



New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Urban Dove Team Charter School II

Renewal Site Visit Dates: November 16-17, 2022

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[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

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ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Dove Team Charter School II
Board Chair	Michael Grandis
District of location	NYC CSD 8
Opening Date	Fall 2018
Charter Terms	August 1, 2018 – June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Ungraded (high school) / 305 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Ungraded (high school) / 305 students
Comprehensive Management Service Provider	Urban Dove, Inc.
Facilities	671 Prospect Avenue, Bronx, NY 10456 - 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"> • Sport-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)	None

Noteworthy: Urban Dove Team Charter School II (UD Team II), a transfer high school, supports over-age/under-credited students in developing the social-emotional and academic skills needed to graduate prepared for college and career. UD Team II students work with staff to create and monitor graduation plans that support their ability to meet graduation goals. The school also provides students with college exposure (e.g., college visits, application development, etc.) as well as leadership development training by having students participate in the HiRiser program where they lead after school sports, etc. To sustain consistency in programming, the current school leader delayed transition into the role of director of schools to assume the role of school leader for the 2022-2023 school year. The UD Team II staff and

¹ The information in this section was provided by the NYS Education Department Charter School Office.
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students express a shared passion for the students' outcomes and weave the values of teamwork, leadership and communication through their daily work.

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided effective academic and social-emotional supports during the 2021-2022 school year, all while keeping students and staff safe.

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 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Ungraded	Ungraded	Ungraded	Ungraded	Ungraded
Total Approved Enrollment	110	205	295	305	305

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

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Ungraded	Ungraded	Ungraded	Ungraded	Ungraded
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**.

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

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

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 renewal site visit was conducted at UD Team II on November 16-17, 2022. The NYSED CSO team conducted interviews with the board of directors, school leadership team, special populations team, teachers, parents, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted nine classroom observations in classrooms serving students in Years 1, 2, and 3. (Note: The school is ungraded.) The observations were approximately 20 minutes in length and conducted jointly with the director of curriculum and instruction. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for 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 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster and minutes) 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 Schools Parents/Guardians, Teachers, and Students;**
- **2022 Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **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;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **UD Team II's submitted Annual Reports during current charter term;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **UD Team II's SY 2022-2023 renewal application;**
- **UD Team II's Management agreement with Urban Dove; and**
- **Classroom lesson materials.**

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 November 16 - 17, 2022 at UD Team II, 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>	Approaches
	<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>	Meets
	<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

- UD Team II is in year 5 of operation and serves students in an ungraded setting. During its current charter term, the school is rated in the following manner: Meeting nine benchmarks and Approaching one benchmark. A summary of those ratings is provided below.
- **Summary of Growth and Strengths:**
UD Team II utilizes a task-based model with differentiation and targeted supports to serve students in an inclusive setting that is staffed by two teachers (one general and one special education teacher). The school, serving a maximum of 305 students, and classrooms are small (no more than 20-22 students per team/classroom). Every student has a full-time coach; the coach (part social worker, part guidance counselor, part mentor) supports students' participation in sports-based youth development as well as in the classroom, allowing instructional staff to focus on teaching and learning. UD Team II uses varied assessments, including diagnostic, summative and formative, to inform daily instruction and monitor student progress. Assessments include but are not limited to daily exit tickets as well as end of unit performance tasks (e.g., presentations, projects, etc.) and Regents exams. The school provides varied social-emotional supports, including the sport-based youth development (SBYD) programming. During the daily sports programming, students build teamwork and self-confidence. The school uses the SBYD program to teach sports skills along with life and leadership skills.

The school's core values (teamwork, leadership and communication) shape the school's culture and climate to ensure students build relationships, learn restorative practices and gain college and career readiness. UD Team II students work with staff to create and monitor graduation plans that support their ability to meet graduation goals. The school also provides students with college exposure (e.g., college visits, application development, etc.) as well as leadership development training by having students participate in the HiRiser program, leading afterschool sports, etc.

Participants in all focus groups were able to discuss the systems and protocols in place to support the school's over-age/under-credited students that enroll at UD Team II. In alignment with its KDEs, the school's culture centers around core values (teamwork, leadership and communication). A positive learning environment is nurtured and maintained with electronic "TLC"s or tickets that students may earn individually or as a team to promote positive behavior. Restorative practices are integrated to create a culture of shared responsibility.

Over the charter term, UD Team II has met (and exceeded) its enrollment targets for students with disabilities (SWDs) and economically disadvantaged (ED) students. School-reported data shows, at the time of the renewal site visit, UD Team II was serving 147 (or 44 percent) SWDs and 311 of the 337 students (or ~92 percent) were classified as ED per eligibility for free and reduced lunch.

- **Summary of Areas in Need of Improvement:** While the school has not met its subgroup enrollment targets for English language learners (ELLs), the school has worked to increase the ELL population and has steadily reduced the differential (e.g., from -8 percentage-points in 2018-2019, -7 in 2019-2020 and -6 in 2020-2021).

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: Approaches

Summative Evidence for Benchmark 1:

There is no trajectory statement for the course of this charter term as this benchmark has not been previously rated.

Urban Dove is a transfer high school (HS). Unlike a traditional HS which is rated based on the 4-year grad rate and other metrics, a transfer school adds value to the students' high school experience by retaining them 5, 6, and sometimes 7 years until they graduate. Therefore, the difference between the 4-year rate and the 6-year rate by cohort is used to evaluate this type of school. The school's 2017 cohort's (the first truly full cohort to date) 4-to 5-year differential of +13 percentage points for all students and the differentials for SWDs (+19) and ELLs (+25) and ED students (+12) indicate that the school is creating better outcomes for their students.

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

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 (NYSL) 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

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>c. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>d. 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 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:

- UD Team II's instructional program is student-centered with a task-based approach that is differentiated into four levels (AA, A, B, C with level A being for students who fall below grade level, B for students who are at grade level, and C for students you show proficiency above grade

level) in accordance with students' reading and numeracy levels. Once a defined number of unit tasks are completed, each student takes a performance-based assessment to demonstrate mastery (or the need to receive ongoing support). Coursework is aligned with a three-year plan for students to take NYS Regents exams in living environment, English language arts, global history, algebra, US history, and Earth science (if needed).

- The school is in year 3 of a partnership with The Writing Revolution (TWR). UD Team II teachers have been trained in the Hochman Method to promote writing in all disciplines.
- Regents and SAT Prep courses are offered to all students.
- The school's College All Stars program, which guides students through college and career planning, is interwoven within the school day. Students are exposed to different career paths and explore post-secondary education programs that each path would require.
- All students are welcome to attend a weekly Saturday school from 11:00 AM until 2:00 PM when the school is open for academic support, SAT prep, and open gym. Students that are falling behind are highly encouraged to attend. At minimum, one general and one special education teacher are present.

Academic Program for SWDS and ELLs:

SWDs:

- The school utilizes the integrated collaborative teaching (ICT) model to facilitate differentiation and small group instruction with one general education content area teacher and one generalist special education or ELL teacher in each classroom.
- All class materials are differentiated and leveled based on students' reading and numeracy levels, as well as the interventions specified within the students' IEPs.
- The special education teachers use the Strength Deployment Inventory (SDI) model for creating differentiated tasks for students on their caseload.
- UD Team II's student support services department supports differentiation and professional development (PD) for teachers.

ELLs:

- Tiered interventions are used to support ELLs. Beginning in the 2022-2023 school year, an ELL push-in teacher offers more individualized interventions and support to the school's ELLs.
- Learning materials are provided in students' native language.
- The school embeds additional vocabulary, fluency, and grammar through Read 180 and Math 180 programs to support the specific needs of ELLs in their online work sessions.

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:** According to the school's renewal application and as described during the school leadership and teacher focus groups, UD Team II has created a three-year scope and sequence designed to re-engage students in academics and build the skills and competencies necessary for success. All curriculum maps are aligned to New York State's Next Generation Learning Standards through school-wide competencies. As shown in the school schedule, the academic program consists of ELA, math (e.g., pre-algebra, algebra 2), science (e.g., living environment and Earth science) social studies (e.g., global history, US history); in year 3, students are offered foreign

language. The school uses the Read 180 Universal program and the Math 180 (both aligned with New York State's Next Generation Learning Standards) as a major part of the program in year 1 to provide the foundation for classes in years 2 and 3. In years 2 and 3, teacher created coursework aligns with a three-year plan for students to take NYS Regents exams in living environment, ELA, global history, algebra, US history and Earth science (if needed). As stated by a teacher in the open-ended section of the 2021 CSO Teacher Survey, students complete assignments that are directly related to Regents exams and content. According to the director of curriculum and instruction (DCI) during the renewal site visit, many of the observed teachers have taught for consecutive years and have, over time, gained a strong understanding of the standards that must be covered. The DCI and instructional coaches review lesson plans and instruction to ensure standards are being addressed.

- **Indicator b:** In the 2021 CSO Teacher Survey, 72 percent of teachers responding to the 2021 CSO Teacher Survey agreed that the school's curriculum is aligned horizontally across same grade level classrooms while 57 percent agreed the school's curriculum is aligned vertically between grade levels. The school's renewal application explains that teachers, across grade levels, use curriculum maps to see where skills overlap and how they can use common language and strategies in teaching those skills. Further, content area departments meet regularly to ensure that they are scaffolding content area skills across three years to ensure that students graduate college ready. Social studies and ELA classes in years 2 and 3 are aligned where students read global literature that supports and enhances what they are learning in social studies. The application also states math teachers and science teachers work together across grade levels to draw parallels to the real-world applications found in math and science for the content they are learning inside the classrooms and how they complement each other. UD Team II reports that they are in year 3 of a partnership with TWR to promote writing in all disciplines and all classrooms. As described in the application and discussed during the school leadership focus group, weekly meetings for all league teachers, chaired by the instructional coach, are held to ensure horizontal alignment. As stated in the renewal application and affirmed by the DCI during the visit, teachers submit curriculum maps, instructional tasks, and unit plans to the DCI and instructional coach to ensure teachers are teaching with similar expectations and outcomes.
- **Indicator c:** Ninety-three percent of teachers responding to the 2021 CSO Teacher Survey agreed that the school's curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts. (Fourteen teachers responded to the 2021 CSO Teacher Survey, indicating a 58 percent response rate.) To support individualized instruction and student supports, 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 the curriculum. Each classroom observed during the site visit included one or more concrete examples of differentiation to support learning for all students, including small groups, one on one instruction as well as differentiation in the process (e.g., based on individual level, students were asked to draft a single or multi-paragraph response, etc.). Students complete instructional tasks at their own pace. Content and skills are centered around an essential question and the competencies to be mastered (as posted on the board in each classroom to guide lessons). In addition, during observed math, ELA, and social studies classes, teachers made multiple attempts to provide strategic check-ins to elicit student understanding and to build discourse. Teachers across content areas ensured that students were

able to engage with texts at their reading levels. In the majority of classrooms, teachers utilized frequent and successful academic checks for student understanding; however, in a small number of classes, teachers did not utilize a diversity of checks for understanding or did so without promoting an increase in accuracy for observed student groups.

- **Indicator d:** According to the school's renewal application and explained during the leadership team focus group, the curriculum is reviewed regularly to check for alignment with the school's key design elements and to evaluate its effectiveness. For example, UD Team II staff meet monthly with staff at the Brooklyn UD site to review and evaluate the curriculum. Seventy-eight percent of teachers responding to the 2021 CSO Teacher Survey agreed the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. According to the renewal application, at the end of each trimester, final grades for all courses are analyzed and teachers determine why students received the grades that they did and work as departments to see where their tasks and coursework were successful. Before the start of each new trimester, teachers adapt and provide the DCI with curriculum maps; the maps are then used to create unit plans. After Regents and Mock Regents are offered, teachers participating in the focus group explained, they analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions.

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

- **Indicator a:** Seventy-one percent of teachers responding to the 2021 CSO Teacher Survey agreed the school has a shared understanding of high-quality instruction that supports all learners and 100 percent of parents/guardians responding to the 2021 CSO Parent Survey agreed that the quality of teaching and learning at UD Team II is high. (Six parents/guardians responded to the 2021 CSO Parent Survey, indicating a three percent response rate.) The school's renewal application states, UD Team II educators have a unified language around instruction and best practices with competency skills developed through the lens of content instruction, using the gradual release of responsibility model on student-paced timing. One teacher explained that gradual release at UD Team II looks like I do, we do, you do. As observed during site visit classroom observations, each class starts 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 with ongoing support from teachers. Expectations for task completion are explicitly stated while, as explained by teachers, tasks are leveled in accordance with student needs and/or strengths. Motivational quotes as well as unit topics and essential questions are posted in classrooms in addition to upcoming dates and deadlines. Anchor charts to support academic skill development, grading policy and descriptions of competencies to be mastered were also evident across all classrooms. According to the renewal application, as well as teachers and the DCI, classes end with an exit ticket or students reflecting on their work.
- **Indicator b:** Eighty-six percent of teachers responding to the 2021 CSO Teacher Survey agreed instructional delivery fosters engagement with all students. In the open-ended responses, teachers provided examples of how they promote student engagement in their classes. Some of the themes across responses include allowing students the opportunity to make mistakes and providing them with feedback as well as the opportunity to make revisions. As stated in the renewal application and observed during the site visit, classrooms are student-centered. The DCI and teachers explained that student work is graded using task-based rubrics that assess mastery of content and skills which, the school states, is a proven practice to improve student

engagement. As observed during the site visit, teachers work with students individually or in small groups to engage students and/or to re-engage them if they have been absent. Some teachers offered extension projects for students who completed a task. For the most part, during site visit observations, students were self-directed; all students were supported by the adults in the classroom. The majority of students observed were engaged in their work. Students who were not fully engaged were prompted and also encouraged to attend Saturday school to ensure tasks are completed in correspondence with due dates. As observed during the renewal site visit, teachers were sensitive to student differences; while acknowledging varying needs and giving students space, they created a safe learning environment where students became engaged in learning as class time elapsed. Positive reinforcement was frequently used across classrooms to build and sustain engagement.

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

- **Indicator a:** Eighty-six percent of teachers who responded to the 2021 CSO Teacher Survey agreed that UD Team II uses a system of formative, diagnostic, and summative assessments. According to the renewal application, data analysis of each assessment drives progress toward schoolwide goals and student success with the ultimate goal of having students graduate college ready. The renewal application includes an assessment calendar that identifies assessments administered, when, for which students, and the rationale. For example, once students enroll and at the beginning of each year, all students take a reading, math as well as a writing inventory. These tests, re-administered in the middle and end of the year, are used to collect evidence of student growth and the impact of school programs and instructional practices. Other formative assessments include teacher-created and end-of-unit assessments. The school has also developed a three-year schedule to stagger Regents exams. School leaders explained administration of Regents exams is purposefully scaffolded to both reduce the burden on students and to increase success rates. Exams are administered per the state's graduation requirements. To further prepare students for college, the school administers the PSAT and SAT each spring. ELLs participate in the NYSESLAT each spring.
- **Indicator b:** In the school leader and teacher focus groups, staff stated UD Team II uses qualitative and quantitative data daily and throughout the school year to inform the delivery of daily lessons and interventions (i.e., to differentiate instruction) and to track students' progress and growth. As explained in the renewal application and by teachers participating in the focus group, units are sequenced into tasks. For example, task one of each unit is a pre-assessment while tasks 2-5 are formative assessments and the final task is a performance task that students must pass to demonstrate the ability to answer the unit's essential questions and content mastery before moving to the next task. As evidenced during site visit observations, students are grouped according to progress on each task. The data from each task allows teachers to know which students need further support on a particular concept or skill. During the site visit focus group, school leaders and staff explained data is used to communicate progress to students and families. Coaches use data as they sit with students during weekly one-on-one visits to set goals and track progress on the student's individualized graduation plan (which is created upon student enrollment). Parents are provided with report cards and participate in conferences three times per year. They also have online access to Jupiter, the school's database program, to track student progress and grades in real-time.

- **Indicator c:** According to the 2021 CSO Teacher Survey, seventy-eight percent of teachers who responded agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. The renewal application states all teachers use the math and reading inventory data to monitor literacy growth throughout the year. Teachers in the focus group affirmed they use the students' reading levels to create appropriately leveled readings and to provide documents that will push students' growth to the next Lexile level. During the site visit focus group, the school leaders and board members explained data is continuously used to evaluate programming. For example, Regents exams results are compared to previous sittings to ensure that the results are improving, rather than staying stagnant or declining. Further, the school leader provides the board with a monthly dashboard which includes but is not limited to credit accumulation, course grades, enrollment, attendance, and disciplinary data.

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

- **Indicator a:** As stated in the renewal application, UD Team II believes all students benefit from a full inclusion environment. According to the staff roster, UD Team II currently has nine licensed and certified/highly qualified special education teachers as well as a special education and ELL coordinator who collaborate to meet the needs of the student population. Beginning in 2022-23, the school hired an ELL push-in teacher to offer ELLs more individualized interventions and support. As affirmed through classroom observations made during the site visit, one special education teacher works in collaboration with the general education teacher in each classroom to sustain a school-wide culture of support that is used to help all students to achieve at high levels regardless of disabilities or learning modalities. As described in the renewal application and by the special education and ELL coordinator during the focus group, students that do not improve with targeted and tiered interventions, created by the special education teacher, are referred to the Committee on Special Education (CSE) for an evaluation (in collaboration with the student's parents). The DCI and the special education and ELL coordinator, along with the youth development department, work as a team and the CSE to ensure that students receive all mandated services, whether they are provided by the school or the district. CSE feedback provided to NYSED CSO affirms the school effectively communicates with the CSE regarding student data while noting room for improvement in writing relevant and thorough IEP goals and present levels of performance. Related services, such as speech, occupational therapy, and physical therapy, are met in accordance with the IEP through collaborations with the district and community organizations. In addition to the related service providers and the mandated counseling on the IEPs, the school has three social workers on staff to provide crisis and at-risk counseling. The school serves a high percentage of ED students; UD Team II provides a variety of support in partnership with community organizations. Members of the special population team explained these supports include a food pantry every Tuesday and Thursday, free clothing, holiday baskets, and metro cards.
- **Indicator b:** The renewal application explains that the school maintains an online database to organize data that is collected on a daily, weekly, monthly, and term basis. The data includes attendance, grades on tasks, reading and math performance levels, TWR writing assessments, grades in courses, Regents results, as well as behavior referrals, and attendance. All staff participating in focus groups confirmed they have access to the database. Coaches use this information in their weekly one on one meetings with students to ensure that their needs are

being met. Bi-weekly league team meetings provide coaches the opportunity to share feedback and information from students with their teachers. Teachers, affirmed during the focus group, that they have the data and information they need to meet the academic and social-emotional needs of their students inside the classroom as general and special education teachers collaborate with coaches as well as the special education and student support services (SSS) departments. Data, such as the number of times that students are in the hallway to use the bathroom, is tracked in response to need so staff may collaborate to identify and address trends.

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:** As noted in the renewal application, UD Team II understands that their students have faced many challenges (academic and social-emotional); therefore, the school implements a behavior management system that is restorative and therapeutic. The school's youth development department and members of the SSS department, with experience and expertise in social work, restorative practices, mediation protocols, therapeutic interventions, crisis intervention, and de-escalation, hold responsibility for managing student behavior. As stated by the school leader during the renewal site visit, the school has a written discipline policy that is included in Appendix A of the student and family handbook. The handbook (provided in both English and Spanish) is posted on the school's website; each family is asked to sign to acknowledge receipt and review of the handbook. The discipline policy explains that the school's approach toward working with students on behavioral infractions is by means of restorative practices. It also outlines three levels of infractions with corresponding restorative practices and/or disciplinary consequences, due process, etc. According to the 2021 CSO Parent Survey, 100 percent of parents agreed that the school's discipline policy is clear, and 100 percent strongly agreed it is fair to all students (Six parents/guardians responded to the 2021 CSO Parent Survey, indicating a three percent response rate.) As described in the renewal application, the school implements a points-based schoolwide incentive program called the UD Cup; it centers on the school's core values, teamwork, leadership, and communication. Students and teams of students earn TLC points for positive behaviors. During classroom observations made during the renewal site visit, all teachers recognize positive behaviors and distribute points. Students in the focus group agreed the TLC points were valuable. They explained points could be used to earn prizes, such as UD Team II gear, participation in schoolwide events, and the honor of becoming the team with the most points.
- **Indicator b:** According to the renewal application, to ensure a safe environment, UD Team II focuses on developing a strong community. As part of the restorative practices model (mentioned above), the school incorporates community-building circles or "Team Time" circles. During the focus groups, the DCI, SSS team members, and teachers described how the restorative practices helped to create a safe, positive environment for students. As observed during the renewal site visit, operations team members monitor the hallways at all times, in particular during transition times. During the special populations focus group, the SSS coordinator explained that the school has a crisis support team that supports students in a restorative way with high support and high expectations. As stated in the renewal application, maintaining a safe and harassment-free environment in the school means establishing an equally safe perimeter around our school. As observed during the renewal site visit, at arrival and dismissal, staff are present in front of the building, in front of the bus stop and on the nearby corner as a means to increase safety. As noted during the school leadership focus group, the school's disciplinary plan was revised, following the suspension that moved to the NYSED Commissioner of Education in 2018, to more clearly articulate processes (e.g., appeals, hearings, notification, etc.).
- **Indicator c:** As documented in the school's student and parent handbook, UD Team II, in accordance with New York State's Dignity for All Students Act (DASA), is committed to providing a safe and productive learning environment that is free from bullying and harassment. The renewal application explains a commitment to an environment free from harassment and discrimination that is communicated to the school through "Bully-Free/Anti-Discrimination Zone" signs that are clearly posted throughout the building. As described during the school leadership

focus group, social workers may join community circles (held weekly) to build teamwork within class teams, setting the foundation for teamwork rather than bullying. UD Team II staff is also trained to identify, and report suspected issues of harassment. The school’s small staff-to-student ratio (approximately 1:5) and community culture means that staff are highly aware of student dynamics. If and when concerns arise, teachers and coaches affirm they work in collaboration with the DASA coordinator and the SSS department to develop interventions for all students involved.

- **Indicator d:** In each of the nine classrooms that were observed during the site visit, the classroom atmosphere was conducive to learning and free from disruption. Students in all classrooms appeared to know and follow the rules. The DCI also explained during shared classroom observations that the school’s use of single-gender classrooms and single-gender sports teams have proven effective in limiting disruption. In year 3, students transition to co-ed classrooms. The school’s low staff-to-student ratio supports student engagement as did the positive relationships that were observed between staff and students as well as among students. Finally, as observed during the site visit, the student’s coach held responsibility for collecting student cell phones upon their arrival at school, permitting the teachers and students to focus on teaching and learning and removing potential distractions for students.

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

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Urban Dove Team CS II	Expected Responses	Total Responses	Response Rate	Target Response Rate	Differential
Parent Survey	238	6	3%	50%	-47
Student Survey (Grades 9-12)	238	0	0%	80%	-80
Teacher Survey	24	14	58%	80%	-22

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Students, and Teachers

Urban Dove Team Charter School II		Response Rate	Survey Population	Total Responses
Parent	<i>Does not meet 90% or 95% Confidence</i>	3%	290	8
Student	<i>Does not meet 90% or 95% Confidence</i>	0%	290	0
Teacher	<i>Does not meet 90% or 95% Confidence</i>	5%	22	1

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The 2021 response rates were below the target rates and the sample sizes for the 2022 surveys each failed to meet a 90 percent confidence level. The aggregate results for both years are not statistically dependable.

- **Indicator a:** As noted in the renewal application, UD Team II utilizes several modes of communication to ensure that families are consistently updated about their child's progress and attendance. Coaches call students and/or parents each day a student is tardy or absent. The school has a van to make home visits as needed and parents are asked to attend meetings as needed (e.g., when students are excessively absent). The school invites families to special events (e.g., game night and Dove Day, an all-day event to kick off the school year) and sporting events. Staff that speak a home language provide translation services as needed.
- **Indicator b:** As stated during the special populations focus group, each student's teaching team is asked to contact families at least three times per week (with greater frequency as necessary) to share positive feedback and to discuss concerns. Staff members stated they communicate with families via email, text, phone, and Remind. The school holds three parent conferences/year and parents may schedule time to meet with staff as necessary. Students and families have real-time access to data (grades, attendance, etc.) through Jupiter, the school's online database.
- **Indicator c:** According to the renewal application, parents and students participate in the NYC School Survey, as well as the school's own internal survey which is given out bi-annually (October and May) to provide feedback and to ensure concerns are addressed. The school leader shares the results with the leadership team and board members. UD Team II hosts an Advisory Board Meeting three times per year. The Advisory Board consists of one staff member from each department, community members, a parent, an alumni representative, a current student representative, and the school leader. According to the 2021 CSO Parent Survey, 84 percent of parents/guardians agree that the school informs parents about how it performs compared to other schools in the district and NYS (Six parents/guardians responded to the 2021 CSO Parent Survey, indicating a 3 percent response rate.) Parents that participated in the remote focus group stated they appreciate ongoing communication with the school, affirming they know how their child (or grandchild) is doing, feel well connected to the school and may participate in board meetings at any time.
- **Indicator d:** The school employs a full-time family and community engagement coordinator who, as stated during the focus group, is the family's first point person, is responsible for providing support to families, is available to provide help to families (e.g., filling out forms needed for various benefits, etc.) and works to connect families to support provided by partner organizations, such as job training, daycare, etc. Family support initiatives that the family and community Engagement Coordinator as well as the renewal application identified include a food pantry, coat and clothing drives, and deliveries to homes of essential goods (e.g., PPE during the COVID-19 pandemic). Since COVID-19 pandemic restrictions have loosened, the school reports a return to in-person school events. For example, the school's PTA hosted a Know-Your-Rights workshop in collaboration with Bronx Defender Services.
- **Indicator e:** All families and students are both provided with individualized online access to Jupiter, the school's database program, which gives them real-time data on student achievement, attendance, grades, and behavior logs. Awards ceremonies are held at the conclusion of every trimester, where students are recognized publicly for their academic and behavioral achievements. Twice a trimester, families receive progress reports and/or report cards via mail and at the parent/teacher conference.

