



**Urban Dove**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Lukauskas, Senior Manager of Data and Programming, prepared this 2024-25 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                              |

**Derek Jones has served as the school leader of Urban Dove III since August 2024.**

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

## 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

- i. Sport-Based Youth Development
- ii. Support Services
- iii. More Time on Task
- iv. Same sex groupings
- v. Multiple Intelligences
- vi. Differentiated Instruction
- v. Targeted Interventions
- 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 provides 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 intra-mural 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 Team Charter School believes in a strength-based approach to instruction grounded in the work of Howard Garner’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) 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 student population with the following demographics:
    - 56% male; 44% female
    - 57% African American; 41% Hispanic; 2% Other

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- 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
- 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.

### ENROLLMENT SUMMARY

| School Year |         | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UG  | Total |
|-------------|---------|---|---|---|---|---|---|---|---|---|---|----|----|----|-----|-------|
| 2022-23     | NA      |   |   |   |   |   |   |   |   |   |   |    |    |    |     |       |
| 2023-24     | NA      |   |   |   |   |   |   |   |   |   |   |    |    |    |     |       |
| 2024-2025   | UD III  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 41  | 41    |
|             | UD IV   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 175 | 175   |
|             | NETWORK | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 216 | 216   |

### 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 9<sup>th</sup> grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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| Fourth Year Cohort | Year Entered 10th Grade at UD | UD Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
|--------------------|-------------------------------|-----------------------|--------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------|
| 2022-23 UD NET     | 2020-21                       | 2023                  | na                                                                             | na                                    | na                                              |
| 2023-24 NET        | 2021-22                       | 2024                  | na                                                                             | na                                    | na                                              |
| 2024-25 UD NET     | 2022-23                       | 2025                  | na                                                                             | na                                    | na                                              |

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### 4-YEAR GRADUATION COHORT (URBAN DOVE 3-YEAR)

| Fourth Year Cohort | UD Cohort Designation | Number of Students Graduated or Still Enrolled on June 30th of the Cohort's Third Year | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|-----------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------|
| 2022-23 UD NET     | 2023                  | na                                                                                     | na                                                                                          | na                                |
| 2023-24 NET        | 2024                  | na                                                                                     | na                                                                                          | na                                |
| 2024-25 UD NET     | 2025                  | na                                                                                     | na                                                                                          | na                                |

#### 5-YEAR GRADUATION COHORT (URBAN DOVE 4-YEAR)

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|                   | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30th of the Cohort's Fourth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|--------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------|
| Fifth Year Cohort |                    |                                                                                             |                                                                                             |                                   |
| 2021-22 UD NET    | 2022               | na                                                                                          | na                                                                                          | na                                |
| 2022-23 NET       | 2023               | na                                                                                          | na                                                                                          | na                                |
| 2023-24 UD NET    | 2024               | na                                                                                          | na                                                                                          | na                                |

### 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                                           |
|-----------------------|-------------------------------|-------------------------------------------------|--------------------------------------------------|
| <b>ELA</b>            | English 1, 2, 3               | English 4, 5, 6                                 | English 7, 8, College Ready ELA                  |
| <b>Social Studies</b> | Geography, Global 1, Global 2 | Global 3, Global 4, Participation in Government | US 1, 2, Credit Recovery                         |
| <b>Science</b>        | Living Environment 1, 2, 3    |                                                 | Physical Science 1, 2, 3                         |
| <b>Math</b>           | Pre-Algebra 1, 2, 3           | Algebra 1, 2, 3                                 | Math in Real Life Economics (Financial Literacy) |

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|                              |                                    |                                              |                                                          |
|------------------------------|------------------------------------|----------------------------------------------|----------------------------------------------------------|
| Foreign Language             |                                    |                                              | FL 1 and 2                                               |
| Art/Music                    |                                    | Creative Arts 1, 2, 3                        | Credit Recovery                                          |
| 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-Living Environment            | January-ELA & Global History<br>June-Algebra | Jan- US History<br>June-Earth Science & Foreign Language |

### 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.

#### Graduation Goal Measure 1 - Leading Indicator

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 2024-25

| Cohort Designation | Number in Cohort during 2024-25 | Percent Meeting Credit Goals |
|--------------------|---------------------------------|------------------------------|
| 2026 UD III        | 29                              | 66%                          |

