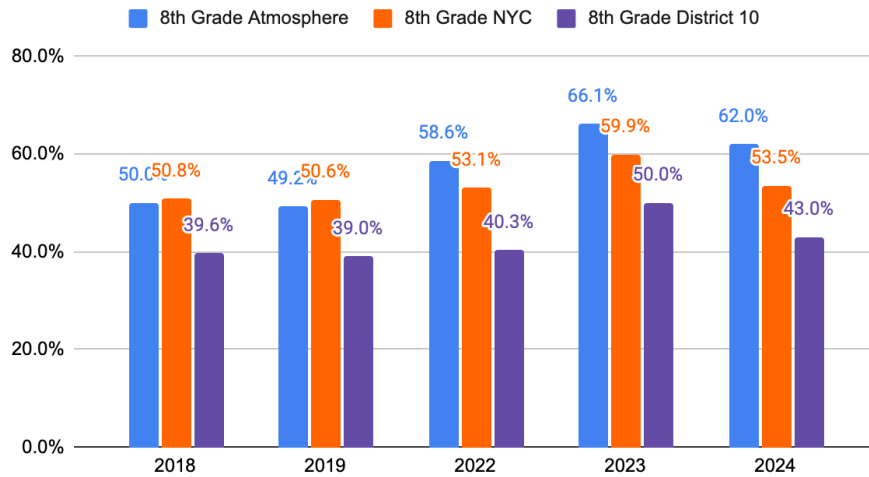
ADDITIONAL CONTEXT AND EVIDENCE

In addition to the overall comparison with proficiency rates for CSD 10, we have done some additional analysis on Atmosphere’s performance on the 2024 ELA exam versus CSD and New York City averages, reviewing growth as well as overall proficiency.

8th Grade

In 2024, Atmosphere continued to outperform NYC and District 10 in 8th Grade English proficiency. Atmosphere’s 8th grade cohort in 2019 started 0.8% behind NYC and 10.4% ahead District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 8th grade cohort in 2024 finished 8.5% above NYC and 19.0% above District 10. Atmosphere had a net gain of 9.3% against NYC and 8.6% against District 10 in 6 years (two of which were COVID years).

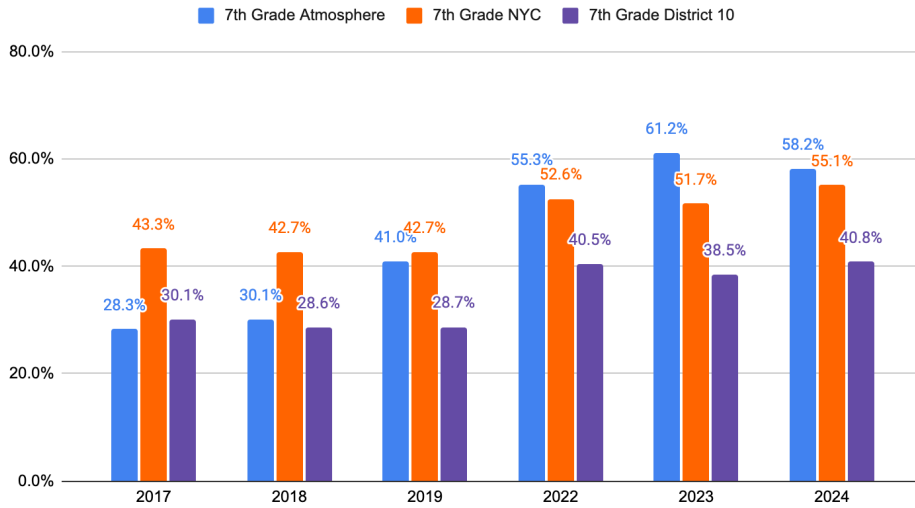
8th Grade Atmosphere vs NYC vs District 10 English Proficiency



7th Grade

In 2024, Atmosphere continued to outperform NYC and District 10 in 7th Grade English proficiency. Atmosphere has outperformed NYC and District 10 in 7th Grade English in terms of proficiency growth since 2017. Atmosphere’s 7th grade cohort in 2017 started 15.0% behind NYC and 1.8% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 7th grade cohort in 2024 finished 3.1% above NYC and 17.4% above District 10. Atmosphere had a net gain of 18.1% against NYC and 19.2% against District 10 in 7 years (two of which were COVID years).