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

- **Indicator a:** The school reports that supporting students' social and emotional health is a major focus at UD Team II. Social-emotional programming is addressed through the school's SBYD

program, restorative practices, the SSS department (composed of social workers, counselors and deans), as well as career development (e.g., the internship program) and leadership training (e.g., through the HiRisiers program that is scheduled to fully restart during the 2022-2023 school after being modified due to COVID-19 pandemic). Upon enrollment, students are assigned to a full-time coach (that serves as part counselor, part mentor, part social worker) and placed on a single-gender sports team (e.g., basketball, flag football, volleyball, softball, dance, etc. in accordance with student interest) with approximately 20-22 students per team. As observed or described during the site visit, the coach greets the student upon the student's arrival; checks in with students during the academic periods; texts and calls them when they are tardy; leads their team in the Sports-Based Youth Development (SBYD) program, which is designed specifically to serve the social-emotional needs of each student. As affirmed by staff in focus groups, UD Team II's SBYD program uses the power of team sports and positive coaches to help build the self-esteem, resiliency, confidence, skills, and engagement level of each student. According to the special populations focus group, more than 70 percent of UD Team II students receive counseling.

- **Indicator b:** As stated in the renewal application and described during the special populations focus group, UD Team II uses an online database to track student infractions, behavior, attendance, and observations (recorded through anecdotal notes). The database is monitored and tracked throughout the day by the SSS department. Responses to referrals are tracked, along with staff response, next steps, and any additional information. The tracking sheet operates like a queue for the Dean and other members of the SSS department. Updates, including parent outreach, meetings, circles and outcomes, next steps, etc. are dated, recorded and marked "Complete" once the issue has been resolved. Daily student update emails are sent out to each league informing staff members of issues with students and next steps.
- **Indicator c:** As described in the renewal application and in the school leader and special populations focus groups, disciplinary data shows the school's restorative practices are working to build a community. Students that participate in conflict resolution/mediation with peers address issues, devise and implement solutions (i.e., agreements) to reduce or end further disruption while also becoming self-advocates. Data is tracked by specific behavioral trends (i.e., physical aggression, fighting, drugs or alcohol, etc.) and brought to the Leadership Team who then ensures that current programs are reflective of the needs of our students, and if not, identifies what needs to be adjusted or added. Overall infractions are analyzed for trends, as well as infractions specific to individual students, teams, or entire leagues to ensure data-driven adjustments are effective. The data is also used to drive policy, plan Team Time circle topics, plan counseling sessions, determine outreach or collaboration with outside resources or agencies, etc.

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 Meets due to the record of composite scores indicating good financial health.

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 II is part of the Urban Dove Team Charter Schools education corporation. Urban Dove Team Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the education corporation’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 Schools’ 2021-2022 composite score is 2.97.

**Composite Scores
2017-2018 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2017-2018	1.40
2018-2019	2.34
2019-2020	1.84
2020-2021	2.77
2021-2022	2.97

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. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

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 2021-2022 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.

However, the auditor noted that account analysis schedules and reconciliations were not prepared and updated throughout the fiscal year, delaying completion of the audit. The auditor recommends that the school assess the adequacy of resources in the finance department in relation to its periodic reporting responsibilities and consider an increased level of financial analysis of significant accounts on a regular basis.

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 a Meets due to the board’s overall record of steady oversight and governance.

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

- **Indicator a:** Six members currently sit on the UD Team II board. Board members possess a range of skills relevant to charter school governance, including education, finance, governance, human resources, family engagement, and law. The majority of members have been members since (or before) the school opened and share a wealth of institutional knowledge. As shown in the 2021 Annual Report, over the course of the charter term, the board has been composed of up to eight members. The board reports members, including two members that have stepped down since the mid-term site visit, did so out of a need to spend more time on other personal or professional engagements (e.g., new baby or professional opportunity in another state) but wish to remain involved with the school. As stated in the focus group with board members, board members share a passion for the school model and student population. The board plans to add an additional member once a member with a shared dedication to the school’s mission is identified and completes the process as described in the renewal application, including a two-way interview with the governance committee as well as a site visit to the school.

- **Indicator b:** During the focus group, the board explained that the board’s role is one of governance. The board supports and oversees the school through a committee structure and traditional board sessions while daily school operations are the purview of the school leader. As stated in the renewal application and affirmed during the board member focus group, there are three working committees— governance, finance, and academic performance. The board also supports the school leadership through annual goal review, regular check-ins, and evaluations. The board was able to discuss its procedures to evaluate school leadership as well as to evaluate itself. Results inform the creation of a mission-aligned action plan that is implemented and monitored during the following school year.
- **Indicator c:** As described during the board member focus group, in addition to oversight supported through the committee and evaluation structure, the school leader provides the board with a dashboard of academic, operational, and financial information, that aligns with the New York State Education Department’s Charter School Performance Framework, prior to each meeting to support the board’s ongoing oversight. A review of board meeting minutes affirms that during each board meeting, time is dedicated to a school leader report, which may include pass rates, survey results, enrollment, attendance, disciplinary rates, youth sports, family engagement, staffing, etc. Additionally, as described in the renewal application, board committees gather data to provide the full board with the information needed to inform decision-making. For example, the finance committee maintains monthly oversight of school finances, including revenue, expenses, federal funds, and year-end projections; and reports to the full board at each monthly meeting.
- **Indicator d:** As stated in the renewal application and in the board member focus group, the board, in collaboration with the school leader and the school’s audit firm, reviews existing school policies at the end of each school year and develops new policies as needed with support from legal. During the focus group, board members reported that advice is sought from outside counsel to ensure that the policies comply with state and federal laws. For example, the modified employee handbook was reviewed by legal counsel before gaining board approval at the annual board meeting.
- **Indicator e:** According to the materials submitted by the school, the board of trustees performs a self-evaluation (e.g., a survey of questions) at the end of each school year. One outcome of the most recent self-evaluation (as identified during the board member focus group) was engagement and increased school presence now that COVID-19 pandemic restrictions have eased. Since that time, board members are increasing efforts to engage with the school community (e.g., attending athletic events and holding board meetings earlier in the day when students and staff are at the school). As written in the renewal application and described during the board member focus group, UD Team II’s board of directors’ contracts with the school founder and Urban Dove’s executive director to complete a 360-degree evaluation of its School Leader at least annually. The evaluation process includes a self-evaluation and board evaluation rubric which has been informed by the Danielson and the New York City Department of Education rubrics. Alongside the school leader’s action plan, the Board explained that it not only uses the school Leader’s self-evaluation but also uses parent, teacher, and student survey results; school data; the CMO’s evaluation rubric, personal observations, and an in-person interview to create the annual evaluation. Urban Dove, the institutional partner of the school is also evaluated annually by the board or designee with a process that, as stated in the CMO contract, is designed to maximize the charter school’s performance within any budgetary constraints.

- **Indicator f:** Compliance data collected by the NYSED shows no notices of deficiency/corrective action plan or notices of concern during the charter term. In the focus group, the board articulated its familiarity with the NYSED framework and stated the aforementioned school leader dashboard is designed to align with the performance framework.

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>
<p>1. <i>School Leadership</i></p>	<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>
<p>2. <i>Professional Climate</i></p>	<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>
<p>3. <i>Contractual Relationships</i> □N/A</p>	<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 due to strong and steady school leadership, ongoing partnership with the school’s management partner and a healthy professional climate.

1. Element: **School Leadership:**

- **Indicator a:** As shown in the UD Team II organizational chart, the school leadership team is composed of a school leader, director of operations, director of curriculum and instruction, director of youth development, and the director of college and career readiness. The current UD Team II school leader has served in several roles at UD since 2012, including the school leader at the Brooklyn site for eight years before replacing the school's founding school leader at the start of the 2022-2023 school year, delaying a transition into the director of schools role. All participants in the teacher and student support focus groups articulated key elements of the school's mission and vision as well as strategies that are used to implement the KDEs. In focus groups and classroom observations, there was evidence that staff share a unified commitment to the school's mission and set of goals. For example, teamwork, leadership, and communication were repeatedly referenced. While, on the 20221 CSO Teacher Survey fifty-seven percent of the teachers who responded agreed 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, the school leader at the time the survey was administered has since been replaced.
- **Indicator b:** According to the renewal application and explained during the school leader focus group, the school leader oversees four directors, each of whom is in charge of a specific department. For example, the director of operations stated there are sixteen members in the operations department. Participants in the school leadership and student support team focus groups, described their role, demonstrating that each member has a defined role within a team that collaborates to meet student needs.
- **Indicator c:** UD Team II has systems in place for clear communication and decision-making processes. According to members of the school-based focus groups, the school sustains ongoing communication through bi-monthly whole-staff meetings and department meetings (led by the corresponding director), bi-weekly league team meetings and a weekly news bulletin that is created by the school leader to outline details for the upcoming week. As applause were heard at the operations department meeting happening during the site visit and explained by the school leader, the school continually strives to recognize staff glows and grows to sustain a culture of teamwork, leadership and communication.
- **Indicator d:** As outlined in the school's management agreement, Urban Dove assists the school with human resources, including all policies and procedures. During the site visit, the school leader explained the CMO supports staff recruitment and hiring while a hiring committee (composed of members from various departments) is charged with interviewing candidates. As noted in the renewal application, all current directors and coordinators have been promoted from within. Members of the school leadership and special populations focus groups described their movement up the career ladder. The school, with support from the CMO, encourages internal promotion with the Pathways and Jr. Pathways programs, which includes workshops and job shadowing. According to the DCI and school leader, alumni often accept entry-level jobs at the school, such as an operations assistant, which the school leader states exemplify the importance of relationship and culture building. The 2020-2021 Teacher Certification Summary Report shows the school is within statutory limits on the number of uncertified teachers with 17 of the 24 teachers holding certification or highly qualified status. During the site visit, the school leader provided a staff roster and evidence that each of the 74 staff members listed have received fingerprint clearance (a process the CMO manages and files under UD Team CS I).

2. Element: **Professional Climate:**

- **Indicator a:** According to documentation submitted with the renewal application (specifically, the table listing room numbers and teacher names below the schedule), there are six classroom vacancies; in the case of vacancies, the DCI explained, teachers' assistants may provide classroom support to sustain the small student: staff ratio in all classrooms. During the site visit, the school leader stated the CMO is currently recruiting to fill these positions as well as the school leader position that they are working to fill by January or February of 2023 so the newly hired school leader may participate in training/job shadowing for the duration of the 2022-2023 school year. As stated above, the school leadership team distributes responsibilities between four directors. Further, as shown in the management agreement, the CMO supports the schools' operation, including but not limited to payroll services, auditing coordination, benefit purchasing, finances (budgeting, accounting policies, accounts payable), student recruitment, grants management, facilities, compliance, and human resources.
- **Indicator b:** Structures for ongoing communication are woven into the ICT model with co-teachers sharing prep periods to facilitate ongoing collaboration. Staff members that work with the same grade level of students meet bi-weekly to analyze students' academic, behavior, and attendance data and discuss interventions that can be used to improve student outcomes. Similarly, directors stated they begin each day with members of their department in a morning huddle to prepare for the day, provide updates, etc.
- **Indicator c:** As described in the renewal application and during the school leader, teacher and special populations focus groups, UD Team II staff participate in a three-week orientation/professional development session before school openings each year. Throughout the school year, professional development may be offered to both schools in the UD network by the CMO and is provided by both external and internal providers. PD is differentiated based on need and interest. Examples of professional development recently attended (and, at times presented) by school staff include but are not limited to diversity, equity and inclusion (DEI), youth development, literacy, mandated reporting, use of effective language for ELLs and the trauma-informed classroom. Staff members also stated they attend PD opportunities offered (remotely during the pandemic) at the New York City Charter Center. Members of the special populations focus group stated that, as appropriate, staff return from PD to provide training to their colleagues with follow-up sessions provided a few weeks later to support effective implementation.
- **Indicator d:** According to the renewal application and described by teachers in the focus group, the teacher evaluation system includes a mid and end-of-year evaluation. Eighty-six percent of respondents to the 2021 CSO Teacher Survey agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff. During the school year, the DCI explained, formal and informal classroom observations are conducted to maintain and monitor instructional quality. For example, the school leader and the DCI conduct daily informal observations. The instructional coach plans with each teacher team every week, observes lessons and provides informal feedback. Following classroom observations, the DCI shared feedback that would be provided to the observed teacher(s).
- **Indicator e:** UD Team II solicits ongoing feedback and gauges teacher satisfaction through surveys that are administered three times per year. Eighty-six percent of respondents to the 2021 CSO Teacher Survey agreed that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. As stated by teachers in the open-ended section of the 2021 CSO

Teacher Survey, school leaders also solicit input during weekly meetings and maintain office hours.

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

- **Indicator a:** As stated above and as shown in the management agreement, UD Team II contracts with Urban Dove, Inc. for support with the schools' operations (payroll services, auditing coordination, benefit purchasing), finances (budgeting, accounting policies, accounts payable), student recruitment, grants management, facilities, compliance, and human resources, including school leader recruitment for a management fee equal to ten percent of the non-competitive public revenue each year. The board and the school leader explained how services have evolved in response to need (e.g., the college and career readiness (CCR) program shifted from being managed at the CMO level to the school's youth development department); they spoke highly of the relationship with UD as well as the quality of services provided.
- **Indicator b:** According to a review of the management agreement, the management agreement between Urban Dove and the school is effective for a one-year term unless terminated pursuant to Section 9(d) of the agreement. One month before the term expires, the CMO and school negotiate a renewal agreement. The agreement complies with all regulations regarding changes to the contract and the required charter amendment process.
- **Indicator c:** According to a review of the management agreement, including Appendix-Annual Assessment of CMO, the school's board annually rates the performance of the CMO in providing services, using a four-point scale. The agreement states the primary purpose of the evaluation is to maximize the school's performance.

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 due to the school’s dedication to implementing its key design elements and staff sharing a common and consistent understanding of the school’s mission.

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

- **Indicator a:** Over the charter term, UD Team II sought and received approval to modify its mission statement to better reflect the over-age/under-credited student population the school serves. In each focus group, stakeholders were able to articulate the mission and aspects of the school’s KDEs. Participants were able to provide examples of how the school has remained faithful to its mission and implementation of its KDEs was evident throughout classroom observations made during the site visit.
- **Indicator b:** Over the course of the charter term, UD Team II has fully implemented its KDEs:
 - **Sports-Based Youth Development (SBYD):** UD Team II uses its SBYD KDE to engage, energize and educate its students. All UD Team II students are placed on a single-gender team and assigned a full-time coach. The coach acts not only as the primary instructor for all activities during the daily SBYD block of time (shown on the 2022-2023 and 2023-2024 master schedule to be at least 132 minutes per day for students in Years One or Two) but is also present throughout the students’ school day, advocating for them as they go through the school day. The coach, assigned to the student through the three years (as possible), is an important member of the teaching team, greeting and collecting each student’s phones upon entry. SBYD program is used to build confidence, and teamwork and to teach sports skills along with life and leadership skills in a safe, fun, and challenging environment, delivering to students caring relationships, facilitated and experiential learning, and vigorous physical activity. UD Team II’s SBYD program uses the power of team sports and positive coaches to help build the self-esteem, resiliency, confidence, skills, and engagement level of each student. All activities are performed through a Youth Development lens, using hands-on, experiential learning techniques to keep students energized and engaged.
 - **Support Services:** UD Team II has a SSS department consisting of three full-time social workers, social work interns, a dean, and a director which focuses on the psychological and

- emotional needs of all students. SSS collaborates with all school staff members and family members to ensure that student needs are addressed at school and at home. SSS, along with other staff, conducts home visits as needed to address barriers to academic success, including excessive absence, family conflict, environmental stressors, mental health needs, concrete needs, and negative peer influences. SSS and family members will work together to identify strategies and interventions to address the problem, focusing strongly on parent/caregiver involvement.
- **More time on task:** UD Team II does not follow the traditional model of school-day/after-school timeframes, and over the course of a Monday – Saturday week, students will receive intensive academic classroom instruction, career development training, one-on-one and group counseling, personalized academic support, internships, and instructional and competitive sports play. has an extended day/extended year schedule, with school doors opening at 8:30 AM for Early Dove, classes starting at 9:45 AM and ending at 4:15 PM, and sometimes even later, at 7:30 or 8:00 PM after dinner, and an evening program. The school requires students to participate in a mandatory summer program, which consists of academic instruction, summer job experiences, and sports. Saturdays feature academic advisement sessions where students receive one-one-support from volunteers and staff in subjects in which they need extra attention.
 - **Same-gender groupings:** Students move through their time at UD Team II in same-gender teams both for sports and academic classes. Beginning in the middle of year 3, students transition to mixed-gender classrooms. To date, the school reports, single-gender classrooms have contributed to students’ success, limiting distractions and increasing bonds among classmates.
 - **Multiple Intelligences:** UD Team II uses data to implement strengths-based leveling. Students take a task-based approach that is aligned with reading levels (AA, A, B, and C) as teachers, working with small groups or providing one-on-one support) present and reinforce course material in alignment with individual student needs. While all performance tasks assess the same skills/standards, instruction includes a range of methods, activities, and assessments to teach in multiple ways to help students learn. Instruction is designed with attention to customized goals and student learning needs.
 - **Differentiated instruction:** UD Team II uses a task-based model of instruction, allowing teachers to teach and assess student learning in a student-centered way. Students attend single-sex classes that utilize an ICT model with two teachers in every class (one general and one special education teacher). Tasks are differentiated based on the academic levels and strengths of individual students. Students work on the tasks at their own pace throughout the unit. Tasks utilize multimedia formats such as videos, podcasts, maps, puzzles, and PowerPoint presentations. All class materials are differentiated and leveled based on students’ reading and numeracy levels, as well as the interventions specified by the students’ IEPs. All assignments are graded based on an Approaching Standard, Meeting Standard, and Exceeding Standard rubric, which allows for students to understand where they are in terms of approaching mastery and how they can revise their work and improve their skills to gain and exceed mastery. Teachers work with students either one-on-one or in small groups under the task-based format.
 - **Targeted interventions:** Students that are struggling with literacy skills and all incoming students partake in READ 180 as part of their ELA curriculum. UD Team II uses a similar program, MATH 180, for math.

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: Meets

<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 this charter term, the trajectory for this benchmark has improved from Approaches to Meets due to the school’s ability to meet its SWD and ED enrollment targets and its retention targets for SWD, ED, ELL and the all-student groups. While the school has not quite met its ELL enrollment target, steady gains and attention to high school comparisons (i.e., filtering data to consider the high school/ungraded population) demonstrate the school is making annual progress toward meeting the enrollment plan outlined in the charter.

1. Element: **Targets are met:**

- **Indicator a:** In accordance with the charter, UD Team II may enroll a maximum of 305 students, opening with 110 students and growing to capacity over the first four years. According to NYSED data covering school years 2018-2019 through 2021-2022, the school, opening in 2018-2019 school year with 98 students, has grown steadily to approach maximum enrollment (for 2021-2022 the school had 95 percent of contracted enrollment) despite a drop in enrollment during the 2020-2021 school year to 80 percent. NYSED data shows strong retention rates for all students,

SWD, ED and ELL: +12 percentage points, +19, +21, and +12, respectively, to their district of location (DoL) NYC CSD 8. When looking at special population enrollment data, UD Team II has always exceeded the target enrollment for SWDs (2021-2022 at +18 to the DoL) and ED students (2021-2022 at +13 to the DoL). UD Team II has nearly met target enrollment for ELLs (2021-2022 at -2 to the DoL).

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

- **Indicator a:** N/A
- **Indicator b:** As stated by the school leader and shown in the service agreement, UD Team II is supported by its CMO in student recruitment and retention. Participants in the board and school leadership team focus groups discussed the school's current recruitment strategies to increase the ELL population. Focus group members affirmed information written in the renewal application, stating strategies include conversations with staff, particularly counselors and social workers at other traditional and charter schools throughout the Bronx to identify target students, phone and telephone outreach campaigns and open houses. Specific strategies to attract ELL students include advertising in the El Diario (Spanish newspaper). To increase overall enrollment and for ELLs, the school has hired ELL teachers; implemented targeted interventions (e.g., READ 180, ACHIEVE 3000) to support ELL students, employed Spanish speaking staff to communicate with families in language spoken at home, and provides both instructional and outreach materials in LOTE.
- **Indicator c:** UD Team II's process for evaluating recruitment and outreach strategies and program services for special populations includes data tracking. As shown in board meeting minutes, the school leader reports to the board at each monthly meeting. The team, as stated during the focus group, has found recruitment efforts are proving effective. Over time, board members, as stated during the focus group, anticipate word of mouth will become the school's most effective recruitment strategy.

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

Element

Indicators

1. *Legal Compliance*

- 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.
- b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
- d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
- e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
- f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as Meets due to general compliance with applicable state and federal laws and the provisions of its charter.

1. Element: **Legal Compliance:**

Indicator a: The school has generally been in compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. According to the renewal application, board members, including an attorney who was formerly a director of operations and human resources for a charter school, receives updates from an audit firm and retains a law firm to keep the school in compliance with changes to charter laws related to governance, finance and operations and to ensure all policies and procedures are in legal compliance. On January 30, 2023, the CSO emailed Urban Dove CS II a letter that it received from Advocates for Children regarding the school’s discipline policy. The CSO has encouraged the school to discuss these comments with its counsel and submit a revision request in accordance with our Revision Guidelines as soon as

possible, if advised to do so. On March 3, 2023, the school's executive director informed the CSO that Urban Dove Team Charter Schools, in coordination with counsel, have updated its Discipline Policy as requested. It is under CSO review, along with a few other updates the school made to the policy.

- **Indicator b:** No corrective actions have been required over the charter term., however, in September 2019, the Commissioner of Education determined that the school's response to a disciplinary matter was improper, and directed the school to revise its policy and submit it to the CSO for review.
- **Indicator c:** According to the 2020-2021 Teacher Certification Summary Report, UD Team II meets statutory requirements for uncertified teachers with 17 of 24 teachers holding certification. However, the school reported two uncategorized, uncertified teachers in its 2020-2021 annual report, a violation of the Education Law.
- **Indicator d:** UD Team II has sought and received approval for two material revisions to its charter since being chartered. The school requested to update the language of its mission and vision statements. The school also received a temporary (i.e., one-time) enrollment modification to enroll middle school graduates that had been retained at least once in middle school and were sixteen years or younger; and, sixteen-year-old students who have attended high school for two years and have accumulated 0-18 credits. In response to the COVID-19 pandemic's impact on enrollment, that the school reports the modification was not used. Three non-material revisions were approved.
 - Update to the school's by-laws to reflect the new policy around board meetings per year;
 - Update to the school's family handbook, including the discipline policy and code of conduct.
 - Request to change district of location from CSD 7 to CSD 8 due to a change in facility.
- **Indicator e:** As discussed on Benchmark 9, the school generally maintains sufficient enrollment demand to meet its enrollment plan. However, in the 2019-2020 school year, the school enrolled more students than authorized by its charter, and in 2020-2021 school year, the school enrolled fewer than 85 percent of its authorized enrollment, in violation of the charter.
- **Indicator f:** The board reports that it receives guidance on state and federal laws from one board member who has legal experience and maintains a relationship with an outside legal firm.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

URBAN DOVE TEAM CHARTER SCHOOL II

BEDS Code

320800861139

2021-2022 Enrollment

290

ESEA Accountability Designation (2021-2022):

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 # 8
Total Public School Enrollment of Resident Students attending Charter Schools:	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Ungraded
Address:	671 PROSPECT AVE BRONX NY 10456
Website:	https://www.urbandove.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA VEGA FERRER
Active Date:	7/1/2018
Authorizer:	NYS BOR
CEO:	AMIT BAHL
CEO Phone:	(718) 682-3975
CEO Email:	abahl@urbandove.org
BOT President:	MICHAEL GRANDIS
BOT President Phone:	(917) 710-1069
BOT President Email:	mgrandis.urbandove@gmail.com
Institution ID:	800000089930

*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.

BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2015
Current Term:	8/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	3%	290	8
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	0%	290	0
Teacher Survey	Does not meet 90% or 95% Confidence	5%	22	1

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

URBAN DOVE TEAM CHARTER SCHOOL II

2022 3-8 Assessments; 2021 4 Year Graduations

Urban Dove Team CS II			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Transfer High School	+/- 7.5	Arturo A Schomburg Satellite Academy Bronx	.	.	.	+3
		Bronx Haven HS	.	.	.	+1
		New Visions Aim CHS II	.	.	.	+13
		South Brooklyn Community HS	.	.	.	-4
		Mean	.	.	.	+3
	+/- 10	Brooklyn Democracy Academy	.	.	.	-2
		Bushwick Community HS	.	.	.	+3
		Cascades HS	.	.	.	-4
		Edward A Reynolds West Side HS	.	.	.	+14
		Independence HS	.	.	.	-1
		John V Lindsay Wildcat Academy CS	.	.	.	+11
		Liberation Diploma Plus	.	.	.	+1
		Metropolitan Diploma Plus HS	.	.	.	+6
		New Dawn CHS	.	.	.	-3
		Mean	.	.	.	+3
	Mean	.	.	.	+3	

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

URBAN DOVE TEAM CHARTER SCHOOL II

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes*:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Tested	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Tested	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Tested	Urban Dove Team CS II	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	43	100%	93%	+7	19	100%	90%	+10	6	100%	90%	+10	43	100%	92%	+8
	2020-2021	14	100%	97%	+3	8	100%	96%	+4	-	-	-	-	12	100%	97%	+3
	2021-2022	27	100%	63%	+37	14	100%	42%	+58	5	100%	46%	+54	26	100%	56%	+44
English Language Arts (Common Core)	2019-2020	65	92%	96%	-4	27	93%	91%	+2	11	100%	89%	+11	61	93%	94%	-1
	2020-2021	20	100%	99%	+1	11	100%	98%	+2	-	-	-	-	17	100%	99%	+1
	2021-2022	60	100%	84%	+16	31	100%	63%	+37	16	100%	58%	+42	59	100%	78%	+22
Global History	2020-2021	14	100%	100%	0	-	-	-	-	-	-	-	-	13	100%	100%	0
	2021-2022	30	100%	81%	+19	11	100%	57%	+43	7	100%	63%	+37	29	100%	74%	+26
Living Environment	2019-2020	45	98%	96%	+2	17	94%	93%	+1	8	100%	94%	+6	42	100%	95%	+5
	2020-2021	48	100%	98%	+2	24	100%	97%	+3	10	100%	98%	+2	47	100%	98%	+2
	2021-2022	21	100%	76%	+24	9	100%	53%	+47	6	100%	51%	+49	21	100%	67%	+33
Physical Setting/ Earth Science	2020-2021	11	100%	98%	+2	6	100%	98%	+2	-	-	-	-	10	100%	98%	+2
	2021-2022	5	100%	61%	+39	-	-	-	-	-	-	-	-	5	100%	50%	+50
US History	2018-2019	64	9%	77%	-68	28	4%	51%	-47	8	0%	47%	-47	62	10%	67%	-57
	2019-2020	68	93%	97%	-4	26	96%	93%	+3	10	90%	92%	-2	64	92%	95%	-3
	2020-2021	15	100%	100%	0	6	100%	100%	0	-	-	-	-	14	100%	100%	0
	2021-2022	17	100%	100%	0	10	100%	100%	0	5	100%	100%	0	17	100%	100%	0

*See NOTES (1), (2), (3), (4), and (7).

*The 2021-2022 Annual Regents results for this school have been affected by an end of year data processing error and are either not present or incomplete.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

URBAN DOVE TEAM CHARTER SCHOOL II

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 II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS
ELA	2016 Cohort	57	40%	88%	-48	27	33%	66%	-33	9	33%	69%	-36	53	40%	84%	-44
	2017 Cohort	102	45%	89%	-44	47	43%	69%	-26	15	53%	75%	-22	98	46%	86%	-40
	2018 Cohort	68	34%	87%	-53	27	37%	71%	-34	10	30%	68%	-38	64	34%	83%	-49
Global History	2016 Cohort	57	0%	84%	-84	27	0%	60%	-60	9	0%	63%	-63	53	0%	80%	-80
	2017 Cohort	102	6%	87%	-81	47	4%	66%	-62	15	7%	69%	-62	98	6%	84%	-78
	2018 Cohort	68	21%	86%	-65	27	15%	72%	-57	10	20%	68%	-48	64	19%	83%	-64
Math	2016 Cohort	57	37%	88%	-51	27	33%	64%	-31	9	33%	72%	-39	53	40%	85%	-45
	2017 Cohort	102	33%	90%	-57	47	30%	69%	-39	15	33%	79%	-46	98	34%	88%	-54
	2018 Cohort	68	29%	91%	-62	27	26%	76%	-50	10	20%	78%	-58	64	28%	89%	-61
Science	2016 Cohort	57	35%	87%	-52	27	30%	64%	-34	9	33%	66%	-33	53	36%	83%	-47
	2017 Cohort	102	40%	90%	-50	47	34%	70%	-36	15	40%	74%	-34	98	42%	87%	-45
	2018 Cohort	68	40%	91%	-51	27	30%	77%	-47	10	30%	73%	-43	64	38%	88%	-50
US History	2016 Cohort	57	30%	84%	-54	27	37%	61%	-24	9	11%	61%	-50	53	30%	79%	-49
	2017 Cohort	102	38%	85%	-47	47	28%	66%	-38	15	47%	67%	-20	98	39%	81%	-42
	2018 Cohort	68	32%	84%	-52	27	30%	69%	-39	10	20%	67%	-47	64	30%	80%	-50

*See NOTES (1), (2), (3), (4), and (7).

*The 2021-2022 Cohort Regents results for this school have been affected by an end of year data processing error and are incomplete.

3.a.iii. and 3.a.iv. 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 II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS Graduation Rate	Differential to NYS
2016 Cohort	4 Year	57	0%	85%	-85	27	0%	63%	-63	9	0%	63%	-63	53	0%	80%	-80
	5 Year	57	25%	88%	-63	25	24%	69%	-45	9	22%	70%	-48	52	23%	83%	-60
	6 Year	56	36%	89%	-53	22	50%	72%	-22	9	22%	71%	-49	51	35%	85%	-50
2017 Cohort	4 Year	102	26%	86%	-60	47	23%	65%	-42	15	27%	70%	-43	98	28%	81%	-53
	5 Year	97	39%	89%	-50	43	42%	72%	-30	15	53%	75%	-22	95	40%	85%	-45
2018 Cohort	4 Year	68	10%	87%	-77	27	11%	69%	-58	10	10%	70%	-60	64	11%	82%	-71

*See NOTES (2) and (3).

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%

N/A	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
2016	51	1	2%	19	0	0%	7	0	0%	47	1	2%
2017	106	27	25%	49	8	16%	16	4	25%	100	26	26%
2018	66	9	14%	29	4	14%	9	1	11%	63	8	13%
2019	68	25	37%	29	4	14%	9	1	11%	63	8	13%

*See NOTES (2), (3), and (9).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

URBAN DOVE TEAM CHARTER SCHOOL II

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Urban Dove Team CS II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	110	98	89%
2019-2020	205	207	101%
2020-2021	295	237	80%
2021-2022	305	290	95%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Urban Dove Team CS II	NYC CSD 8	Differential to District	Urban Dove Team CS II	NYC CSD 8	Differential to District	Urban Dove Team CS II	NYC CSD 8	Differential to District
2018-2019	42%	26%	+16	15%	22%	-7	97%	82%	+15
2019-2020	44%	23%	+21	15%	21%	-6	94%	84%	+10
2020-2021	45%	23%	+22	16%	22%	-6	96%	83%	+13
2021-2022	43%	25%	+18	19%	21%	-2	96%	83%	+13

*See NOTES (2) and (6).

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		
	N/A	NYC CSD 8	Differential to District	N/A	NYC CSD 8	Differential to District	N/A	NYC CSD 8	Differential to District	N/A	NYC CSD 8	Differential to District
2019-2020	94%	78%	+16	95%	70%	+25	100%	77%	+23	94%	77%	+17
2020-2021	89%	83%	+6	91%	81%	+10	90%	81%	+9	90%	83%	+7
2021-2022	91%	79%	+12	92%	73%	+19	100%	79%	+21	91%	79%	+12

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

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(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).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

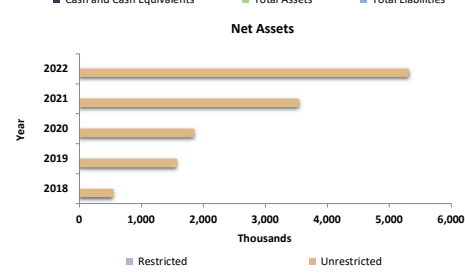
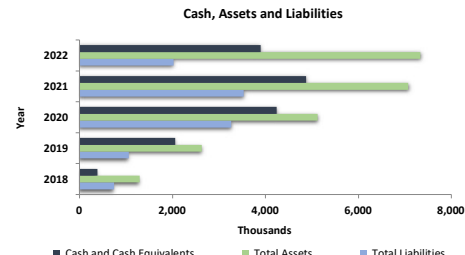
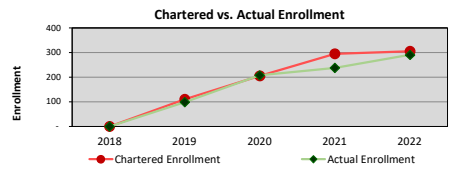
(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.



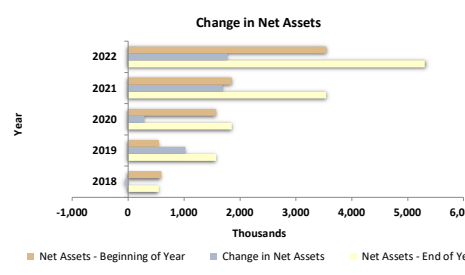
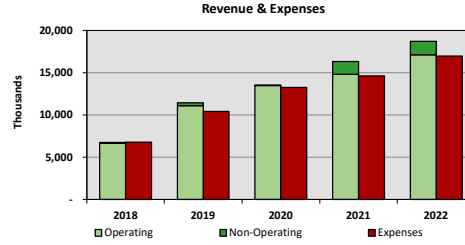
Charter School Fiscal Accountability Summary

URBAN DOVE TEAM CHARTER SCHOOL II

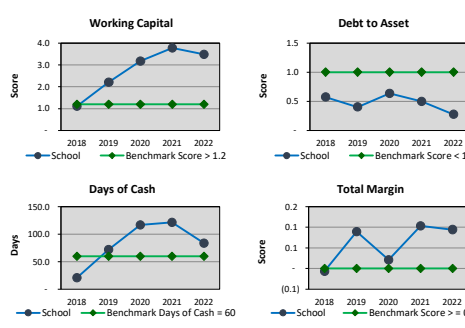
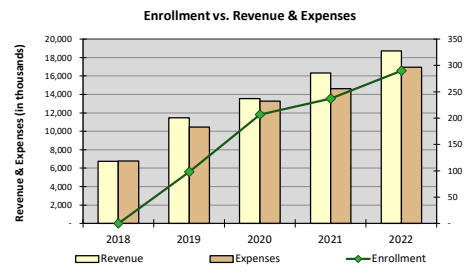
	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	-	Ungraded	Ungraded	Ungraded	Ungraded
Maximum Chartered Grades Served	-	Ungraded	Ungraded	Ungraded	Ungraded
Chartered Enrollment	-	110	205	295	305
Maximum Chartered Enrollment	-	305	305	305	305
Actual Enrollment	-	98	207	237	290
ASSETS					
Current Assets					
Cash and Cash Equivalents	382,957	2,058,603	4,244,162	4,873,153	3,894,225
Grants and Contracts Receivable	155,661	277,275	347,299	517,565	352,194
Prepaid Expenses	208,667	1,750	105,560	17,092	2,907
Other Current Assets	76,553	7,679	20,145	1,056,214	2,222,462
Total Current Assets	823,838	2,345,307	4,717,166	6,464,024	6,471,788
Non-Current Assets					
Property, Building and Equipment, net	193,097	162,615	175,683	381,600	499,429
Restricted Cash	75,228	100,301	150,458	150,633	150,775
Security Deposits	200,000	24,851	76,589	76,589	208,374
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	468,325	287,767	402,730	608,822	858,578
Total Assets	1,292,163	2,633,074	5,119,896	7,072,846	7,330,366
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	646,662	835,053	108,129	550,875	593,574
Accrued Payroll and Payroll Taxes	-	-	952,378	1,158,172	1,258,771
Due to Related Parties	-	145,848	113,599	-	-
Refundable Advances	-	-	311,112	-	2,880
Other Current Liabilities	94,770	78,808	-	-	-
Total Current Liabilities	741,432	1,059,709	1,485,218	1,709,047	1,855,225
Long-Term Liabilities					
Deferred Rent	-	-	278,906	223,125	167,344
Other Long-Term Liabilities	-	-	1,500,000	1,600,525	-
Total Long-Term Liabilities	-	-	1,778,906	1,823,650	167,344
Total Liabilities	741,432	1,059,709	3,264,124	3,532,697	2,022,569
NET ASSETS					
Unrestricted	550,731	1,573,365	1,855,772	3,540,149	5,307,797
Restricted	-	-	-	-	-
Total Net Assets	550,731	1,573,365	1,855,772	3,540,149	5,307,797
Total Liabilities and Net Assets	1,292,163	2,633,074	5,119,896	7,072,846	7,330,366



	2017-18	2018-19	2019-20	2020-21	2021-22
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	3,849,321	6,154,562	8,054,667	8,147,625	8,799,879
State and Local Per Pupil Revenue - SPED	1,856,895	2,911,290	3,568,542	4,240,734	4,011,706
State and Local Per Pupil Facilities Revenue	317,415	903,336	1,190,013	1,613,469	1,919,117
Federal Grants	565,950	755,216	546,466	774,939	2,386,527
State and City Grants	88,094	390,863	98,702	-	-
Other Operating Income	-	-	38,336	44,019	17,798
Total Operating Revenue	6,677,675	11,115,267	13,496,726	14,820,786	17,135,027
EXPENSES					
Program Services					
Regular Education	4,070,967	6,141,875	7,274,569	8,907,003	10,399,532
Special Education	1,127,956	2,266,945	3,263,841	3,298,654	3,473,229
Other Expenses	255,341	-	-	-	-
Total Program Services	5,454,264	8,408,820	10,538,410	12,205,657	13,872,761
Supporting Services					
Management and General	1,236,968	1,890,147	2,547,544	2,321,202	2,984,122
Fundraising	83,107	144,499	174,986	110,074	111,172
Total Support Services	1,320,075	2,034,646	2,722,530	2,431,276	3,095,294
Total Expenses	6,774,339	10,443,466	13,260,940	14,636,933	16,968,055
Surplus/Deficit from Operations	(96,664)	671,801	235,786	183,853	166,972
SUPPORT AND OTHER REVENUE					
Interest and Other Income	237	273	193	524	151
Contributions and Grants	53,615	350,560	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	46,428	1,500,000	1,600,525
Total Support and Other Revenue	53,852	350,833	46,621	1,500,524	1,600,676
Change in Net Assets	(42,812)	1,022,634	282,407	1,684,377	1,767,648
Net Assets - Beginning of Year	593,543	550,731	1,573,365	1,855,772	3,540,149
Net Assets - End of Year	550,731	1,573,365	1,855,772	3,540,149	5,307,797



	2017-18	2018-19	2019-20	2020-21	2021-22
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	113,421	65,202	62,535	59,086
Support and Other Revenue	-	3,580	225	6,331	5,520
Total Revenue	-	117,001	65,427	68,866	64,606
Expenses - Per Pupil					
Program Services	-	85,804	50,910	51,501	47,837
Management and General, Fundraising	-	20,762	13,152	10,259	10,673
Total Expenses	-	106,566	64,063	61,759	58,511
% of Program Services	80.5%	80.5%	79.5%	83.4%	81.8%
% of Management and Other	19.5%	19.5%	20.5%	16.6%	18.2%
% of Revenue Exceeding Expenses	-0.6%	9.8%	2.1%	11.5%	10.4%
FINANCIAL COMPOSITE SCORE					
Composite Score	1.40	2.34	1.84	2.77	2.97
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Adequate	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	82,406	1,285,598	3,231,948	4,754,977	4,616,563
Working Capital (Current) Ratio	1.1	2.2	3.2	3.8	3.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.6	0.4	0.6	0.5	0.3
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					
Days of Cash	20.6	71.9	116.8	121.5	83.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.1	0.0	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard



AUDITED FINANCIALS STATEMENT OF FINANCIAL POSITION STATEMENT OF ACTIVITIES RATIO'S, BENCHMARKS and FINDINGS



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual
Survey of Charter
School
Parents/Guardians,
Teachers, and
Students

Prepared for Urban Dove Team Charter School II

NYS Education Department Charter School Office



Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. 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. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

David Frank
Executive Director, Charter Schools Office

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	83%	5	6
	Somewhat Agree	18%	1,633	17%	1	-1
	Neither Agree nor Disagree	4%	331	0%	0	-4
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	100%	6	29
	Somewhat Agree	21%	1,916	0%	0	-21
	Neither Agree nor Disagree	4%	401	0%	0	-4
	Somewhat Disagree	2%	198	0%	0	-2
	Strongly Disagree	1%	127	0%	0	-1
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	100%	6	28
	Somewhat Agree	20%	1,887	0%	0	-20
	Neither Agree nor Disagree	5%	443	0%	0	-5
	Somewhat Disagree	2%	154	0%	0	-2
	Strongly Disagree	1%	104	0%	0	-1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	83%	5	11
	Somewhat Agree	17%	1,557	17%	1	0
	Neither Agree nor Disagree	9%	792	0%	0	-9
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	100%	6	33
	Somewhat Agree	18%	1,628	0%	0	-18
	Neither Agree nor Disagree	11%	1,058	0%	0	-11
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	2%	150	0%	0	-2
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	67%	4	0
	Somewhat Agree	17%	1,574	33%	2	16
	Neither Agree nor Disagree	13%	1,240	0%	0	-13
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	100%	6	33
	Somewhat Agree	20%	1,835	0%	0	-20
	Neither Agree nor Disagree	9%	840	0%	0	-9
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	100%	6	39
	Somewhat Agree	20%	1,873	0%	0	-20
	Neither Agree nor Disagree	15%	1,367	0%	0	-15
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	0%	0	-2

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	83%	5	7
	Somewhat Agree	15%	1,366	0%	0	-15
	Neither Agree nor Disagree	7%	677	17%	1	10
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	67%	4	1
	Somewhat Agree	20%	1,801	17%	1	-3
	Neither Agree nor Disagree	11%	1,018	17%	1	6
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	100%	6	35
	Somewhat Agree	21%	1,916	0%	0	-21
	Neither Agree nor Disagree	11%	1,026	0%	0	-11
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	100%	6	25
	Somewhat Agree	17%	1,570	0%	0	-17
	Neither Agree nor Disagree	6%	581	0%	0	-6
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	100%	6	31
	Somewhat Agree	19%	1,753	0%	0	-19
	Neither Agree nor Disagree	9%	827	0%	0	-9
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	83%	5	6
	Somewhat Agree	15%	1,398	0%	0	-15
	Neither Agree nor Disagree	4%	354	0%	0	-4
	Somewhat Disagree	2%	204	17%	1	15
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	83%	5	3
	Somewhat Agree	14%	1,274	17%	1	3
	Neither Agree nor Disagree	4%	325	0%	0	-4
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	83%	5	7
	Somewhat Agree	16%	1,508	17%	1	1
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	67%	4	14
	Somewhat Agree	20%	1,820	0%	0	-20
	Neither Agree nor Disagree	21%	1,970	17%	1	-4
	Somewhat Disagree	3%	288	17%	1	14
	Strongly Disagree	2%	227	0%	0	-2
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	67%	4	12
	Somewhat Agree	19%	1,744	0%	0	-19
	Neither Agree nor Disagree	21%	1,970	33%	2	12
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	0%	0	-2
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	67%	4	13
	Somewhat Agree	20%	1,803	17%	1	-3
	Neither Agree nor Disagree	19%	1,754	17%	1	-2
	Somewhat Disagree	4%	364	0%	0	-4
	Strongly Disagree	3%	295	0%	0	-3
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	17%	1	2
	I occasionally attend board meetings	27%	2,477	67%	4	40
	I know when board meetings take place, but do not attend	31%	2,808	17%	1	-14
	I do not know when board meetings take place and I do not attend	28%	2,545	0%	0	-28

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	83%	5	-4
	No	4%	353	0%	0	-4
	I don't know the school's mission	10%	883	17%	1	7
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	83%	5	31
	Somewhat Agree	12%	1,073	0%	0	-12
	Neither Agree nor Disagree	7%	685	17%	1	10
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	0%	0	-28
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	100%	6	42
	Somewhat Agree	10%	953	0%	0	-10
	Neither Agree nor Disagree	6%	507	0%	0	-6
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	0%	0	-25
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	0%	0	-13
	Somewhat Agree	13%	1,191	33%	2	20
	Neither Agree nor Disagree	11%	1,021	17%	1	6
	Somewhat Disagree	7%	604	0%	0	-7
	Strongly Disagree	27%	2,455	33%	2	6
	Did not experience in-person learning	30%	2,748	17%	1	-13

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	0%	0	-23
	Somewhat Agree	15%	1,419	17%	1	2
	Neither Agree nor Disagree	13%	1,207	33%	2	20
	Somewhat Disagree	7%	631	0%	0	-7
	Strongly Disagree	14%	1,301	50%	3	36
	Did not experience in-person learning	28%	2,565	0%	0	-28
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	83%	5	14
	Somewhat Agree	19%	1,739	17%	1	-2
	Neither Agree nor Disagree	6%	552	0%	0	-6
	Somewhat Disagree	3%	256	0%	0	-3
	Strongly Disagree	2%	202	0%	0	-2
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	67%	4	39
	Somewhat Agree	21%	1,913	0%	0	-21
	Neither Agree nor Disagree	11%	1,004	0%	0	-11
	Somewhat Disagree	12%	1,094	0%	0	-12
	Strongly Disagree	27%	2,529	17%	1	-10
	Did not experience remote learning	1%	113	17%	1	16

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	50%	3	8
	Somewhat Agree	25%	2,258	17%	1	-8
	Neither Agree nor Disagree	11%	974	17%	1	6
	Somewhat Disagree	7%	656	0%	0	-7
	Strongly Disagree	15%	1,381	17%	1	2
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	67%	4	2
	Somewhat Agree	22%	2,003	33%	2	11
	Neither Agree nor Disagree	5%	479	0%	0	-5
	Somewhat Disagree	4%	388	0%	0	-4
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	83%	5	-1
	Somewhat Agree	10%	928	0%	0	-10
	Neither Agree nor Disagree	3%	263	0%	0	-3
	Somewhat Disagree	1%	97	17%	1	16
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	67%	4	0
	Somewhat Agree	24%	2,170	33%	2	9
	Neither Agree nor Disagree	6%	508	0%	0	-6
	Somewhat Disagree	3%	234	0%	0	-3
	Strongly Disagree	1%	120	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Dove Team CS II Response n = 6 Response Rate = 3%

		All Charter Schools		Urban Dove Team CS II		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	83%	5	44
	Somewhat Agree	27%	2,507	0%	0	-27
	Neither Agree nor Disagree	15%	1,420	17%	1	2
	Somewhat Disagree	9%	867	0%	0	-9
	Strongly Disagree	9%	783	0%	0	-9
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	50%	3	15
	Somewhat Agree	23%	2,123	33%	2	10
	Neither Agree nor Disagree	14%	1,313	0%	0	-14
	Somewhat Disagree	10%	877	17%	1	7
	Strongly Disagree	18%	1,634	0%	0	-18
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	67%	4	15
	Somewhat Agree	24%	2,249	17%	1	-7
	Neither Agree nor Disagree	15%	1,360	17%	1	2
	Somewhat Disagree	5%	447	0%	0	-5
	Strongly Disagree	4%	376	0%	0	-4

