

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Dove Team Charter School
Board Chair	Michael Grandis
District of location	NYC CSD 22
Opening Date	Fall 2012
Charter Terms	Initial Charter: August 27, 2012 - June 30, 2017 First Renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades / Approved Enrollment	Ungraded / 305 students
Proposed Renewal Term Authorized Grades /	

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

Renewal Outcomes

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

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

Short-Term Renewal: A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

t6.6 .7 (p)-C BTDC 6-(ge)-6 (n)d(e)-3 (s)-1.3 (c)-1.9 (hF.3 1 (ra3 (d)13.)-1 (a)10.6 (n)2.3 (c)(e)7.4)13.1
(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the

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

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

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

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

- Current 2021-2022 organizational chart;**
- A 2021-2022 master school schedule;**
- Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- Narrative describing the process used to evaluate school leadership;**
- Narrative describing the process school leadership uses to evaluate teachers;**
- 2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students results;**
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**

New York State Education Department
2015 Charter School Performance Framework Rating³

2015 Performance Benchmark



UDT is in year ten of operation and serves high school students. During its current charter term, the school is rated in the following manner: meeting

Benchmark 1: Student Performance

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

Finding: Meets

Summative Evidence for Benchmark 1:

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

During the charter term, UDT has been designated as a school in Good Standing under New York State

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

Indicator b: UDT's renewal application describes the way they use curriculum maps to track academic skills and to reinforce common language and strategies across subject areas. Teachers submit unit and lesson plans via Google docs and unit plans are formatted using the Understanding by Design format which promotes deep conceptual understanding of concepts and content. The instructional coach and the director of curriculum and instruction (DCI) approve all curriculum maps, unit plans and instructional tasks. Content area departments meet regularly to ensure that skills and content are scaffolded throughout the years and curriculum is mapped to ensure that students meet the content demands of the Regents' exams as they are scheduled to take them. The application asserts that content in the English and social studies are aligned to

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

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

4. Element: _____ :

Indicator a: The renewal application describes UDT's full inclusion environment and schoolwide culture of support. Each classroom is led by two certified teachers, one general education and one special education. The school also utilizes a task-based instructional model which allows students to work at their own pace and allows for differentiation in all aspects of learning. The special education teacher oversees student instruction for all students with IEP's while also monitoring students who are struggling who may not have an IEP. The DCI and the special education and ELL coordinator work as a team to ensure that students receive all mandated services, whether they are provided by the school or the district. ELL students are supported through special

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

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a

T

a

Indicator a: The renewal application describes the school's restorative and therapeutic approach to behavior management. The youth development department (YDD) manages student behavior. The student support team (SST), with expertise in social work, restorative practices, mediation, intervention and de-escalation strategies responds to student infractions of the discipline code as well as students in need of behavioral support. The school's written discipline policy was included with the renewal documents, is posted on the school's website and is distributed to families and students annually. The school has established a goal of zero suspensions and expulsions and has developed an incentive program, the UD Cup, which rewards student for positive actions and behavior and exhibits the schools core values.

Indicator b: During its focus group, the SST described its approach establishing and maintaining a safe and productive environment. The foundation of their work is to build rapport with every student and to understand the context of students' lives, the neighborhoods in which they live and the communities they represent. Team members are trained in non-violent crisis intervention. Staff members are positioned outside the school's entrances during arrival to greet

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

Indicator e: According to the renewal narrative, the school posts attendance records publicly in order to stress the importance of regular attendance. This allows students to analyze their own attendance records and connect their attendance to their academic progress. Parents and families have on-line access to grades and behavior logs in real time through the school's Jupiter database. The school holds award ceremonies every trimester to recognize improvement and achievement and fane acAJJ-0.08 (n)5.2 (d)5.3 (a)2C(ssa)0.3 (w)-v5 (4.2 (e)7.9 (w)-3.p (an)2g)2.6 (s).9 (o)-6.6 (an)0 Tw (.2 (e).