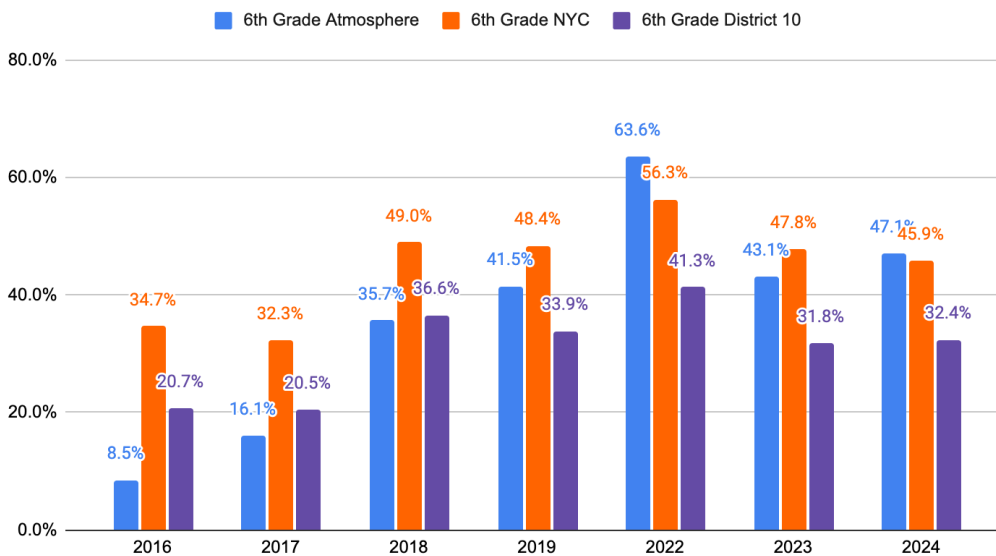
7th Grade Atmosphere vs NYC vs District 10 English Proficiency



6th Grade

In 2024, Atmosphere outperformed District 10 in 6th Grade English proficiency. Since 2016, Atmosphere has outperformed District 10 in 6th Grade English in terms of proficiency growth. Atmosphere’s 6th grade cohort in 2016 started 26.2% behind NYC and 12.2% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 6th grade cohort in 2024 finished 14.7% above District 10. Atmosphere had a net gain of 27.4% against NYC and 26.9% against District 10 in 8 years (two of which were COVID years).

6th Grade Atmosphere vs NYC vs District 10 English Proficiency



ELA ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2023-2024, the changes focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction. Classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful it has been enhanced for the 2024-2025 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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, and increased expectations of students and staff. It 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 2024-2025 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction.

- o Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- o Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.
- o Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow was developed to fully utilize this resource to build teacher skill, self, and peer evaluation processes. Teachers will refine their skills through a strategic sequence of assignments by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.
- o The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- o As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.
- o Atmosphere has expanded its Instructional Leadership Team. The Leadership team for the English Department has been expanded to include Managers for the middle and high schools (as discussed above). These managers function under the direction of the English Director. 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.
- o 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2024-2025 school year.

- Curricular and Instructional Systems – In 2024-2025, 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. This work allows us to utilize this resource to measure student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - For the 2024-2025 school year, the English curriculum has been revised to include
 - An Early College Dual Enrollment course for advanced 12th grade scholars. The course will utilize texts from global literary perspectives to build collegiate level research methods and writing skills.
 - In addition, the reading list for all English classes continues to be revised to include more texts that engage the reader and promote a passion for reading. By selecting texts of greater interest to the scholars, Atmosphere hopes to enhance student literacy skills through more independent reading.
 - The Read180 program has been reintroduced to evaluate student skills and support increased student proficiency. The program is individualized to assess scholars and provide remediation based on their performance.
 - The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
 - All students in grades 6 and 7 will receive 715 minutes of Humanities instruction per week, 712 minutes per week of STEM instruction, including 390 minutes of Achievement instruction per week. 6th and 7th grade scholars will have 195 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 600 minutes of Humanities instruction per week, plus 1000 minutes per week of STEM instruction including 400 minutes of Achievement instruction. The additional 400 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. Students in all grades and teams will also receive 50 minutes of Advisory instruction.

- o All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes student progress comes through a “stage, not age” approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level’s courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.
- o Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students’ needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across all related classrooms (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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam

¹¹ Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

¹² Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations	N/A

	(currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2023-24 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ACTION PLAN

After the 2024-25 school year, we will be in a better position to gauge the strengths and weaknesses of our High School ELA program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

Initial items for high school improvement have been included in the action plan above. Specific items for the high school include the increased course offerings for Early College and Advanced Placement courses, professional development for staff and individualized student schedules.