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|             |    |     |
|-------------|----|-----|
| 2026 UD IV  | 18 | 44% |
| 2027 UD III | 93 | 52% |
| 2027 UD IV  | 88 | 53% |

### 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

Urban Dove enrolls a younger sub-section of the Overage / Under-credited student population, focusing on students 16 years old or younger. The NYC DOE 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 DOE Transfer schools. Only three of the categories applied to Urban Dove, and we received from DOE the graduation rate for students in these three sub-groups, as follows:

| Student Age / Credit / Regent Profile                         | DOE Peer Graduation Rate |
|---------------------------------------------------------------|--------------------------|
| 15-year-old with less than 11 credits (UD Team OA/UC)         | 30%                      |
| 16; less than 11 credits; no Regents exams (DOE Most At-Risk) | 27%                      |
| 16; less than 11 credits; 1 or more Regents (DOE OA/UC)       | 28%                      |

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

| Student Age / Credit / Regent Profile                         | Urban Dove Goal |
|---------------------------------------------------------------|-----------------|
| 15-year-old with less than 11 credits (UD Team OA/UC)         | 65%             |
| 16; less than 11 credits; no Regents exams (DOE Most At-Risk) | 50%             |
| 16; less than 11 credits; 1 or more Regents (DOE OA/UC)       | 55%             |

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Percent of Students in the Total Graduation Cohort who have Graduated After Three Years at UD (DOE 4-year Graduation Rate)

| UD Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|-----------------------|-------------|------------------|----------------------|--------------------|
| 2023 UD NET           | 2022-23     | na               | na                   | na                 |
| 2024 UD NET           | 2023-24     | na               | na                   | na                 |
| 2025 UD NET           | 2024-45     | na               | na                   | na                 |

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years at UD (DOE 5-year Graduation Rate)

| UD Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|-----------------------|-------------|------------------|----------------------|--------------------|
| 2022 UD NET           | 2022-23     | na               | na                   | na                 |
| 2023 UD NET           | 2023-24     | na               | na                   | na                 |
| 2024 UD NET           | 2024-45     | na               | na                   | na                 |

### Graduation Goal Measure 5 - Comparative Measure

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

### 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.

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### 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 Achieved |
| 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 Achieved |
| Absolute          | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.                                                                                                                                                 | Not Achieved |
| Comparative       | Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.                          | Achieved     |
| 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          |

### 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.

#### BACKGROUND

Overview: Urban Dove offers a nine trimester long ELA curriculum featuring progressive skill building, a wide range of both non fiction 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. Three times 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 post secondary 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 they 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.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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

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### 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.<sup>1</sup>

Percent Scoring at least a 4 on ELA Regents  
by Fourth Year Accountability Cohort

| Fourth Year Cohort | Third Year (DOE 4th Year) | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|---------------------------|----------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2023 UD NET        | 2022-23                   | na                   | na                                      | na                                  | na                                                                         |
| 2024 UD NET        | 2023-24                   | na                   | na                                      | na                                  | na                                                                         |
| 2025 UD NET        | 2024-25                   | na                   | na                                      | na                                  | na                                                                         |

### High School ELA Measure 2 - Absolute

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

### METHOD

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

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<sup>1</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

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### Percent Scoring at least a 3 on ELA Regents by Fourth Year Accountability Cohort

| Fourth Year Cohort | Third Year (DOE 4th Year) | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|---------------------------|----------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2023 UD NET        | 2022-23                   | na                   | na                                      | na                                  | na                                                                         |
| 2024 UD NET        | 2023-24                   | na                   | na                                      | na                                  | na                                                                         |
| 2025 UD NET        | 2024-25                   | na                   | na                                      | na                                  | na                                                                         |

#### High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

#### High School ELA Measure 4 - Comparative- NOT APPLICABLE

Each year, the percentage 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 DOE for this.

#### High School ELA Measure 5 - Comparative- NOT APPLICABLE

Each year, the percentage 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.

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

### High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

### High School ELA Measure 7 - Growth- NOT APPLICABLE

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

Urban Dove does not have access to middle school testing data for students from past cohorts.

