Urban Dove Team Charter School IV

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

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Michael Lukauskas, Associate Director of Data and Programming, prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Michael Grandis	Chair	Governance
Andrew Ehigiator	Member	Academic
Patricia Charlamagne	Member	Finance
Patric Fagan	Treasurer	Finance
Spencer Rothschild	Member	Governance
Jai Nanda	Member	All
Heather Bushong	Secretary	Academic

Damaris Caba has served as the school leader of Urban Dove IV since July 2024.

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SCHOOL OVERVIEW

Mission

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.

Key Design Elements

1) Sport-Based Youth Development (SBYD) – Students who enter UD Team have academic deficits that the school needs to address. But given their lack of success at their previous high school, many likely suffer from a lack of confidence in their own ability to be successful in a formal academic environment. The school tackles this challenge directly by using its SBYD model to build students' belief in themselves. Their experiences on the sports field and as a team provide fuel for the work that happens in the classroom.

The school uses the pillars of an SBYD methodology to engage, energize and educate its students. SBYD programs 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. The curriculum is a combination of traditional varsity sports activities - practices and games, combined with youth development programming that includes workshops, Team Time (group counseling) and other health and wellness activities. Practice sessions resemble a varsity-level practice, including warm up and stretch, conditioning, individual skill building and team concepts. Weekly competition includes both an intramural league amongst teams within the school as well as an external schedule against other schools.

One of the key elements of the SBYD program is the coach. Each student at UD Team is placed on a single sex team and each team is assigned a full time coach. The coach acts not only as the primary instructor for all activities during the SBYD block of time, but is also present throughout the school day to assist the student with any other issues they may have, playing the role at times of parent, guidance counselor, social worker and mentor.

2) Support Services – UD Team offers both group and one-on-one support services to all students. Group sessions focus on how individuals become part of a community and what it means to be a member of a "team" both on the field and off. Being a member of a sports team can have a transformative effect on young people, and the school uses this as a basis for establishing a positive, respectful school community over which all students feel ownership. The player-coach relationship is also a uniquely powerful one in which there exists a higher level of trust. Coaches and players use this bond as a way to stay informed, connected and supportive of each other. Referrals are made for all issues requiring professional care. UD Team has a department of Student Support Service (SSS), composed 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, conduct home visits as needed to address barriers of 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.

3) More Time on Task – UD Team has an extended day/extended year schedule, with a school day beginning at 8:45 AM for EarlyDove 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 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. The school will require students to participate in a mandatory summer program, which consists of academic instruction, summer job experiences and sports. Saturdays feature a mandatory academic advisement session where students receive one-on-one support from volunteers and staff in subjects in which they need extra attention.

4) Same sex groupings - Students move through their time at UD Team in same sex teams both for sports and academic classes. Research has shown that in both sports and academics, students, especially females, benefit from same sex environments. In the sports arena, this is especially true as so much of the success young athletes have comes from their self-esteem and confidence in themselves. Young women develop both of these traits far more strongly in single-sex environments. Leadership skills are also diminished among young women when in co-ed environments. Gender bias and social norms reduce opportunities for young women to take leadership roles in co-ed environments, reinforcing negative stereotypes from others and from within themselves. Single sex environments have also been shown to break down stereotypes that might hinder students from choosing to pursue coursework and activities (such as sports for girls, and the arts for boys).

5) Multiple Intelligences - Urban Dove believes in a strength-based approach to instruction grounded in the work of Howard Gardner's theory of multiple intelligences. Recognizing that all students are intelligent but that this intelligence can be expressed in many different ways, UD Team strives to engage students who are often the least understood and successful in traditional schools. We recognize the need for our students to express themselves kinesthetically and therefore incorporate instructional approaches that use experiential learning as much as possible. Additionally, our SBYD program allows students to incorporate healthy doses of physical activity into each day. The SBYD program not only activates students' bodies and minds, it allows for critical breaks from the long academic blocks found in traditional schools, which are detrimental to our students' ability to focus and learn.

6) Differentiated Instruction - Remembering that the student is at the center of the work, teachers design each course starting with the student's own knowledge and experience and connect every lesson to something that students already have as part of their schemata. Teachers get to know the students and plan lessons that connect an academically rigorous content to relevant issues and topics in the student's life. Rather than assuming that students need remedial course work, critical thinking and problem solving will be central and a team spirit essential for academic achievement. Unlike other transfer schools where students are placed in classes by their individual credit needs and course content is static, at UD Team, students will move through classes with their teams and teachers will differentiate instruction to address the varying academic needs and learning styles of each student.

7) **Targeted Interventions-** Upon enrollment, each student at UD Team takes a Reading and Math inventory, so that teachers have a starting point to differentiate instruction and the school can have

baseline data. After trials with a number of different reading and math inventories at UD Team, including NWEA and Renaissance Learning, we found the IXL assessments to be the most effective. After the initial assessment upon enrollment, the reading and math inventories are given to students three times per year (fall, winter, and spring) as long as the student is enrolled. The results of the assessments provide students, teachers, as well as the entire school community and the board, valuable data on the success of UD Team programs and instructional practices. All teachers use reading and math assessment data, which they have online access to at all times, to monitor literacy growth throughout the year. They use the students' reading levels to create appropriately leveled (differentiated) readings and documents that push students' growth to the next Lexile level. Daily Lesson plans show students grouped based on current reading results. Math teachers use the students' numeracy levels to individualize (differentiate) instruction and level class materials and further develop their skills towards College Readiness. The results allow the school to know which students are in need of further intervention.

With over a decade of operation and thousands of students served, current UD Team schools have consistently seen a student population with the following demographics:

Urban Dove Student Profile

- **56%** male; **44%** female
- **57%** African American; **41%** Hispanic; **2%** Other
- **95%** qualify for Free and Reduced Lunch
- **42%** are Students with Disabilities; **11%** are ELL
- UD Team students have an average of **1.4 years** of high school upon enrollment
- UD Team students have earned an average of **5.5 credits** upon enrollment
- **82%** of UD Team students have no Regents exams upon enrollment

The above represents a typical Urban Dove student class. However, as a result of Urban Dove IV taking responsibility for students on the AIM New Visions register, the initial enrollment class had a wider range of ages, credit accumulation, and regents accumulation than typical.