GOAL 4: MATHEMATICS

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

Atmosphere’s Mathematics Courses are aligned to state standards, promoting sound mathematical practices. The curriculum includes the overlap of multiple related standards to build understanding of aligned concepts and skills. For example, when teaching number sense in 6th Grade, teachers will extend the learning to develop understanding further using content later covered in 7th Grade. Whenever possible, instruction is spiraled to double back to previous standards. This return to earlier standards allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the complete instructional cycle. Teachers focus on math literacy by providing various 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, 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. We aim for these strategies to work together to promote multiple literacies (English, math, and visual literacy).

In the middle school, advanced mathematics sections serve scholars whose performance is at or above proficiency. The courses are 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 to reinstruct and practice deficit skill areas. In 2017-2019, the school used the Math 180 program to address these needs. However, the leadership team determined that the program would be paused as it was difficult for teachers who could not connect content to the math course. As a result, the math lab was recreated. Through station teaching, mini workshops, tiered and differentiated instructional methods, and technology-based resources, teachers in the course provide the support needed to master the content. The Mathematics Lab was suspended in the 2021-2022 school year. Instead, scholars participated in an additional Math Achievement period. This course, mentioned in the school overview section, supports scholars in test-taking strategies. In Math Achievement, scholars honed their computation skills utilizing our Math systems to build proficiency on the state exams. Due to the student's success, the achievement course became a permanent support for the grade level math class.

Atmosphere's high school Math Program builds on the solid foundation for math literacy and problem-solving developed in Atmosphere's middle school Math Program. This powerful scope and sequence of content knowledge and skill building prepare all students to read math fluently and use that understanding to problem-solve effectively. Moreover, it leverages the same math systems as the middle school (revised to meet high school standards) to help all students, especially newly arrived students to the high school, who did not benefit from Atmosphere's rigorous middle school Math Program. Every high school student is provided with an intensive orientation program that reintroduces them to the Math systems, rebuilds student mastery of them, and enhances students' application of them. The strong performance of Atmosphere's middle school students on the NYS Math Test in grades 6 through 8 demonstrates the value inherent in Atmosphere's middle school program.

Atmosphere’s high school Math Program consists of two math tracks (Advanced Track and Regents Track). Regents Math Classes teach aligned NYS Learning Standards to prepare scholars for the Regents Examinations. Advanced Track courses include preparation for the Regents and related Advanced Placement Examinations and utilize the College Board curriculum.

- Regents Math is intentionally engineered to have all students achieve and exceed proficiency on the Regents Exam. The course teaches aligned New York State Next Generation Learning Standards and Atmosphere’s Math Systems to best prepare students for the exam, college, and careers.
- Pre-AP Math and AP Math are intended to have scholars achieve a level 4 or 5 on the Statistics, Calculus, or Trigonometry Advanced Placement Exams. The course teaches the approved College Board AP course curriculum.
- Regents Achievement, Regents Prep and Saturday Academy prepares students to do their best on these required exams by practicing test strategies and applying Atmosphere’s mathematics systems (see description above).

In 2022 - 2023 scholars were provided two mathematics courses per year in grades 9 & 10. Math Lab is intended for Regents Track students in grades 9 and 10 who require additional Math intervention and amelioration. These courses provide more time on task for them to develop their skills and meet grade-level standards. While the course provided beneficial support, scholars schedules were overloaded with elective courses such as this and were removed to prioritize required courses for graduation. Additional supports are now given in the test prep courses mentioned above and through our afterschool extra help sessions.