### High School ELA Measure 8 - Growth- NOT APPLICABLE

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

Urban Dove does not have access to middle school testing data for students from past cohorts.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Urban Dove overall did not meet its absolute goal, however the 5% growth was achieved year over year for UD Team II from 2023-2025. This can be attributed to the relative strength of the UD Bronx curriculum, the newly hired Instructional Coach, and the hiring of a few rigorously trained teachers. Urban Dove will continue to grow towards meeting its ELA goals as these numbers mostly do not reflect the impact of our centralized curriculum, which is the product of a teacher focused solely on Humanities curriculum and who has honed his skills over many years of writing curriculum. It will only improve through continued resources building and professional development. Additionally, Urban Dove now has several new roles to support teachers including a Manager of Special Education, a Manager of Literacy and MLL Support, a Manager of Special Populations in each school, and a Literacy and MLL teacher in UD II and UD III. Urban Dove also avails itself of the extensive professional development offered by the

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Collaborative on Special Education, including the customized PDs; one example is a PD on specially designed instruction (SDI) tailored to the individual needs of the four schools.

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

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### EVALUATION OF HIGH SCHOOL ELA GOAL

Urban Dove did not meet the above Regents goals but showed some improvement in UD Team II. The improvement in the Bronx can be attributed to the relatively solid curriculum at the time, the work of its Instructional Coach who was hired when the school expanded to the full contingent of leagues, and the hiring of a few rigorously trained teachers. Additionally, the scores here reflect the omission of many students who were exempt from the exam due to Covid, which removes higher scoring students from the data.

### ADDITIONAL CONTEXT AND EVIDENCE

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, Urban Dove achieved its goal of testing over 80% of students in every school. 100% of League One students in Manhattan tested. The average testing rate was almost half of what it is now when the above referenced cohorts were tested.

Additionally, the current Regents passing rates are considerably higher than those of the referenced cohorts. The below numbers represent a considerable increase for ELA Regents results in UD I.

|              | ELA Regents 65+ Passage Rates<br>for 2024-2025 School Year | # of Students |
|--------------|------------------------------------------------------------|---------------|
| UD III       | 46%                                                        | 26            |
| UD IV        | 23%                                                        | 43            |
| Network Avg. | 38%                                                        | 251           |

### ACTION PLAN

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. As mentioned previously, these numbers predate our centralized curriculum, so that work will continue to improve Urban Dove's data. Additionally, our Manager 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 new Manager 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 released three poorly performing ELA teachers in the network.

## 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.

### BACKGROUND

Overview: 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. Three times 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 the Amplify Desmos platform 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

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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.

### HIGH SCHOOL MATHEMATICS

#### High School Math Measure 1 - Absolute

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

#### METHOD

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

Percent Scoring at least a 4 on Math Regents  
by Fourth Year Accountability Cohort

| Fourth Year Cohort | Third Year (DOE 4th Year) | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score $(c)/(a-b)$ |
|--------------------|---------------------------|----------------------|-----------------------------------------|-------------------------------------|------------------------------------------------------------------------------|
| 2023 UD NET        | 2022-23                   | na                   | na                                      | na                                  | na                                                                           |
| 2024 UD NET        | 2023-24                   | na                   | na                                      | na                                  | na                                                                           |
| 2025 UD NET        | 2024-25                   | na                   | na                                      | na                                  | na                                                                           |

#### 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.

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### METHOD

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

Percent Scoring at least a 3 on Math Regents  
by Fourth Year Accountability Cohort

| Fourth Year Cohort | Third Year (DOE 4th Year) | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|---------------------------|----------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2023 UD NET        | 2022-23                   | na                   | na                                      | na                                  | na                                                                         |
| 2024 UD NET        | 2023-24                   | na                   | na                                      | na                                  | na                                                                         |
| 2025 UD NET        | 2024-25                   | na                   | na                                      | na                                  | na                                                                         |

#### High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

#### High School Math Measure 4 - Comparative- NOT APPLICABLE

Each year, the percentage 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 DOE for this.

#### High School Math Measure 5 - Comparative- NOT APPLICABLE

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Each year, the percentage 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 DOE for this.

