



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Urban Dove Team Charter School

Renewal Site Visit Dates: October 21-22, 2021

Date of Report: May 11, 2022

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Dove Team Charter School
Board Chair	Michael Grandis
District of location	NYC CSD 22
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 27, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades / Approved Enrollment	Ungraded / 305 students
Proposed Renewal Term Authorized Grades / Proposed Approved Enrollment	Ungraded / 305 students
Comprehensive Management Service Provider	Urban Dove, Inc.
Facilities	1256 E 21 st St, Brooklyn, NY 11210 - Private Space
Mission Statement	<i>Urban Dove energizes, educates, and empowers young people through our network of UD Team Charter Schools serving over-age under-credited high school students. UD Team’s innovative model uses sports, teams, restorative practices, and mentoring to create a culture of high expectations and shared responsibility. By instilling our core values of Teamwork, Leadership and Communication, we develop our students into confident young adults ready to reach their full potential.</i>
Key Design Elements	<ul style="list-style-type: none"> • Sports-based Youth Development • Support Services • More time on Task • Same Sex Groupings • Multiple Intelligences • Differentiated Instruction • Targeted Interventions
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	Revise the school’s charter to modify the length of the school day while continuing to have a longer school day than the district of location to better meet the needs of the students and families.

Noteworthy:

Urban Dove Team Charter School (UDT) utilizes a sports-based youth development model that fosters leadership skills, collaboration and focuses on the accomplishment of tasks and skill mastery to support overage/under-credited students who have not experienced success in their previous school. Through close relationships with coaches, students are able to overcome challenges and achieve academic success. Parents, during the remote site visit focus group noted the frequent and diligent outreach by school staff and remarked that staff also supported parents and families in addition to relaying positive feedback on their children.

¹ The information in this section was provided by the NYS Education Department Charter School Office.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students

and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Grade Configuration	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)
Total Approved Enrollment	265	305	305	305	305

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)
Total Proposed Enrollment	305	305	305	305	305

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

² This proposed chart was submitted by Urban Dove Team Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day remote renewal site visit was conducted at (UDT) on October 21- 22, 2021. The CSO team conducted interviews with the board of trustees, school leadership team, parents, students and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted ten remote classroom observations which focused on the school's key design elements as well as English language arts (ELA) and mathematics instruction. The observations were approximately 15 minutes in length and conducted jointly with the school leader and the director of curriculum and instruction. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions information;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **SED Charter School Renewal: Feedback from CSEs (October 2021)**
- **Curriculum and Instruction Block Action Plan (Week of October 18, 2021); and**
- **Renewal Site Visit Supplement (Gardening Project, Neuro-sequential Model, Task Resources)**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 20 and 21, 2021 at UDT, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Meets

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- UDT is in year ten of operation and serves high school students. During its current charter term, the school is rated in the following manner: meeting nine and approaching one benchmark. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** The school has recently added a college and career readiness component which helps prepare students for successful post-secondary education, job training, and apprenticeships. The school helps students create a realistic plan for their future, provides opportunities for training and acquiring experiences that will lead to a successful transition from high school. The school's sports-based youth development program teaches students valuable communication skills in addition to leadership and collaboration.
- **Summary of Areas in Need of Improvement:** UDT aims to support students who have not experienced success in their prior high school experience. The school is continually working to find ways to increase the efficiency of its work and the effectiveness of its programming in order to speed up the process for students acquiring the skills and proficiencies required for graduation. While the school demonstrates some success with over-aged, under-credited students, it continues to seek out new and improved ways to accelerate student achievement.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

Over the course of this charter term, the trajectory for this benchmark remained a Meets. Since the mid-term, the CSO, in consultation with BoR-authorized charter transfer high schools and national organizations, has engaged in a multi-year process to identify appropriate metrics for the evaluation of transfer high schools which include comparison of the 4-year to the 6-year graduation rate.

During the charter term, UDT has been designated as a school in Good Standing under New York State criteria as defined by the Elementary and Secondary Education Act.

In the submitted 2020-2021 Annual Report, UDT reports that it has met all of its seven academic goals.

In the school's charter application narrative for Benchmark 1, the school notes that over the charter term, it has seen an increase in pass rates for Annual Regents' exams in algebra, ELA and global history.

For the 2013, 2014, and 2015 cohorts, graduation rates for 4-year to 6-year increased from an average of 15 percent to 46 percent, respectively; an average increase of +31 percentage points.

In the school's renewal application Benchmark 1 narrative, the school wrote that over the charter term, it has seen an increase in pass rates for Regents' exams in Algebra, ELA and Global History. The school indicated an increase in its five and six-year cohort graduation rates, averaging 37 percent for its five-year cohort and 46 percent for its six-year cohort. Given the target population of the school, namely overaged, under-credited students, the school measures retention of its students as a metric for success (see Benchmark 9 for more information on student retention). The school compares enrollment of students, disaggregated by credits accumulated prior to enrollment in the school. Per self-reported data, 70 percent of 15-year old students who enter the school with fewer than 11 credits have continued at the school. Forty-six percent of 16-year old students who enter the school with fewer than 11 credits who have not passed one Regents' exam have also continued attending the school. Sixty-nine percent of 16-year old students who enter with one or more passing Regents' scores maintain their enrollment.

The school also notes that its eligibility requirements differ from most of NYC's transfer high schools, in that UDT enrolls those students who have the longest path to graduation, entering the school with fewer than eight credits at age 16 or younger. Many of UDT's students have been turned away from other transfer high schools because they require students to have more credits upon enrollment.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Academic Program for High School:

- HS:
 - The school uses an individualized approach to support to support all students with teachers creating curriculum maps and unit plans aligned to the Common Core State Standards. Course

- work is created to prepare students to take NYS Regents exams in US History, ELA, Earth Science, Algebra, Global History and Living Environment
- The school continues to use Read 180 as part of the reading and writing program along with Achievement 3000 assessment to measure student progress and determine needs allowing for individualized instruction.
 - The school reports growth in students' math skills as demonstrated by the Math The school continues to use Math 180 as part of the mathematics program along with Achievement 3000 assessments to measure student progress and determine needs, allowing for individualized instruction
 - Regents Prep courses are also offered to all students
 - Study Skills and time management course work is offered to all students starting in year one.
 - Youth development and Team Building course work is offered to all students starting in year one.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWDs:
 - All classes are co-taught with a general education teacher and special education or ELL teacher. The teacher created curriculum is created to ensure that and unit and task is differentiated to meet student needs academically and social emotionally. Additionally, tasks are differentiated based on students' reading and numeracy levels and IEP information.
- ELLs:
 - All classes are co-taught with a general education teacher and special education or ELL teacher. The teacher created curriculum is created to ensure that each task and unit is differentiated to meet student needs academically and social emotionally. Additionally, tasks are differentiated based on students' reading and numeracy levels and language needs.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Curriculum:***

- **Indicator a:** The UDT application for renewal describes the school's internally-created three-year scope and sequence which is designed to reengage students in their academics and build the skills and competencies they will need to be successful in high school and beyond. All curriculum is aligned to Next Generation Learning Standards (NGLS) as well as New York State Learning Standards. The school uses Read 180 Universal as its curriculum for first year students because it provides the foundation for students to be successful in informational reading as well as literacy. As stated in the renewal application and confirmed during the school leadership panel discussion, students in their second and third year engage with class texts and focus on personal narrative, persuasive and creative writing. The school uses Achieve 3000 to assign articles and texts that are adapted to students reading levels. According to the school's renewal application, most students enter the school with math skills at the 5th grade level. The school uses the Math 180 program which serves as intervention for first year students and provides the foundation for students to be successful in passing the Algebra Regents'. Students in years two and three focus on passing the Algebra Regents' and meeting college readiness benchmarks. Social studies coursework

prepares students for the new Global History Regent. The Living Environment Regent is given to first year students and the Earth Science Regent is given in a students' third year.