Since the school’s inception, the leadership of the Mathematics Department included one Leader who supports the team in grades 6-11. However, the school expanded this leadership to have a Middle School Leader and a High School Leader in the summer of 2024. Similar to the English department, the Middle School Leader supports math instruction for grades 6-8, while the High School Leader focuses on grades 9-12. The Leaders would work together to vertically articulate the program and with the Officer team to strategically plan and make enhancements.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	223	0	0	0	0	0	0	0	223
7	281	1	7	0	0	0	2	0	291
8	262	3	0	0	0	0	0	0	265
All	766	4	7	0	0	0	2	0	779

Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	223	125	56%	0	N/A	N/A
7	281	155	55%	236	129	55%
8	262	162	62%	184	125	68%
All	766	442	58%	420	254	60%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
766	18	24	39	19

$$\begin{aligned}
 \text{PI} &= 24 + 39 + 19 = 82 \\
 &= 39 + 19 = 58 \\
 &= (.5) * 19 = 9.5 \\
 \text{PI} &= 149.5
 \end{aligned}$$

Math Measure 3 - Comparative

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

2023-24 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	N/A	N/A	33.9%	2,936
7	55%	236	39.5%	2,995
8	68%	184	34.4%	2,218
All	60%	420	36.1%	8,149

Math Measure 4 - 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	91.3	606	592.9	1.4
7	93.4	602	592.8	0.94
8	92.1	606	594.2	0.96
All	92.3	604.6	593.3	1.09

Math Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	77.5	50.0
7	71.7	50.0
8	69.3	50.0
All	72.8	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school 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	2024 Actual Math % Proficient	2023 Actual Math % Proficient	2022 Projected Math % Proficient	2021 Actual Math % Proficient
6th Grade	56%	46%	34.7%	40.7%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

7th Grade	55%	59%	42.1%	61.2%
8th Grade	62%	61%	35.3%	62.4%
All	58%	55%	37.4%	54.8%

SUMMARY OF THE MATHEMATICS GOAL

AAPCS one of the two Absolute Measures as well as both of the Comparative Measures and the Growth Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NO
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.	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
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.	YES
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.	YES

EVALUATION OF THE MATHEMATICS GOAL

Of the 779 students enrolled at Atmosphere at the time of testing, all but 13 took the 2023-24 NYS Math exam. Overall, 58% of tested students attained a Level 3 or Level 4 on the exam. Of the total enrolled students, 420 of the 7th and 8th Grade students were enrolled in their second year at the school, and 60% of these students attained proficiency at these levels.

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 60% of second-year students receiving a Level 3 or Level 4 score, the school missed the target by 15 percentage points. The 7th Grade students were 20 percentage points below the target of 75%, and the 8th Grade students at 68% fell short by 7 percentage points.

On the 2023-24 NYS Math exam, 36.1% of the 6th through 8th Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 60% of AAPCS students enrolled in at least their second year reached proficiency, exceeding the District by 23.9 percentage points. Scores for AAPCS 7th Graders exceeded the district scores for the grade by 15.5 percentage points while our 8th Graders surpassed their district peers by 33.6 percentage points. Scores for 6th Grade cannot be compared, as 6th Grade students at the school were only enrolled in their first year.

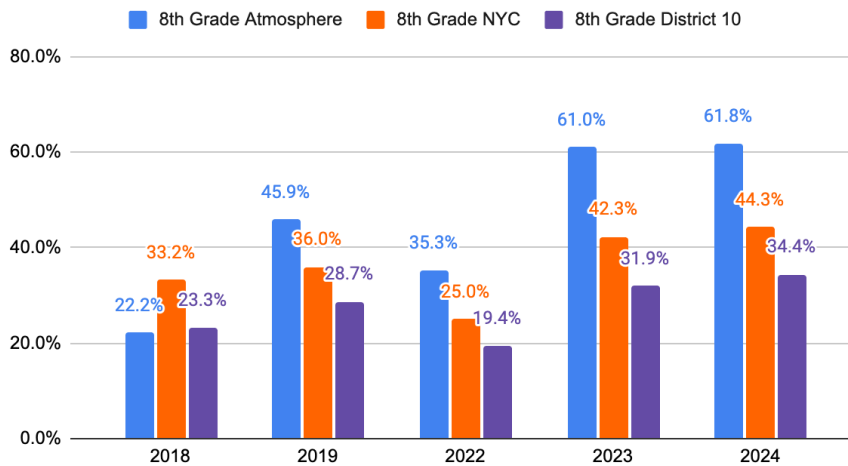
ADDITIONAL CONTEXT AND EVIDENCE

In addition to overall comparison with proficiency rates for CSD 10, we have done some analysis on Atmosphere’s performance on the 2024 Math exam versus CSD and New York City averages, reviewing growth as well as overall proficiency.