a
da2.1.7 6-4 sas ant g j-10(s)-sanr(c)6 6 ()7 (tj)0.002 Tc 7.471T87)JJ-(s)0.04 Tw)3.Tw T8 -1.21232d471.098.2 (d)2 ar
a21228.2 (d)20 T (s)-f.3 (4)- (i)-3.h.2 (c)-.9 (h) (1)11c solTc 0.1an8.14.3 (2to.o)-6. 48 Tw T2adAt
a
a 470 63
{larg((
ad.ol52htntse ia
(d) (89t an41d 8 -f)-ne i6ane 0 63
.7

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

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced as er-4.813.1(s)-51(er-4.8 on Tm5 Cd(a)-e)-2.2 le

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

mission and philosophy and

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

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems

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

Indicator b: UDT's organizational chart, submitted with its renewal application describes four distinct teams: operations, curriculum and instruction, youth development and college and career readiness. The school leader reports directly to the BoT through the submission of monthly data and updates during monthly board meetings. In parent and student focus groups conducted during the remote site visit, coaches were identified as the first point of contact between families and school staff in addition to directing students and families to appropriate school staff. During the remote site visit focus group with teachers and other staff members, and reiterated by students in their focus group, all UTD staff can be approached for assistance. Students and parents noted that every staff member will ensure that all requests for support or assistance will be addressed by appropriate staff members. Teachers noted the school's use of Google chat and departmental structures in addition to check-ins with supervisors as examples of the kinds of communications that occur throughout each day. As noted in the leadership and teacher focus groups, there is a high degree of trust and collaboration among staff members, which stems from the school's focus on teamwork-which extends beyond students and is pervasive in the school.

Indicator c: According to the school's renewal application, there are a number of regularly occurring meetings where information is shared, and stakeholders can provide input into decisions. Whole staff meetings and department meetings occur twice each month. League meetings are held biweekly. A news bulletin is sent out to all staff by the school leader and outlines the coming weeks' events and other pertinent information. School leadership also implements an anonymous survey of staff three times a year and shares the results. Communications with families occurs daily through coaches and teachers contacting families to maintain student engagement. During their remote focus group conversation, parents noted the frequent and diligent outreach by school staff and remarked that staff also supported parents and families in addition to relaying positive feedback on their children. The school's renewal application also describes the school's advisory board, which meets three times a year and consists of staff members, community members, parents, alumni, students and the school leader. Concerns of these various groups are brought to the school leader who consults with the board and takes necessary action steps as appropriate.

Indicator d: According to the school's renewal application, UTD is committed to hiring qualified staff that is aligned to the mission and vision of the school. The CMO handles recruitment and has established contacts with various universities and a network of places to advertise. In addition, over the course of time the Ur (o)-6.6 (u)2.2 (rs)-1.3 (e)7.96 ()0.hsa11.1 (t)-(i)10.77-6.6 (f)J0.001 Tw T(e)y)ho (is)

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

Indicator e: According to the renewal application, the school utilizes league meetings which occur biweekly, for staff members to raise any questions or concerns. League leaders meet with the school leadership team monthly to raise topics and concerns solicited from staff members. The school leader creates task forces based on emerging needs and solicits participation from various staff members. In addition, all staff members are given a survey three times a year, and school leadership addressed

demonstrate mastery. The school's same sex groupings in sports and academic classes supports leadership development from both genders and reduces gender implicit bias. The multiple intelligence framework and differentiated instruction were employed during remote classroom observations as students worked on individual tasks that were differentiated based on their skill

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

have continued at the school until graduating or dropping out although not enrolling at another school. Forty-six percent of 16-year old students who enter the school with fewer than 11 credits

Benchmark 10: Legal Compliance

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

Finding: Meets

Element

Indicators

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

1. *Legal Compliance*

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

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

V o) # o @)