### High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

### 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 8<sup>th</sup> 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.

Urban Dove does not have access to middle school testing data for students from past cohorts.

### 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 8<sup>th</sup> 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.

Urban Dove does not have access to middle school testing data for students from past cohorts.

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Urban Dove fell short of our goals to increase scores year by year. Urban Dove has had difficulty hiring well qualified Math teachers who have both the skill set to teach Math and the skill set to be culturally responsive in the classroom. Additionally, the scores here reflect the omission of many students who were exempt from the exam due to Covid, which removes higher scoring students from the data who should have performed well on the exam.

| 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 | Not achieved |

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

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Urban Dove fell short of our goals to increase scores year by year. Since Urban Dove's data was more consistent in the past, timing suggests that the decrease is due to the increased difficulty level of the new Algebra 1 exam, which often contains high level questions not covered under the Algebra 1 curriculum. Additionally, the scores here reflect the omission of many students who were exempt from the exam due to Covid, which removes higher scoring students from the data.

### ADDITIONAL CONTEXT AND EVIDENCE

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 achieved its goal of testing over 80% of students in

every school, and 98% of League One students in Manhattan tested. The average testing rate was almost half of what it is now when the above referenced cohorts were tested. Executing the assessment has been particularly challenging in Math classrooms, where the teacher skill set has been smaller.

### ACTION PLAN

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. Additionally, our Manager 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. Additionally, our curriculum specialist for Math is now dedicated only to Math, rather than STEM, allowing her to focus solely on Math and observing teachers to support them and provide feedback. Our new Manager 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 released three Math teachers in the Urban Dove network.

### 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

Overview: 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

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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.

#### METHOD

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

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|-----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| 2023 UD NET        | 2022-23     | na                   | na                                      | na                                    | na                                                        |
| 2024 UD NET        | 2023-24     | na                   | na                                      | na                                    | na                                                        |
| 2025 UD NET        | 2024-25     | na                   | na                                      | na                                    | na                                                        |

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### High School Science Measure 2 - Comparative- NOT APPLICABLE

Each year, the percentage 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 DOE for this.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

While Urban Dove did not meet its Accountability Plan goal, there are several mitigating factors. These numbers predate the work of our curriculum specialist, who has used his years of experience and large toolkit to centralize our curriculum bringing the best of what was already strong to the rest of the network and enhancing it. Additionally, many of the students captured in this data were exempt from the Regents during the Covid era, removing what would have been successful numbers from the pool of data.

| 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 Achieved |
| Comparative | Each year, the percentage of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A          |

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Urban Dove did not meet its Science goals, although there was an overall improvement from 2023 to 2025 in Regents passage rates for UD Team II. UD Team II has traditionally had a strong Science team of veteran teachers who are well trained and collaborative, sharing resources to support colleagues. UD Team I has lost several veteran teachers who left the organization or moved into leadership positions and is now supporting fledgling staff. Urban Dove's historic difficulties with the Earth Science exam have led to the discontinuation of its administration, which should lead to a notable improvement in these numbers going forward.

### ADDITIONAL CONTEXT AND EVIDENCE

Because the Living Environment and Earth Science Regents are combined in this data, it would be useful to look at Living Environment alone, particularly now that Urban Dove no longer administers Earth Science to most students. Below are our Regents passage rates for Living Environment for the 2024-2025 school year and these numbers show an increase.

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|              | Living Environment Regents<br>65+ Passage Rates for 2024-<br>2025 School Year | # of Students |
|--------------|-------------------------------------------------------------------------------|---------------|
| UD III       | 34%                                                                           | 53            |
| UD IV        | 28%                                                                           | 46            |
| Network Avg. | 26%                                                                           | 269           |

### 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. Most of these numbers do not yet account for the work of the centralized curriculum specialist, whose ability to focus on curriculum writing should have a positive impact on the numbers. The curriculum specialist was formerly tasked with creating curriculum for both Math and Science; with the new Math specialist, the former STEM specialist can concentrate on Science which will enable her to further improve our network curriculum. This will also help her have the capacity to be trained by the Manager of Literacy and MLL Supports to imbue the curriculum specifically with vocabulary strategies for multilingual learners. Urban Dove contracts with the Collaborative for Special Education to access professional development including targeted support from experts on special populations. Additionally, our Manager 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 new Manager 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, using all available resources including Teach For America.