8th Grade

In 2024, Atmosphere continued to outperform NYC and District 10 in 8th Grade Math proficiency. Atmosphere’s 8th grade cohort in 2018 started 11.0% behind NYC and 1.1% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 8th grade cohort in 2024 finished 17.5% above NYC and 27.4% above District 10. Atmosphere had a net gain of 28.5% against NYC and 28.5% against District 10 in 6 years (two of which were COVID years). In fact, Atmosphere’s 2024 8th grade reached the highest 8th grade proficiency.

8th Grade Atmosphere vs NYC vs District 10 Math Proficiency

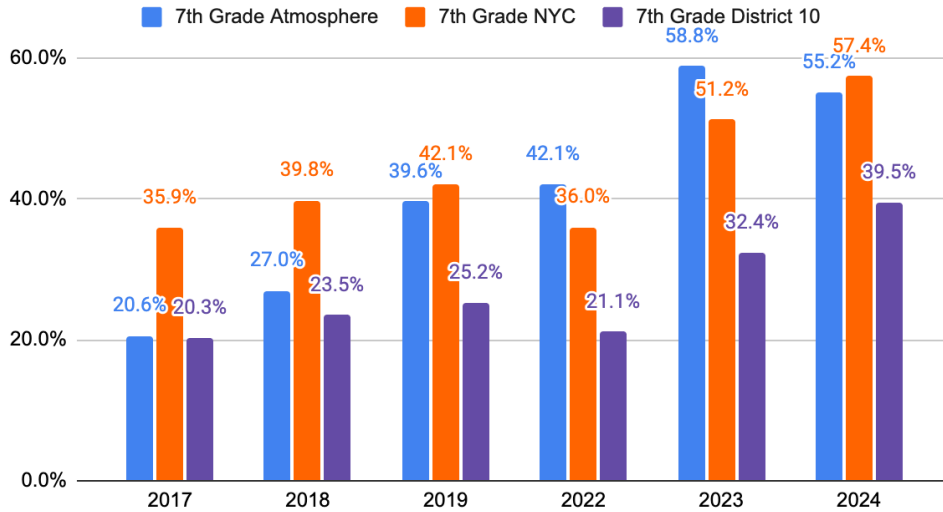


7th Grade

In 2024, Atmosphere continued to outperform District 10 in 7th Grade Math proficiency. Atmosphere’s 7th grade cohort in 2017 started 15.3% behind NYC and 0.3% ahead District 10. Despite the interruption

in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 7th grade cohort in 2024 finished 15.7% above District 10. Atmosphere had a net gain of 21.5% against NYC and 19.2% against District 10 in 7 years (two of which were COVID years). In fact, Atmosphere’s 2024 7th grade reached the highest 7th grade proficiency.

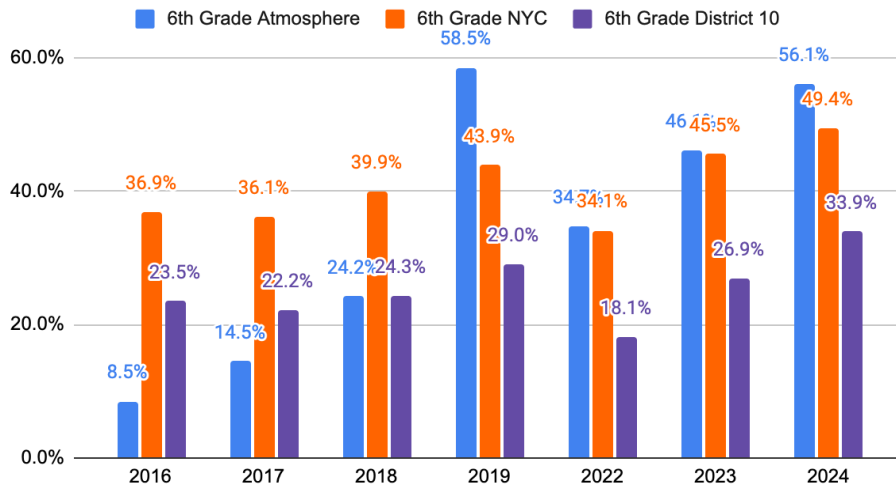
7th Grade Atmosphere vs NYC vs District 10 Math Proficiency



6th Grade

Since 2018, Atmosphere outperformed NYC and District 10 in 6th Grade Math both in terms of proficiency and proficiency growth. Atmosphere’s 6th grade cohort in 2018 started 28.4% behind NYC and 15% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 6th grade cohort in 2024 finished 6.7% above NYC and 22.2% above District 10. Atmosphere had a net gain of 35.1% against NYC and 37.2% against District 10 in 8 years (two of which were COVID years).