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Cohorts and Student Classification at Urban Dove IV

Urban Dove began operating Urban Dove Team Charter School IV in the 2024–25 school year. Previously, this school was being operated by AIM New Visions as AIM New Visions Charter High School. As part of the transfer process, Urban Dove Team Charter School IV took responsibility for all students on the school's register as of July 1st, 2024.

At Urban Dove, students are placed into a cohort within UD's 3-year program when they enroll. Cohorts remain together and matriculate from Year 1 to Year 2 to Year 3 and then Year 4 and 5 if necessary. Following the school transfer, students were considered on a case by case basis and placed into cohorts in Urban Dove's 3-year program based on their credit and regents accumulation. Students at Urban Dove Team Charter School IV were placed into UD Cohorts 2025, 2026, 2027, and 2028, together with a separately designated AIM-LTA group.

For the 24-25 school year, students in the 2025 cohort (all AIM transfers) were placed into year 3 of UD's program, 2026 was in year 2, and 2027 was in year 1. AIM-LTA students were students Urban Dove IV inherited through the school transfer, but who have not engaged with Urban Dove's program since the school transfer. AIM-LTA is listed separately in the accountability cohort table for administrative reporting. Because these students span multiple entry cohort years and did not engage with the Urban Dove program after transfer, the AIM-LTA group is not included in subsequent graduation or academic performance analyses.

Given Urban Dove's status as a transfer high school serving a unique student group, analysis for this Accountability Report uses Urban Dove's cohort system, based on its 3-year program, to analyze accountability, graduation, and examination data. This enables Urban Dove and SUNY to directly examine the impact of enrollment in Urban Dove on student success. UD Cohorts are provided in the student file along with SUNY cohorts for reference. SIRS 201-205 Total Cohort reports are not available to view due to a software issue with NYC L2RPT, so 9th grade entry dates were not available to Urban Dove.

UD Cohort	Year 1 at Urban Dove	Expected Graduation
2025	24–25	24–25
2026	24–25	25–26
2027	24–25	26–27
2028	25–26	27–28
AIM-LTA	24–25	N/A

Upon enrollment at Urban Dove Team Charter School IV, students are also assigned a classification label based on a combination of their age, credits earned, and Regents exams passed at the time of enrollment.

Student Classification	Enrollment Criteria
UD Team OA/UC	15 years old or younger with fewer than 11 credits
DOE Most At-Risk	16 years old, fewer than 11 credits, 0 Regents exams 17 years old, fewer than 11 credits 17 years old, fewer than 22 credits, 0 Regents exams
DOE OA/UC	16 years old, fewer than 11 credits 16 years old, fewer than 22 credits, 0 Regents exams 17 years old, fewer than 22 credits
On Track	15 years old, more than 11 credits, 1 or more Regents exams 16 years old, more than 22 credits, 1 or more Regents exams
Off Track	Anyone who doesn't meet the above criteria

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Un-graded (AIM-LTA)	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A
2024-25	0	29	15	55	76	175
2025-26	0	42	84	50	23	199

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2022 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2022-23 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2025-26 school year, and either remained in the school for the rest of the year or left for an acceptable reason.[1]

1 See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons.

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UD Year 3 Accountability Cohorts					
Expected Graduation	**Year Entered UD**	**UD Cohort Designation**	**Number of Students Enrolled on BEDS Day in October of UD Year 3**	**Number Leaving During the School Year**	**Number in Accountability Cohort as of June 30th**
2023–24	N/A	N/A	N/A	N/A	N/A
2024–25	2024–25	**2025**	48	5	48
		UD Team OA/UC	2	2	2
		DOE Most At-Risk	3	2	3
		DOE OA/UC	9	0	9
		On Track	17	0	17
		Off Track	17	1	17
2025–26	2024–25	**2026 (Total)**	29	1	40
		UD Team OA/UC	1	0	1
		DOE Most At-Risk	5	0	9
		DOE OA/UC	5	0	6
		On Track	10	1	12
		Off Track	8	0	12
2025–26	2024–25	**2026 (AIM Transfers)**	9	0	12
		UD Team OA/UC	0	0	0
		DOE Most At-Risk	3	0	5
		DOE OA/UC	3	0	3
		On Track	0	0	0
		Off Track	3	0	4
N/A	2024–25	**AIM-LTA**	76	24	76

Total Cohort for Graduation

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first entered the 9th grade at any school. Students in a fourth-year cohort all entered high school for the first time during the school year that is four years prior to the end of August of the graduation reporting year; i.e. the 2022 cohort entered 9th grade in 2022-23 and are in their fourth year in 2025-26.

The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual.

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UD Year 3 Total Cohort for Graduation

Expected Graduation	Year Entered UD	UD Cohort Designation	Number Graduated by Sept 1 or Still Enrolled Aug 31 of UD Year 3 (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2023–24	N/A	N/A	N/A	N/A	N/A
2024–25	2024–25	**2025**	43	4	47
		UD Team OA/UC	0	1	1
		DOE Most At-Risk	1	2	3
		DOE OA/UC	9	0	9
		On Track	17	0	17
		Off Track	16	1	17
2025–26	2024–25	**2026 (Total)**	31	9	40
		UD Team OA/UC	1	0	1
		DOE Most At-Risk	6	3	9
		DOE OA/UC	6	0	6
		On Track	10	2	12
		Off Track	8	4	12
2025–26	2024–25	**2026 (AIM Transfers)**	9	3	12
		UD Team OA/UC	0	0	0
		DOE Most At-Risk	3	2	5
		DOE OA/UC	3	0	3
		On Track	0	0	0
		Off Track	3	1	4

The fifth-year cohort is cumulative. The 2021 total cohort consists of all students with a First Date of Entry into Grade 9 during the 2021-22 school year regardless of their current grade level, and inclusive of students who have graduated in 2024-25 (at the end of their fourth high school year). For more information, please see the page 296 of the SIRS manual.