- **Indicator b:** UDT's renewal application describes the way they use curriculum maps to track academic skills and to reinforce common language and strategies across subject areas. Teachers submit unit and lesson plans via Google docs and unit plans are formatted using the Understanding by Design format which promotes deep conceptual understanding of concepts and content. The instructional coach and the director of curriculum and instruction (DCI) approve all curriculum maps, unit plans and instructional tasks. Content area departments meet regularly to ensure that skills and content are scaffolded throughout the years and curriculum is mapped to ensure that students meet the content demands of the Regents' exams as they are scheduled to take them. The application asserts that content in the English and social studies are aligned to mutually support both areas and science and math teachers similarly align their content areas as well.
- **Indicator c:** As described in the school's renewal application, UDT maps all its curricula and horizontal alignment of skills and concepts are tracked through weekly teacher meetings chaired by instruction coach. Teachers develop strategies and feedback routines in addition to interdisciplinary skills so that all classrooms have consistent expectations for rigor and consistently successful outcomes. During the site visit, school leaders submitted a sample curriculum planner which maps each unit's content and skills which are centered around and essential question and describes the performance tasks to be completed as well as the competencies to be mastered. During the site visit focus group with school leaders, staff described the way that skills and content areas are tracked vertically to ensure content coverage and content mastery that is aligned to the school's regent exams testing schedule. According to the 2021 CSO Survey (21 of 27; 78 percent responded), 91 percent of teachers who responded agree or strongly agree that the school's curriculum is aligned horizontally across same grade-level classrooms and 95 percent who responded agree that the curriculum is aligned vertically.
- **Indicator d:** According to the school's renewal application, UTD's students require curriculum to be extremely rigorous and engaging. UDT uses the concept "zone of proximal development" to ensure that students are presented with challenging work in which they can be successful. UDT's task-based model of instruction allows teachers to assess student learning in real time and provide supports as necessary. The instructional coach facilitates weekly meetings of grade teams and subject area departments to assess the quality of instructional tasks and analyze student work and their progress. Classrooms are staffed by one general education teacher and one special education teacher who work together to differentiate tasks to meet the needs of every student. Data from diagnostic and formative assessments are used to guide materials selection and adjustments to curriculum. Students complete instructional tasks at their own pace and high performing students are provided with extension projects. In the 2021 CSO Teacher Survey, 95 percent of teachers who responded agree or strongly agree that instruction fosters student engagement. Students, during their focus group credited teachers with developing projects that are relevant to their lives and engage their interests.
- **Indicator e:** According to the school's renewal application, curriculum is reviewed regularly to check for alignment with the school's key design elements and to evaluate its effectiveness. The DCI, instructional coach and teachers examine their curriculum maps at the start of every trimester to make adaptations for their students. At the end of each trimester, student achievement data is examined in order to determine what adjustments need to be made to maximize student achievement. Data on student achievement is shared across the school to make sure that curricular adjustments are made within the context of the school's vertical alignment of skills and content. Unit plans are revised on a weekly basis and uploaded to the school's shared

folder for review by the school leader and DCI. In their focus group, school leaders described the network's process for adjusting the scope and sequence of instructional tasks and competencies and their alignment with Next Generation Learning Standards (NGLS). Leaders also described their current work in revising their social studies' curriculum based on longitudinal data on student performance on Regents' exams and the recent changes to state exams. The school will complete its transition to the newly revamped curriculum in the 2022-2023 school year.

2. Element: ***Instruction:***

- **Indicator a:** The school's renewal application notes that the school uses the Understanding By Design framework for unit plans and that all unit and lesson plans are reviewed by the DCI. During the remote site visit focus group, teachers described the way lessons are executed across the school. Each class starts off with a warm-up activity or exercise and then transitions into small group or independent work focused on instructional tasks, which students work on at their own pace. Classes end with an exit ticket or students reflecting on their work. Expectations are explicitly stated and focused on the UDT's established competencies. Motivational quotes as well as unit topics and essential questions are posted in classrooms in addition to upcoming dates and deadlines. During the remote site visit to classrooms, the CSO site visit team observed students working on individual tasks or working in groups. Anchor charts to support academic skill development, grading policy and descriptions of competencies to be mastered were observed across classrooms.
- **Indicator b:** As described in the school's renewal application, student engagement is a key driving force in curriculum development. All instructional tasks are differentiated to assure that every student can access the materials at their individual instructional level and work at their own pace. Classrooms are student-centered and student work is graded using task-based rubrics that assess mastery of content and skills which is a proven practice to improve student engagement. Teachers work with students individually or in small groups to reengage them if they have been absent. Teachers develop extension projects for high performing students to maintain a consistent level of rigor and challenge for all students. During the remote site visit to classrooms, observers who were accompanied by the school leader and the director of curriculum and instruction saw students working on projects individually and in groups. Students were self-directed and supported by the adults in the classroom. All students observed were engaged in their work.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** Within the school's application for renewal, the school has provided an assessment calendar which outlines the diagnostic, formative and summative assessments the school used to track student progress. Upon enrollment students are given Read 180 and Math 180 assessments as well as Achieve 3000. Formative assessments, which include teacher developed unit preassessments and previous Regent exams are used throughout the year. NYS Regents' exams, which include living environment, algebra, English language arts (ELA), global history, earth science, US history are used as summative assessments.
- **Indicator b:** The renewal application describes how teachers use student work, group work and classroom observations to gather qualitative feedback on curriculum and instruction. By analyzing student work, grade-level teams and content area departments can discuss evidence of learning and also discuss areas of shallow conceptual understanding. Math and reading inventory data, are gathered and analyzed throughout the school year to provide quantitative data on student progress toward college readiness. The school also uses final grades and Regents' exam grades to provide a quantified view of student achievement. This data is used to identify curricular or instructional areas in need of adjustment such as lagging skills and other trends which indicate

that revisions to the instructional plan are required. During the site visit focus group, school leaders described the way they use data from these assessments to examine both its curricular choices and its instructional approach. School leaders pointed out that current curricular choices and instructional methodologies have been made as a result of student achievement data and that current practices include the use of data from its sister school as well.

- **Indicator c:** The renewal application describes the way in which they have analyzed the effectiveness of its instructional program and made adjustments. This includes choices of diagnostic instruments, using flexible curriculum resources, like Achieve 3000 which provides academic texts that match students' reading proficiency as well as grade-wide and subject area student achievement analysis. This data has informed the formation and delivery of the instructional tasks, integrated coteaching model and the pacing of Regents' exams. It has also led to more interdisciplinary planning where content instruction is strategically overlapped. During the site visit focus group, school leaders described the process by which teachers made adjustment to respond to the needs of students during the pandemic. While remote instruction was challenging for some students, teachers and coaches worked with students to adjust materials and assignments to maintain student engagement and support student achievement during remote learning.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The renewal application describes UDT's full inclusion environment and schoolwide culture of support. Each classroom is led by two certified teachers, one general education and one special education. The school also utilizes a task-based instructional model which allows students to work at their own pace and allows for differentiation in all aspects of learning. The special education teacher oversees student instruction for all students with IEP's while also monitoring students who are struggling who may not have and IEP. The DCI and the special education and ELL coordinator work as a team to ensure that students receive all mandated services, whether they are provided by the school or the district. ELL students are supported through special modules in Read 180 and Math 180 that embed vocabulary building, fluency and grammar support into online sessions. To support students who wish to take alternative language versions of state exams, curricular materials in their native language, bilingual dictionaries are provided to students during the course of their instruction. According to SED Charter School Renewal: Feedback from CSEs (October 2021), the staff does an extraordinary job in its outreach to families and effectively disseminates information, supports and resources. The CSE notes that the school could improve its use of specially designed instruction and career and vocational tracks could be more aligned with students' skill levels and their financial and career aspirations
- **Indicator b:** As stated in the school's renewal application, UDT has developed a process to evaluate the effectiveness of programs to support individual students and ensure that supports for students are coordinated, productive and serve students well. Data points collected at varying intervals include attendance, grades, reading and math levels, course and Regents' exam results as well as behavioral information. Coaches and counselors meet regularly and review the academic progress of each student on their team. Biweekly league meetings provide opportunity to share team level data and provide feedback to coaches on areas in need of attention. During the remote site visit conversation with the student support team, staff described the way in which coaches and teachers along with the special education and ELL coordinators monitor the progress of students with special needs and make recommendations for changes to its instructional plans based in student progress or challenges experienced. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agree or strongly agree that the school has systems to

monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. The school communicates with and engages families with the school community.b. Teachers communicate with parents to discuss students' strengths and needs.c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.d. The school has a systematic process for responding to family or community concerns.e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. The school has systems or programs in place to support the social-emotional needs of students.b. School leaders collect and use data to track the socio-emotional needs of students.c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** The renewal application describes the school’s restorative and therapeutic approach to behavior management. The youth development department (YDD) manages student behavior. The student support team (SST), with expertise in social work, restorative practices, mediation, intervention and de-escalation strategies responds to student infractions of the discipline code as well as students in need of behavioral support. The school’s written discipline policy was included with the renewal documents, is posted on the school’s website and is distributed to families and students annually. The school has established a goal of zero suspensions and expulsions and has developed an incentive program, the UD Cup, which rewards student for positive actions and behavior and exhibits the schools core values.
- **Indicator b:** During its focus group, the SST described its approach establishing and maintaining a safe and productive environment. The foundation of their work is to build rapport with every student and to understand the context of students’ lives, the neighborhoods in which they live and the communities they represent. Team members are trained in non-violent crisis intervention. Staff members are positioned outside the school’s entrances during arrival to greet and check in with students and at dismissal to monitor where students are headed when they leave. The school has established a working relationship with the local precinct which also monitors the area during arrival and dismissal. Team members are present in the hallways during class transitions. According to the renewal application, the school addresses gang affiliation directly. Students are asked to sign a document agreeing to refrain from any gang related conduct while at or near school and the school provides regular workshops for student, families and staff on how to handle any situation involving gangs. In the 2021 CSO Parent Survey, to which 17 parents responded out of an expected 258 responses, a 7 percent response rate; with 100 percent of parents who responded agreed or strongly agreed that the school provides a safe environment.
- **Indicator c:** As described in the renewal application, UTD ensures that the school is a bully free, antidiscrimination environment. The staff structure and small staff to student ratio (approximately 1:5) creates a strong community where staff is highly aware of student dynamics and students have multiple staff members that know them well to whom they can report any complaints or concerns. The school has a DASA coordinator who works with the SSS department to develop interventions for students when needed. In the 2021 CSO Teacher Survey, 95 percent of the 21 teachers who responded, agreed or strongly agreed that the school provides a safe environment and 86 percent agreed or strongly agreed that the school has systems in place to ensure that the school is free from bullying, harassment and discrimination. In the 2021 CSO Teacher Survey, 19 percent of teachers who responded knew could identify the DASA coordinator by name, and 24 percent of teachers who responded could identify the McKinney-Vento Coordinator.
- **Indicator d:** During the remote site visit conversation, students described how the classroom environment helped them focus on their work. Having small groups and teachers who are available to work with them or to work one-on-one, helps students stay focused. The ability to work alone and at their own pace was also cited as a way to ensure that all students could be productive during class time. During the remote site visit, classroom visits were conducted through video conferencing and observers noted that all classrooms were free from disruptions and focused on student learning. In the 2021 CSO Parent Survey, 95 percent of parents who responded agreed or strongly agreed that classroom environments support learning and are generally free from disruption.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** As described in the school’s renewal application, UDT has a systemic approach to communicating with families and the larger community. The school mails out academic progress

reports to families in addition to a bi-monthly newsletter, sharing community news and events. The PTA hosts regular events for students and families and helps create workshops for families which include relevant information on a variety of topics of importance to the school's families. The application narrative also describes its community engagement by citing the example of its annual "Dove Day," which occurs on a Saturday and provides an opportunity for families and students to connect with members of the community, various NYC agencies and organizations. It culminates in a talent show in which anyone can perform for the rest of the community. When the school opened its new building in Midwood, the community was included in a beautification project which included planting flower beds as well as a vegetable garden in the school's yard. The school also conducts food, toy and clothing drives and cleans up local parks.

- **Indicator b:** The school's renewal application describes how coaches reach out to families whenever a student is absent. Family conferences are conducted, home visits are initiated in the case of excessive absences. Teachers communicate with parents regularly via phone and in person. These phone calls include recognition of student progress and positive aspects of student performance. Coaches regularly call families to update them on their student's progress. The school also conducts three parent teacher conferences per year and schedules multiple times during the day to meet parents' scheduling needs. All staff, teachers and coaches are available to meet with parents to discuss students' academic social and behavioral progress, strengths and areas in need of improvement. Staff is also available to meet parents outside of the parent teacher conferences schedule as needed. During the pandemic, staff supported remote communication by ensuring that all homes were equipped with sufficient technology to allow them to maintain communication channels with the school. During the parent focus group, parents articulated their appreciation for the school's staff keeping them informed and staying in close contact with them regarding their students' progress and learning needs. In many cases parents described the relationship as a partnership that was critical in helping students maintain positive momentum during remote schooling.
- **Indicator c:** As described in the renewal application, the school invites parents and students to participate in the NYC Department of Education (NYCDOE) survey each year to assess family and student satisfaction. Additionally, the school surveys parents in October and May of each school year with its own survey tool in order to surface any concerns or issues and to follow up on previous issues. These survey results are shared with school staff and the Board of Trustees (BoT). If survey results warrant any follow up action, staff are assigned, and action plans are developed. During the remote site visit discussion, students noted the role of the coach, who advocates for students or families when needed and serves as the liaison between the school and the student's family. In the 2021 CSO Parent and Teacher Surveys, 100 percent of parents and 96 percent of teachers who responded agreed or strongly agreed that the school seeks feedback from parents through surveys, meetings or some other way.
- **Indicator d:** UDT's renewal application describes the work of the family and community engagement coordinator (FCEC) as responsible for providing support for individual families and groups. This includes the maintaining of a food pantry as well as clothing drives to support families in need. During the pandemic, the school reported delivering essential goods to families' homes. The FCEC also assists families by connecting them with benefits programs and social service organizations who partner with the school in support of their families. The narrative also describes the school's advisory board which includes school staff, community members, alumni, parents and students that meet three times a year. This group makes policy recommendations which are proposed to the school's leadership for consideration. The school also has a formal process for complaints, which are brought to the board directly or by staff and discussed at BoT meetings in open session. Parents and students, during their respective remote site visit conversations noted

the role that coaches play in raising family and student concerns to the school's leadership. School leaders, during their remote conversation with the review team discussed the way the school systemically responds to concerns and raises issues with the BoT as necessary.

- **Indicator e:** According to the renewal narrative, the school posts attendance records publicly in order to stress the importance of regular attendance. This allows students to analyze their own attendance records and connect their attendance to their academic progress. Parents and families have on-line access to grades and behavior logs in real time through the school's Jupiter database. The school holds award ceremonies every trimester to recognize improvement and achievement and families receive reports on their students' progress twice a trimester. During the remote site visit, board members described their commitment to transparency through the regular reporting of academic data at their board meetings in addition to community meetings and meetings with parents. UD also sends out periodic newsletters to community members and donors which highlight the school's academic results. The BoT noted that donors often turnkey this data in their communications with the broader education and philanthropic communities.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** UDT's application for renewal emphasizes that supporting students' social and emotional health is a major focus of the school. All students spend a large portion of their day in sports-based youth development (SBYD) programming which is designed to meet the social and emotional needs of all students. In addition, there are youth development workshops, team-time circles, health and wellness education and life/ job skills development through the school's HI Risers program. The programming is based on SBYD principals, and all activities are developed through a youth development perspective designed to maximize engagement. Coaches build a strong relationship with the students on their team and act as an advisor or mentor. Each coach stays with the same students through their years at UDT in order to capitalize on the strong relationship that is developed among the coach, the student and the student's family. During the summer, the school runs a summer camp for elementary and middle school students that is staffed by UDT students, who are trained to be mentors for younger children through the school's HI Risers program to lead activities and run the camp. This leadership training program is the culmination of the SBYD program, as UDT students teach younger students the social and emotional skills they are learning during their time at UDT. The school also described the staff mentoring program which pairs every student with a staff mentor in addition to the related services provided by the NYCDOE and through the partnerships the school has developed with numerous social service organizations that serve similar students and families.
- **Indicator b:** According to the school's renewal application, UTD tracks student behavior in an online database, accessible to the entire SSS department. This tracking system enables the dean and other members of the SSS team to respond to any issues and track the follow-up which can include parent outreach, meetings and restorative circles. Once the issue has been resolved it can be marked complete. During its focus group, school leaders discussed their use of Hello Insight and online platform that tracks social emotional growth through surveys and measures social functioning, well-being and college and career readiness. This enables the school to identify students in need of support and also helps identify areas for professional development of staff in order to provide effective support to help students deal with potential stressors in their lives.
- **Indicator c:** Data from behavioral interactions tracked by the SSS department is categorized by level and disaggregated by behavioral trends. Data is compiled and analyzed and discussed with school leadership who assess whether the current level of student program is meeting the needs of students or whether programming needs to be adjusted. The data is also used to drive policy decisions, plan team-time circle topics, plan counseling sessions and determine collaboration with

outside organizations. During the site visit, school leaders also discussed how they use data from Hello Insight to make decisions about professional development and training for the SSS team or for the whole staff. School leaders also described their formal and informal feedback systems which include surveys to staff, parents and students in addition to grade-team meetings. Data from student and family experiences has led to the school beginning to adopt neuro-sequential modeling to institute routines and repetition to lower anxiety and foster feelings of safety which became important as students re-entered the building after being on remote instruction.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Urban Dove Team Charter School is part of the Urban Dove Team Charter School education corporation. Urban Dove Team Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Urban Dove Team Charter School's 2020-2021 composite score is 2.77.