NYSED CSO Parent Survey 2021

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

Urban Dove Team CS II

OPEN1 Why did you choose this school for your child to attend?	I chose this school because of its intimate settings and hands on communication/instruction that my child needs
	I liked what it had to offer
	I need [my child] to pay unattended more in school
	It has many great opportunities.
OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	The teachers, coaches, and staff members are doing an amazing job.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	50%	7	-25
	Somewhat Agree	19%	456	14%	2	-5
	Neither Agree nor Disagree	4%	87	14%	2	10
	Somewhat Disagree	2%	41	14%	2	12
	Strongly Disagree	1%	24	7%	1	6
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	43%	6	-23
	Somewhat Agree	22%	528	29%	4	7
	Neither Agree nor Disagree	8%	182	21%	3	13
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	7%	1	6
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	43%	6	-16
	Somewhat Agree	28%	664	14%	2	-14
	Neither Agree nor Disagree	9%	219	21%	3	12
	Somewhat Disagree	3%	83	14%	2	11
	Strongly Disagree	1%	33	7%	1	6
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	64%	9	4
	Somewhat Agree	29%	692	29%	4	0
	Neither Agree nor Disagree	5%	130	7%	1	2
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	43%	6	-18
	Somewhat Agree	24%	576	14%	2	-10
	Neither Agree nor Disagree	8%	196	14%	2	6
	Somewhat Disagree	4%	101	14%	2	10
	Strongly Disagree	2%	59	14%	2	12
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	36%	5	-6
	Somewhat Agree	27%	660	14%	2	-13
	Neither Agree nor Disagree	21%	509	29%	4	8
	Somewhat Disagree	6%	135	7%	1	1
	Strongly Disagree	4%	99	14%	2	10
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	57%	8	-8
	Somewhat Agree	27%	650	14%	2	-13
	Neither Agree nor Disagree	4%	87	14%	2	10
	Somewhat Disagree	3%	69	7%	1	4
	Strongly Disagree	1%	34	7%	1	6
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	43%	6	-18
	Somewhat Agree	31%	751	43%	6	12
	Neither Agree nor Disagree	4%	104	7%	1	3
	Somewhat Disagree	3%	69	7%	1	4
	Strongly Disagree	1%	20	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	64%	9	1
	Somewhat Agree	28%	673	29%	4	1
	Neither Agree nor Disagree	5%	110	7%	1	2
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	64%	9	6
	Somewhat Agree	26%	634	14%	2	-12
	Neither Agree nor Disagree	6%	146	14%	2	8
	Somewhat Disagree	7%	166	7%	1	0
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	43%	6	-21
	Somewhat Agree	23%	560	21%	3	-2
	Neither Agree nor Disagree	6%	154	14%	2	8
	Somewhat Disagree	5%	111	7%	1	2
	Strongly Disagree	2%	52	14%	2	12
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	57%	8	-12
	Somewhat Agree	25%	606	29%	4	4
	Neither Agree nor Disagree	3%	77	7%	1	4
	Somewhat Disagree	2%	37	7%	1	5
	Strongly Disagree	1%	16	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	57%	8	-10
	Somewhat Agree	26%	633	21%	3	-5
	Neither Agree nor Disagree	4%	89	14%	2	10
	Somewhat Disagree	2%	41	7%	1	5
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	57%	8	-6
	Somewhat Agree	26%	632	21%	3	-5
	Neither Agree nor Disagree	6%	152	14%	2	8
	Somewhat Disagree	4%	87	0%	0	-4
	Strongly Disagree	1%	33	7%	1	6
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	36%	5	-23
	Somewhat Agree	26%	631	29%	4	3
	Neither Agree nor Disagree	8%	190	14%	2	6
	Somewhat Disagree	5%	124	14%	2	9
	Strongly Disagree	2%	48	7%	1	5
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	50%	7	-14
	Somewhat Agree	25%	614	29%	4	4
	Neither Agree nor Disagree	6%	142	7%	1	1
	Somewhat Disagree	3%	76	14%	2	11
	Strongly Disagree	1%	25	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	57%	8	-15
	Somewhat Agree	16%	375	7%	1	-9
	Neither Agree nor Disagree	10%	238	29%	4	19
	Somewhat Disagree	1%	30	7%	1	6
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	43%	6	-25
	Somewhat Agree	17%	404	21%	3	4
	Neither Agree nor Disagree	12%	296	21%	3	9
	Somewhat Disagree	2%	38	7%	1	5
	Strongly Disagree	1%	26	7%	1	6
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	43%	6	-24
	Somewhat Agree	23%	553	21%	3	-2
	Neither Agree nor Disagree	5%	128	29%	4	24
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	7%	1	5
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	50%	7	-13
	Somewhat Agree	23%	560	7%	1	-16
	Neither Agree nor Disagree	8%	181	14%	2	6
	Somewhat Disagree	4%	102	21%	3	17
	Strongly Disagree	2%	49	7%	1	5

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	57%	8	-15
	Somewhat Agree	19%	466	14%	2	-5
	Neither Agree nor Disagree	6%	148	21%	3	15
	Somewhat Disagree	2%	49	7%	1	5
	Strongly Disagree	1%	24	0%	0	-1
Q4f 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.	Strongly Agree	67%	1,627	43%	6	-24
	Somewhat Agree	22%	533	29%	4	7
	Neither Agree nor Disagree	7%	159	14%	2	7
	Somewhat Disagree	3%	67	7%	1	4
	Strongly Disagree	1%	26	7%	1	6
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	43%	6	-12
	Somewhat Agree	27%	644	21%	3	-6
	Neither Agree nor Disagree	8%	199	14%	2	6
	Somewhat Disagree	7%	157	14%	2	7
	Strongly Disagree	3%	75	7%	1	4
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	14%	2	-18
	Somewhat Agree	30%	719	0%	0	-30
	Neither Agree nor Disagree	15%	353	21%	3	6
	Somewhat Disagree	15%	353	21%	3	6
	Strongly Disagree	9%	211	43%	6	34

**New York State Department of Education
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Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	29%	4	-21
	Somewhat Agree	22%	541	29%	4	7
	Neither Agree nor Disagree	23%	547	43%	6	20
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	29%	4	-22
	Somewhat Agree	27%	642	14%	2	-13
	Neither Agree nor Disagree	12%	301	43%	6	31
	Somewhat Disagree	6%	136	7%	1	1
	Strongly Disagree	4%	93	7%	1	3
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	43%	6	-11
	Somewhat Agree	29%	696	43%	6	14
	Neither Agree nor Disagree	7%	178	14%	2	7
	Somewhat Disagree	7%	169	0%	0	-7
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	50%	7	-7
	Somewhat Agree	25%	601	29%	4	4
	Neither Agree nor Disagree	10%	248	14%	2	4
	Somewhat Disagree	6%	134	0%	0	-6
	Strongly Disagree	2%	58	7%	1	5

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	36%	5	-8
	Somewhat Agree	32%	766	36%	5	4
	Neither Agree nor Disagree	12%	281	14%	2	2
	Somewhat Disagree	9%	216	7%	1	-2
	Strongly Disagree	3%	82	7%	1	4
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	21%	3	-28
	Somewhat Agree	25%	595	29%	4	4
	Neither Agree nor Disagree	14%	337	36%	5	22
	Somewhat Disagree	7%	179	0%	0	-7
	Strongly Disagree	5%	113	14%	2	9
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	43%	6	-19
	Somewhat Agree	25%	613	29%	4	4
	Neither Agree nor Disagree	8%	185	21%	3	13
	Somewhat Disagree	4%	89	7%	1	3
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	36%	5	-22
	Somewhat Agree	26%	626	29%	4	3
	Neither Agree nor Disagree	9%	229	14%	2	5
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	38	21%	3	19

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	21%	3	-57
	Somewhat Agree	17%	409	57%	8	40
	Neither Agree nor Disagree	3%	77	21%	3	18
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	29%	4	-37
	Somewhat Agree	24%	590	36%	5	12
	Neither Agree nor Disagree	6%	141	29%	4	23
	Somewhat Disagree	2%	57	7%	1	5
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	14%	2	-47
	Somewhat Agree	27%	662	50%	7	23
	Neither Agree nor Disagree	5%	130	21%	3	16
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	14%	2	12
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	21%	3	-46
	Somewhat Agree	22%	528	29%	4	7
	Neither Agree nor Disagree	6%	134	43%	6	37
	Somewhat Disagree	3%	84	7%	1	4
	Strongly Disagree	2%	39	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	50%	7	-26
	Somewhat Agree	20%	480	21%	3	1
	Neither Agree nor Disagree	2%	59	14%	2	12
	Somewhat Disagree	1%	24	14%	2	13
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	43%	6	-23
	Somewhat Agree	23%	554	36%	5	13
	Neither Agree nor Disagree	6%	138	14%	2	8
	Somewhat Disagree	4%	85	7%	1	3
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	21%	3	-45
	Don't Know	34%	815	79%	11	45
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	36%	5	-25
	The previous school year	16%	381	14%	2	-2
	Prior to the previous school year	5%	121	21%	3	16
	I'm not aware of any DASA policy	18%	441	29%	4	11
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	36%	5	-12
	1-2 years ago	23%	549	21%	3	-2
	3-4 years ago	11%	270	14%	2	3
	>4 years ago	9%	214	14%	2	5
	I've never received DASA training	10%	232	14%	2	4
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	14%	2	-35
	Don't Know	51%	1,221	86%	12	35

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Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	43%	6	-23
	Somewhat Agree	24%	579	21%	3	-3
	Neither Agree nor Disagree	6%	139	29%	4	23
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	7%	1	6
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	43%	6	-28
	Somewhat Agree	22%	528	21%	3	-1
	Neither Agree nor Disagree	4%	90	21%	3	17
	Somewhat Disagree	2%	54	7%	1	5
	Strongly Disagree	1%	19	7%	1	6
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	50%	7	-31
	Somewhat Agree	15%	365	36%	5	21
	Neither Agree nor Disagree	2%	48	14%	2	12
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	29%	4	-44
	Somewhat Agree	18%	443	36%	5	18
	Neither Agree nor Disagree	6%	134	21%	3	15
	Somewhat Disagree	2%	39	7%	1	5
	Strongly Disagree	1%	24	7%	1	6

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Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	29%	4	-37
	Somewhat Agree	22%	536	29%	4	7
	Neither Agree nor Disagree	7%	175	29%	4	22
	Somewhat Disagree	3%	65	7%	1	4
	Strongly Disagree	2%	37	7%	1	5
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	29%	4	-30
	Somewhat Agree	18%	437	14%	2	-4
	Neither Agree nor Disagree	20%	475	43%	6	23
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	14%	2	13
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	50%	7	-18
	Somewhat Agree	23%	553	36%	5	13
	Neither Agree nor Disagree	4%	106	14%	2	10
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	36%	5	-18
	Somewhat Agree	24%	578	14%	2	-10
	Neither Agree nor Disagree	14%	335	43%	6	29
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	7%	1	5

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Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	36%	5	-17
	Somewhat Agree	23%	552	14%	2	-9
	Neither Agree nor Disagree	17%	400	36%	5	19
	Somewhat Disagree	5%	129	7%	1	2
	Strongly Disagree	2%	55	7%	1	5
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	36%	5	-22
	Somewhat Agree	26%	624	36%	5	10
	Neither Agree nor Disagree	8%	189	14%	2	6
	Somewhat Disagree	6%	133	14%	2	8
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	21%	3	-25
	Somewhat Agree	16%	393	7%	1	-9
	Neither Agree nor Disagree	32%	766	64%	9	32
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	7%	1	4
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	21%	3	15
	1-3 years	21%	513	14%	2	-7
	4-6 years	29%	711	29%	4	0
	7-10 years	19%	466	14%	2	-5
	More than 10 years	24%	576	21%	3	-3

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		All Charter Schools		Urban Dove Team CS II		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	29%	4	4
	1-3 years	44%	1,065	43%	6	-1
	4-6 years	22%	523	14%	2	-8
	7-10 years	6%	134	7%	1	1
	More than 10 years	4%	88	7%	1	3
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	29%	4	10
	1-3 years	42%	1,016	50%	7	8
	4-6 years	24%	584	0%	0	-24
	7-10 years	7%	180	14%	2	7
	More than 10 years	7%	162	7%	1	0
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	21%	3	-39
	Somewhat Agree	26%	625	36%	5	10
	Neither Agree nor Disagree	6%	137	21%	3	15
	Somewhat Disagree	5%	121	21%	3	16
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	21%	3	-32
	Somewhat Agree	27%	658	21%	3	-6
	Neither Agree nor Disagree	7%	172	14%	2	7
	Somewhat Disagree	8%	185	21%	3	13
	Strongly Disagree	5%	124	21%	3	16

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		All Charter Schools		Urban Dove Team CS II		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	43%	6	-5
	Somewhat Agree	26%	639	14%	2	-12
	Neither Agree nor Disagree	12%	294	29%	4	17
	Somewhat Disagree	8%	201	14%	2	6
	Strongly Disagree	5%	124	0%	0	-5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	36%	5	-20
	Somewhat Agree	24%	578	21%	3	-3
	Neither Agree nor Disagree	8%	189	14%	2	6
	Somewhat Disagree	7%	166	29%	4	22
	Strongly Disagree	5%	126	0%	0	-5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	36%	5	-18
	Somewhat Agree	26%	635	36%	5	10
	Neither Agree nor Disagree	10%	251	14%	2	4
	Somewhat Disagree	6%	141	14%	2	8
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	43%	6	-14
	Somewhat Agree	27%	657	14%	2	-13
	Neither Agree nor Disagree	8%	194	7%	1	-1
	Somewhat Disagree	5%	129	21%	3	16
	Strongly Disagree	3%	62	14%	2	11

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Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	43%	6	-17
	Somewhat Agree	24%	575	21%	3	-3
	Neither Agree nor Disagree	8%	199	14%	2	6
	Somewhat Disagree	5%	121	21%	3	16
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	43%	6	-19
	Somewhat Agree	27%	645	21%	3	-6
	Neither Agree nor Disagree	5%	125	14%	2	9
	Somewhat Disagree	4%	92	21%	3	17
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	50%	7	-15
	Somewhat Agree	26%	621	36%	5	10
	Neither Agree nor Disagree	5%	129	14%	2	9
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	50%	7	-8
	Somewhat Agree	25%	607	36%	5	11
	Neither Agree nor Disagree	7%	171	7%	1	0
	Somewhat Disagree	6%	136	7%	1	1
	Strongly Disagree	4%	107	0%	0	-4

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Urban Dove Team CS II Response n = 14

		All Charter Schools		Urban Dove Team CS II		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	50%	7	-13
	Somewhat Agree	24%	573	21%	3	-3
	Neither Agree nor Disagree	6%	145	7%	1	1
	Somewhat Disagree	5%	123	0%	0	-5
	Strongly Disagree	2%	57	21%	3	19
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	50%	7	-14
	Somewhat Agree	22%	537	29%	4	7
	Neither Agree nor Disagree	9%	219	14%	2	5
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	7%	1	5
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	43%	6	-14
	Somewhat Agree	22%	529	29%	4	7
	Neither Agree nor Disagree	16%	390	14%	2	-2
	Somewhat Disagree	3%	71	7%	1	4
	Strongly Disagree	2%	57	7%	1	5
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	29%	4	-16
	Somewhat Agree	33%	804	43%	6	10
	Neither Agree nor Disagree	10%	244	14%	2	4
	Somewhat Disagree	7%	180	7%	1	0
	Strongly Disagree	4%	107	7%	1	3

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		All Charter Schools		Urban Dove Team CS II		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	36%	5	-42
	Well attended	83%	2,012	79%	11	-4
	Focused on relevant content	70%	1,696	57%	8	-13
	Recognized by all faculty as valuable	45%	1,092	36%	5	-9
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	86%	12	-8
	Department meetings	76%	1,834	86%	12	10
	Staff meetings	86%	2,081	86%	12	0
	Informal planning time	78%	1,892	64%	9	-14
	Teacher/professional leadership meetings	73%	1,764	57%	8	-16
	Other	9%	226	0%	0	-9

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Urban Dove Team CS II

<p>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</p>	<p>A classroom that's engaging and allows students the safe space make mistakes and push forward.</p>
	<p>Accountability, Responsibility, Time Management, and Engagement among all students.</p>
	<p>An academic rigorous lesson looks like when a student is doing a task, they use a gradual release, I do, we do, you do. In which they do their work in a cohesive and organize manner, that improves their learning.</p>
	<p>Currently, rigor is only articulated through giving students feedback and giving them the opportunity to revise.</p>
	<p>It is more student-centered and less teacher-reliant.</p>
	<p>Leveled tasks</p>
	<p>Math 180 Program with different stations teaching model.</p>
	<p>Student's are completing assignments that are directly related to Regents exams and content.</p>
	<p>Students have different entry points depending on their level, however everyone is doing the same lesson. The lesson is differentiated.</p>
	<p>Students read challenging readings and make their own observations and conclusions about the reading.</p>
	<p>Where pupils are allowed to think about what they are learning and beyond. Real world problems and solutions.</p>
	<p>an assignment where students are held to a high standard and challenged, but are also given adequate support for their concept exploration.</p>
	<p>students are given entry to the lesson based on their specific needs.</p>
<p>students having multiple opportunities to engage in critical thinking opportunities and apply the concepts to broader ideas that extend outside of the classroom</p>	

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Q2_Open2 Explain how you differentiate instruction for students in your classes:	All lessons are modified according to students abilities.
	Based upon their assessments and grades, students are placed into groupings of Course 1 and Course 2 of the Math 180 Program.
	Creating four different levels of lessons.
	I differentiate based on reading levels and other factors. Scaffold and implement images and audios in order to reach all learning modalities.
	Recorded lessons, one on one help, direct instruction.
	SDI
	Students are all required to take a math inventory at the beginning, in the middle, and at the end of the year which gives teachers valuable data about that specific child's math and reading levels. Based on their level students are then assigned a Level A, B, or C task. With level A being for students who fall below grade level, B for students who are at grade level, and C for students you show proficiency above grade level.
	Students are provided 4 different levels of each assignment so that all students can access the material. Assignments are modified by reading level and ability. Students are also provided varying levels of support to complete the assignments.
	There are 4 levels of each task that are differentiated based on reading level. The key ideas and overall content is the same, however, there is support for students who are ELL/struggling readers, students in the middle, and students who are above grade level so that the material is accessible to everyone.
	There are multiple levels of each assignment which are levels of scaffolds provided to students based on reading and information received from their IEP's when applicable.
Three different levels of tasks based on skill mastery and grade level.	

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	We differentiate instructions for our students in our classes by leveling task, modifying the material and helping one on one our students.
	We use Achieve3000 reading inventory scores to base students on their reading abilities.
	scaffolds are built into the task such as checks for understanding and rephrased/more explicit directions

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Q3_Open How do you use data in your classroom to guide instruction?	Action plans, inventory scores, mSkills and Performance tasks.
	I design my lessons based on assessment data of students.
	I use it to aid in progress monitoring.
	I use observational and quantitative data to plan and make changes to my lessons daily.
	It instructs my teaching
	Reading level data to determine which task student should receive.
	Skill tracker
	Teachers administer reading and math assessments 3 times a year in order to guide instruction. Teachers also analyze pass rates and attendance rates.
	Teachers use student IEP's, the skills tracker, and interactions with the students to guide instruction.
	To help students who are struggling with attendance and academics.
	We use data in our classroom to guide and create proper students leveling, their placement in class and what skills they need to work on.
	We use math 180 to decide what courses our students should take.
	attendance and progress monitoring as well as a skills assessment at the end of each trimester
to determine if the scaffolds and differentiation provided are meeting their needs, to identify which students need more supports, etc.	

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<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	Jupiter logs
	Logs in Jupiter and weekly meetings.
	Record in Jupiter, refer to Dean, Social Worker, DCI and School Leader.
	SW and restorative practices department
	Sss department
	Teachers are able to refer behavioral issues to social workers and deans using an online computer platform.
	Teachers can log concerns about specific students in Jupiter and refer said students to counselors and social workers.
	The methods available for teachers to raise students disciplines concern is by if we noticed a situation in which the student has been the redirected and he or she shows negative tendencies, we lock it into Jupiter, which is a system to record students behaviors and their grades, in which the social worker and counselors meet with his student and implement counseling, restorative circles, and others. That helps our students when they have discipline issues.
	Tier of restorative measures
	We use Jupiter to log every behavior and misbehavior.
	behavior log and grade level staff meetings for kid talk
	document in jupiter and refer to the appropriate person, email the social worker
	logging the behavior in Jupiter and then referring it to the school social workers and deans
	meetings to discuss students concerns

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<p>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</p>	<p>Circles, harm circles, guest speakers and meetings with anti-bullying specialists.</p>
	<p>Community Circles, Community service, counseling</p>
	<p>Don't know</p>
	<p>Ongoing PD's and surveys</p>
	<p>Restorative based school.</p>
	<p>Restorative circles</p>
	<p>SSS</p>
	<p>School has implemented a confidential system for reporting bullying, harassment, and discrimination.</p>
	<p>The school addresses issues with bullying swiftly and immediately. if a student is suffering from bullying or discrimination, or harassment the social emotional team, steps into immediately deal with the situation and help our students improve.</p>
	<p>Through suspensions from classes and meetings.</p>
	<p>restorative circles</p>
	<p>students and teachers are encouraged to report any incident or issue</p>
	<p>various levels of intervention depending on level of infraction. range from teacher redirection to restorative counseling with a social worker</p>
<p>we have a program where students can anonymously report bullying</p>	

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<p>Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:</p>	1-1 Counselors
	Each student has a social worker and a counselor in which they check in with.
	Monthly circles, meetings with social workers, and press conferences if necessary.
	Restorative circles , social workers and counselors
	SSS, Sped team, Counseling
	School has 3 social workers- one for each grade level. School uses restorative justice discipline model. Students engage in weekly community circles on social- emotional and mental health topics.
	The school supports students with social emotional and mental health needs by constant counseling, team building circles, in which students Express their feelings and emotions. Also, the social emotional group is always very attentive with any situation that may occur in our school.
	There are social workers, counseling and mentors students can talk to about issues or concerns.
	They have counseling sessions and workshops.
	all students have a counselor
	community circles, counseling, mentoring
	counseling, support services, coaches
	restorative justice circles
	students have regular check ins with their coaches, they are all assigned a mentor on staff that checks in with them, and they all have access to the grade level social worker

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<p>Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.</p>	<p>Administration visits classrooms and there are 2 evaluation a year with the DCI to go over performance and concerns. Also, curriculum coordinator checks in 1-3x a month.</p>
	<p>Better than Danielson.</p>
	<p>Domains specific expectations that are reviewed and discussed every trimester</p>
	<p>It is explained to us during the beginning of the year and then our director schedules a meeting with us. Before the meeting we score ourselves on the rubric and then compare it to the notes she gave to us. During the meeting we discuss our areas of improvements and glows.</p>
	<p>Teachers are evaluated twice a year using a 4 point scale.</p>
	<p>The teaching evaluation process consists of the C&I director meeting with the teacher and going over the skills that the teacher is being evaluated on. In which we give first are our points for those skills and then the director gives her points for those skills. If they differ, we have the opportunity to provide evidence to support why we chose that score.</p>
	<p>There is a mid-year and end of year 36 point evaluation</p>
	<p>We are evaluated with formal and informal visits. Twice a trimester and monthly visits.</p>
	<p>We get a 1-4 grade on over 25 categories.</p>
	<p>We have a document with the different components in which we are evaluated. We are given grades and then the chances to provide evidence that show we deserve a higher grade.</p>
	<p>mid year and end of year evaluation with director and self evaluations</p>
<p>teachers are observed based on core competencies</p>	

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we are evaluated on 30+ criteria where we are rated on a scale of 1-4, where 4 is exceeding expectations - these evaluations are done with almost no presence in classrooms or basis for evaluation, it is unclear how to get a 4 in certain criteria categories and this year we were evaluated on criteria that was not relevant in the virtual learning space, teachers are then tasked with providing evidence for any categories they think they should have been rated higher in.. it's a cumbersome process with minimal transparency, and leadership is often unable to explain how to get a 4 in a certain category

yearly and mid-yearly evaluations

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<p>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	Evaluations 2x a year
	Leadership solicit speaks back from the staff by sending out monthly surveys to discuss improvements, if needed, in our school.
	Staff surveys each trimester.
	Surveys
	Surveys, office hours
	They send out surveys.
	We are sent surveys to provide our feedback on the job our leadership is doing: Curriculum instruction, Principal, etc
	Weekly meetings with all staff and in house PDs.
	Write, and conference one on one zoom or emails
	a staff survey is sent out at the end of every trimester
	end of trimester survey and mid year and end of year director survey
	surveys