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UD Year 4 Total Cohort for Graduation

Expected Graduation	Year Entered UD	UD Cohort Designation	Number Graduated by Sept 1 or Still Enrolled Aug 31 of UD Year 4 (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022–23	N/A	N/A	N/A	N/A	N/A
2023–24	N/A	N/A	N/A	N/A	N/A
2024–25	2024–25	**2025**	43	4	47
		UD Team OA/UC	0	1	1
		DOE Most At-Risk	1	2	3
		DOE OA/UC	9	0	9
		On Track	17	0	17
		Off Track	16	1	17

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Promotion Policy

Below is the Urban Dove course sequence. As discussed in the subject specific sections, much research is put into building the Scope and Sequence of courses. Students move through the below Scope and Sequence with their teams in Leagues One and Two; in League Three they move through in mixed groups as per the students' individual needs. Students complete missing courses through a combination of Summer school, credit recovery, or course repetition.

UD TEAM SCOPE AND SEQUENCE

2025-2026

	Year 1	Year 2	Year 3
ELA	English 1, 2, 3	English 4, 5, 6	English 7, 8, College Ready ELA
Social Studies	Geography, Global 1, Global 2	Global 3, Global 4, Participation in Government	US 1, 2, Credit Recovery
Science	Biology 1, 2, 3		Physical Science 1, 2, 3
Math	Pre-Algebra 1, 2, 3	Algebra 1, 2, 3	Math in Real Life Economics (Financial Literacy)
Foreign Language			FL 1 and 2
Art/Music		Creative Arts 1, 2, 3	
Youth Development	SBYD Health	SBYD Health	SBYD
College and Career Readiness	College All-Stars Career Readiness	College All-Stars Career Readiness	College All-Stars Career Readiness
Regents	June- Biology	January-ELA & Global History June-Algebra	Jan- US History June-5th Regent (if necessary)

GOAL 1: HIGH SCHOOL GRADUATION

For students coming from high school, past data shows the average student enrolling in Urban Dove has approximately three semesters of high school, which should earn them about fifteen credits. Our students enroll with less than 6, averaging approximately 3 high school credits per year. Urban Dove uses a trimester year and summer school to increase the number of credits students can earn each year. Core class loads are increased each year, starting with four in Year 1, so as to not overload the students' schedule. UD Team has a maximum enrollment of 305 students, and enrolls students at the start of the academic year, grouping students by their entrance cohort. Cohorts remain together and matriculate from Year 1 to Year 2 to Year 3 and then Year 4 and 5 if necessary.

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Graduation Goal Measure 1 - Leading Indicator

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

Urban Dove's goal is to have students earn 8-10 credits in Y1, 10-12 credits in Y2, and 12+ credits in Y3.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2025-26

UD Cohort Designation	Number in Cohort during 2025-26	Percent Hitting Goal
2026 (Year 3 of 3)	32	46.9%
2026 (AIM Transfers) (Year 3 of 3)	9	44.4%
2027 (Year 2 of 3)	91	41.8%
2028 (Year 1 of 3)	93	37.6%

Graduation Goal Measure 2 - Leading Indicator - NOT APPLICABLE

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

As a transfer high school, Urban Dove students do not follow a pre-determined testing plan. Students come to Urban Dove with a widely varying set of testing needs, based on achievement at their previous school.

Graduation Goal Measures 3 & 4 - Absolute

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

Urban Dove enrolls a younger sub-section of the Overage / Under-credited student population, focusing on students 16 years old or younger. The NYCDOE created an OA/UC breakdown based on age, credits earned, and the Regents exam passed to divide students into sub-groups for the purpose of tracking outcomes for NYCDOE Transfer schools. Only three of these categories applied to Urban Dove, and we received peer graduation rates for these three sub-groups from the NYCDOE.

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Urban Dove's goal is to achieve graduation rates greater than what our students would achieve if they stayed in their NYCDOE school (or transferred to a NYCDOE Transfer school), with minimum graduation rates as follows:

Student Age / Credit / Regents Profile	NYCDOE Peer Graduation Rate	Urban Dove Goal
15-year-old with less than 11 credits (UD Team OA/UC)	30%	**65%**
16; less than 11 credits; no Regents exams (DOE Most At-Risk)	27%	**50%**
16; less than 11 credits; 1 or more Regents (DOE OA/UC)	28%	**55%**

Percent of Students in the Total Graduation Cohort who have Graduated After Three UD Years[2]

UD Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
N/A	2023–24	N/A	N/A	N/A
2025	**2024–25**	47	18	38.3%
UD Team OA/UC		1	0	0.0%
DOE Most At-Risk		3	0	0.0%
DOE OA/UC		9	4	44.4%
On Track		17	7	41.2%
Off Track		17	7	41.2%
2026 (Total)	**2025–26**	40	16	40.0%
UD Team OA/UC		1	0	0.0%
DOE Most At-Risk		9	1	11.1%
DOE OA/UC		6	3	50.0%
On Track		12	6	50.0%
Off Track		12	6	50.0%
2026 (AIM Transfers)	**2025–26**	12	4	33.3%
UD Team OA/UC		0	0	N/A
DOE Most At-Risk		5	0	0.0%
DOE OA/UC		3	1	33.3%
On Track		0	0	N/A
Off Track		4	3	75.0%

The fifth-year graduation 'number who graduated' should include students who graduated after five years **and** students who graduated after four years. For example, if the 2020 cohort had 75 students

2 These data reflect August graduation rates.

who graduated after four years, then the 'number who graduated' after five years should include those 75 fourth-year graduates **plus** any students who graduated after five years. The 'number in cohort' can and may change; please reference the SIRS manual for reasons why a student would be excluded from the cohort.