**Composite Scores
2016-2017 to 2020-2021**

Year	Composite Score
2016-2017	1.06
2017-2018	1.40
2018-2019	2.34
2019-2020	1.84
2020-2021	2.77

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Urban Dove Team Charter School's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as Meets.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The BoT has been led by a stable group of trustees who have the skills and expertise necessary to govern and strategically lead the school. According to the BoT roster, the eight members of the board have experience in law, HR, finance, operations, education, academics, IT, and youth development, collectively. During the current charter term, one board member has been added and no board members have left. Half of the BoT have been members since the opening of the school. According to the renewal application narrative, the BoT has a process for recruiting new board members which begins with existing board members recommending candidates for consideration. When the BoT decides to pursue a candidate, s/he is invited to meet with the governance committee and visit the school. Candidates that are deemed to be a good fit for the board are invited to attend board meetings and see how the BoT functions and after this process is concluded that board makes a formal decision to invite the candidate to join the board and complete the vetting process required by NYSED.
- **Indicator b:** The school's renewal application outlines a process of strategic planning and goal setting for continuous improvement that begins in the spring of each school year. The CEO of the CMO and the school leader examine the data collected to evaluate progress on the current goals for the school year and develop goals for the upcoming school year, based on student outcomes, organizational capacity and the health of the school. These goals are aligned to the school's overall

mission and philosophy and submitted to the board for review and discussion. The board also discusses what, if any external resources are needed to support the school's continuous improvement. The goals are adopted through a consensus decision making process. During the pandemic, the board and school leadership spent considerable time and resources to ensure that the school was able to support their students and families with the necessary technology needed for remote instruction and supported their families with clothing drives and a food pantry as well as working with community groups to find other resources which families needed. During the remote site visit conversation, BoT members discussed their desire for expansion in order to serve more students. They cited the challenges of the charter cap on new charters for NYC as their biggest challenge and discussed the work they are doing in order to move forward. Board members also discussed their relationship with the NYC Charter School Center, which they rely on for additional training of board members in addition to their political support for their mission.

- **Indicator c:** According to the school's renewal narrative and verified during the remote focus group with BoT members, the BoT's oversight of the charter school is conducted through the work of its committees (governance, finance and academic performance) and its monthly board meetings. During board meetings, the work of each committee is shared, and action steps are decided upon. The board also reviews data from the school at each meeting. Attendance and recruitment information, behavioral statistics, interim and formal assessments and other programming data provide the necessary information to track the school's progress on their schoolwide goals for the year. During the remote focus group, the BoT reported that they have engaged a new auditor who provided training in auditing procedures recently.
- **Indicator d:** The school's renewal application describes UDT's process for reviewing and updating school policies which typically occurs at the conclusion of each school year. Any proposed revisions, which can be necessitated by a change to education law, state policy or in response to current situations, is proposed and reviewed by the school's legal counsel and then submitted to the BoT ahead of its annual meeting, which occurs in June. The board approves the finalized version at the annual meeting.
- **Indicator e:** The school's renewal application describes the evaluation of the school leader through a 360-degree evaluation process. The school leader completes a self-evaluation, and the board evaluates the school leader using a rubric which draws criteria from other organizations including the NYC Department of Education and the Danielson Framework. The school leader's evaluation also includes personal observations and survey data from parents, teachers and students as well as school performance data. The narrative goes on to explain a mid-year evaluation if the BoT deems necessary. The contract between the CMO and UDT, submitted as part of their renewal application describes the process by which the BoT of the school assesses the quality of the services it receives from the CMO on an annual basis. The contract includes a process for resolving any differences and the school has the ability to sever its relationship with the CMO, for causes described in the contract.
- **Indicator f:** The school's application for renewal states that the BoT is diligent in having an updated and vetted conflicts of interest policy and that all BoT members receive copies of the BoT's by laws, code of ethic and conflicts of interest which were submitted as part of the school's renewal application. The BoT retains the services of legal counsel and enlists the pro-bono services of the Lawyer's Alliance as needed. The BoT publicizes its meetings and sends meeting notices to local media, in addition to posting meeting announcements in the school lobby and on the school's website. The BoT also promotes parental, staff and community involvement in the school. The school's PTA, which meets monthly and is supported by the school's parent and community engagement associate, shares updates from the board and announces upcoming

board meetings. Staff members are active in BoT meetings, share their experiences and provide the BoT with feedback from their perspective.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> □N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: *School Leadership:*

- **Indicator a:** According to the renewal application the school is led by the school leader, director of operations, director of curriculum and instruction (DCI), the director of youth development and the director of college and career readiness. Each director supervises a team. During the school

leadership focus group, school leaders described their process for establishing school wide goals for the academic year as follows: The school leadership team begins each year with a retreat in which they analyze key data points from the previous year and note areas where they did not meet last year's goals. Based on their analysis, they set goals and plans for the coming school year. During the school year, the school leadership team meets weekly to monitor progress towards school wide goals. According to the 2021 CSO Teacher Survey, 100 percent of teachers who responded agree or strongly agree that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.

- **Indicator b:** UTD's organizational chart, submitted with its renewal application describes four distinct teams: operations, curriculum and instruction, youth development and college and career readiness. The school leader reports directly to the BoT through the submission of monthly data and updates during monthly board meetings. In parent and student focus groups conducted during the remote site visit, coaches were identified as the first point of contact between families and school staff in addition to directing students and families to appropriate school staff. During the remote site visit focus group with teachers and other staff members, and reiterated by students in their focus group, all UTD staff can be approached for assistance. Students and parents noted that every staff member will ensure that all requests for support or assistance will be addressed by appropriate staff members. Teachers noted the school's use of Google chat and departmental structures in addition to check-ins with supervisors as examples of the kinds of communications that occur throughout each day. As noted in the leadership and teacher focus groups, there is a high degree of trust and collaboration among staff members, which stems from the school's focus on teamwork-which extends beyond students and is pervasive in the school.
- **Indicator c:** According to the school's renewal application, there are a number of regularly occurring meetings where information is shared, and stakeholders can provide input into decisions. Whole staff meetings and department meetings occur twice each month. League meetings are held biweekly. A news bulletin is sent out to all staff by the school leader and outlines the coming weeks' events and other pertinent information. School leadership also implements an anonymous survey of staff three times a year and shares the results. Communications with families occurs daily through coaches and teachers contacting families to maintain student engagement. During their remote focus group conversation, parents noted the frequent and diligent outreach by school staff and remarked that staff also supported parents and families in addition to relaying positive feedback on their children. The school's renewal application also describes the school's advisory board, which meets three times a year and consists of staff members, community members, parents, alumni, students and the school leader. Concerns of these various groups are brought to the school leader who consults with the board and takes necessary action steps as appropriate.
- **Indicator d:** According to the school's renewal application, UTD is committed to hiring qualified staff that is aligned to the mission and vision of the school. The CMO handles recruitment and has established contacts with various universities and a network of places to advertise. In addition, over the course of time the Urban Dove network has yielded a number of hires that are alums of the organization and its schools. The school's hiring process involves numerous interviews with a variety of constituents and prioritizes candidates' ability to relate to students as the most important factor in the hiring process. Also described in the renewal application is the school's approach to staff evaluation, which includes professional development, informal and formal feedback processes, mentoring and performance improvement planning, and termination in the absence of proscribed growth. During the remote site visit focus group, school leaders described their evaluation process for teachers which includes both formal and informal observations and

feedback. When necessary, performance improvement plans are created and staff members that do not meet expectations or terminated or not offered positions in the upcoming school year.