Benchmark 1 - Indicator 2 Elementary/Middle School Outcomes

Charter School

URBANDOMEIEMCHARRIERSCHOOL

ix x]x v ix x]]x dœ v]vP d}Á œ Wœ}{]] v Ç t P Pœ P š v ^µ P:œ}
E }š %o%o o] o š} šZ

V o) # o @)

Benchmark 1 - Indicator 2 Elementary/Middle School Outcomes

ix x]x v ix x]] Wœ} (]] v Ç r PPœ P š v ^µ Pœ}µ%o ^ Z}}o > À o W
E}š %o%o o] o š} šZ

V o) # o @)

Benchmark 1 - Indicator 2 Elementary/Middle School Outcomes

ix X]]]X PPœ P š 'œ r> À o Wœ}{]] v ÇW
E}š %o%o o] o š} šZ

î î î Ez ^

Z Œ š Œ ^ Z } } o / v (} Œ u š] } v

Z P v š • K μ :

Z Œ š Œ d } š o d • š	h Œ v } Á d u ^	Ez ^	J ((Œ v š] o š) Ez ^	Z Œ š Œ d } š o d • š	h Œ v } Á d u ^	Ez ^	J ((Œ v š] o š) Ez ^	Z Œ š Œ d } š o d • š	h Œ v } Á d u ^	Ez ^	J ((Œ v š] o š) Ez ^	Z Œ š Œ d } š o d • š	h Œ v } Á d u ^	Ez ^	J ((Œ v š] o š) Ez ^
î î ò r î i ó	î ô	ò ò 9	ó i 9 ð	õ	ò ó 9	ð ò 9 = î î	r	r	r	r	î î	ò ò 9	ò î 9 = ò		
î î ó r î i ô	ð ó	î î 9	ò ð 9 ð î	î ñ	î î 9	î ò 9 r î ð	r	r	r	r	ð í	î î 9	ñ ò 9 r î ð		
î î ò r î i ð	ò ì	ò ñ 9	ò ò 9 í	î î	ñ ñ 9	ð î 9 = î î	r	r	r	r	ð ò	ñ ò 9	ñ ò 9		
î î ò r î i î	ò ì	ó ó 9	ð î 9 í ò	î ó	ò ò 9	ð î 9 r î î	r	r	r	r	ò í	ó ó 9	ð î 9 r î ð		
î î î r î i í	ð ì	î î 9	ò ó 9 = î	î î	î î 9	ð ò 9 = ð	r	r	r	r	î ò	î î 9	ò ó 9 =		
î î ò r î i ó	ó ô	ð ð 9	ð ð 9 ð î	î ò	í ð 9	ñ ò 9 r ð ñ	r	r	r	r	ò ò	ð ð 9	ó ó 9		

U ™ ð Dr ô

?0 î ò ð î ð r r i ô

r ô

r î î p i ó

9 î î ò r Á š @ ò l („ D > à î î ò r î i ó



Charter School
URBANDOME TEAM CHARTER SCHOOL

Aggregate and Subgroup 4 Year Cohort Regents Testing Outcomes

	All Students				SWD				HL				ED			
	#	Year	Vo	% Vo	#	Year	Vo	% Vo	#	Year	Vo	% Vo	#	Year	Vo	% Vo
#				-47				-36				-21				-43
#				-49				-43				.				-47
#				-50				-30				.				-49
#				-37				-21				.				-32
#				-55				-46				.				-54
#				-62				-39				-15				-54
#				-69				-36				.				-62
#				-70				-40				.				-64
#				-61				-35				.				-55
#				-67				-43				.				-68
#				-41				-28				+7				-33
#				-55				-32				.				-49
#				-55				-23				.				-51
#				-40				-30				.				-37
#				-45				-24				.				-45
#				-62				-49				-22				-55
#				-69				-46				.				-63
#				-69				-42				.				-64
#				-41				-21				.				-35
#				-39				-15				.				-33
#				-63				-41				-20				-54
#				-53				-37				.				-54
#				-69				-39				.				-64
#				-61				-36				.				-56
#				-40				-27				.				-40