Percent of Students in Total Graduation Cohort Who Have Graduated After Four UD Years[3]

UD Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
N/A	2023–24	N/A	N/A	N/A
N/A	2024–25	N/A	N/A	N/A
2025	**2025–26**	47	31	66.0%
UD Team OA/UC		1	0	0.0%
DOE Most At-Risk		3	1	33.3%
DOE OA/UC		9	5	55.6%
On Track		17	13	76.5%
Off Track		17	12	70.6%

3 These data reflect August graduation rates.

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Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the UD Total Graduation Cohort graduating after the completion of their third year will exceed that of the comparative data provided by the DOE for Urban Dove's student groups.

Percent of Students in the Total Graduation Cohort who Graduate After Three UD Years Compared with NYCDOE Peer Groups

UD Cohort Designation	School Year	Charter School			NYCDOE Peer Groups	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
N/A	2023–24	N/A	N/A	N/A	N/A	N/A
2025	**2024–25**	47	18	38.3%	**N/A**	**Not Provided**
UD Team OA/UC		1	0	0.0%	N/A	30%
DOE Most At-Risk		3	0	0.0%	N/A	27%
DOE OA/UC		9	4	44.4%	N/A	28%
On Track		17	7	41.2%	N/A	Not Provided
Off Track		17	7	41.2%	N/A	Not Provided
2026 (Total)	**2025–26**	40	16	40.0%	**N/A**	**Not Provided**
UD Team OA/UC		1	0	0.0%	N/A	30%
DOE Most At-Risk		9	1	11.1%	N/A	27%
DOE OA/UC		6	3	50.0%	N/A	28%
On Track		12	6	50.0%	N/A	Not Provided
Off Track		12	6	50.0%	N/A	Not Provided
2026 (AIM Transfers)	**2025–26**	12	4	33.3%	**N/A**	**Not Provided**
UD Team OA/UC		0	0	N/A	N/A	30%
DOE Most At-Risk		5	0	0.0%	N/A	27%
DOE OA/UC		3	1	33.3%	N/A	28%
On Track		0	0	N/A	N/A	Not Provided
Off Track		4	3	75.0%	N/A	Not Provided

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Graduation Goal Measure 6 - Absolute Measure - NOT APPLICABLE

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

The vast majority of Urban Dove students take traditional regents exams. Urban Dove students do not commonly take alternative pathway exams.

Summary of the High School Graduation Goal

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	**Not Met**
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	**N/A**
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	**Not Met**
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	**Not Met**
Comparative	Each year, the percent of students in the UD Total Graduation Cohort graduating after the completion of their third year will exceed that of the comparative data provided by the DOE for Urban Dove's student groups.	**Partially Met**
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	**N/A**
TOTAL	Of the required measures, the school met:	**0 met / 4 evaluated (1 partially met)**

Additional Context and Evidence

The class of 2025 consists entirely of AIM transfer students who only had one year in Urban Dove's program. As such, this measure only provides limited insight into the effect of UD's program on these students. Additionally, because of the school transfer, the categories of DOE Most-at-Risk and UD Team OA/UC have very few students for the class of 2025 and 2026 relative to typical UD classes. This is affecting the comparative data. For other categories with more students, Urban Dove is outperforming the comparative peer groups.

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GOAL 2: COLLEGE PREPARATION

Urban Dove's goal is to have 65% of all graduates enrolled in a positive Post-Secondary option within one year of graduating. Urban Dove considers college, both two and four-year, a positive post-secondary outcome, along with Trade Schools, Workforce Career Training Programs, the military, and Certification Programs.

Note: Schools are not required to report on College Preparation Measures 2 & 3 for 2025-26. These measures are not templated in this document.

College Preparation Goal Measure 1 - Absolute - NOT APPLICABLE

Urban Dove takes advantage of the NYCDOE's P/SAT school day program. Students in grade 10 are able to take the PSAT and students in grade 11 are able to take the SAT for free at their school buildings. Urban Dove works with students looking to enroll in 4-year universities to provide additional SAT prep and an opportunity to re-take the exam, if necessary.

PSAT and SAT Total Scores by UD Cohort

UD Cohort	PSAT Testers	Average PSAT Total Score	SAT Testers	Average SAT Total Score
2025	0	N/A	0	N/A
2026	0	N/A	3	640.0
2027	40	637.5	10	696.0
2028	33	655.2	Not tested yet	N/A

College Preparation Goal Measure 4 - Absolute

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

College Outcomes by UD Class (Including AIM Transfers)

UD Class	Number of Graduates (a)	Confirmed Matriculations (b)	Matriculation Rate (b)/(a)
2025	31	5	16.1%
2026	16	7	43.8%
2027 (early grads)	3	1	33.33%

Summary of the College Preparation Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Met (43.8%)
TOTAL	Of the required measures, the school met:	0 of 1 evaluated

Evaluation of the College Preparation Goal

UD Team schools have utilized a youth development approach with great success. This approach is grounded in twenty years of practice by Urban Dove in the Out-of-School-Time environment, and has proven effective in our school-based model as well. At UD Team, each student every year participates in the HiRisers and College All-Stars programs as part of their regular school activities. HiRisers is a peer-mentoring program, in which high school students are trained to work with elementary and middle school students teaching them literacy, life-skills and sports. Students get to experience the responsibility and leadership role of being a coach, which will build on their experience as an athlete in the SBYD Program at school. Their own adoption of Urban Dove's Core Values will be enhanced by having to teach those values to younger children, and they will build their own literacy skills as they assist with homework and create and lead workshops. HiRisers increases confidence and self-esteem, teaches critical life and job skills, and gives students real, hands-on work experience that they can use as a stepping stone to future employment.

College All-Stars is a comprehensive college prep program that starts for all students in Year 1 and continues on through college graduation. Students in College All-Stars will participate in fun, informative workshops designed to teach about the college process, but also to lessen the anxiety of applying to, and attending, college. Year 1 workshops are introductory, dealing with such basic topics as explaining the difference between a two-year and four-year college and the difference between a grant and a loan. In Year 2, students learn more detailed and specific information about the process and timeline and begin prepping for the SAT exam. Year 3 students focus on one-on-one guidance, completing applications and Financial Aid Forms and sorting through acceptance offers. Students in all three years go on multiple college tours, including both day trips to local schools as well as overnight trips to upstate New York and Boston. Once accepted, students receive support on all aspects of enrollment, housing, financial aid, and are even eligible for scholarships from Urban Dove. Students also enroll locally at CUNY. The College All-Stars program also features an Alumni Dove program which takes place at school and provides an opportunity for former students to get help with college work, resume writing, job searches and any other personal issues they may be dealing with.