2. Element: ***Professional Climate:***

- **Indicator a:** The school's renewal application describes the qualifications of its staff members, which includes a proven track record of success a full understanding and alignment with the mission and vision of the school and is certified or highly qualified in their area of expertise. During the focus group with the school's BoT, school leaders reported that leadership positions are generally filled from within the organization which demonstrates that the network has built a leadership pipeline to support its schools in its expanding network and that school leaders fully understand and are aligned to the mission and vision of the school. According to the 2021 CSO Annual Report, 86 percent of staff who responded agree or strongly agree that the school successfully recruits, hires and retains key personnel that meet the needs of all students and subgroups and makes decisions, when warranted, to remove ineffective staff members.
- **Indicator b:** According to the school's application for renewal, staff meet in focused groups before each school year. Content area teachers meet, grade-level teams meet, and social education teachers meet with content area teachers. These meetings are dedicated to collaborative planning and professional development. Bi-weekly, during the school year, teachers, coaches, social workers and school aides meet within grade-level (league) team meetings. Teams discuss student behavior and attendance as well as academic achievement and share intervention strategies. Teachers also meet every other week in departments to revisit curriculum and analyze students' mastery of skills and concepts as demonstrated by the school-developed instructional tasks. The special education department meets weekly to monitor student progress on IEP goals and special education teachers meet with their co-teaches during preparation periods. During the SSS team and teachers focus group, staff discussed their collaboration efforts centered around student support. Staff from different departments and teams cited many examples of their collaboration across teams and the way they share their expertise, perspectives, knowledge and observations of students and their families in service to providing wrap around support to students and their families.
- **Indicator c:** As documented in the school's renewal application, UDT has a robust professional development program that includes supports and workshops from both internal and external providers and partners. It is differentiated according to need and skill level and centered around best practices for the specific needs of their students. They describe a wide range of partners, from those that support charter schools to those that are experts in restorative practices and include de-escalation strategies and youth-based development. UDT examines student behavior and achievement data to make decisions on which professional development partnerships should be continued and what other professional development needs arise. During the school leadership and SSS team focus group, leaders described their current focus on staff training in the Neural Sequential Model, which is differentiated for education as well as sports-based youth development. The model articulates the needs of students who have experienced trauma and describes ways to help students respond productively through its focus on relevant, rhythmic, respectful, rewarding, repetitive and relational activities. According to the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed or strongly agreed that the school provides staff with professional development opportunities that promote best practices and improves all students' success.
- **Indicator d:** According to the school's renewal application, the three-week, August professional development sessions include sharing of schoolwide goals for the year and the development of curriculum maps and unit plans. Every week the school leader meets with the leadership team as

well as with each leader individually. The purpose of these meetings is to monitor progress towards the school's annual goals and to maximize communication and collaboration among all departments. Directors report on personnel issues and consult with the school leader on leadership strategies. The school leader also observes classes and hallways and shares observations with each director. The school leader, together with the DCI, conduct informal observations. Formal observations, which are conducted twice each year, and provide written feedback to teachers and document growth from previous feedback sessions. The instructional coach works more directly with teachers in planning lessons and provides informal feedback from informal observations weekly.

- **Indicator e:** According to the renewal application, the school utilizes league meetings which occur biweekly, for staff members to raise any questions or concerns. League leaders meet with the school leadership team monthly to raise topics and concerns solicited from staff members. The school leader creates task forces based on emerging needs and solicits participation from various staff members. In addition, all staff members are given a survey three times a year, and school leadership addresses any concerns. Each director also conducts a bi-annual survey with their staff to monitor their own effectiveness and identify any areas in need of improvement. During the site visit focus group, BoT members discussed its use of these survey results to gauge staff morale. According to the 2021 CSO Teacher Survey to which 21 teachers responded, 96 percent of teachers who responded agree or strongly agree that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. Element: ***Contractual Relationships:***

- **Indicator a:** According to documents submitted in the renewal application UDT maintains a relationship with Urban Dove, Inc. a 501C3 non-profit organization founded in 1998 to serve to serve the needs of at-risk students. The founder of this organization, Jai Nanda is also the founder of UDT. Each year, the school's BoT contracts with the CMO for services and agrees on a fee structure. The annual contract between the CMO and UDT, which was provided as part of the school's renewal application articulated the agreed upon services that the CMO provides and the obligations of the school. The BoT approves this contract each year, while members of the board who may have a conflict of interest are recused. The agreement also includes evaluation criteria and articulates the process by which each party evaluates the other on the quality of their participation in agreed upon activities. The contract also includes the process by which the CMO evaluates the school leader and leadership team each year. The contract can be modified and terminated by either party at any time. During the remote site visit focus group with the BoT, trustees described the valuable support of the Urban Dove organization in terms of support for sourcing high quality candidates for positions, curriculum development and college readiness programming. During the initial phase of the COVID-19 pandemic the CMO and the BoT worked together to ensure that all UD families had access to technology for their students to participate in remote learning but also provided food, clothing, and other supports to families by leveraging the relationship between the coaches and their families. According to renewal application the school leader and the BoT evaluate the services provided by the CMO and make note of services that may need to be added, improved or eliminated. Both parties also examine the fee structure to make to ensure that the school is paying at, or below, market rate. During the remote site visit focus group, BoT articulated its continued satisfaction with UD's support for the school and the collaborative relationship between the school and the CMO.
- **Indicator b:** According to the school's renewal application, the contract between the CMO and the BoT is reviewed each year. No material changes have been made to the contract that require a charter amendment.

- **Indicator c:** N/A

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"> a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Mission and Key Design Elements:***

- **Indicator a:** According to the school’s renewal application UDT’s key design elements are: sports-based youth development, support services, more time on task, same sex groupings, multiple intelligences, differentiated instruction and targeted intervention. Throughout the documents submitted for this renewal application, the key design elements are prominent. For example, the enrollment policy and recruitment strategies are specifically designed to recruit students who are at high risk for dropping out of high school. The staff hiring practices are designed to ensure that every new hire is aligned to the mission and vision of who the school seeks to serve and how they intend to serve them. UDT’s professional development program is designed to enable staff to support its team approach and operationalize each of the design elements. The BoT consists of several members who have been involved with UDT for its inception and have experience and expertise with some of the design elements. New BoT members are vetted by the BoT for mission alignment and an understanding of its founding principles. During the remote site visit conversations with parents, students and staff, the school’s focus on sports-based youth development, differentiated instruction and targeted interventions were cited by school community members. Classrooms that were observed during the remote site visit exhibited many of the school’s key design elements in action.
- **Indicator b:** The school’s renewal application describes how each design element is implemented in the school. The narrative cites examples of how the school employs the sports-based youth development model and how the pillars of the approach are threaded through varsity sports and youth development activities throughout the day. The SSS provides wrap around support for students and their families and is centered around the coach’s relationship with each student and family in their case load. The student schedule and task-oriented approach to instruction, which was observed during remote classroom visits as well as described in the narrative, demonstrated that students are engaged for extended periods of time on a single activity in order to

demonstrate mastery. The school's same sex groupings in sports and academic classes supports leadership development from both genders and reduces gender implicit bias. The multiple intelligence framework and differentiated instruction were employed during remote classroom observations as students worked on individual tasks that were differentiated based on their skill and reading levels. Students in creative arts cycled through visual representation and music as they worked on projects connected to a central theme. In remote classroom visits and remote conversations with parents, teachers, students and staff, as well with the BoT, each constituent group demonstrated the ways in which every key design element is implemented. During the parent focus group discussion, which was conducted through video conferencing, parents all noted the effect of the school's concentration on youth development and how it impacted their families as well as their students. Instructional staff discussed the way they approach differentiated instruction, more time on task and targeted interventions. Coaches and members of the SSS discussed the way they help individual students overcome their obstacles and the support services that are provided to any student who needs additional support. Students discussed the ways in which teachers work with them to support their understanding of content matter and mastery of academic skills in addition to helping them plan their future to ensure that when they graduate, they have a plan for post-secondary schooling or a career path through internship, training and entering the work field.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The school relocated in 2020 to a new CSD and retained 88 percent of their students. The new district of location, NYC CSD 22, has a higher percentage of ELL enrollment as compared to their previous district of location, NYC CSD 13.