V o) # ö @)

Benchmark 1 - Indicator 3 High School Outcomes

ix X]]]X v ix XÀ]X ,]PZ ^ Z}}o Kµš }u • t PPœ P š v ^µ Pœ}µ% }oo P
E}š %%%o] o š} šZ]• Z œš œ • Z}}o

V o) # ö @)

Benchmark 1 - Indicator 3 High School Outcomes

ix X]X v ix X]]X 'œ μ š}}v Kμš }u • t PPœ P š v ^μ Pœ}μ%o }Z}œš 'œ

u #
y) u #o
Vo8 k
) . Vo



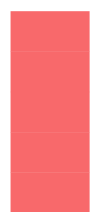
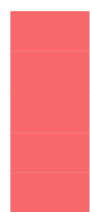
u #
y) u #o
Vo8 k
) . Vo



u #
y) u #o
Vo8 k
) . Vo



u #
y) u #o
Vo8 k
) . Vo



Benchmark 9- Indicator 1: Enrollment and Retention

íX X]X v íX X]]X Z š vš}}vW

Retention- Aggregate and Subgroups

	All Students			SWD			EL			ED		
	y) u #o	V ##o)	(.)	y) u #o	V ##o)	(.)	y) u #o	V ##o)	(.)	y) u #o	V ##o)	(.)
			-31			-31			-4			-26
			-14			-7			-39			-12
			-15			-13			+10			-14
			-21			-14			+12			-22
			-4			+6			-12			-5

Ž^ EKd ^ -j• v ~ò• o}AX

î î î E z ^ Z Œ š Œ ^ Z}}o /v({Œ u š]}v •Z

v Zu Œ l õ r /v] š}Œ íW vŒ}

í X X]X v í X X]]X ,]PZ ^ Z}}o W Œ•]•š v W

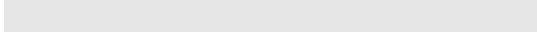
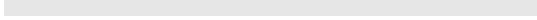
KŒ]P]v o }Z}Œ š

W Œ•]•š v š



~ô• š]v šZ š o }À CE %CE • vš• š •š •šµ vš• ÁZ}]šZ CE u]vš]v %CE}{[] vš • }CE (CE}u }v Ç
]v CE • (CE}u }v Ç CE š} šZ v Æš ~ %CE){[] vš • }CE]• o Á o ĩ }CE đ•X

~îi• š]v šZ š o }À CE %CE • vš• šZ %CE vš P }(•šµ vš• (CE}u šZ }CE]P]v o ôšZ PCE }Z}CEš ÁZ
~]v oµ • µPµ•š PCE µ š ••X



d)š o ^μ%%}CEš v
 Z vP]v E i
 E š •• š• r P]vv
 E š •• š• r v

Z s Eh ^ yW E^ Z
 Z Á vμ r W
 K% CE
 ^μ%%}CEš v Kš
 d)š o Z .
 /E% v•• r ^
 WCE)PCE u ^ CEÁ] •

δUδiδ
 ~δiδUiδi•
 iUiiδUδiñ
 ñδiUñδi

iiUiiδ
 iδ
 iiUiiδδ
 iiUiiñδ

ñiUδñi iñiUδii
 ~δiUδii• iUiiUδiδ
 ñδiUñδi ññiUδii iUñδiUiδñ
 ññiUδii iUñδiUiδñ

iδUiiñδ iδUδiδ δiUii
 iδUδδδ iUii iδUii
 iiUiiδ iδUδδδ

δδUδii iUiiUñiδ
 iδiUδiδ iUδδδUiδδ
 iUñδiUiδñ iUδññUδδi
 iUδññUδδi iUñδiUiδδ

ñδUδδñ ñUδiδ
 δiUiiδ δiUiiδ
 iδUδδδ