6th Grade Atmosphere vs NYC vs District 10 Math Proficiency



This year, 55% of the scholars tested were proficient on the Algebra 1 Regents exam either through testing or the Special Waiver process. The number represents 58 out of 105 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	2019-20	Algebra I	N/A	N/A
8	2020-21	Algebra I	92.3	52
8	2021-22	Algebra I	75 (96 with waiver)	80
8	2022-23	Algebra	84.62%	104
8	2023-24	Algebra I	55%	105

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 scores were very low on the Baseline.

As illustrated below, 9.5% of the scholars tested earned an advance proficient level 4 or 5 on the Algebra 1 Regents exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Algebra I Regents	2019	2020	2021	2022	2023	2024
Total Proficient	93%	N/A	92.3%	75%	84.62%	55%
Total Levels 4 & 5	39.5%	N/A	30.7%	13.75%	8.65%	9.5%

Atmosphere will continue to set a goal of above 50% advanced proficiency to align with our academic goals for the high school. 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. The midline data was applied more robustly throughout this year, allowing support to be adjusted as needed. Additional Algebra Regents Prep sessions were provided to accomplish this need while addressing content and skill deficits identified on the midline. The summer program was expanded to provide small-group targeted instruction before retesting in August. Of the scholars tested, 90% of the 8th graders who retested improved their scores.

MATHEMATICS ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2023-2024, the changes focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction, classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful it has been enhanced for the 2024-2025 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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, and increased expectations of students and staff. It 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 2024-2025 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- o 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction.
- o Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- o Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.
- o Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow was developed to fully utilize this resource to build teacher skill, self, and peer evaluation processes. Teachers will refine their skills through a strategic sequence of assignments by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.
- o The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- o As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.

- o Atmosphere has expanded its Instructional Leadership Team. The Leadership team for the Mathematics Department has been expanded to include a Leader for the middle and high schools (as discussed above). These Leaders collaborate to supervise the department and support vertical articulation. In time, the school plans on placing these leaders under the direction of a Mathematics Director. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department leaders will directly coach teachers using data to enhance their performance in the classroom.
- o 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2024-2025 school year.
- Curricular and Instructional Systems – In 2024-2025, 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. This work allows us to utilize this resource to measure student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - o For the 2024-2025 school year, the mathematics curriculum has been revised to include
 - An Advanced Placement Calculus course for advanced 12th graders to continue your study in this area beyond the pursuit of the diploma requirements. Students in the AP course may receive college credit if their score on the culminating exam meets the requirement of their selected college or university.
 - Consumer Math and Financial Literacy courses have been added to our high school program to provide a more robust set of options to meet graduation requirements, connect students with more interesting

content and best prepare them for adulthood. The courses include critical skills like budgeting, saving and investing.

- o Consumer Math is offered to scholars as an alternative to advanced courses once they have completed Algebra II. The course meets daily and focuses on the mathematical calculations needed for skills in this area.
- o Financial Literacy is an elective course offered to scholars in our Advanced Track. The scholars have already met their graduation requirements in mathematics and are presently enrolled in AP Calculus. The course has been differentiated to meet their needs, providing awareness of the financial skills needed in adulthood.
- The Math180 program has been reintroduced to evaluate student skills and support increased student proficiency. The program is individualized to assess scholars and provide remediation based on their performance.
- o The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
- o All students in grades 6 and 7 will receive 715 minutes of Humanities instruction per week, 712 minutes per week of STEM instruction, including 390 minutes of Achievement instruction per week. 6th and 7th grade scholars will have 195 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 600 minutes of Humanities instruction per week, plus 1000 minutes per week of STEM instruction including 400 minutes of Achievement instruction. The additional 400 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. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
- o All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes student progress comes through a “stage, not age” approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level’s courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and

Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.

- o Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students’ needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across all related classrooms (for example, Atmosphere’s math systems are taught in math, 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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grade 9-11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

ACTION PLAN

After the 2024-25 school year, we will be in a better position to gauge the strengths and weaknesses of our High School Mathematics program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

Initial items for high school improvement have been included in the action plan above. Specific items for the high school include the increased course offerings for Advanced Placement courses, math courses, professional development for staff and individualized student schedules.

GOAL 5: SCIENCE

Students will demonstrate high levels of achievement in science.