1. Element: **Target are met:**

- **Indicator a:** According to CSO records, UDT has maintained sufficient enrollment to meet the enrollment plan outlined in the charter. The school is currently at 85 percent of its contracted enrollment for the 2020-2021 school year. During the current charter term, enrollment ranged from 85 percent to 103 percent of its contracted enrollment. The school is not to exceed its maximum authorized enrollment. During this time, enrollment of SWD and ED students exceeded NYC CSD 22 by a range of +23 to +32 percentage points for SWD and by a range from +11 to +19 percentage points for ED students.
- Given the target population of the school, namely overaged, under-credited students, the school measures retention of its students as a metric for success. The school compares enrollment of students, disaggregated by credits accumulated prior to enrollment in the school. Per self-reported data, 70 percent of 15-year old students who enter the school with fewer than 11 credits

have continued at the school until graduating or dropping out although not enrolling at another school. Forty-six percent of 16-year old students who enter the school with fewer than 11 credits who have not passed one Regents' exam have also continued attending the school. Sixty-nine percent of 16-year old students who enter with one or more passing Regents' scores maintain their enrollment.

2. Element: ***Targets are not met:***

- **Indicator a:** The school's enrollment of ELL students was below NYC CSD 22 enrollment each year, ranging from -6 to -11 percentage points below the district. The school does not meet the benchmark with regard to ELL students.
- **Indicator b:** According to the enrollment and recruitment plan submitted as part of the renewal application, the school conducts a variety of recruitment and outreach efforts which include:
 - outreach to schools within the area as well as outside the district, community presentations, open houses etc.
 - UDT also establishes referral relationships with youth centers and social service agencies that may come into contact with overage, under-credited students.
 - All recruitment materials are available in Spanish and other languages.
 - The renewal application discusses the school's efforts to recruit ELL students, describes their past success in ELL enrollment at the prior location and asserts that the COVID-19 pandemic has hampered its efforts to meet their enrollment target for ELLs. The school commits to all of its previous efforts to recruit ELL students being in full effect at its new location.
- **Indicator c:** According to the school's renewal application, the CMO and the school leadership team closely monitors student enrollment and reports monthly to the board using a dashboard that is broken down by enrollment sub-groups. While the school asserts that its established methods of outreach has proven to be effective, they are using social media more effectively to increase enrollment overall and for all sub-groups.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents' and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Legal Compliance:**

- **Indicator a:** At the time of the renewal site visit the school was in compliance with its charter and local, state or federal laws and regulations. UDT has generally been in compliance with applicable federal and state laws and the provisions of its charter. The school complies with Open Meeting Laws, publicizes its monthly BoT meetings on its website (<https://urbandove.org/about-us/our-board/>) includes time in its meeting agenda for public comment and post minutes of meetings from the previous school years. Documents reviewed indicate that the school has complied with all privacy and protections for its staff and students and manages its finances, oversight, governance and reporting obligations as required. The school adheres to all health and safety requirements. The school has submitted the required fire inspection for its new facility located at 1256 E 21st St, Brooklyn, NY 11210 on September 2020. The most recently required fire inspection has not yet been conducted. The school is working with its CSO liaison to have this inspection scheduled.
- **Indicator b:** During the current charter term, the school and the BoT have taken appropriate actions when needed to maintain necessary safeguards to be in full legal compliance. For example, in a CSO review of the 2019-2020 Annual Report six teachers did not fall into the required statutory categories. In the 2017-2018 , 2018-2019 and 2020-2021 Annual Reports all teachers fell into the required statutory categories. The school was overenrolled in 2019-2020 by eight students, and in the 2020-2021 school year it was within 85% of its maximum authorized enrollment. In 2017 during the last charter term, the CSO notified the board that its chair was currently serving on the board of its charter management board, a violation of the charter. Despite assurances from the school that this would be changed by July 2017 the

conflict persisted through the 2018 submission of the application for Urban Dove Team CS II. This has since been rectified.

- **Indicator c:** The school has sought Board of Regents' and/or Charter School Office approval for the following revisions over the course of the current charter term: April 2017 the addition of Charter Management Organization, Urban Dove, Inc., and April 2021 a mission and vision revision. The school is currently seeking a material revision to its charter after changing its schedule and calendar without CSO or Board of Regents approval.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

URBAN DOVE TEAM CHARTER SCHOOL

BEDS Code

332200861006

2020-2021 Enrollment

258

ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #22
Total Public School Enrollment of Resident Students attending Charter Schools:	10%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	High School
Address:	1256 E 21ST ST BROOKLYN NY 11210
Website:	www.urbandove.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	AMIT BAHL
CEO Phone:	(718) 783-8232
CEO Email:	abahl@urbandove.org
BOT President:	MIKE GRANDIS
BOT President Phone:	(212) 407-4985
BOT President Email:	mgrandis.urbandove@gmail.com
Institution ID:	800000070188

BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2015
Current Term:	7/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	258	17	7%
Student Survey (Grades 9-12)	258	7	3%
Teacher Survey	-	21	-

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

URBAN DOVE TEAM CHARTER SCHOOL

2018-2019

URBAN DOVE TEAM CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Transfer High School	+/- 5	BROOKLYN FRONTIERS HIGH SCHOOL	.	.	.	-15
		BUSHWICK COMMUNITY HS	.	.	.	-11
		EAST BROOKLYN COMMUNITY HIGH SCHOOL	.	.	.	-14
		HARVEY MILK HIGH SCHOOL	.	.	.	-17
		LIBERATION DIPLOMA PLUS	.	.	.	-4
		NEW VISIONS AIM CHARTER HS I	.	.	.	-10
		SOUTH BROOKLYN COMM HIGH SCHOOL	.	.	.	-8
		Mean	.	.	.	-11
	+/- 7.5	JOHN V LINDSAY WILDCAT ACAD CHARTER	.	.	.	-11
		METROPOLITAN DIPLOMA PLUS HIGH SCH	.	.	.	-4
		NEW DAWN CHARTER HIGH SCHOOL	.	.	.	-4
		NEW VISIONS AIM CHARTER HS II	.	.	.	-3
		Mean	.	.	.	-6
	+/- 10	BRONX HAVEN HIGH SCHOOL	.	.	.	+3
		EDWARD A REYNOLDS WEST SIDE HS	.	.	.	-1
		RESEARCH AND SERVICE HIGH SCHOOL	.	.	.	-7
		WEST BROOKLYN COMMUNITY HIGH SCHOOL	.	.	.	+9
		Mean	.	.	.	+1
	Mean		.	.	.	-6

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

URBAN DOVE TEAM CHARTER SCHOOL

*2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :
Not applicable to this charter school*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Tested	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Tested	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Tested	Urban Dove Team CS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	38	66%	70%	-4	9	67%	46%	+21	-	-	-	-	32	69%	63%	+6
	2017-2018	47	21%	64%	-43	15	20%	39%	-19	-	-	-	-	41	22%	56%	-34
	2018-2019	60	65%	66%	-1	22	55%	43%	+12	-	-	-	-	49	59%	59%	0
	2019-2020	90	77%	93%	-16	37	68%	90%	-22	-	-	-	-	82	74%	92%	-18
	2020-2021	40	100%	97%	+3	22	100%	96%	+4	-	-	-	-	39	100%	97%	+3
English Language Arts (Common Core)	2016-2017	78	44%	84%	-40	29	14%	59%	-45	-	-	-	-	68	44%	77%	-33
	2017-2018	85	38%	79%	-41	34	15%	52%	-37	-	-	-	-	71	38%	70%	-32
	2018-2019	116	54%	84%	-30	54	44%	61%	-17	6	33%	56%	-23	101	53%	78%	-25
	2019-2020	73	73%	96%	-23	37	70%	91%	-21	5	60%	89%	-29	65	69%	94%	-25
	2020-2021	22	100%	99%	+1	7	100%	98%	+2	-	-	-	-	20	100%	99%	+1
Global History	2018-2019	29	41%	79%	-38	8	13%	52%	-39	-	-	-	-	22	45%	72%	-27
	2019-2020	61	87%	98%	-11	26	88%	95%	-7	-	-	-	-	54	89%	97%	-8
	2020-2021	33	100%	100%	0	16	100%	100%	0	-	-	-	-	27	100%	100%	0
Global History Transition	2017-2018	25	8%	73%	-65	10	10%	45%	-35	-	-	-	-	24	8%	62%	-54
	2018-2019	56	21%	62%	-41	17	6%	34%	-28	-	-	-	-	45	20%	51%	-31
Living Environment	2016-2017	19	53%	96%	-19	-	-	-	-	-	-	-	-	17	53%	62%	-9
	2017-2018	20	45%	96%	-25	6	17%	44%	-27	-	-	-	-	15	47%	60%	-13
	2018-2019	34	44%	96%	-27	9	22%	45%	-23	-	-	-	-	26	50%	61%	-11
	2019-2020	93	94%	96%	-2	38	100%	93%	+7	-	-	-	-	81	93%	95%	-2
	2020-2021	52	100%	98%	+2	24	100%	97%	+3	-	-	-	-	48	100%	98%	+2
Physical Setting/ Earth Science	2016-2017	62	24%	64%	-40	15	0%	40%	-40	-	-	-	-	50	24%	53%	-29
	2017-2018	49	12%	68%	-56	15	7%	44%	-37	-	-	-	-	38	11%	58%	-47
	2018-2019	45	7%	64%	-57	16	0%	39%	-39	-	-	-	-	39	8%	53%	-45
	2019-2020	6	83%	97%	-14	-	-	-	-	-	-	-	-	6	83%	96%	-13
	2020-2021	15	100%	98%	+2	-	-	-	-	-	-	-	-	14	100%	98%	+2
US History and Government	2016-2017	108	19%	81%	-62	26	8%	55%	-47	-	-	-	-	87	18%	73%	-55
	2017-2018	99	13%	81%	-68	36	0%	56%	-56	-	-	-	-	87	10%	73%	-63
	2018-2019	91	11%	77%	-66	34	18%	51%	-33	-	-	-	-	82	12%	67%	-55
	2019-2020	93	87%	97%	-10	33	91%	93%	-2	-	-	-	-	81	86%	95%	-9
	2020-2021	42	100%	100%	0	19	100%	100%	0	-	-	-	-	39	100%	100%	0