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<p>Q22_Open Describe your understanding of the mission and key design elements of the school:</p>	<p>Educate, Energize, Empower. These are our key elements of our school. We educate student through the academics, we energize students through the sports based program we have, and we empower students by giving them many opportunities to engage in programs in school and outside of school where they contribute to their communities and have a voice of leadership.</p>
	<p>Giving young people access to a fair and appropriate education that prepare them for the real world</p>
	<p>Our school is a task-based school is dedicated to using skills to support student learning</p>
	<p>Our school mission and key design is to support our students one-on-one, utilizing a team building aspect, in which our students are placed into teams, with a coach, that will help them succeed over the course of the three years in our school.</p>
	<p>Teamwork Leadership Communication</p>
	<p>Teamwork Leadership and Communication</p>
	<p>Teamwork Leadership and communication</p>
	<p>This is a sports-based school that is trauma-informed and serves youth who are under-credited.</p>
	<p>To provide educational access to students who are overage and under-credited, and also to engage them in pro-social behavior through the use of team sports.</p>
	<p>To provide students with a rigorous education so they can succeed in the world upon graduation.</p>
	<p>Urban Dove energizes, educates, and empowers young people through our network of UD Team Charter Schools serving over-age/under-credited high school students. Urban Dove envisions a world where all children receive the high-quality education and support they need and deserve.</p>
<p>promote teamwork, communication, and leadership in a student body, taking a restorative justice approach to discipline, and supporting students social emotional growth</p>	

**New York State Department of Education
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Teacher Survey 2021
Open End Responses**

Urban Dove Team CS II

task based instruction, sports based model, each student assigned to a team with a coach (same team and coach all years)

we are here for the students as much as we possibly could be

**New York State Department of Education
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Teacher Survey 2021
Open End Responses**

Urban Dove Team CS II

<p>Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p>Learning is a life long lesson and I feel this school instills this value into our staff and students and gives us all the confidence not only to survive but succeed in life. Sapientia et veritas (Wisdom with truth).</p>
	<p>N/A</p>
	<p>NA</p>
	<p>Non-Sped teachers do not have access to students' IEPs. Instead, we are given a synthesized version with key points from the plop and ELL students do not get their services because we do not have an ENL teacher.</p>
	<p>So far UD school is doing well. Areas of improvement are in the communication school wide. Everyone needs to be on the same page schoolwide. Aside from that, I LOVE working for UD and will continue to work for them as long as I am allowed.</p>

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	0%	0	N/A
	Somewhat Agree	15%	476	0%	0	N/A
	Neither Agree nor Disagree	8%	257	0%	0	N/A
	Somewhat Disagree	4%	132	0%	0	N/A
	Strongly Disagree	5%	147	0%	0	N/A
	I have not attended in-person	57%	1,825	0%	0	N/A
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	0%	0	N/A
	Somewhat Agree	22%	712	0%	0	N/A
	Neither Agree nor Disagree	19%	595	0%	0	N/A
	Somewhat Disagree	9%	291	0%	0	N/A
	Strongly Disagree	15%	478	0%	0	N/A
	I have not attended remotely	17%	553	0%	0	N/A
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	0%	0	N/A
	Somewhat Agree	13%	405	0%	0	N/A
	Neither Agree nor Disagree	8%	247	0%	0	N/A
	Somewhat Disagree	4%	131	0%	0	N/A
	Strongly Disagree	6%	184	0%	0	N/A
	I have not attended in-person	56%	1,805	0%	0	N/A
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	0%	0	N/A
	Somewhat Agree	22%	702	0%	0	N/A
	Neither Agree nor Disagree	17%	537	0%	0	N/A
	Somewhat Disagree	10%	323	0%	0	N/A
	Strongly Disagree	15%	485	0%	0	N/A
	I have not attended remotely	18%	564	0%	0	N/A
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	0%	0	N/A
	Somewhat Agree	18%	561	0%	0	N/A
	Neither Agree nor Disagree	10%	304	0%	0	N/A
	Somewhat Disagree	4%	134	0%	0	N/A
	Strongly Disagree	3%	89	0%	0	N/A
	I have not attended in-person	49%	1,575	0%	0	N/A

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	0%	0	N/A
	Somewhat Agree	33%	1,045	0%	0	N/A
	Neither Agree nor Disagree	20%	629	0%	0	N/A
	Somewhat Disagree	8%	264	0%	0	N/A
	Strongly Disagree	7%	226	0%	0	N/A
	I have not attended remotely	5%	155	0%	0	N/A
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	0%	0	N/A
	Somewhat Agree	11%	361	0%	0	N/A
	Neither Agree nor Disagree	6%	194	0%	0	N/A
	Somewhat Disagree	2%	60	0%	0	N/A
	Strongly Disagree	1%	37	0%	0	N/A
	I have not attended in-person	49%	1,564	0%	0	N/A
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	0%	0	N/A
	Somewhat Agree	25%	789	0%	0	N/A
	Neither Agree nor Disagree	16%	524	0%	0	N/A
	Somewhat Disagree	5%	169	0%	0	N/A
	Strongly Disagree	6%	199	0%	0	N/A
	I have not attended remotely	7%	229	0%	0	N/A
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	0%	0	N/A
	Somewhat Agree	12%	388	0%	0	N/A
	Neither Agree nor Disagree	5%	148	0%	0	N/A
	Somewhat Disagree	1%	28	0%	0	N/A
	Strongly Disagree	1%	27	0%	0	N/A
	I have not attended in-person	48%	1,549	0%	0	N/A
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	0%	0	N/A
	Somewhat Agree	23%	722	0%	0	N/A
	Neither Agree nor Disagree	9%	286	0%	0	N/A
	Somewhat Disagree	2%	61	0%	0	N/A
	Strongly Disagree	2%	63	0%	0	N/A
	I have not attended remotely	4%	134	0%	0	N/A

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Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	0%	0	N/A
	Somewhat Agree	18%	588	0%	0	N/A
	Neither Agree nor Disagree	9%	300	0%	0	N/A
	Somewhat Disagree	5%	151	0%	0	N/A
	Strongly Disagree	4%	119	0%	0	N/A
	I have not attended in-person	43%	1,372	0%	0	N/A
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	0%	0	N/A
	Somewhat Agree	21%	656	0%	0	N/A
	Neither Agree nor Disagree	9%	284	0%	0	N/A
	Somewhat Disagree	5%	158	0%	0	N/A
	Strongly Disagree	2%	71	0%	0	N/A
	I have not attended in-person	42%	1,342	0%	0	N/A
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	0%	0	N/A
	Somewhat Agree	16%	510	0%	0	N/A
	Neither Agree nor Disagree	18%	591	0%	0	N/A
	Somewhat Disagree	4%	118	0%	0	N/A
	Strongly Disagree	2%	70	0%	0	N/A
	I have not attended in-person	42%	1,346	0%	0	N/A
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	0%	0	N/A
	Somewhat Agree	18%	579	0%	0	N/A
	Neither Agree nor Disagree	12%	393	0%	0	N/A
	Somewhat Disagree	4%	112	0%	0	N/A
	Strongly Disagree	3%	91	0%	0	N/A
	I have not attended in-person	38%	1,209	0%	0	N/A
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	0%	0	N/A
	Somewhat Agree	29%	922	0%	0	N/A
	Neither Agree nor Disagree	23%	745	0%	0	N/A
	Somewhat Disagree	4%	122	0%	0	N/A
	Strongly Disagree	3%	85	0%	0	N/A

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Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	0%	0	N/A
	Somewhat Agree	36%	1,155	0%	0	N/A
	Neither Agree nor Disagree	17%	552	0%	0	N/A
	Somewhat Disagree	8%	258	0%	0	N/A
	Strongly Disagree	5%	147	0%	0	N/A
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	0%	0	N/A
	Somewhat Agree	36%	1,145	0%	0	N/A
	Neither Agree nor Disagree	18%	590	0%	0	N/A
	Somewhat Disagree	6%	176	0%	0	N/A
	Strongly Disagree	3%	97	0%	0	N/A
Q4a My classes are challenging.	Strongly Agree	23%	736	0%	0	N/A
	Somewhat Agree	44%	1,391	0%	0	N/A
	Neither Agree nor Disagree	21%	680	0%	0	N/A
	Somewhat Disagree	9%	293	0%	0	N/A
	Strongly Disagree	3%	95	0%	0	N/A
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	0%	0	N/A
	Somewhat Agree	30%	951	0%	0	N/A
	Neither Agree nor Disagree	15%	470	0%	0	N/A
	Somewhat Disagree	6%	204	0%	0	N/A
	Strongly Disagree	2%	78	0%	0	N/A
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	0%	0	N/A
	Somewhat Agree	32%	1,035	0%	0	N/A
	Neither Agree nor Disagree	19%	600	0%	0	N/A
	Somewhat Disagree	4%	137	0%	0	N/A
	Strongly Disagree	2%	67	0%	0	N/A
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	0%	0	N/A
	Somewhat Agree	28%	895	0%	0	N/A
	Neither Agree nor Disagree	17%	558	0%	0	N/A
	Somewhat Disagree	7%	213	0%	0	N/A
	Strongly Disagree	4%	136	0%	0	N/A

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Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	0%	0	N/A
	Weekly	2%	48	0%	0	N/A
	Monthly	1%	27	0%	0	N/A
	A few times	5%	144	0%	0	N/A
	Rarely	10%	315	0%	0	N/A
	Never	23%	743	0%	0	N/A
	I have not attended in-person	57%	1,831	0%	0	N/A
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	0%	0	N/A
	Weekly	2%	61	0%	0	N/A
	Monthly	1%	41	0%	0	N/A
	A few times	5%	156	0%	0	N/A
	Rarely	11%	351	0%	0	N/A
	Never	71%	2,267	0%	0	N/A
	I have not attended remotely	7%	209	0%	0	N/A
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	0%	0	N/A
	Weekly	1%	29	0%	0	N/A
	Monthly	1%	25	0%	0	N/A
	A few times	3%	108	0%	0	N/A
	Rarely	7%	220	0%	0	N/A
	Never	29%	912	0%	0	N/A
	I have not attended in-person	57%	1,827	0%	0	N/A
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	N/A
	Weekly	2%	60	0%	0	N/A
	Monthly	1%	33	0%	0	N/A
	A few times	4%	125	0%	0	N/A
	Rarely	9%	286	0%	0	N/A
	Never	75%	2,402	0%	0	N/A
	I have not attended remotely	6%	199	0%	0	N/A

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Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	0%	0	N/A
	Weekly	1%	35	0%	0	N/A
	Monthly	1%	25	0%	0	N/A
	A few times	4%	125	0%	0	N/A
	Rarely	8%	263	0%	0	N/A
	Never	26%	846	0%	0	N/A
	I have not attended in-person	57%	1,823	0%	0	N/A
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	0%	0	N/A
	Weekly	2%	57	0%	0	N/A
	Monthly	1%	24	0%	0	N/A
	A few times	4%	134	0%	0	N/A
	Rarely	10%	322	0%	0	N/A
	Never	74%	2,369	0%	0	N/A
	I have not attended remotely	6%	193	0%	0	N/A
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	0%	0	N/A
	Weekly	2%	51	0%	0	N/A
	Monthly	1%	30	0%	0	N/A
	A few times	5%	148	0%	0	N/A
	Rarely	7%	233	0%	0	N/A
	Never	26%	835	0%	0	N/A
	I have not attended in-person	57%	1,824	0%	0	N/A
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	0%	0	N/A
	Weekly	2%	52	0%	0	N/A
	Monthly	1%	42	0%	0	N/A
	A few times	5%	162	0%	0	N/A
	Rarely	10%	304	0%	0	N/A
	Never	73%	2,333	0%	0	N/A
	I have not attended remotely	6%	195	0%	0	N/A

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Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	0%	0	N/A
	Weekly	1%	37	0%	0	N/A
	Monthly	1%	26	0%	0	N/A
	A few times	4%	143	0%	0	N/A
	Rarely	8%	264	0%	0	N/A
	Never	26%	816	0%	0	N/A
	I have not attended in-person	57%	1,822	0%	0	N/A
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	0%	0	N/A
	Weekly	2%	59	0%	0	N/A
	Monthly	1%	47	0%	0	N/A
	A few times	5%	165	0%	0	N/A
	Rarely	10%	311	0%	0	N/A
	Never	73%	2,323	0%	0	N/A
	I have not attended remotely	6%	195	0%	0	N/A
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	0%	0	N/A
	Weekly	2%	49	0%	0	N/A
	Monthly	1%	28	0%	0	N/A
	A few times	5%	169	0%	0	N/A
	Rarely	8%	243	0%	0	N/A
	Never	25%	800	0%	0	N/A
	I have not attended in-person	57%	1,833	0%	0	N/A
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	0%	0	N/A
	Weekly	2%	52	0%	0	N/A
	Monthly	1%	42	0%	0	N/A
	A few times	5%	168	0%	0	N/A
	Rarely	10%	327	0%	0	N/A
	Never	72%	2,304	0%	0	N/A
	I have not attended remotely	6%	203	0%	0	N/A

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Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	0%	0	N/A
	Weekly	2%	63	0%	0	N/A
	Monthly	2%	53	0%	0	N/A
	A few times	7%	237	0%	0	N/A
	Rarely	9%	272	0%	0	N/A
	Never	20%	641	0%	0	N/A
	I have not attended in-person	57%	1,826	0%	0	N/A
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	0%	0	N/A
	Weekly	2%	61	0%	0	N/A
	Monthly	1%	43	0%	0	N/A
	A few times	8%	269	0%	0	N/A
	Rarely	13%	401	0%	0	N/A
	Never	66%	2,098	0%	0	N/A
	I have not attended remotely	6%	207	0%	0	N/A
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	0%	0	N/A
	Weekly	1%	34	0%	0	N/A
	Monthly	1%	17	0%	0	N/A
	A few times	3%	108	0%	0	N/A
	Rarely	5%	162	0%	0	N/A
	Never	30%	958	0%	0	N/A
	I have not attended in-person	57%	1,830	0%	0	N/A
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	0%	0	N/A
	Weekly	2%	48	0%	0	N/A
	Monthly	1%	39	0%	0	N/A
	A few times	5%	146	0%	0	N/A
	Rarely	8%	246	0%	0	N/A
	Never	75%	2,383	0%	0	N/A
	I have not attended remotely	7%	218	0%	0	N/A

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All Charter Schools Response n = 3,195**

Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	0%	0	N/A
	Weekly	2%	56	0%	0	N/A
	Monthly	1%	41	0%	0	N/A
	A few times	6%	201	0%	0	N/A
	Rarely	14%	449	0%	0	N/A
	Never	73%	2,318	0%	0	N/A
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	0%	0	N/A
	Weekly	2%	55	0%	0	N/A
	Monthly	1%	47	0%	0	N/A
	A few times	5%	145	0%	0	N/A
	Rarely	12%	390	0%	0	N/A
	Never	77%	2,446	0%	0	N/A
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	0%	0	N/A
	Weekly	2%	56	0%	0	N/A
	Monthly	2%	49	0%	0	N/A
	A few times	6%	180	0%	0	N/A
	Rarely	12%	393	0%	0	N/A
	Never	76%	2,419	0%	0	N/A
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	0%	0	N/A
	Weekly	2%	50	0%	0	N/A
	Monthly	2%	53	0%	0	N/A
	A few times	6%	195	0%	0	N/A
	Rarely	13%	419	0%	0	N/A
	Never	74%	2,368	0%	0	N/A
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	0%	0	N/A
	Weekly	2%	54	0%	0	N/A
	Monthly	2%	59	0%	0	N/A
	A few times	7%	214	0%	0	N/A
	Rarely	13%	400	0%	0	N/A
	Never	74%	2,360	0%	0	N/A

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		All Charter Schools		Urban Dove Team CS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	0%	0	N/A
	Weekly	2%	56	0%	0	N/A
	Monthly	2%	48	0%	0	N/A
	A few times	6%	202	0%	0	N/A
	Rarely	13%	422	0%	0	N/A
	Never	74%	2,357	0%	0	N/A
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	0%	0	N/A
	Weekly	2%	79	0%	0	N/A
	Monthly	2%	73	0%	0	N/A
	A few times	9%	297	0%	0	N/A
	Rarely	15%	464	0%	0	N/A
	Never	67%	2,155	0%	0	N/A
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	0%	0	N/A
	Weekly	2%	52	0%	0	N/A
	Monthly	1%	40	0%	0	N/A
	A few times	5%	145	0%	0	N/A
	Rarely	9%	300	0%	0	N/A
	Never	80%	2,551	0%	0	N/A
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	0%	0	N/A
	Somewhat Agree	27%	877	0%	0	N/A
	Neither Agree nor Disagree	25%	798	0%	0	N/A
	Somewhat Disagree	3%	95	0%	0	N/A
	Strongly Disagree	2%	48	0%	0	N/A
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	0%	0	N/A
	Somewhat Agree	29%	929	0%	0	N/A
	Neither Agree nor Disagree	23%	748	0%	0	N/A
	Somewhat Disagree	5%	158	0%	0	N/A
	Strongly Disagree	2%	61	0%	0	N/A

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	0%	0	N/A
	Somewhat Agree	28%	907	0%	0	N/A
	Neither Agree nor Disagree	20%	651	0%	0	N/A
	Somewhat Disagree	3%	101	0%	0	N/A
	Strongly Disagree	2%	48	0%	0	N/A
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	0%	0	N/A
	Somewhat Agree	27%	864	0%	0	N/A
	Neither Agree nor Disagree	22%	690	0%	0	N/A
	Somewhat Disagree	7%	231	0%	0	N/A
	Strongly Disagree	4%	134	0%	0	N/A
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	0%	0	N/A
	Somewhat Agree	14%	436	0%	0	N/A
	Neither Agree nor Disagree	18%	561	0%	0	N/A
	Somewhat Disagree	6%	182	0%	0	N/A
	Strongly Disagree	10%	306	0%	0	N/A
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	0%	0	N/A
	Somewhat Agree	17%	529	0%	0	N/A
	Neither Agree nor Disagree	28%	883	0%	0	N/A
	Somewhat Disagree	11%	344	0%	0	N/A
	Strongly Disagree	9%	300	0%	0	N/A
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	0%	0	N/A
	Somewhat Agree	31%	994	0%	0	N/A
	Neither Agree nor Disagree	8%	255	0%	0	N/A
	Somewhat Disagree	3%	89	0%	0	N/A
	Strongly Disagree	1%	31	0%	0	N/A
Q8b My teachers care about me.	Strongly Agree	53%	1,690	0%	0	N/A
	Somewhat Agree	27%	878	0%	0	N/A
	Neither Agree nor Disagree	16%	517	0%	0	N/A
	Somewhat Disagree	2%	67	0%	0	N/A
	Strongly Disagree	1%	43	0%	0	N/A

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	0%	0	N/A
	Somewhat Agree	32%	1,025	0%	0	N/A
	Neither Agree nor Disagree	14%	445	0%	0	N/A
	Somewhat Disagree	3%	100	0%	0	N/A
	Strongly Disagree	2%	50	0%	0	N/A
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	0%	0	N/A
	Somewhat Agree	24%	760	0%	0	N/A
	Neither Agree nor Disagree	8%	271	0%	0	N/A
	Somewhat Disagree	1%	38	0%	0	N/A
	Strongly Disagree	1%	19	0%	0	N/A
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	0%	0	N/A
	Somewhat Agree	31%	998	0%	0	N/A
	Neither Agree nor Disagree	19%	615	0%	0	N/A
	Somewhat Disagree	6%	184	0%	0	N/A
	Strongly Disagree	3%	97	0%	0	N/A
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	0%	0	N/A
	Somewhat Agree	19%	612	0%	0	N/A
	Neither Agree nor Disagree	17%	551	0%	0	N/A
	Somewhat Disagree	5%	148	0%	0	N/A
	Strongly Disagree	8%	253	0%	0	N/A
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	0%	0	N/A
	Somewhat Agree	32%	1,007	0%	0	N/A
	Neither Agree nor Disagree	16%	501	0%	0	N/A
	Somewhat Disagree	4%	125	0%	0	N/A
	Strongly Disagree	2%	55	0%	0	N/A
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	0%	0	N/A
	Somewhat Agree	24%	781	0%	0	N/A
	Neither Agree nor Disagree	9%	275	0%	0	N/A
	Somewhat Disagree	1%	39	0%	0	N/A
	Strongly Disagree	1%	22	0%	0	N/A

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

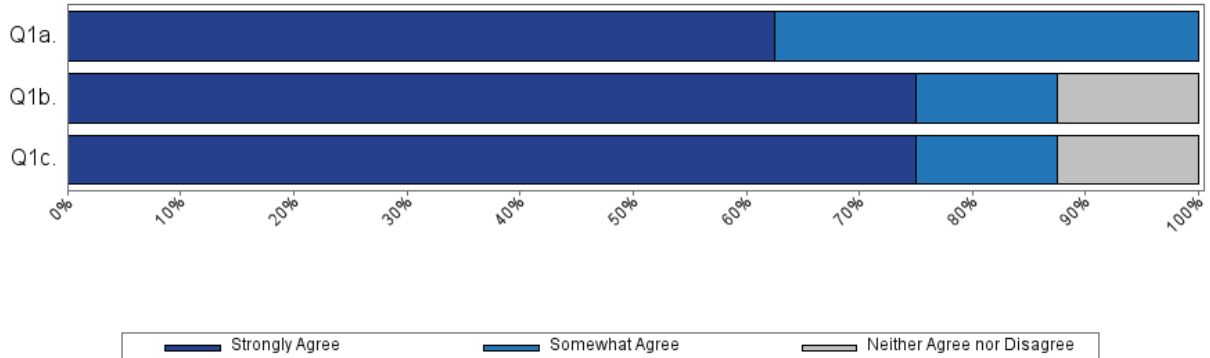
Urban Dove Team CS II Response n = 0 Response Rate = 0%

		All Charter Schools		Urban Dove Team CS		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	0%	0	N/A
	Somewhat Agree	28%	899	0%	0	N/A
	Neither Agree nor Disagree	18%	584	0%	0	N/A
	Somewhat Disagree	4%	129	0%	0	N/A
	Strongly Disagree	2%	66	0%	0	N/A
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	0%	0	N/A
	Somewhat Agree	29%	914	0%	0	N/A
	Neither Agree nor Disagree	18%	591	0%	0	N/A
	Somewhat Disagree	3%	107	0%	0	N/A
	Strongly Disagree	2%	68	0%	0	N/A
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	0%	0	N/A
	Somewhat Agree	27%	871	0%	0	N/A
	Neither Agree nor Disagree	24%	755	0%	0	N/A
	Somewhat Disagree	5%	149	0%	0	N/A
	Strongly Disagree	5%	147	0%	0	N/A
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	0%	0	N/A
	No	55%	1,748	0%	0	N/A
	Maybe	30%	964	0%	0	N/A

NYSED CSO Student Survey 2021

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

Academics

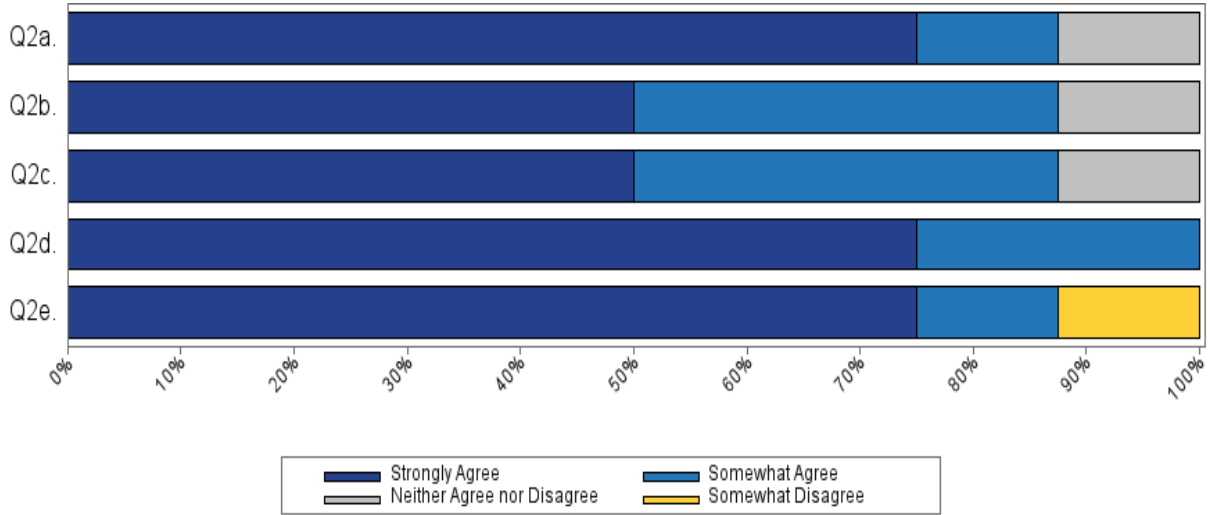


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	63%	5	74%	4,204
	Somewhat Agree	38%	3	19%	1,080
	Neither Agree nor Disagree	0%	0	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	75%	6	70%	3,988
	Somewhat Agree	13%	1	20%	1,166
	Neither Agree nor Disagree	13%	1	4%	254
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	75%	6	67%	3,790
	Somewhat Agree	13%	1	23%	1,335
	Neither Agree nor Disagree	13%	1	5%	309
	Somewhat Disagree	0%	0	3%	148
	Strongly Disagree	0%	0	2%	113