The DOE does not have (or did not share) peer-level data on Post-Secondary outcomes for students in the various OA/UC sub-groups. They did provide an overall Transfer School college enrollment rate, which in 2019 was 18%.

GOAL 3: ENGLISH LANGUAGE ARTS

The Urban Dove goal for ELA is to achieve a 5% increase in our passing rate on the ELA Regents each year. Also, Urban Dove strives for students to achieve a 200 point increase in their IXL scores each year to demonstrate growth in literacy. Additionally, students will graduate able to compose and cite a research paper, make verbal and written academic arguments, think critically and evaluate sources, and read on or above grade level with an appreciation for various types of literature.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

Background

Urban Dove offers a nine trimester long ELA curriculum featuring progressive skill building, a wide range of both nonfiction and fiction materials, and many areas of student choice. Each of our nine courses contains three units that each end in a Performance Task, which is the summative assessment in which students demonstrate the skills they learned. Twice a year in each league, students complete the IXL Literacy Assessment. Through the entire sequence, students work in stations of task work, IXL skill practice, and Independent Reading. Curriculum experts work to align the ELA curriculum to ensure that the skills all build upon each other - i.e. League 1 will start with one “Meal” paragraph, moving upwards to five for an Argument essay later in League 1. League 2 is focused on the ELA Regents, while League 3 exposes students to a formal research paper and additional college preparation topics, including the use of AI in writing. Materials are cultivated with great care to be culturally responsive, and various supplementary materials are used to promote literacy such as StoryShares, which offers phonics support for struggling readers in culturally relevant books. Urban Dove experienced some recent teacher turnover, particularly in UD II, and will use the extensive professional development resources described below to ensure new teachers are properly trained.

In League 1, students begin with their baseline assessment, an IXL diagnostic, that informs the work of the teachers and curriculum specialists. Students also begin with content that asks students to grapple with issues of self and identity through engaging texts. Students learn baseline reading strategies such as annotation, summarizing, and identifying the main idea and supporting details. As the year progresses, students engage in more structured writing, learning to compose a “MEAL” (main idea, evidence, analysis, and link) paragraph. Students write basic arguments in response to engaging prompts such as “Should there be limits to free speech?” Students in League 1 ELA continue to grow their skill set, beginning the examination of literary devices and practicing their skills in increasingly more complex writing tasks. Accelerated students upon teacher recommendation will occasionally sit for the ELA Regents at the end of the year.

In League 2, Regents prep is heavily emphasized as the ELA Regents is mandatory for all students to graduate. Students hone their argumentative writing skills as they complete multiple Argumentative Essays and Text Analyses and extensively engage with Literary Devices. Urban Dove students ideally pass the Regents in January; however, additional preparation in the second half of the year is available based on students’ needs. To engender interest in more engaging writing, students write memoirs, learn visual literacy, and learn how relevant texts convey social justice issues. Stations continue throughout the year as practice via IXL and explore choice texts.

In League 3, students begin to prepare more specifically for postsecondary education as they complete their first research paper. If any students still need to pass the ELA Regents, teachers assist students in making the connections between the two tasks, as the same skills are required. Students continue their station work where the skills continue to progress and students ideally have developed an understanding of what they like to read so they may continue to enjoy reading for pleasure after graduation. Content increases in difficulty as students analyze books such as Toni Morrison’s The Bluest Eye and other fictional works. Students end their ELA journey with units geared towards college readiness, such as the critical examination of media and the use of AI in their schoolwork.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

High School ELA

Note: Schools are not required to report on High School ELA Measures 3 & 6 in 2025-26. These measures are not templated in this document.

High School ELA Measure 1 - Absolute

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

METHOD

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

Percent Scoring at Least Level 4 on Regents English Common Core Exam by UD Year 3 Accountability Cohort[5]

UD Cohort	UD Year 3	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	0	5	10.4%
2026	2025-26	40	0	3	7.5%

High School ELA Measure 2 - Absolute

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

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the

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

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

percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	0	16	33.3%
2026	2025-26	40	0	18	45.0%

High School ELA Measure 4 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

High School ELA Measure 5 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

High School ELA Measure 7 - Growth

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

METHOD

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

For High School ELA Measures 7 and 8, Urban Dove calculated the number of students not proficient in eighth grade using only students for whom both an eighth-grade New York State ELA scaled score and performance level were available. Students missing either result were excluded from this calculation and were not classified as not proficient. Eighth-grade ELA results are incomplete for 46 of 48 students in UD Cohort 2025 and 23 of 40 students in UD Cohort 2026. Because a substantial number of students are missing scores, these figures reflect only students with available eighth-grade data and should be interpreted with caution.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	2	0	0	0.0%
2026	2025-26	13	0	1	7.7%

High School ELA Measure 8 - Growth

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

METHOD

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

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

UD Cohort	UD Year 3	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	2	0	0	0.0%
2026	2025-26	13	0	5	38.5%

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

Summary of the High School English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	**Not Met**
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	**Not Met**
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	**N/A**
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	**N/A**
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	**Not Met**
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	**Not Met**
TOTAL	Of the required measures, the school met:	**0 of 4**

Additional Context and Evidence

Some Urban Dove students enroll having already earned scores which qualify as passes under the Special Appeal 50-64 rule. This means that some students who would ordinarily re-take these exams to achieve Performance Levels of 3 and 4 did not. Additionally, Urban Dove students often have IEPs, which

allow them to complete the English graduation requirements with lower scores than students without disabilities, also resulting in fewer re-takes of the ELA regents.