*See NOTES (1), (2), (4), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

URBAN DOVE TEAM CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS
ELA	2013 Cohort	96	38%	85%	-47	36	19%	55%	-36	5	20%	41%	-21	81	37%	80%	-43
	2014 Cohort	99	35%	84%	-49	35	11%	54%	-43	-	-	-	-	83	31%	78%	-47
	2015 Cohort	77	34%	84%	-50	32	25%	55%	-30	-	-	-	-	67	30%	79%	-49
	2016 Cohort	113	51%	88%	-37	56	45%	66%	-21	-	-	-	-	103	52%	84%	-32
	2017 Cohort	76	34%	89%	-55	31	23%	69%	-46	-	-	-	-	68	32%	86%	-54
Global History	2013 Cohort	96	16%	78%	-62	36	3%	42%	-39	5	20%	35%	-15	81	16%	70%	-54
	2014 Cohort	99	8%	77%	-69	35	6%	42%	-36	-	-	-	-	83	7%	69%	-62
	2015 Cohort	77	8%	78%	-70	32	3%	43%	-40	-	-	-	-	67	6%	70%	-64
	2016 Cohort	113	23%	84%	-61	56	25%	60%	-35	-	-	-	-	103	25%	80%	-55
	2017 Cohort	76	20%	87%	-67	31	23%	66%	-43	-	-	-	-	68	16%	84%	-68
Math	2013 Cohort	96	44%	85%	-41	36	22%	50%	-28	5	60%	53%	+7	81	47%	80%	-33
	2014 Cohort	99	28%	83%	-55	35	17%	49%	-32	-	-	-	-	83	28%	77%	-49
	2015 Cohort	77	29%	84%	-55	32	28%	51%	-23	-	-	-	-	67	27%	78%	-51
	2016 Cohort	113	48%	88%	-40	56	34%	64%	-30	-	-	-	-	103	48%	85%	-37
	2017 Cohort	76	45%	90%	-45	31	45%	69%	-24	-	-	-	-	68	43%	88%	-45
Science	2013 Cohort	96	22%	84%	-62	36	3%	52%	-49	5	20%	42%	-22	81	23%	78%	-55
	2014 Cohort	99	14%	83%	-69	35	6%	52%	-46	-	-	-	-	83	13%	76%	-63
	2015 Cohort	77	14%	83%	-69	32	9%	51%	-42	-	-	-	-	67	12%	76%	-64
	2016 Cohort	113	46%	87%	-41	56	43%	64%	-21	-	-	-	-	103	48%	83%	-35
	2017 Cohort	76	51%	90%	-39	31	55%	70%	-15	-	-	-	-	68	49%	87%	-38
US History	2013 Cohort	96	18%	81%	-63	36	8%	49%	-41	5	20%	40%	-20	81	20%	74%	-54
	2014 Cohort	99	22%	80%	-58	35	11%	48%	-37	-	-	-	-	83	18%	72%	-54
	2015 Cohort	77	10%	79%	-69	32	9%	48%	-39	-	-	-	-	67	10%	71%	-61
	2016 Cohort	113	23%	84%	-61	56	25%	61%	-36	-	-	-	-	103	23%	79%	-56
	2017 Cohort	76	45%	85%	-40	31	39%	66%	-27	-	-	-	-	68	41%	81%	-40

*See NOTES (1), (2), (4), and (7) below.

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Urban Dove Team CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS Graduation Rate	Differential to NYS
2013 Cohort	4 Year	96	21%	82%	-61	36	25%	58%	-33	5	20%	42%	-22	81	20%	76%	-56
	5 Year	95	39%	85%	-46	35	37%	64%	-27	5	40%	50%	-10	77	39%	80%	-41
	6 Year	95	42%	86%	-44	36	39%	66%	-27	5	60%	53%	+7	77	43%	82%	-39
2014 Cohort	4 Year	99	12%	83%	-71	35	17%	60%	-43	-	-	-	-	83	10%	76%	-66
	5 Year	93	41%	86%	-45	33	42%	66%	-24	-	-	-	-	76	39%	81%	-42
	6 Year	92	54%	87%	-33	32	47%	68%	-21	-	-	-	-	76	51%	83%	-32
2015 Cohort	4 Year	77	12%	83%	-71	32	16%	62%	-46	-	-	-	-	67	9%	77%	-68
	5 Year	77	36%	87%	-51	32	34%	67%	-33	-	-	-	-	67	33%	82%	-49
	6 Year	77	42%	88%	-46	32	41%	70%	-29	-	-	-	-	66	38%	84%	-46
2016 Cohort	4 Year	113	15%	85%	-70	56	18%	63%	-45	-	-	-	-	103	17%	80%	-63
	5 Year	111	33%	88%	-55	54	33%	69%	-36	-	-	-	-	104	35%	83%	-48
2017 Cohort	4 Year	76	13%	86%	-73	31	19%	65%	-46	-	-	-	-	68	10%	81%	-71

*See NOTES (1), (2), (4), and (9) below.

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

Urban Dove Team CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	96	7	7%	30	1	3%	-	-	-	83	6	7%
2015	84	1	1%	36	0	0%	-	-	-	77	1	1%
2016	101	2	2%	48	0	0%	5	0	0%	92	2	2%
2017	76	14	18%	32	3	9%	-	-	-	68	11	16%
2018	72	10	14%	31	5	16%	-	-	-	65	10	15%

*See NOTES (1), (2), (4), (7), and (10) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

URBAN DOVE TEAM CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Urban Dove Team CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	265	260	98%
2017-2018	265	245	92%
2018-2019	305	293	96%
2019-2020	305	313	103%
2020-2021	305	258	85%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District
2016-2017	36%	13%	+23	3%	9%	-6	82%	71%	+11
2017-2018	38%	15%	+23	2%	13%	-11	86%	74%	+12
2018-2019	44%	13%	+31	4%	12%	-8	86%	72%	+14
2019-2020	44%	14%	+30	4%	11%	-7	89%	72%	+17
2020-2021	47%	15%	+32	2%	13%	-11	92%	73%	+19

*See NOTES (2) and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District
2016-2017	61%	92%	-31	54%	85%	-31	83%	87%	-4	65%	91%	-26
2017-2018	78%	92%	-14	79%	86%	-7	50%	89%	-39	80%	92%	-12
2018-2019	78%	93%	-15	73%	86%	-13	100%	90%	+10	79%	93%	-14
2019-2020	69%	93%	-24	74%	88%	-14	100%	88%	+12	70%	92%	-22
2020-2021	88%	92%	-4	88%	82%	+6	78%	90%	-12	89%	94%	-5

*See NOTES (2) and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	5	1	20%	-	-	-	-	-	-	-	-	-
	5-Year	5	1	20%	-	-	-	-	-	-	-	-	-
	6-Year	5	1	20%	-	-	-	-	-	-	-	-	-

*See NOTES (2), (3), and (10) below.