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

Behavior Management and Safety

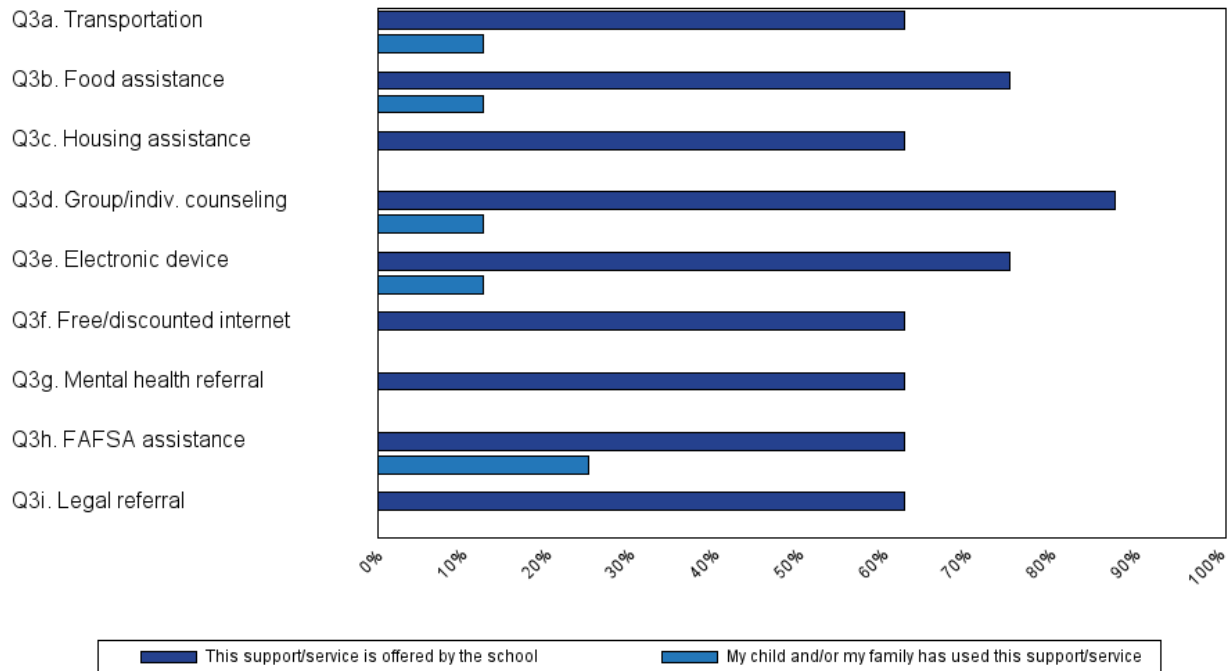


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	75%	6	68%	3,849
	Somewhat Agree	13%	1	18%	1,051
	Neither Agree nor Disagree	13%	1	8%	456
	Somewhat Disagree	0%	0	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	50%	4	63%	3,610
	Somewhat Agree	38%	3	19%	1,068
	Neither Agree nor Disagree	13%	1	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	0%	0	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	50%	4	61%	3,481
	Somewhat Agree	38%	3	20%	1,132
	Neither Agree nor Disagree	13%	1	12%	703
	Somewhat Disagree	0%	0	3%	189
	Strongly Disagree	0%	0	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	75%	6	63%	3,610
	Somewhat Agree	25%	2	22%	1,233
	Neither Agree nor Disagree	0%	0	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	75%	6	59%	3,372
	Somewhat Agree	13%	1	21%	1,183
	Neither Agree nor Disagree	0%	0	14%	809
	Somewhat Disagree	13%	1	3%	159
	Strongly Disagree	0%	0	3%	172

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

Support Services



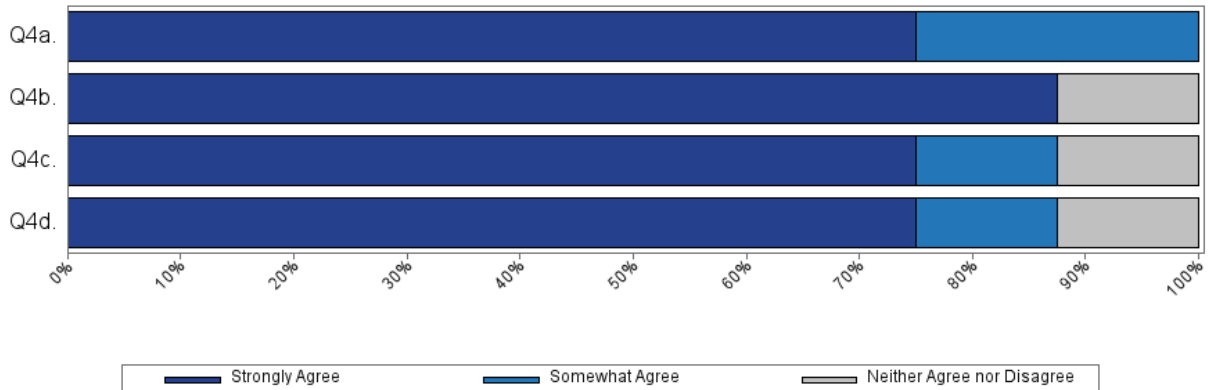
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	63%	5	68%	3,897
	My child and/or my family has used this support/service	13%	1	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	75%	6	63%	3,572
	My child and/or my family has used this support/service	13%	1	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	63%	5	26%	1,475
	My child and/or my family has used this support/service	0%	0	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	88%	7	56%	3,182
	My child and/or my family has used this support/service	13%	1	16%	905
Q3e. Electronic device	This support/service is offered by the school	75%	6	70%	3,986
	My child and/or my family has used this support/service	13%	1	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	63%	5	43%	2,429
	My child and/or my family has used this support/service	0%	0	14%	799
Q3g. Mental health referral	This support/service is offered by the school	63%	5	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	0%	0	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	63%	5	34%	1,957
	My child and/or my family has used this support/service	25%	2	8%	470
Q3i. Legal referral	This support/service is offered by the school	63%	5	27%	1,523
	My child and/or my family has used this support/service	0%	0	5%	281

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
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Behavior Management

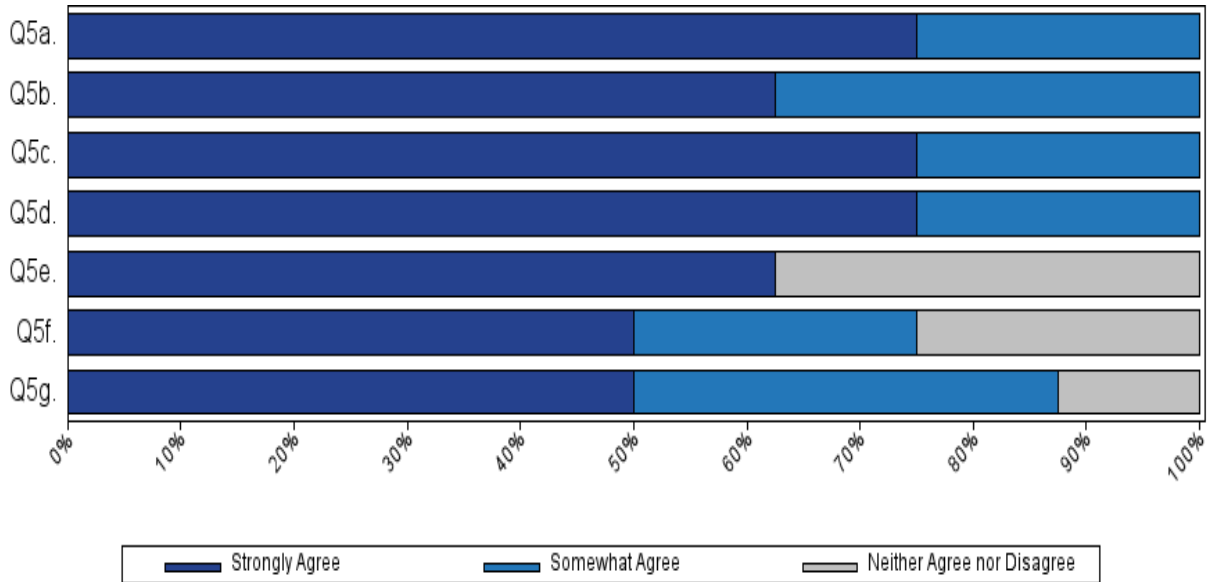


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	75%	6	70%	3,988
	Somewhat Agree	25%	2	20%	1,160
	Neither Agree nor Disagree	0%	0	5%	296
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	88%	7	60%	3,406
	Somewhat Agree	0%	0	23%	1,293
	Neither Agree nor Disagree	13%	1	10%	546
	Somewhat Disagree	0%	0	4%	255
	Strongly Disagree	0%	0	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	75%	6	59%	3,369
	Somewhat Agree	13%	1	24%	1,383
	Neither Agree nor Disagree	13%	1	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	0%	0	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	75%	6	71%	4,023
	Somewhat Agree	13%	1	20%	1,129
	Neither Agree nor Disagree	13%	1	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	0%	0	1%	80

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

Family Engagement and Communication



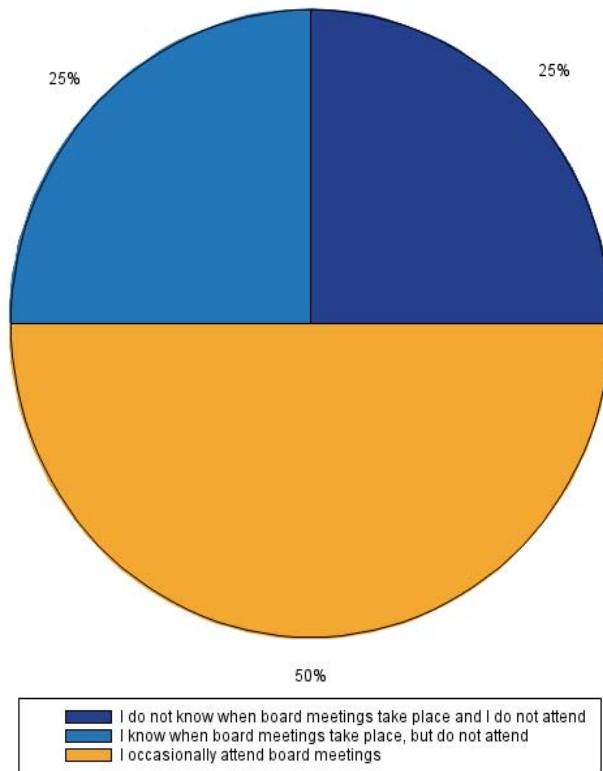
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	75%	6	63%	3,613
	Somewhat Agree	25%	2	21%	1,172
	Neither Agree nor Disagree	0%	0	10%	582
	Somewhat Disagree	0%	0	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	63%	5	74%	4,219
	Somewhat Agree	38%	3	16%	937
	Neither Agree nor Disagree	0%	0	4%	235
	Somewhat Disagree	0%	0	3%	157
	Strongly Disagree	0%	0	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	75%	6	77%	4,411
	Somewhat Agree	25%	2	15%	875
	Neither Agree nor Disagree	0%	0	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	75%	6	72%	4,123
	Somewhat Agree	25%	2	18%	1,003
	Neither Agree nor Disagree	0%	0	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	0%	0	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	63%	5	51%	2,911
	Somewhat Agree	0%	0	19%	1,055
	Neither Agree nor Disagree	38%	3	22%	1,271
	Somewhat Disagree	0%	0	4%	209
	Strongly Disagree	0%	0	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	50%	4	53%	3,016
	Somewhat Agree	25%	2	18%	1,018
	Neither Agree nor Disagree	25%	2	23%	1,295
	Somewhat Disagree	0%	0	3%	150
	Strongly Disagree	0%	0	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	50%	4	51%	2,877
	Somewhat Agree	38%	3	19%	1,107
	Neither Agree nor Disagree	13%	1	20%	1,162
	Somewhat Disagree	0%	0	5%	261
	Strongly Disagree	0%	0	5%	288

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

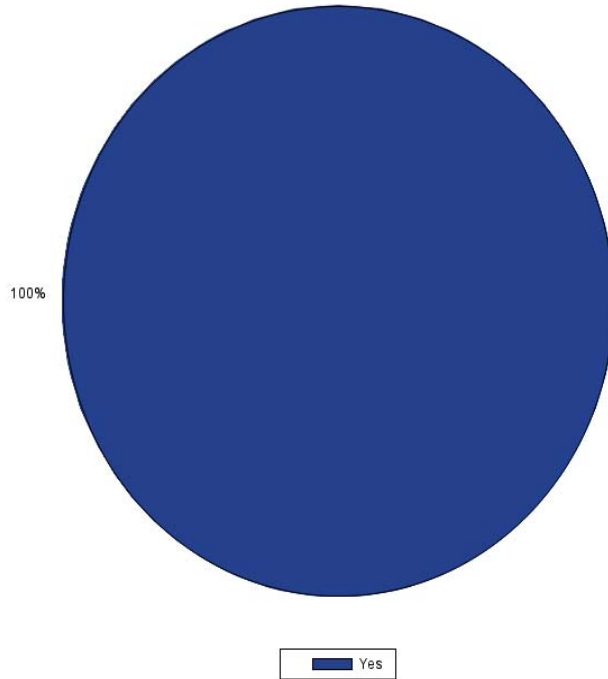
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	0%	0	14%	808
	I occasionally attend board meetings	50%	4	23%	1,314
	I know when board meetings take place, but do not attend	25%	2	35%	1,975
	I do not know when board meetings take place and I do not attend	25%	2	28%	1,598

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URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

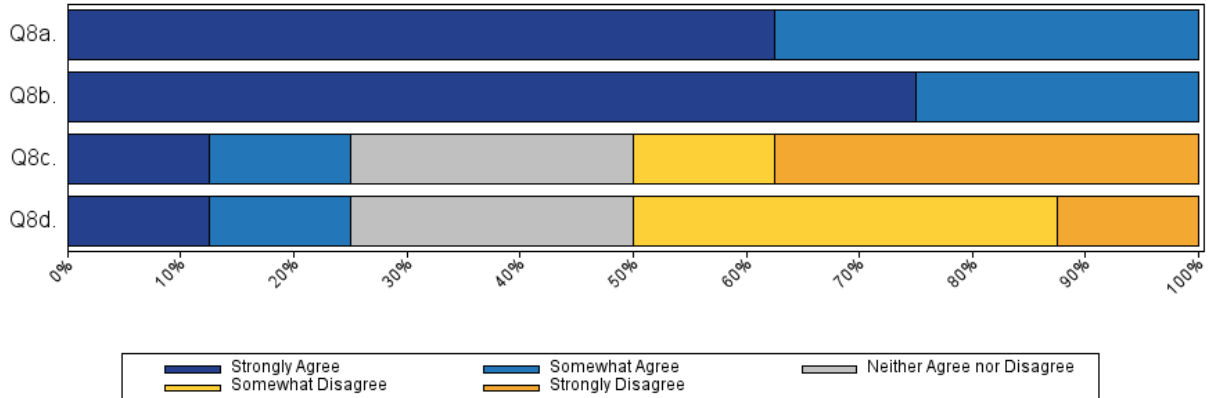
Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	100%	8	83%	4,724
	No	0%	0	6%	328
	I don't know the school's mission	0%	0	11%	643

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

COVID-19 In-Person Learning Environment

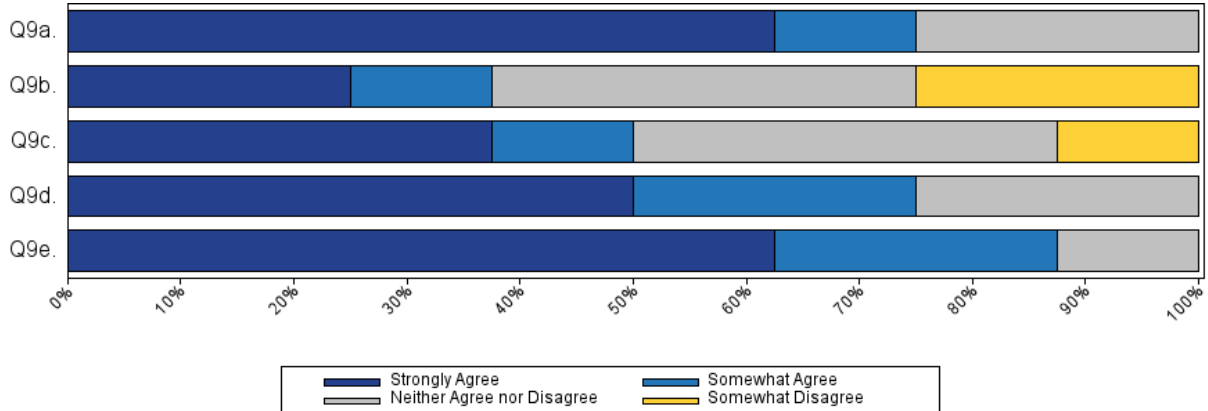


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	63%	5	64%	3,665
	Somewhat Agree	38%	3	18%	1,042
	Neither Agree nor Disagree	0%	0	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	75%	6	70%	3,979
	Somewhat Agree	25%	2	19%	1,060
	Neither Agree nor Disagree	0%	0	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	0%	0	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	13%	1	14%	779
	Somewhat Agree	13%	1	12%	663
	Neither Agree nor Disagree	25%	2	14%	790
	Somewhat Disagree	13%	1	9%	523
	Strongly Disagree	38%	3	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	13%	1	19%	1,085
	Somewhat Agree	13%	1	21%	1,194
	Neither Agree nor Disagree	25%	2	24%	1,384
	Somewhat Disagree	38%	3	11%	623
	Strongly Disagree	13%	1	25%	1,409

NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

COVID-19 Remote Learning Environment

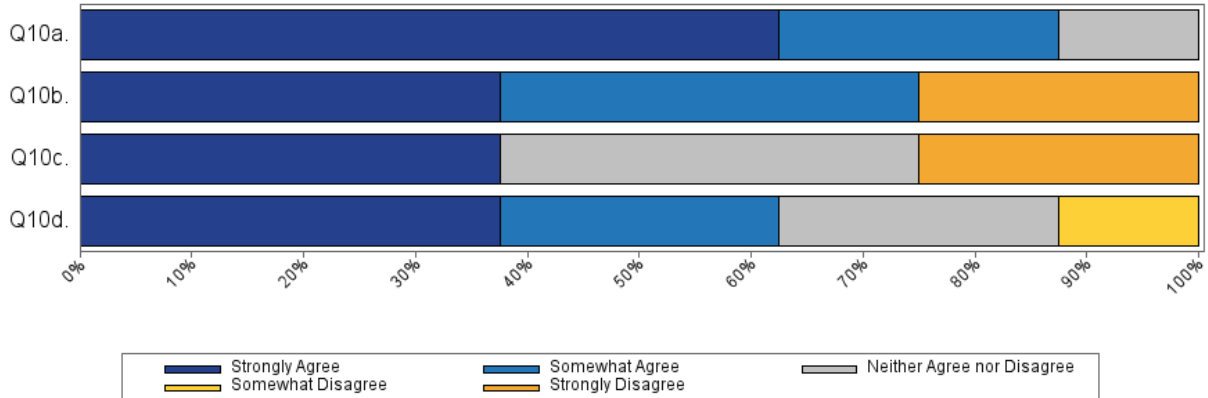


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	63%	5	58%	3,325
	Somewhat Agree	13%	1	17%	943
	Neither Agree nor Disagree	25%	2	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	25%	2	26%	1,463
	Somewhat Agree	13%	1	16%	888
	Neither Agree nor Disagree	38%	3	24%	1,359
	Somewhat Disagree	0%	0	11%	603
	Strongly Disagree	25%	2	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	38%	3	29%	1,657
	Somewhat Agree	13%	1	20%	1,153
	Neither Agree nor Disagree	38%	3	26%	1,500
	Somewhat Disagree	0%	0	8%	434
	Strongly Disagree	13%	1	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	50%	4	64%	3,669
	Somewhat Agree	25%	2	14%	824
	Neither Agree nor Disagree	25%	2	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	63%	5	73%	4,151
	Somewhat Agree	25%	2	10%	585
	Neither Agree nor Disagree	13%	1	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

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URBAN DOVE TEAM CHARTER SCHOOL II
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3% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	63%	5	66%	3,744
	Somewhat Agree	25%	2	24%	1,354
	Neither Agree nor Disagree	13%	1	6%	335
	Somewhat Disagree	0%	0	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	38%	3	32%	1,812
	Somewhat Agree	38%	3	25%	1,437
	Neither Agree nor Disagree	0%	0	23%	1,332
	Somewhat Disagree	0%	0	11%	621
	Strongly Disagree	25%	2	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	38%	3	27%	1,564
	Somewhat Agree	0%	0	18%	1,028
	Neither Agree nor Disagree	38%	3	17%	947
	Somewhat Disagree	0%	0	14%	771
	Strongly Disagree	25%	2	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	38%	3	48%	2,721
	Somewhat Agree	25%	2	24%	1,389
	Neither Agree nor Disagree	25%	2	19%	1,075
	Somewhat Disagree	13%	1	5%	284
	Strongly Disagree	0%	0	4%	226

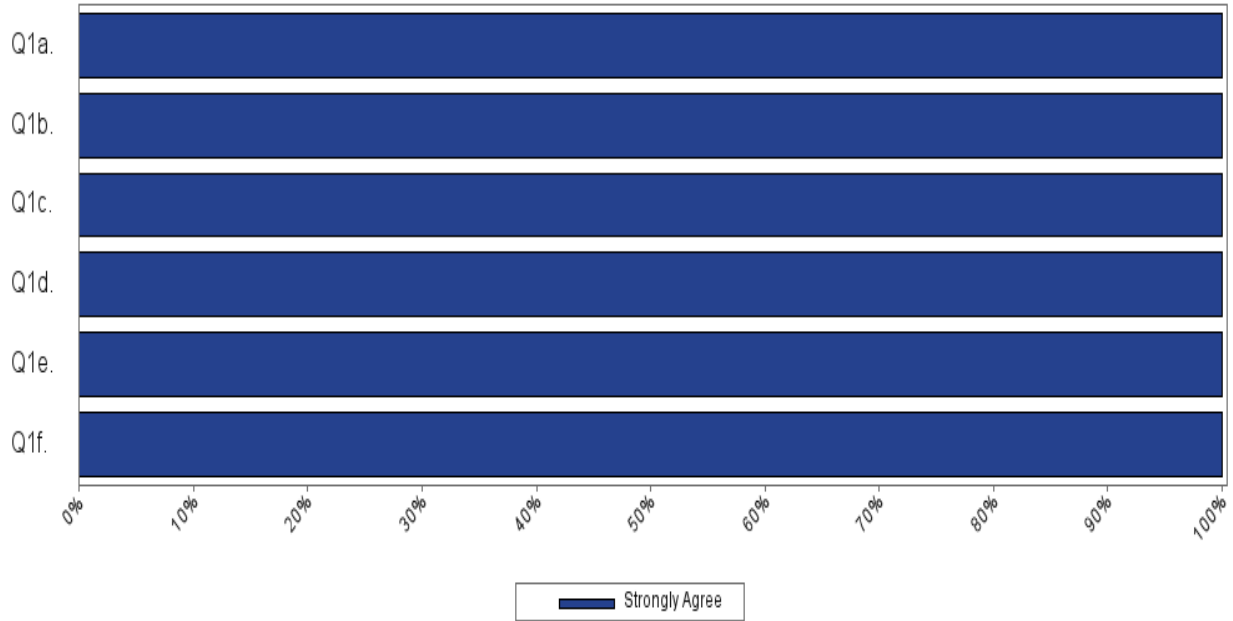
NYSED CSO Parent Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
8 RESPONSES
3% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
For many reason small settings and basketball
Heard great things from former students
Cause I knew they would help my daughter with her education
My daughter chose this school I spoke with school staff and felt they could meet her needs.
I felt it was a better fit academically than where she was @ I like the small school setting