During the 2025-26 school year, 69 students took the ELA regents at Urban Dove Team Charter School IV and 72% of those students achieved a passing score. These figures are higher than the referenced cohorts and reflect that Urban Dove's numbers will continue to rise as students progress through the Urban Dove program fully.

Eighth-grade ELA results were available for only 2 of 48 members of the 2025 cohort and 17 of 40 members of the 2026 cohort. Growth measures were calculated only for students with a documented below-proficient eighth-grade baseline; missing baseline results were not assumed to be below proficiency.

Action Plan

Urban Dove has several concrete plans to address literacy. The hiring of a Literacy and MLL Manager has helped Urban Dove make great strides in increasing the number of students who take the IXL assessment. This enables teachers to have a trove of data to use to plan differentiated instruction. This year for our initial snapshot, Urban Dove IV was able to test 71% of students, the second highest number in the network. The average testing rate was almost half of what it is now when the above referenced cohorts were tested.

Urban Dove has an in-depth support plan to increase our scores. Urban Dove contracts with the Collaborative for Special Education to access professional development including targeted support from experts on special populations. Now that Urban Dove IV is fully enrolled, we have a Manager of Curriculum and Instruction whose responsibility it is to support the teachers and their practice. As mentioned previously, some of these numbers predate our centralized curriculum, so that work will continue to improve Urban Dove's data. Additionally, our Associate Director of Literacy and MLL Supports spends extensive time training teachers on how to use IXL for literacy skill practice, trains the MLL and Literacy teachers, and also provides training to the Managers of Special Populations. Our Associate Director of Special Education oversees Special Education for the network to ensure that students' modifications and accommodations are in place. Additionally, Urban Dove has set new goals to hire teachers with more extensive training, and all ELA classrooms are currently fully staffed.

GOAL 4: MATHEMATICS

The Urban Dove goal for Math is to achieve a 5% increase in our passing rate on the Algebra Regents each year. Also, Urban Dove strives for students to achieve a 200 point increase in their IXL scores each year to demonstrate growth in numeracy. Additionally, students will graduate able to understand the role of math in their lives as it relates to social justice, personal finance, and its required use in various careers. Ideally, students will leave Urban Dove with grade level numeracy and a feeling of empowerment to be able to use math with success as it is needed.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

Background

Urban Dove offers a highly differentiated, robust Math curriculum. Each of the eight courses contains three units that each end in a Performance Task, which is the summative assessment in which students demonstrate the skills they learned. Twice a year in each league, students complete the IXL Numeracy Assessment. Through the entire sequence, students work in stations of task work and IXL skill practice. Curriculum specialists carefully scaffold curriculum to meet students where they are and, due to the linearity of Math, teachers implement thoughtful grouping to ensure the students work at their personal level. League 1 utilizes Math 180 resources and culminates in the beginning of Algebra Regents Prep after building the foundations and filling in skill gaps. League 2 mirrors ELA with the same emphasis on the Algebra Regents, taken in June. In League 3, students continue Math with coursework including Personal Finance, which yields the required Economics credit, a course with real world Math applications, and continued Regents Prep if needed.

In League 1, students begin with their baseline assessment, an IXL diagnostic, that informs the work of the teachers and curriculum specialists. This data is carefully incorporated into the body of knowledge that informs groupings, teaching strategies, and curriculum selection. Teachers explicitly teach the concept of growth mindset, as Math is traditionally a subject where students are most likely to experience feelings of doubt about their ability to succeed. Curriculum is built with clear skill progression as students revisit middle school Math, working with increasingly difficult equations and word problems. Amplify Desmos provides engaging content and real world applications are built in so students begin to understand how to use Math. Station use continues with IXL use for efficient skill practice. Students leave League 1 with a clear foundation for Algebra.

In League 2, Regents prep is heavily emphasized as the Algebra Regents is the Math exam that Urban Dove provides coursework for. Curriculum specialists gather data to discern where the curriculum left off in League 1 to inform their writing, and teachers utilize the baseline assessment for careful grouping. Students hone their Algebra skills through progressive curriculum that increases in complexity. While IXL station work continues, dedicated skill practice is often embedded in the tasks as well. Students utilize the graphing calculator vigorously and learn multiple approaches to solve problems, maximizing their opportunities for success. Students leave League 2 ideally having passed the Algebra Regents.

In League 3, students continue to grow their Math skills beyond the Regents as they take the required Personal Finance course, which counts as their Economics credit. In this course, students explore economic fundamentals as they apply to the world around them and learn basic personal finance topics such as how to obtain credit and what type of bank to use for an emergency fund. Students continue Regents Prep should they need it. Time permitting, students complete our Math in Real Life course with topics such as social justice in Math where students learn about phenomena such as predatory lending practices and real life Math applications in careers such as nursing.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

High School Mathematics

Note: Schools are not required to report on High School Mathematics Measures 3 & 6 in 2025-26. These measures are not templated in this document.

High School Math Measure 1 - Absolute

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

METHOD

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

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	16	1	3.1%
2026	2025-26	40	3	0	0.0%

High School Math Measure 2 - Absolute

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

METHOD

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

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

UD Cohort	UD Year 3	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	16	4	12.5%
2026	2025-26	40	3	8	21.6%

High School Math Measure 4 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

High School Math Measure 5 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

High School Math Measure 7 - Growth

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

METHOD

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

For High School Mathematics Measures 7 and 8, Urban Dove calculated the number of students not proficient in eighth grade using only students for whom both an eighth-grade New York State mathematics scaled score and performance level were available. Students missing either result were excluded from this calculation and were not classified as not proficient. Eighth-grade mathematics results are incomplete for 46 of 48 students in UD Cohort 2025 and 27 of 40 students in UD Cohort 2026. Because a substantial number of students are missing scores, these figures reflect only students with available eighth-grade data and should be interpreted with caution.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	2	0	0	0.0%
2026	2025-26	12	0	0	0.0%

High School Math Measure 8 - Growth

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

METHOD

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

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

UD Cohort	UD Year 3	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	2	0	0	0.0%
2026	2025-26	12	0	1	8.3%

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: 9-12

Summary of the High School Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	**Not Met**
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	**Not Met**
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	**N/A**
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	**N/A**
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	**Not Met**
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	**Not Met**
TOTAL	Of the required measures, the school met:	**0 of 4**

Additional Context and Evidence

Some Urban Dove students enroll having already earned scores which qualify as passes under the Special Appeal 50-64 rule. This means that some students who would ordinarily re-take these exams to achieve Performance Levels of 3 and 4 did not. Additionally, Urban Dove students often have IEPs, which allow them to complete the Math graduation requirements with lower scores than students without disabilities, also resulting in fewer re-takes of the Algebra regents.