BACKGROUND

Since the opening of AAPCS, the Science Department has 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. 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 Regents 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, 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. with content that 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 also 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.

High School Science

Atmosphere's high school Science Program emphasizes inquiry-based and multimodal learning, and science application, which helps to facilitate the creative and critical thinking, and collaborative leadership skills built in the middle school program. Teachers continue to build these skills through inquiry-based scientific discovery. Scholars perform experiments, create and evaluate theories, and investigate various phenomena in the natural world. This powerful scope and sequence of content knowledge and skill-building prepares all students to perform on the highest level possible.

Atmosphere's high school Science Program consists of two tracks (Advanced Track and Regents Track).

- Regents Science is intentionally engineered to have all students achieve and exceed proficiency on the Regents Exams. The course teaches aligned New York State Next Generation Learning Standards as well as Atmosphere's English and Science Systems to best prepare students for the exams as well as college and careers.
- Advanced Track Science courses are intended to simultaneously prepare scholars for the Regents and Advanced Placement exams by aligning similar content established by the College Board and NYS Board of Regents. Through this program, scholars aim to achieve a level 4 or 5 on the Environmental Science, Biology, Chemistry and Physics 1 Advanced Placement Exams as well as advanced proficiency on the aligned Regents Exams.
- All scholars regardless of track, take a Lab class that provides laboratory experience in conjunction with the course content. Scholars will participate in both actual hands-on and simulated laboratory experiences and document their experiments in laboratory reports. Scholars are required to include data, artifacts, and extensive evidence-based summaries of their hypotheses, experiments, and conclusions in their reports. Virtual labs are offered as a resource to teachers when appropriate facilities are unavailable for their course requirements (for example, Chemistry).
- Science electives are offered to scholars who have already completed their science graduation requirements. In 2023-2024 scholars were able to take classes in veterinary and criminal science. In 2024-2025, the course selection now includes Astronomy and Marine Science.
- Advanced Placement Environmental Science has also been added in the 2024-2025 school year.
- To fully prepare scholars for important examinations, Regents Achievement, Regents Prep, and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In the 2023-2024 school year, the leadership of the department was increased to include a Director and 2 managers. The middle school manager supports science instruction for grades 6-8 and the high school manager supports science instruction for grades 9-12. The Director works with the officer team to strategically enhance the academic program. This distributed leadership model has allowed the department to develop the high school program while maintaining strong instruction in the middle school.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5			
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year	All District Students

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5						
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

2023-24 Science scores are not available at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

2023-24 Science scores are not available at this time.

ADDITIONAL CONTEXT AND EVIDENCE

2023-24 Science scores are not available at this time.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Earth Science	77	53 (68 with waiver)	69% (88% with waiver)
8	2022-23	Earth Science	105	65 (88 with waiver)	62% (84% with waiver)
8	2023-24	Earth Science	79	62	78%

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2023-2024, the changes

focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction. Classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful it has been enhanced for the 2024-2025 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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, and increased expectations of students and staff. It 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 2024-2025 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction.
- Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high

school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.

- o Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow was developed to fully utilize this resource to build teacher skill, self, and peer evaluation processes. Teachers will refine their skills through a strategic sequence of assignments by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.
- o The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- o As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.
- o The Leadership team for the Science Department has been expanded to include a manager for the middle and high schools (as discussed above). These managers collaborate to supervise the department and support vertical articulation under the direction of the Science Director. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department leaders will directly coach teachers using data to enhance their performance in the classroom.
- o 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2024-2025 school year.

- Curricular and Instructional Systems – In 2024-2025, 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. This work allows us to utilize this resource to measure student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - For the 2024-2025 school year, the science curriculum has been revised to include
 - An Advanced Placement Environmental Science for advanced 12th graders to continue your study in this area beyond the pursuit of the diploma requirements. Students in the AP course may receive college credit if their score on the culminating exam meets the requirement of their selected college or university.
 - Marine Science and Astronomy electives have been added to our high school program to provide a more robust set of options to meet graduation requirements, connect students with more interesting content and best prepare them for adulthood.
 - The high school courses have been updated to reflect the new standards aligned with the new Regents exams. These courses include Life Science Biology and Earth and Space Sciences.
 - Science Achievement for the 8th grade NYS exam has been revised to better prepare scholars for computer based testing.
 - The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
 - All students in grades 6 and 7 will receive 715 minutes of Humanities instruction per week, 712 minutes per week of STEM instruction, including 390 minutes of Achievement instruction per week. 6th and 7th grade scholars will have 195 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 600 minutes of Humanities instruction per week, plus 1000 minutes per week of STEM instruction including 400 minutes of Achievement instruction. The additional 400 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. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
 - All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes

student progress comes through a “stage, not age” approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level’s courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.