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Curriculum

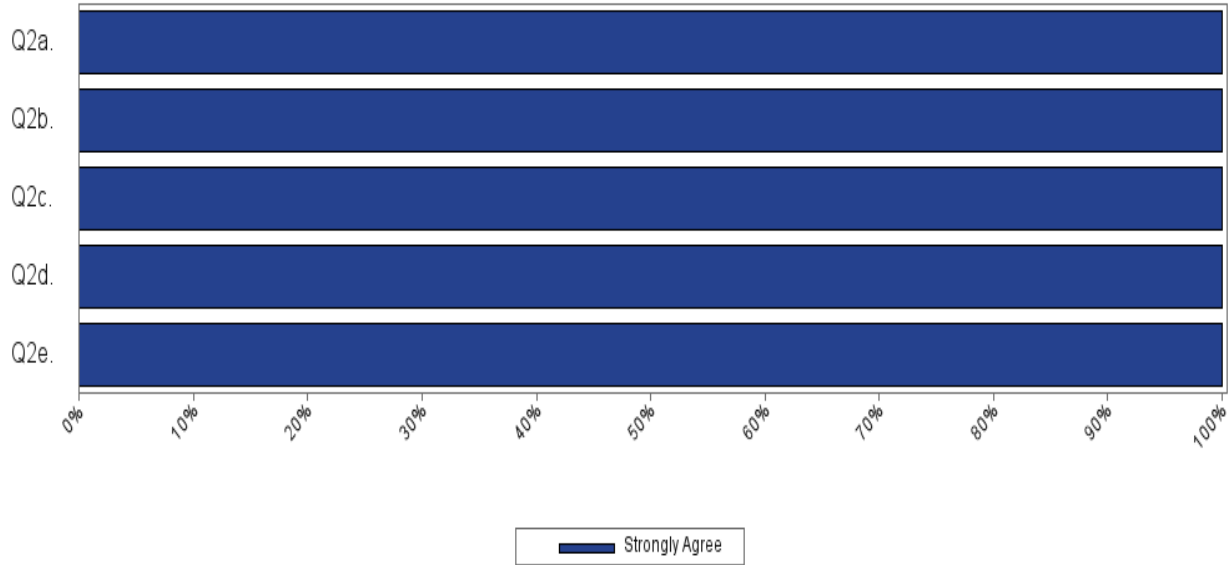


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	100%	1	68%	1,310
	Somewhat Agree	0%	0	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	100%	1	58%	1,113
	Somewhat Agree	0%	0	26%	506
	Neither Agree nor Disagree	0%	0	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	100%	1	51%	978
	Somewhat Agree	0%	0	32%	612
	Neither Agree nor Disagree	0%	0	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	100%	1	50%	975
	Somewhat Agree	0%	0	34%	651
	Neither Agree nor Disagree	0%	0	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	100%	1	50%	966
	Somewhat Agree	0%	0	28%	545
	Neither Agree nor Disagree	0%	0	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	0%	0	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	100%	1	35%	683
	Somewhat Agree	0%	0	30%	574
	Neither Agree nor Disagree	0%	0	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	0%	0	5%	102

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Instruction

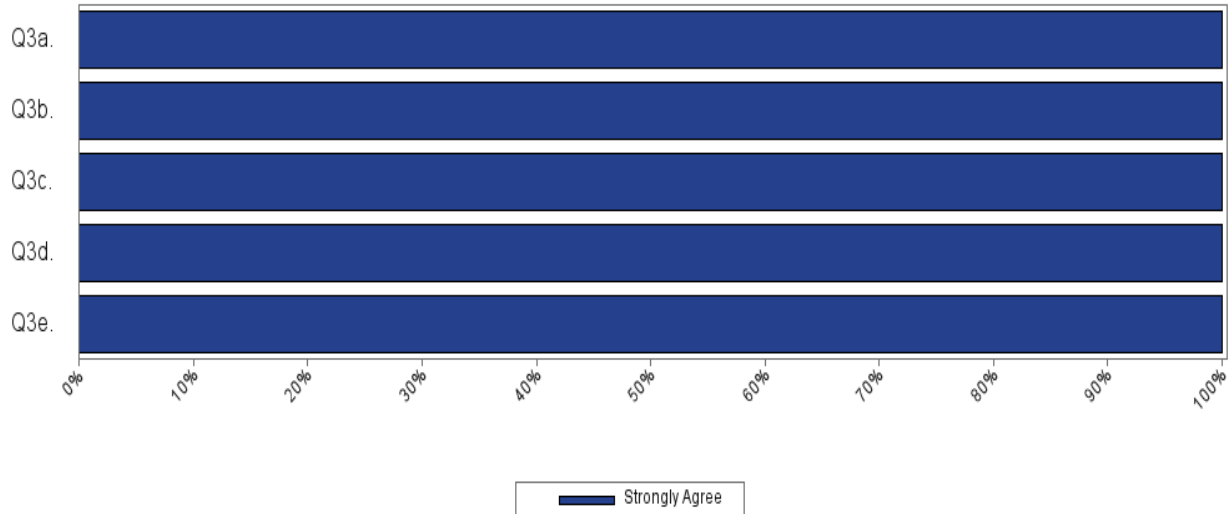


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	100%	1	54%	1,038
	Somewhat Agree	0%	0	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	0%	0	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	100%	1	52%	1,008
	Somewhat Agree	0%	0	36%	691
	Neither Agree nor Disagree	0%	0	6%	114
	Somewhat Disagree	0%	0	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	100%	1	52%	999
	Somewhat Agree	0%	0	34%	654
	Neither Agree nor Disagree	0%	0	6%	124
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	100%	1	48%	922
	Somewhat Agree	0%	0	30%	570
	Neither Agree nor Disagree	0%	0	9%	170
	Somewhat Disagree	0%	0	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	100%	1	53%	1,022
	Somewhat Agree	0%	0	29%	566
	Neither Agree nor Disagree	0%	0	8%	159
	Somewhat Disagree	0%	0	6%	114
	Strongly Disagree	0%	0	4%	70

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Assessment and Program Evaluation

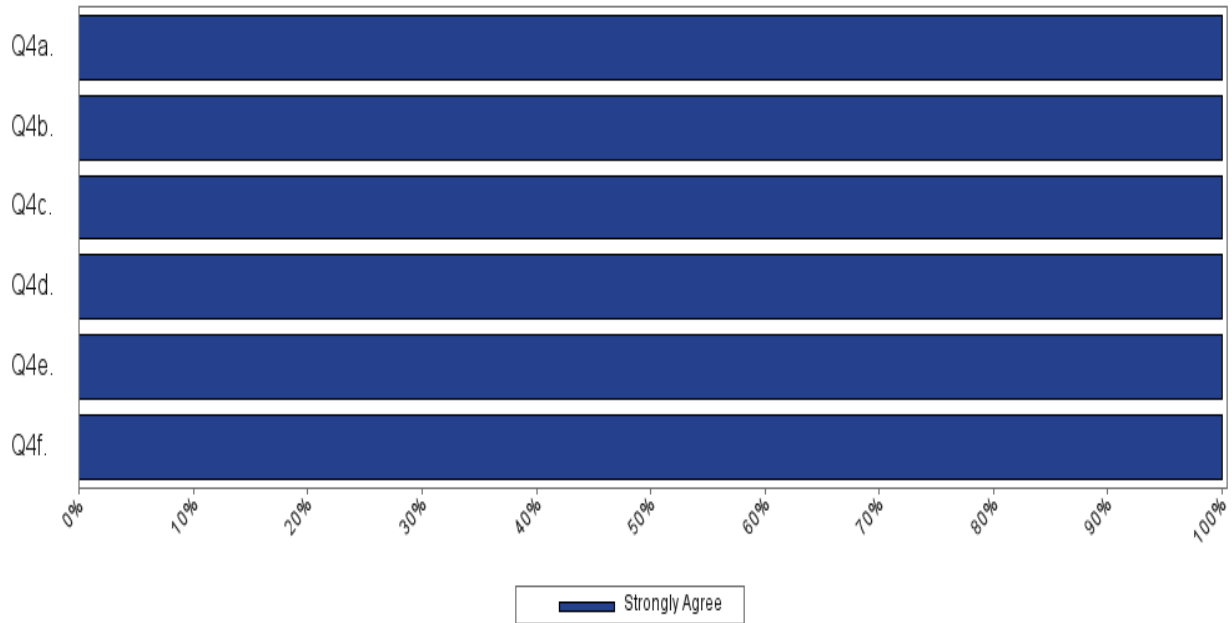


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	100%	1	66%	1,267
	Somewhat Agree	0%	0	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	100%	1	62%	1,200
	Somewhat Agree	0%	0	28%	532
	Neither Agree nor Disagree	0%	0	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	100%	1	58%	1,129
	Somewhat Agree	0%	0	29%	555
	Neither Agree nor Disagree	0%	0	7%	134
	Somewhat Disagree	0%	0	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	100%	1	50%	964
	Somewhat Agree	0%	0	30%	583
	Neither Agree nor Disagree	0%	0	11%	218
	Somewhat Disagree	0%	0	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	100%	1	59%	1,144
	Somewhat Agree	0%	0	28%	532
	Neither Agree nor Disagree	0%	0	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Supports for Diverse Learners

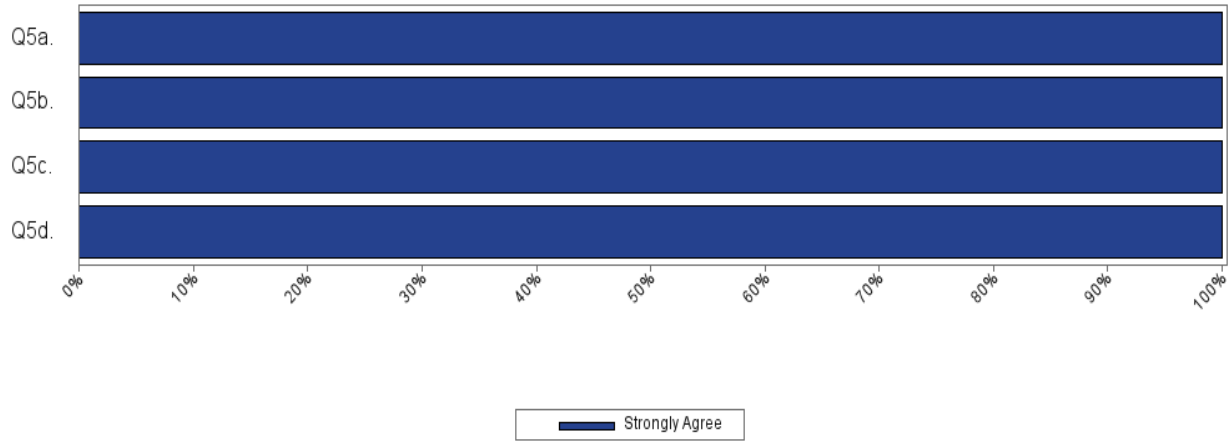


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	100%	1	62%	1,194
	Somewhat Agree	0%	0	20%	391
	Neither Agree nor Disagree	0%	0	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	100%	1	61%	1,181
	Somewhat Agree	0%	0	20%	393
	Neither Agree nor Disagree	0%	0	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	100%	1	56%	1,079
	Somewhat Agree	0%	0	27%	516
	Neither Agree nor Disagree	0%	0	9%	172
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	100%	1	55%	1,053
	Somewhat Agree	0%	0	26%	511
	Neither Agree nor Disagree	0%	0	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	100%	1	61%	1,169
	Somewhat Agree	0%	0	25%	477
	Neither Agree nor Disagree	0%	0	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. 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.	Strongly Agree	100%	1	54%	1,050
	Somewhat Agree	0%	0	28%	533
	Neither Agree nor Disagree	0%	0	9%	183
	Somewhat Disagree	0%	0	6%	110
	Strongly Disagree	0%	0	3%	55

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement

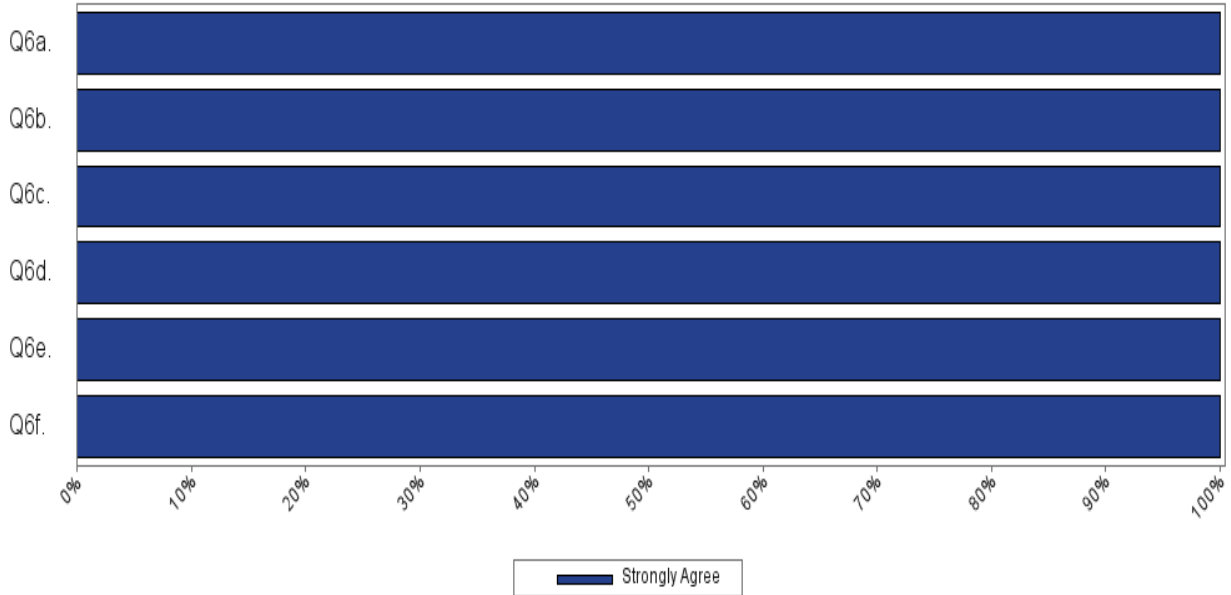


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	100%	1	38%	725
	Somewhat Agree	0%	0	30%	577
	Neither Agree nor Disagree	0%	0	12%	238
	Somewhat Disagree	0%	0	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	100%	1	24%	456
	Somewhat Agree	0%	0	27%	512
	Neither Agree nor Disagree	0%	0	15%	293
	Somewhat Disagree	0%	0	21%	405
	Strongly Disagree	0%	0	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	100%	1	37%	717
	Somewhat Agree	0%	0	29%	569
	Neither Agree nor Disagree	0%	0	21%	407
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	100%	1	38%	738
	Somewhat Agree	0%	0	31%	589
	Neither Agree nor Disagree	0%	0	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	0%	0	7%	137

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Behavior Management and Safety

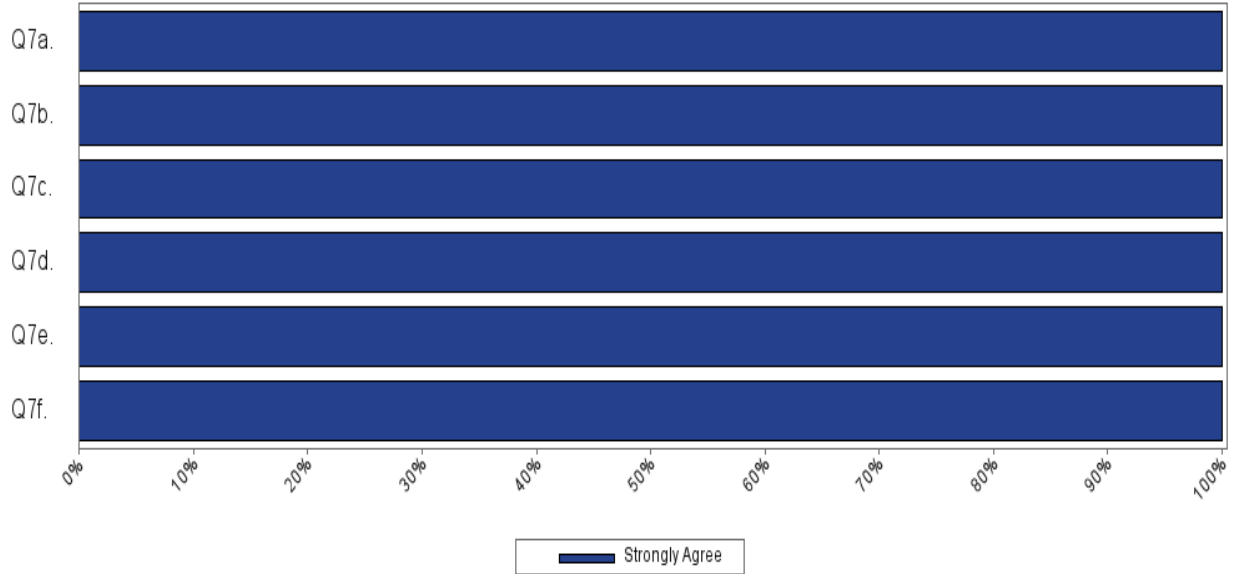


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	100%	1	35%	674
	Somewhat Agree	0%	0	30%	580
	Neither Agree nor Disagree	0%	0	10%	190
	Somewhat Disagree	0%	0	14%	270
	Strongly Disagree	0%	0	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	100%	1	39%	751
	Somewhat Agree	0%	0	26%	509
	Neither Agree nor Disagree	0%	0	13%	257
	Somewhat Disagree	0%	0	13%	256
	Strongly Disagree	0%	0	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	100%	1	28%	545
	Somewhat Agree	0%	0	30%	581
	Neither Agree nor Disagree	0%	0	13%	244
	Somewhat Disagree	0%	0	18%	352
	Strongly Disagree	0%	0	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	100%	1	33%	641
	Somewhat Agree	0%	0	26%	509
	Neither Agree nor Disagree	0%	0	16%	310
	Somewhat Disagree	0%	0	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	100%	1	42%	818
	Somewhat Agree	0%	0	32%	617
	Neither Agree nor Disagree	0%	0	11%	209
	Somewhat Disagree	0%	0	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	100%	1	42%	811
	Somewhat Agree	0%	0	33%	628
	Neither Agree nor Disagree	0%	0	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	82

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Behavior Management and Safety

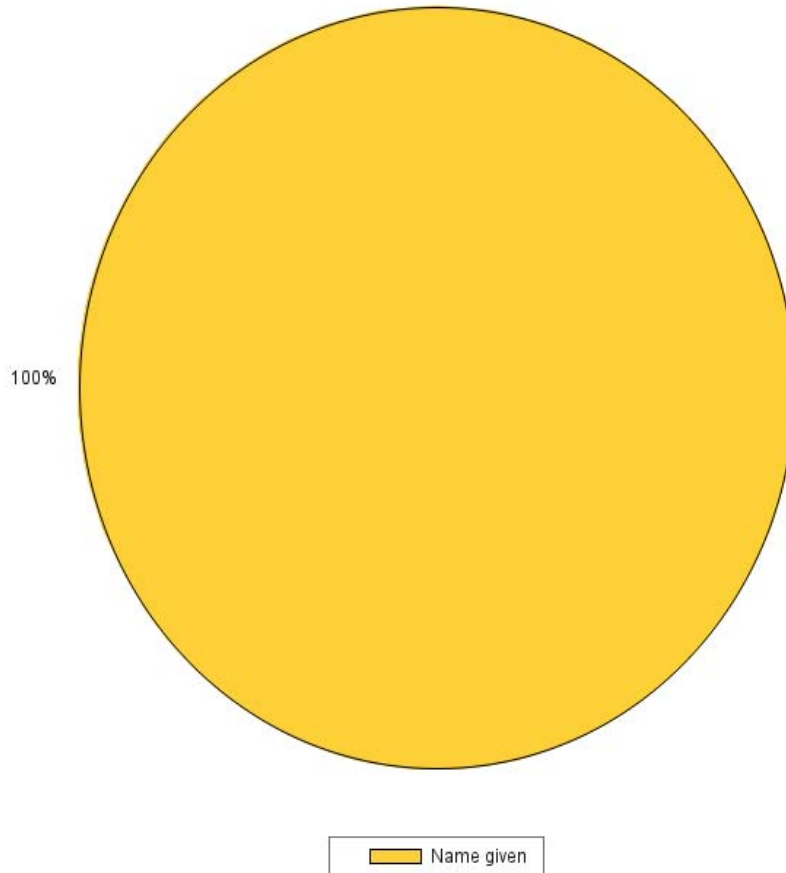


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	100%	1	60%	1,162
	Somewhat Agree	0%	0	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	0%	0	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	100%	1	49%	945
	Somewhat Agree	0%	0	30%	586
	Neither Agree nor Disagree	0%	0	8%	155
	Somewhat Disagree	0%	0	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	100%	1	38%	741
	Somewhat Agree	0%	0	34%	654
	Neither Agree nor Disagree	0%	0	9%	180
	Somewhat Disagree	0%	0	12%	233
	Strongly Disagree	0%	0	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	100%	1	47%	899
	Somewhat Agree	0%	0	30%	570
	Neither Agree nor Disagree	0%	0	9%	171
	Somewhat Disagree	0%	0	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	100%	1	55%	1,062
	Somewhat Agree	0%	0	33%	637
	Neither Agree nor Disagree	0%	0	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	100%	1	48%	933
	Somewhat Agree	0%	0	31%	598
	Neither Agree nor Disagree	0%	0	9%	174
	Somewhat Disagree	0%	0	8%	149
	Strongly Disagree	0%	0	4%	77

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

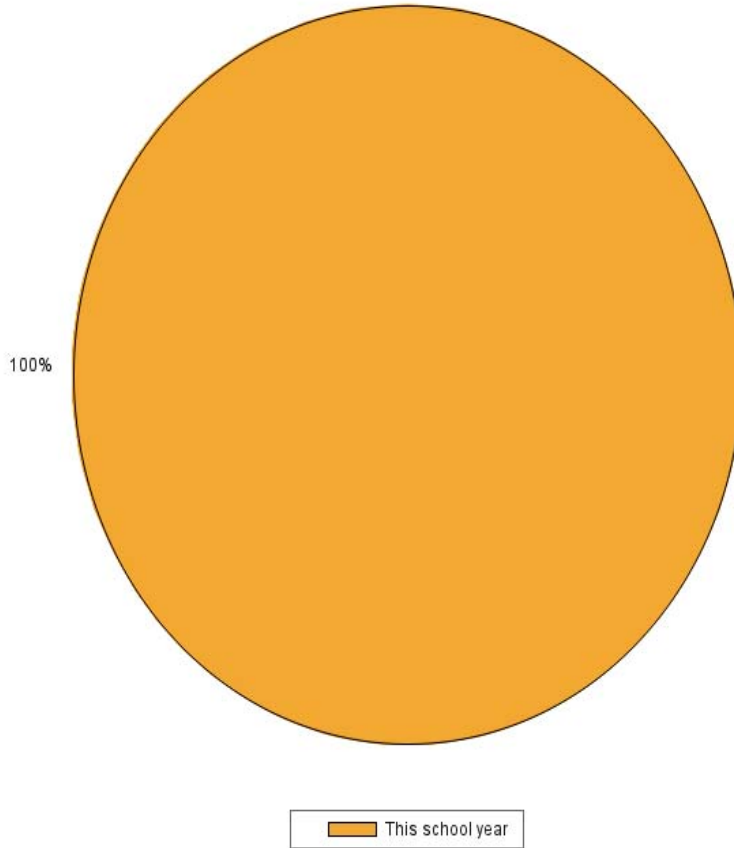
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	0%	0	59%	1,144
	Don't know	100%	1	41%	787

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

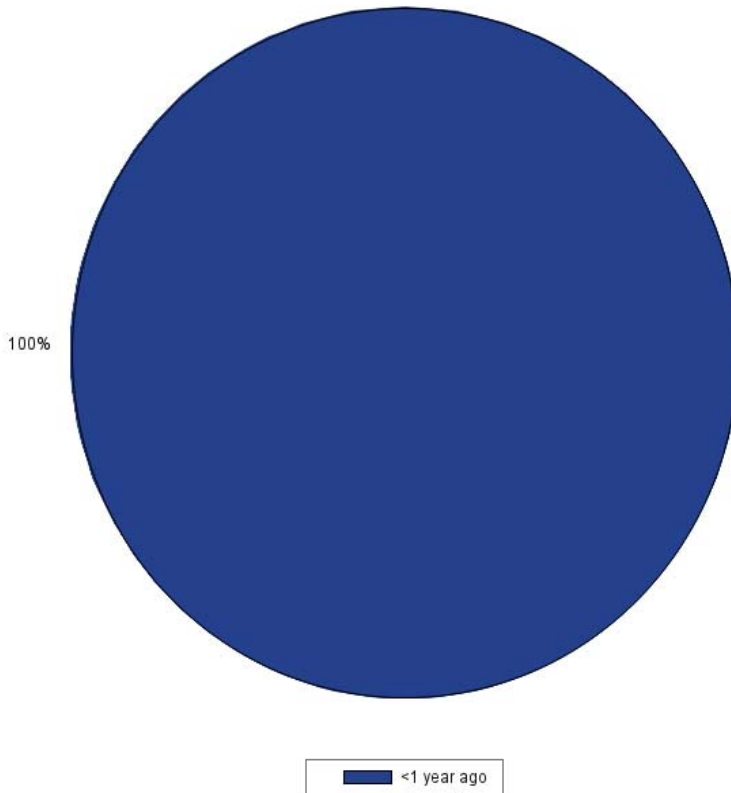
Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	0%	0	62%	1,204
	The previous school year	0%	0	9%	176
	Prior to the previous school year	0%	0	6%	117
	I'm not aware of any DASA policy	100%	1	22%	434