Action Plan

Urban Dove has several concrete plans to address the Math Data. To echo what was said above, the hiring of a Literacy and MLL Manager has helped Urban Dove make great strides in increasing the number of students who take the IXL assessment. This enables teachers to have a trove of data to use to plan differentiated instruction. This year, Urban Dove IV was able to have 76% of students complete the assessment, the second highest number in the network. Executing the assessment has been particularly challenging in Math classrooms, where the teacher skill set has been smaller.

Urban Dove has an in-depth support plan to increase our scores. Now that Urban Dove IV is fully enrolled, we have a Manager of Curriculum and Instruction whose responsibility it is to support the teachers and their practice. Urban Dove contracts with the Collaborative for Special Education to access professional development including targeted support from experts on special populations. Additionally, our Associate Director of Literacy and MLL Supports spends extensive time training teachers on how to use IXL for numeracy skill practice, trains the MLL and Literacy teachers, and also provides training to the Managers of Special Populations. Additionally, our curriculum specialist for Algebra is a highly experienced teacher who achieved excellent results in her own classroom, so this expertise should permeate throughout the network. Our Associate Director of Special Education oversees Special Education for the network to ensure that students' modifications and accommodations are in place. Additionally, Urban Dove has set new goals to hire teachers with more extensive training, and all Math classrooms are currently fully staffed.

GOAL 5: SCIENCE

The Urban Dove goal for Science is to achieve a 5% increase in our passing rate on each Science Regents each year. Additionally, students should graduate Urban dove having mastered our science skills including the ability to analyze data and form hypotheses. Ideally, students will leave Urban Dove with an exposure to careers in science and how climate change and other environmental factors impact the world they live in.

Background

Urban Dove offers a comprehensive curriculum in Science beginning with Biology in League 1 and Physical Science in League 3. During League 2, students do not take a science course; instead they take Creative Arts with a Drama focus which data showed was best taught in this middle year so students can have the maturity to excel in the class and also hone their inquiry skills before they continue their science sequence. Each of our six courses contains three units that each end in a Performance Task, which is the summative assessment in which students demonstrate the skills they learned. Urban Dove's courses are both vertically and horizontally aligned so that each Performance Task builds on the other; students begin with low inference observations of data and build up designing their own experiments and labs as they progress throughout each year of science. New for the 25-26 school year is the switch to Physical Science from Earth Science as data shows this course is more relevant to our students. Professional development is extensive for both our science curriculum specialist and our teachers as the

new biology curriculum is increasingly difficult. The Urban Dove Science curriculum specialist has taken several courses to increase her efficacy in curriculum building, including through New Visions.

In League 1, students complete three trimesters of Biology. Students spend this time honing their scientific skills including making claims, data analysis, synthesis, and discussion. The three newly required state labs are lengthy and rigorous but are scaffolded appropriately. The biology curriculum contains a multitude of kinesthetic activities beyond the required lab minutes. As students progress through Trimesters 2 and 3 in their first year at Urban Dove, they continue their study of Science through the lens of our competencies, culminating in the Biology Regents which they ideally pass in June. Throughout the year, students make connections to environmental issues; one example is the study of pollution induced asthma in black communities.

In League 3, up until this year, students studied Earth Science for three trimesters, culminating in the Earth Science Regents. After responding to the data, Urban Dove replaced Earth Science with Physical Science to ensure the content remains relevant to students. Students will complete many hands-on activities including building a miniature car. Students will continue to hone their Science skills throughout the year and receive targeted Regents Prep for the Living Environment/Biology Regents should they not yet have passed it.

High School Science

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regents exams are Living Environment, Earth and Space Sciences, Chemistry, and Physics. For this report, the highest qualifying science Regents score through the applicable cohort-year cutoff was used. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	18	9	30.0%
2026	2025-26	40	4	10	27.8%

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High School Science Measure 2 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

Summary of the High School Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	**Not Met**
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	**N/A**
TOTAL	Of the required measures, the school met:	**0 of 1 evaluated**

Additional Context and Evidence

Some Urban Dove students enroll having already earned scores which qualify as passes under the Special Appeal 50-64 rule. This means that some students who would ordinarily re-take these exams to achieve Performance Levels of 3 and 4 did not. Additionally, Urban Dove students often have IEPs, which allow them to complete the Science graduation requirements with lower scores than students without disabilities, also resulting in fewer re-takes of the Living Environment regents.

During the 2025-26 school year, students at Urban Dove Team Charter School IV passed the Biology regents at a 67% rate. These figures are higher than the referenced cohorts and reflect that Urban Dove's numbers will continue to rise as students progress through the Urban Dove program fully.

Action Plan

Urban Dove has made many changes this year to increase all of our scores. It is Urban Dove's belief that the efforts to improve literacy will translate directly to Science as students increase their toolkit with which to engage with lengthy and dense texts, which are increasingly common on the new Regents. The Associate Director of Curriculum Development who has taken on Science is a dynamic educator with many years of experience who has achieved very high Regents results in the other subjects for which he has written curriculum. Urban Dove contracts with the Collaborative for Special Education to access professional development including targeted support from experts on special populations. Additionally, our Associate Director of Literacy and MLL Supports spends extensive time training teachers on how to

use IXL for literacy skill practice, trains the MLL and Literacy teachers, and also provides training to the Managers of Special Populations. Our Associate Director of Special Education oversees Special Education for the network to ensure that students' modifications and accommodations are in place. Additionally, Urban Dove has set new goals to hire teachers with more extensive training, and all Science classrooms in Manhattan are fully staffed.