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*



Charter School Fiscal Accountability Summary

URBAN DOVE TEAM CHARTER SCHOOL

Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

	2016-17	2017-18	2018-19	2019-20	2020-21
ungraded					
ungraded					
265	265	305	305	305	305
305	305	305	305	305	305
260	245	293	313	258	

ASSETS

Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents	686,649	382,957	2,058,603	4,244,162	4,873,153
Grants and Contracts Receivable	110,708	155,661	277,275	347,299	517,565
Prepaid Expenses	44,167	208,667	1,750	105,560	17,092
Other Current Assets	10,281	76,553	7,679	20,145	1,056,214
Total Current Assets	851,805	823,838	2,345,307	4,717,166	6,464,024

Non-Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Property, Building and Equipment, net	240,995	193,097	162,615	175,683	381,600
Restricted Cash	75,191	75,228	100,301	150,458	150,633
Security Deposits	200,000	200,000	24,851	76,589	76,589
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	516,186	468,325	287,767	402,730	608,822
Total Assets	1,367,991	1,292,163	2,633,074	5,119,896	7,072,846

LIABILITIES and NET ASSETS

Current Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounts Payable and Accrued Expenses	67,901	646,662	835,053	108,129	550,875
Accrued Payroll and Payroll Taxes	504,266	-	-	952,378	1,158,172
Due to Related Parties	-	-	145,848	113,599	-
Refundable Advances	-	-	-	311,112	-
Other Current Liabilities	202,281	94,770	78,808	-	-
Total Current Liabilities	774,448	741,432	1,059,709	1,485,218	1,709,047

Long-Term Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Deferred Rent	-	-	-	278,906	223,125
Other Long-Term Liabilities	-	-	-	1,500,000	1,600,525
Total Long-Term Liabilities	-	-	-	1,778,906	1,823,650
Total Liabilities	774,448	741,432	1,059,709	3,264,124	3,532,697

NET ASSETS

	2016-17	2017-18	2018-19	2019-20	2020-21
Unrestricted	593,543	550,731	1,573,365	1,855,772	3,540,149
Restricted	-	-	-	-	-
Total Net Assets	593,543	550,731	1,573,365	1,855,772	3,540,149
Total Liabilities and Net Assets	1,367,991	1,292,163	2,633,074	5,119,896	7,072,846

OPERATING REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
State and Local Per Pupil Revenue - Reg. Ed	3,638,085	3,849,321	6,154,562	8,054,667	8,147,625
State and Local Per Pupil Revenue - SPED	1,540,795	1,856,895	2,911,290	3,568,542	4,240,734
State and Local Per Pupil Facilities Revenue	321,114	317,415	903,336	1,190,013	1,613,469
Federal Grants	267,686	565,950	755,216	546,466	774,939
State and City Grants	11,552	88,094	390,863	98,702	-
Other Operating Income	-	-	-	38,336	44,019
Total Operating Revenue	5,779,232	6,677,675	11,115,267	13,496,726	14,820,786

EXPENSES

Program Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Education	4,109,349	4,070,967	6,141,875	7,274,569	8,907,003
Special Education	1,157,375	1,127,956	2,266,945	3,263,841	3,298,654
Other Expenses	-	255,341	-	-	-
Total Program Services	5,266,724	5,454,264	8,408,820	10,538,410	12,205,657

Supporting Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Management and General	1,096,294	1,236,968	1,890,147	2,547,544	2,321,202
Fundraising	35,000	83,107	144,499	174,986	110,074
Total Support Services	1,131,294	1,320,075	2,034,646	2,722,530	2,431,276
Total Expenses	6,398,018	6,774,339	10,443,466	13,260,940	14,636,933
Surplus/Deficit from Operations	(618,786)	(96,664)	671,801	235,786	183,853

SUPPORT AND OTHER REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
Interest and Other Income	1,174	237	273	193	524
Contributions and Grants	3,450	53,615	350,560	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	46,428	1,500,000
Total Support and Other Revenue	4,624	53,852	350,833	46,621	1,500,524
Change in Net Assets	(614,162)	(42,812)	1,022,634	282,407	1,684,377
Net Assets - Beginning of Year	1,207,705	593,543	550,731	1,573,365	1,855,772
Net Assets - End of Year	593,543	550,731	1,573,365	1,855,772	3,540,149

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	22,228	27,256	37,936	43,121	57,445
Support and Other Revenue	18	220	1,197	149	5,816
Total Revenue	22,246	27,476	39,133	43,269	63,261

Expenses - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	20,257	22,262	28,699	33,669	47,309
Management and General, Fundraising	4,351	5,388	6,944	8,698	9,424
Total Expenses	24,608	27,650	35,643	42,367	56,732
% of Program Services	82.3%	80.5%	80.5%	79.5%	83.4%
% of Management and Other	17.7%	19.5%	19.5%	20.5%	16.6%
% of Revenue Exceeding Expenses	-9.6%	-0.6%	9.8%	2.1%	11.5%

FINANCIAL COMPOSITE SCORE

	2016-17	2017-18	2018-19	2019-20	2020-21
Composite Score	1.06	1.40	2.34	1.84	2.77
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Adequate	Adequate	Strong	Strong	Strong

WORKING CAPITAL

	2016-17	2017-18	2018-19	2019-20	2020-21
Net Working Capital	77,357	82,406	1,285,598	3,231,948	4,754,977
Working Capital (Current) Ratio	1.1	1.1	2.2	3.2	3.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

	2016-17	2017-18	2018-19	2019-20	2020-21
Debt to Asset Ratio	0.6	0.6	0.4	0.6	0.5
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

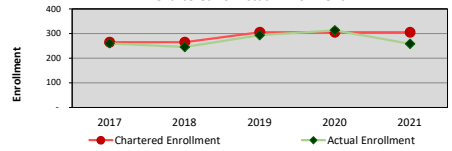
CASH POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Days of Cash	39.2	20.6	71.9	116.8	121.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

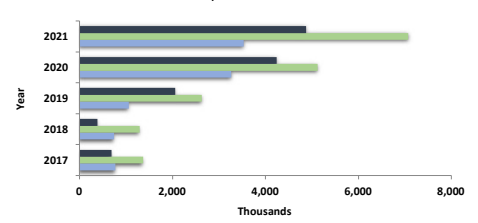
TOTAL MARGIN

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Margin Ratio	(0.1)	(0.0)	0.1	0.0	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

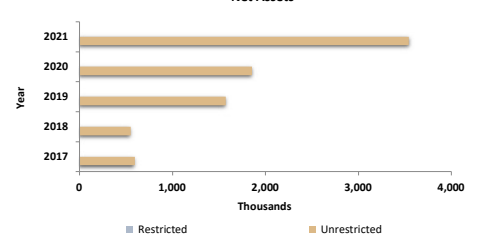
Chartered vs. Actual Enrollment



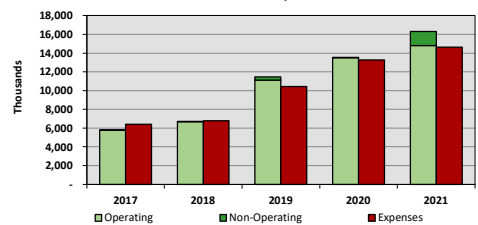
Cash, Assets and Liabilities



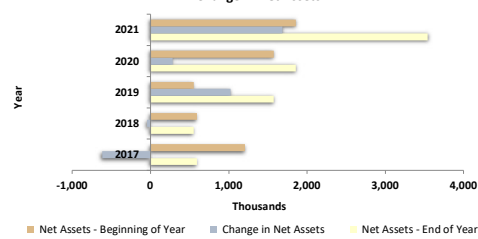
Net Assets



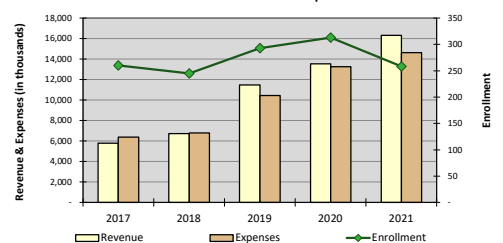
Revenue & Expenses



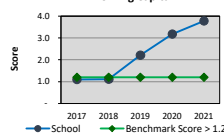
Change in Net Assets



Enrollment vs. Revenue & Expenses



Working Capital



Debt to Asset