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

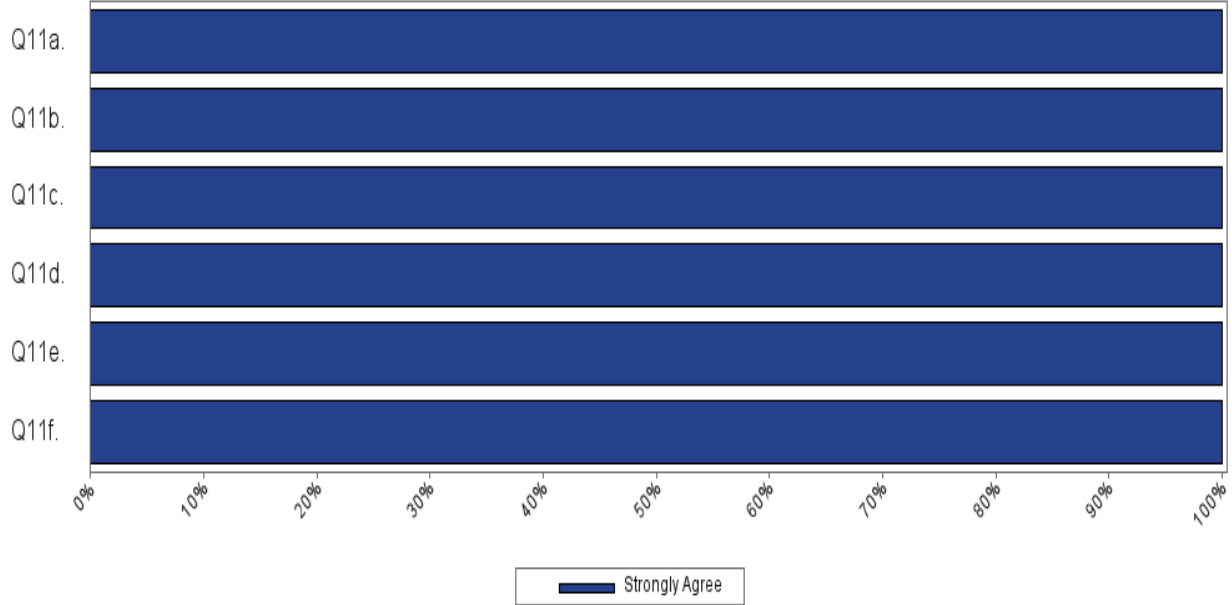
Q10. When is the last time you received DASA training?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	0%	0	48%	927
	1-2 years ago	0%	0	21%	399
	3-4 years ago	0%	0	10%	193
	>4 years ago	0%	0	10%	195
	I've never received DASA training	100%	1	11%	217

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Family Engagement and Communication

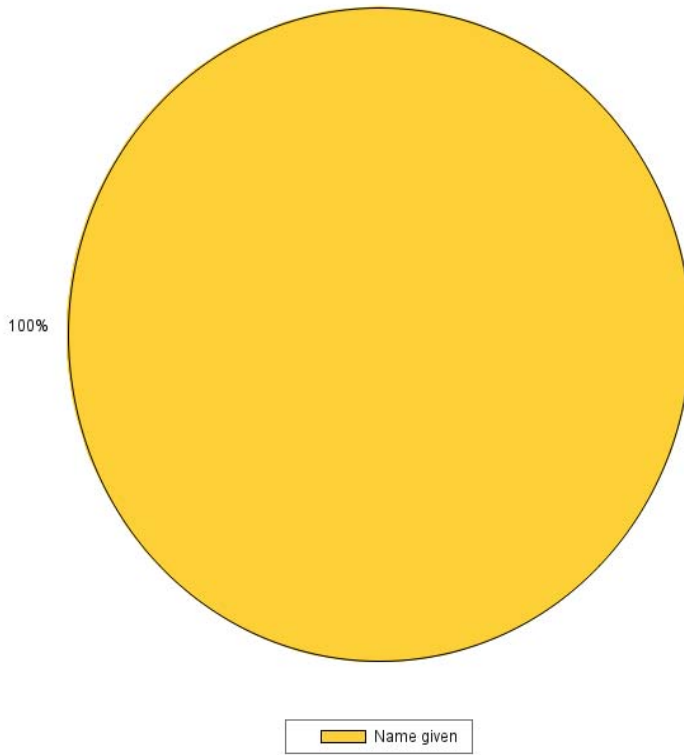


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	100%	1	50%	961
	Somewhat Agree	0%	0	30%	585
	Neither Agree nor Disagree	0%	0	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	100%	1	57%	1,100
	Somewhat Agree	0%	0	31%	601
	Neither Agree nor Disagree	0%	0	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	100%	1	67%	1,295
	Somewhat Agree	0%	0	26%	511
	Neither Agree nor Disagree	0%	0	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	100%	1	56%	1,088
	Somewhat Agree	0%	0	29%	567
	Neither Agree nor Disagree	0%	0	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	100%	1	52%	996
	Somewhat Agree	0%	0	30%	572
	Neither Agree nor Disagree	0%	0	12%	240
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	100%	1	45%	873
	Somewhat Agree	0%	0	23%	448
	Neither Agree nor Disagree	0%	0	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

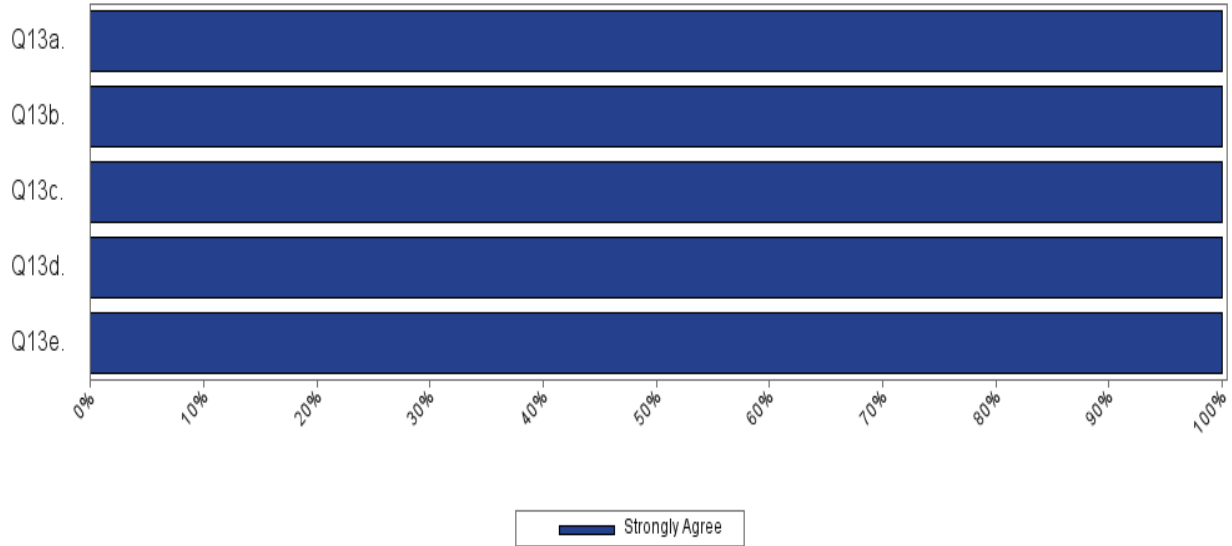
Q12. What is the name of your school's McKinney-Vento Coordinator?



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	0%	0	40%	780
	Don't know	100%	1	60%	1,151

NYSED CSO Teacher Survey 2022
URBAN DOVE TEAM CHARTER SCHOOL II
1 RESPONSES
5% RESPONSE RATE

Social-Emotional and Mental Health Support

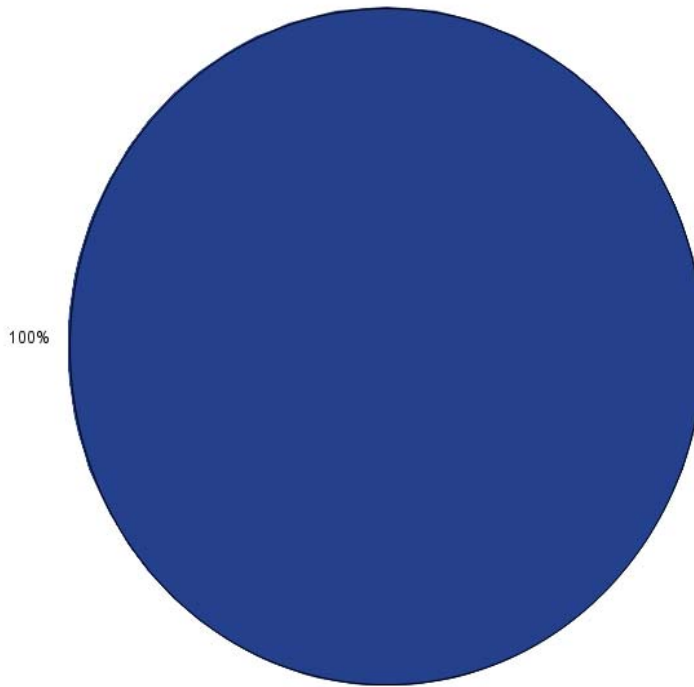


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	100%	1	53%	1,023
	Somewhat Agree	0%	0	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	100%	1	43%	831
	Somewhat Agree	0%	0	29%	552
	Neither Agree nor Disagree	0%	0	16%	314
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	100%	1	43%	829
	Somewhat Agree	0%	0	27%	526
	Neither Agree nor Disagree	0%	0	18%	352
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	100%	1	46%	892
	Somewhat Agree	0%	0	30%	583
	Neither Agree nor Disagree	0%	0	10%	202
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	100%	1	36%	688
	Somewhat Agree	0%	0	20%	392
	Neither Agree nor Disagree	0%	0	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

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Q14. How many total years of K-12 teaching experience do you have?

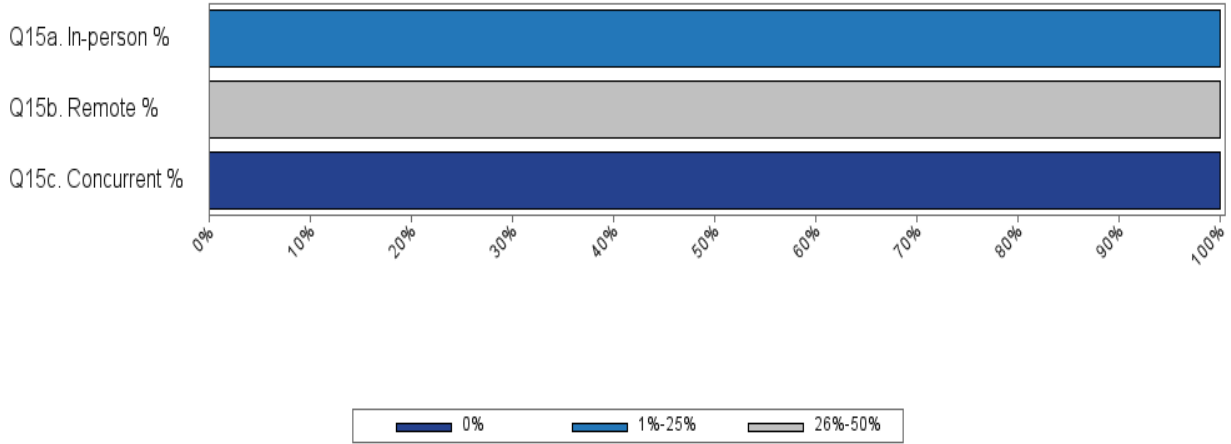


■ Less than 1 year

Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	100%	1	21%	401
	4-6 years	0%	0	26%	499
	7-10 years	0%	0	21%	408
	More than 10 years	0%	0	25%	486

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Teaching Modality

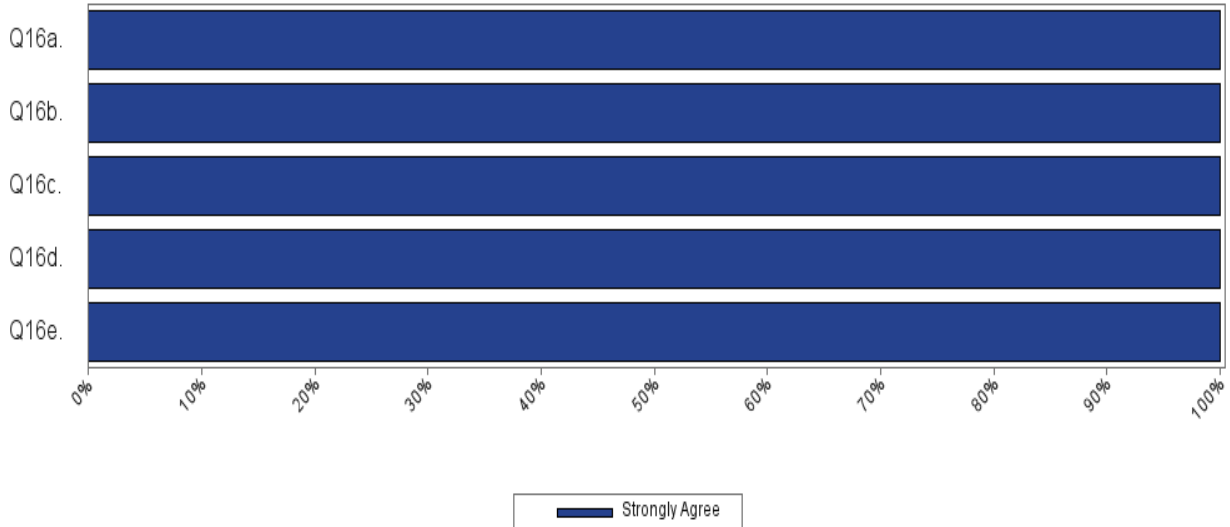


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	100%	1	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	0%	0	52%	1,002
	100%	0%	0	36%	690
Q15b. Remote %	0%	0%	0	42%	804
	1% to 25%	0%	0	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	100%	1	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	100%	1	79%	1,522
	1% to 25%	0%	0	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

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School Leadership

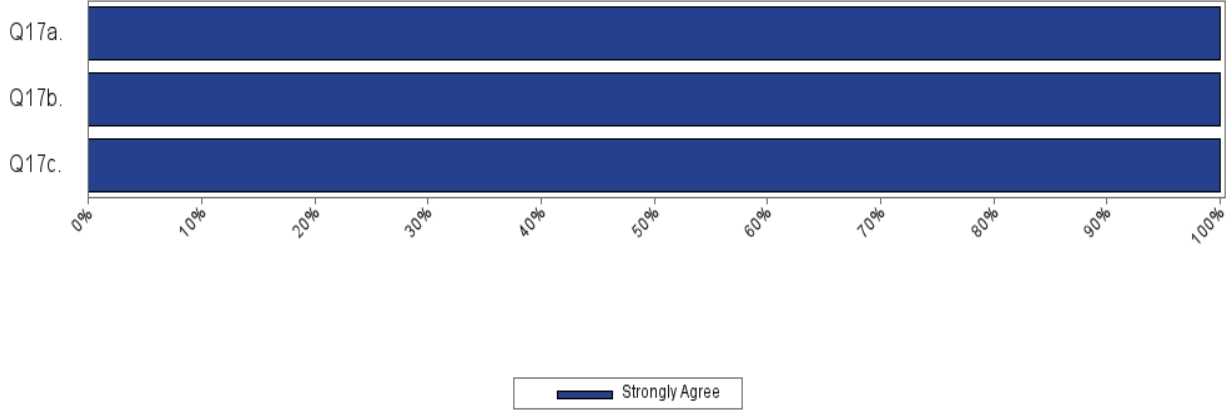


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	100%	1	47%	914
	Somewhat Agree	0%	0	29%	565
	Neither Agree nor Disagree	0%	0	9%	173
	Somewhat Disagree	0%	0	8%	159
	Strongly Disagree	0%	0	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	100%	1	42%	811
	Somewhat Agree	0%	0	30%	570
	Neither Agree nor Disagree	0%	0	10%	192
	Somewhat Disagree	0%	0	11%	217
	Strongly Disagree	0%	0	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	100%	1	34%	655
	Somewhat Agree	0%	0	28%	539
	Neither Agree nor Disagree	0%	0	15%	280
	Somewhat Disagree	0%	0	15%	295
	Strongly Disagree	0%	0	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	100%	1	37%	709
	Somewhat Agree	0%	0	26%	508
	Neither Agree nor Disagree	0%	0	21%	411
	Somewhat Disagree	0%	0	10%	184
	Strongly Disagree	0%	0	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	100%	1	42%	810
	Somewhat Agree	0%	0	28%	539
	Neither Agree nor Disagree	0%	0	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	0%	0	8%	145

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Professional Climate

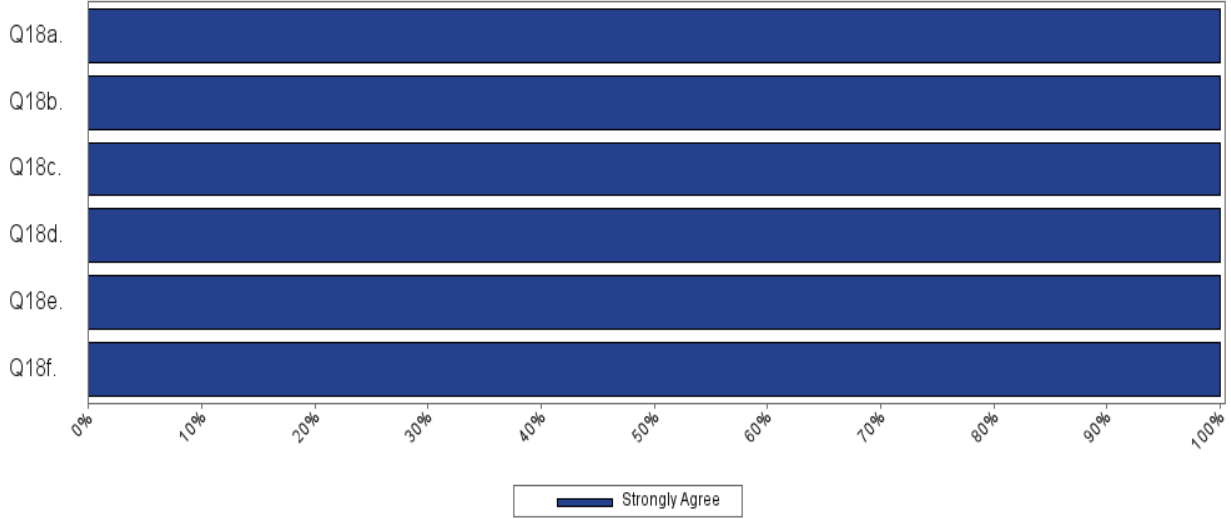


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	100%	1	43%	838
	Somewhat Agree	0%	0	30%	585
	Neither Agree nor Disagree	0%	0	13%	249
	Somewhat Disagree	0%	0	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	100%	1	44%	843
	Somewhat Agree	0%	0	32%	623
	Neither Agree nor Disagree	0%	0	12%	228
	Somewhat Disagree	0%	0	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	100%	1	42%	813
	Somewhat Agree	0%	0	27%	527
	Neither Agree nor Disagree	0%	0	14%	267
	Somewhat Disagree	0%	0	10%	192
	Strongly Disagree	0%	0	7%	132

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Professional Climate

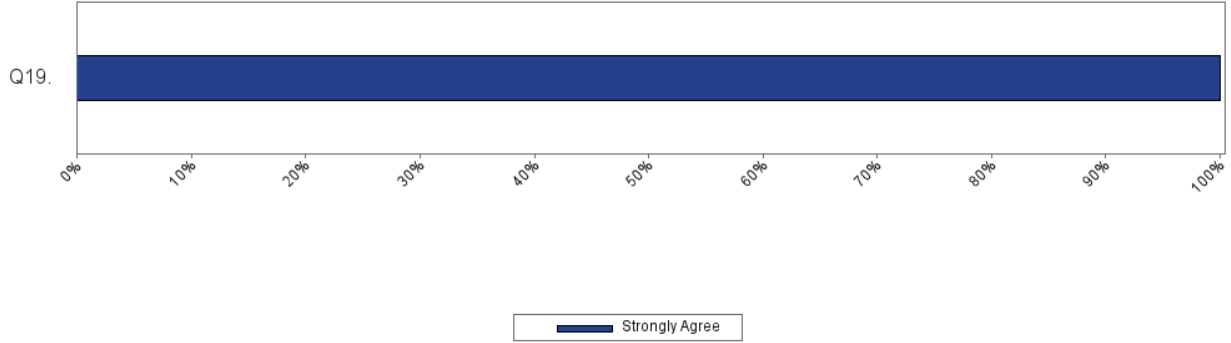


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	100%	1	48%	922
	Somewhat Agree	0%	0	34%	656
	Neither Agree nor Disagree	0%	0	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	100%	1	52%	1,001
	Somewhat Agree	0%	0	32%	615
	Neither Agree nor Disagree	0%	0	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	100%	1	45%	870
	Somewhat Agree	0%	0	31%	599
	Neither Agree nor Disagree	0%	0	11%	207
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	100%	1	47%	913
	Somewhat Agree	0%	0	27%	522
	Neither Agree nor Disagree	0%	0	18%	356
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	100%	1	53%	1,030
	Somewhat Agree	0%	0	33%	633
	Neither Agree nor Disagree	0%	0	7%	128
	Somewhat Disagree	0%	0	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	100%	1	39%	759
	Somewhat Agree	0%	0	22%	434
	Neither Agree nor Disagree	0%	0	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	3%	50

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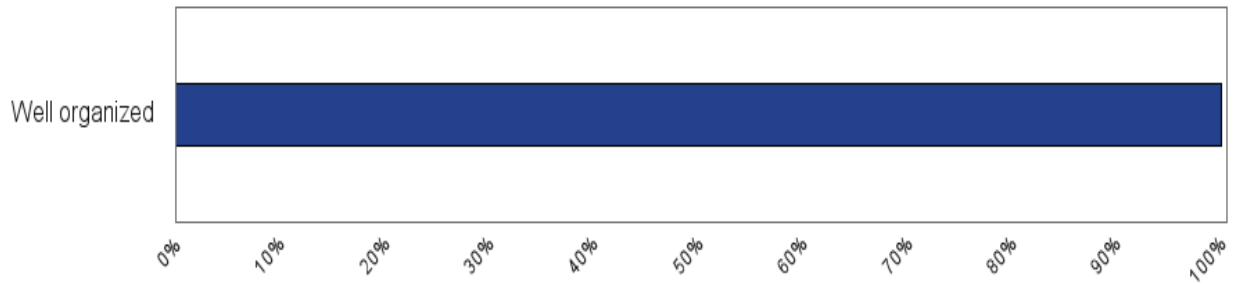
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	100%	1	40%	764
	Somewhat Agree	0%	0	35%	683
	Neither Agree nor Disagree	0%	0	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	0%	0	6%	111

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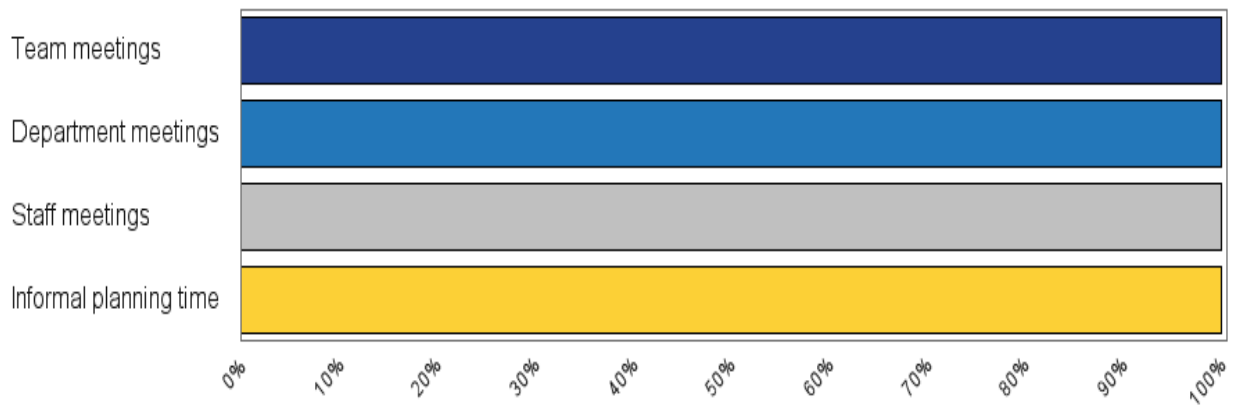
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	100%	1	68%	1,314
Well attended	0%	0	78%	1,500
Focused on relevant content	0%	0	63%	1,217
Recognized by all faculty as valuable	0%	0	36%	700
None of the above	0%	0	5%	105

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Q21. Select all types of meetings where faculty members collaborate with one another:



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	1	90%	1,739
Department meetings	100%	1	67%	1,297
Staff meetings	100%	1	80%	1,553
Informal planning time	0%	0	73%	1,419
Teacher/professional leadership meetings	100%	1	65%	1,257
Other	0%	0	5%	95