GOAL 6: SOCIAL STUDIES

The Urban Dove goal for Social Studies is that for each Social Studies Regents, Global History and Geography II and United States History and Government, we achieve a 5% increase in our passing rate each year. Additionally, Urban Dove's Social Studies program seeks to equip students to become critical thinkers: to analyze sources of information, to identify misinformation, and to draw evidence based conclusions. Students should be able to discuss these issues in both informal and formal contexts, such as debates. Also, our curriculum is designed to teach students to be active citizens in their communities and, if eligible, register to vote.

Background

Urban Dove offers a comprehensive curriculum in Social Studies beginning with an Introduction to Social Studies skills in League 1, Trimester 1, and ending In League 3, Trimester 2 with United States History 2. Each of our 8 courses contains three units that each end in a Performance Task, which is the summative assessment in which students demonstrate the skills they learned. Urban Dove's courses are both vertically and horizontally aligned so that each Performance Task builds on the other; students begin with shorter documents and single paragraphs, increasing in difficulty as students progress to the Enduring Issue and Civic Literacy essays, along with capstone projects. As with the other subjects, professional development opportunities abound, including from the Collaborative on Special Education and resources such as Facing History.

In League 1, students begin with Introduction to Social Studies skills. This course provides students with the foundational skills to succeed in Social Studies. These skills include differentiating between primary and secondary sources, discerning perspectives in historical documents, analyzing documents including maps, and providing short responses to documents. As students progress through Trimesters 2 and 3 in their first year at Urban Dove, they continue their study of Global History through the lens of our competencies, with units of study that correspond to ninth grade global and the introduction to Enduring Issues. Additionally, there is a focus on Caribbean history in Trimester 3 of League 1 to be culturally responsive to our students.

In League 2, students continue their Global History pathway, with content corresponding to tenth grade Global and culminating in the Regents ideally in January, with a second try in June. At the end of Trimester 2, students should have both earned their Global Regents credit and passed their Global Regents exam. During the gap between the January Regents and the end of the Trimester students complete a capstone project about global affairs. Students finish off their League 2 trajectory with Participation in Government in Trimester 3, in which students learn about the structure and functions of different layers of government and how to be civic participants. (Note: This year, Participation in

Government was moved to League 2 from League 3, replacing a Social Studies Caribbean History elective, to lessen the academic burden on League 3 students.)

In League 3, students transition to United States History 1 and 2. Students take a rigorous study of United States History from the inception of our nation to current events, covering along the way social, political and economic changes and turning points so that students may succeed on the Civic Literacy essay. Like with Global, the United States History Regents bisects Trimester 2, so students work on capstone projects after the Regents to finish out the Trimester. Our Social Studies sequence ends with Trimester 2, leaving Trimester 3 as a time to make up any missing credits before graduation.

Social Studies Measure 1 - Absolute

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

METHOD

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

U.S. History Regents Passing Rate with a Score of 65
by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	9	3	7.7%
2026	2025-26	40	2	4	10.5%

Social Studies Measure 2 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

Social Studies Measure 3 - Absolute

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

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METHOD

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

Global History Regents Passing Rate with a Score of 65
by UD Year 3 Accountability Cohort

UD Cohort	UD Year 3	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
N/A	2023-24	N/A	N/A	N/A	N/A
2025	2024-25	48	5	12	27.9%
2026	2025-26	40	0	10	25.0%

Social Studies Measure 4 - Comparative - NOT APPLICABLE

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

Urban Dove did not receive any comparative data from the NYCDOE for this.

Summary of the Social Studies Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	**Not Met**
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	**N/A**
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	**Not Met**
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	**N/A**
TOTAL	Of the required measures, the school met:	**0 of 2 evaluated**

Additional Context and Evidence

Some Urban Dove students enroll having already earned scores which qualify as passes under the Special Appeal 50-64 rule. This means that some students who would ordinarily re-take these exams to achieve Performance Levels of 3 and 4 did not. Additionally, Urban Dove students often have IEPs, which allow them to complete the Social Studies graduation requirements with lower scores than students without disabilities, also resulting in fewer re-takes of the US and Global regents.

Action Plan

Urban Dove has made many changes this year to increase all of our scores. It is Urban Dove's belief that the efforts to improve literacy will translate directly to Social Studies as students increase their toolkit with which to engage with lengthy and dense texts. Now that Urban Dove IV is fully enrolled, we have a Manager of Curriculum and Instruction whose responsibility it is to support the teachers and their practice. This should help the numbers improve because our curriculum is a proven product on the other campuses which see much higher Social Studies results, leading Urban Dove to conclude that implementation and execution is where the work should focus. Urban Dove contracts with the Collaborative for Special Education to access professional development including targeted support from experts on special populations. Additionally, our Associate Director of Literacy and MLL Supports spends extensive time training teachers on how to use IXL for literacy skill practice, trains the MLL and Literacy teachers, and also provides training to the Managers of Special Populations. Our Associate Director of Special Education oversees Special Education for the network to ensure that students' modifications and accommodations are in place. Additionally, Urban Dove has set new goals to hire teachers with more extensive training and we've revisited our interview process to screen for candidates with a larger toolkit.

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GOAL 7: ESSA

ESSA Measure 1

Urban Dove has been targeted for Comprehensive Improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the Every Student Succeeds Act ("ESSA") accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Schools can find their 2025-26 Preliminary Accountability Status in the Information and Reporting Services Portal (IRSP), in the download titled "2025-26 Preliminary Accountability Determinations ROS". All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	N/A
2024-25	CSI
2025-26	CSI

Additional Context and Evidence

Urban Dove has been targeted for comprehensive improvement as a result of the student group that we serve. Given that we are a transfer high school working with students who are over-age and under-credited, our DOE four-year graduation rates qualify us as CSI. However, the true impact of Urban Dove's program is revealed when comparing our 4th, 5th and 6th year graduation rates against those of comparable peer groups.