### 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

Overview: 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

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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. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher.

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These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|-----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| 2023 UD NET        | 2022-23     | na                   | na                                      | na                                    | na                                                        |
| 2024 UD NET        | 2023-24     | na                   | na                                      | na                                    | na                                                        |
| 2025 UD NET        | 2024-25     | na                   | na                                      | na                                    | na                                                        |

### Social Studies Measure 2 - Comparative- NOT APPLICABLE

Each year, the percentage 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 DOE 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.

## METHOD

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

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|-----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| 2023 UD NET        | 2022-23     | na                   | na                                      | na                                    | na                                                        |
| 2024 UD NET        | 2023-24     | na                   | na                                      | na                                    | na                                                        |

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |         |    |    |    |    |
|-------------|---------|----|----|----|----|
| 2025 UD NET | 2024-25 | na | na | na | na |
|-------------|---------|----|----|----|----|

### Social Studies Measure 4 - Comparative- NOT APPLICABLE

Each year, the percentage 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 DOE for this.

### SUMMARY OF THE SOCIAL STUDIES GOAL

While Urban Dove did not meet its Accountability Plan goal, there are several mitigating factors. These numbers predate the work of our curriculum specialist, who has used his years of experience and large toolkit to centralize our curriculum bringing the best of what was already strong to the rest of the network and enhancing it. Additionally, many of the students captured in this data were exempt from the Regents during the Covid era, removing what would have been successful numbers from the pool of data.

| 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 Achieved |
| Comparative | Each year, the percentage 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 Achieved |
| Comparative | Each year, the percentage 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          |

### EVALUATION OF THE SOCIAL STUDIES GOAL

While Urban Dove did not meet the absolute measure goal, it did meet the stated 5% overall increase goal from 2023 to 2025 for both UD Team I and II in US History and for Global History in UD Team II.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

These successes can be attributed to the relative strength of the Social Studies curriculum. Additionally, many current leaders at Urban Dove were former Social Studies teachers which has led to a depth of resources built up over the years developed both internally and externally. The Global Regents in UD Team I would likely have been higher had one of Brooklyn's most experienced teachers not left the classroom in for the 2024-2025 year. Additionally, 2025 successes can also be partially attributed to previously discussed resources being put towards school-wide literacy, including a dedicated literacy specialist to hone our IXL training and implementation.

### ADDITIONAL CONTEXT AND EVIDENCE

Social Studies is one of the strongest subjects at Urban Dove and the Regents results generally display this. Below are the Regents passage rates for the 2024-2025 school year for each subject.

|              | Global History Regents<br>Passage Rates for 2024-<br>2025 School Year | # of Students |
|--------------|-----------------------------------------------------------------------|---------------|
| UD III       | 0%                                                                    | 15            |
| UD IV        | 17%                                                                   | 24            |
| Network Avg. | 53%                                                                   | 186           |

|              | US History Regents Passage<br>Rates for 2024-2025 School<br>Year | # of Students |
|--------------|------------------------------------------------------------------|---------------|
| UD III       | N/A                                                              | 0             |
| UD IV        | 8%                                                               | 26            |
| Network Avg. | 45%                                                              | 130           |

### 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. Most of these numbers do not yet account for the work of the centralized curriculum specialist, whose ability to focus on curriculum writing should have a positive impact on the numbers. Additionally, since this curriculum is currently set, the specialist has capacity to fine tune and has been trained by the Manager of Literacy and MLL Supports to imbue the curriculum specifically with vocabulary strategies for multilingual learners. Urban Dove contracts with the Collaborative for Special Education to access professional development including targeted support from experts on special populations. Additionally, our Manager 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 new Manager 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, using all available resources including Teach For America.

### GOAL 7: ESSA

#### **ESSA Measure 1- NOT APPLICABLE**

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

As Urban Dove began operating Urban Dove III and Urban Dove IV in 2024-25, this measure is not applicable to us. These schools were previously being operated by New Visions.