- o Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students’ needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across

all related classrooms (for example, Atmosphere’s math systems are taught in math, 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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered **exam(s)**. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2024-25 school year, we will be in a better position to gauge the strengths and weaknesses of our High School Science program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

Initial items for high school improvement have been included in the action plan above. Specific items for the high school include the increased course offerings for Advanced Placement courses, science elective courses, professional development for staff and individualized student schedules.

GOAL 6: SOCIAL STUDIES

Students will demonstrate high levels of achievement in Social Studies.

BACKGROUND

Atmosphere's high school Social Studies Program builds on the solid foundation in literacy and critical argument made in the middle school Program. Teachers continue to develop these skills through close reading of varied sources and eliciting responses from different historical viewpoints. Scholars investigate and evaluate events in the context of their historical, political, and geographic impact. This powerful scope and sequence of content knowledge and skill-building prepares all students to read, write, and critically analyze events on the highest level possible.

Atmosphere's high school Social Studies Program consists of two tracks (Advanced Track and Regents Track), each offering one course per year.

- Regents Social Studies is intentionally engineered to have all students achieve and exceed proficiency on the Regents Exams. The course teaches aligned New York State Next Generation Learning Standards and Atmosphere's English & Social Studies Systems to best prepare students for the exams and college and careers.
- Advanced Track Social Studies courses are intended to simultaneously prepare scholars for the Regents and Advanced Placement exams by aligning similar content established by the College Board and NYS Board of Regents. Through this program, scholars aim to achieve a level 4 or 5 on the US History and World History: Modern Advanced Placement Exams and advanced proficiency on the aligned Regents Exams.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History	

	Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
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EVALUATION OF THE SOCIAL STUDIES GOAL

In the 2023-24 school year, Atmosphere Academy High School enrolled students in Grades 9-11 only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

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ACTION PLAN

Atmosphere Academy’s Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2023-2024, the changes focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction. Classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful it has been enhanced for the 2024-2025 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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, and increased expectations of students and staff. It 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 2024-2025 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our

organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- o 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction.
- o Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- o Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.
- o Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow was developed to fully utilize this resource to build teacher skill, self, and peer evaluation processes. Teachers will refine their skills through a strategic sequence of assignments by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.
- o The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- o As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.
- o The Leadership team for the Science Department has been expanded to include a manager for the middle and high schools (as discussed above). These managers collaborate to supervise the department and support vertical articulation under the direction of the Science Director. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department leaders will directly coach teachers using data to enhance their performance in the classroom.

- o 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2024-2025 school year.
- Curricular and Instructional Systems – In 2024-2025, 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. This work allows us to utilize this resource to measure student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - o For the 2024-2025 school year, the science curriculum has been revised to include
 - An Advanced Placement US Government and Politics course for advanced 12th graders to continue your study in this area beyond the pursuit of the diploma requirements. Students in the AP course may receive college credit if their score on the culminating exam meets the requirement of their selected college or university. The course will be taught simultaneously with the required Civics course.
 - The scope and sequence of the course offerings has evolved to better align with other NYC high schools. Originally Atmosphere high school opened in 2022-2023 with scholars taking US History Regents in the 9th grade to build upon the strong instruction received in their middle school American Studies courses. However this posed an issue with scholars transferring into the school who had already taken one year of the Global History Regents course. The misalignment led to scholars needing to take courses generally offered in other grad levels. The format of the new US Regents exams also precipitated this decision as

- scholars in 11th grade would be better suited to complete the critical literacy tasks
- The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
- o All students in grades 6 and 7 will receive 715 minutes of Humanities instruction per week, 712 minutes per week of STEM instruction, including 390 minutes of Achievement instruction per week. 6th and 7th grade scholars will have 195 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 600 minutes of Humanities instruction per week, plus 1000 minutes per week of STEM instruction including 400 minutes of Achievement instruction. The additional 400 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. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
 - o All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes student progress comes through a “stage, not age” approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level’s courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.
 - o Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students’ needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across all related classrooms (for example, Atmosphere’s math systems are taught in math, 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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

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