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Application for
MATCH Community Day Charter Public School
Submitted to the Department of Elementary and Secondary Education
November 8, 2010

TABLE OF CONTENTS

COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET 1

COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT..... 2

STATEMENT OF ASSURANCES..... 3

STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT..... 6

EXECUTIVE SUMMARY 7

PUBLIC STATEMENT..... 9

I. CHARTER SCHOOL MISSION, VISION, AND DESCRIPTION OF THE COMMUNITY(IES) TO BE SERVED..... 10

A. MISSION STATEMENT 10

B. VISION STATEMENT 10

C. DESCRIPTION OF THE COMMUNITY(IES) TO BE SERVED 11

II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS? 14

A. EDUCATIONAL PHILOSOPHY 14

B. CURRICULUM AND INSTRUCTION 18

C. PROMOTION AND GRADUATION STANDARDS 24

D. ASSESSMENT SYSTEM 28

E. SCHOOL CHARACTERISTICS 30

F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES 33

III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?..... 36

A. ENROLLMENT AND RECRUITMENT 36

B. CAPACITY 39

C. SCHOOL GOVERNANCE 42

D. MANAGEMENT 47

E. FACILITIES AND STUDENT TRANSPORTATION..... 53

F. SCHOOL FINANCES 55

G. ACTION PLAN 57

IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER? 58

A. PROCESS..... 58

B. ACCOUNTABILITY PLAN OBJECTIVES 58

C. NARRATIVE 61

D. DISSEMINATION 62

DRAFT RECRUITMENT AND RETENTION PLAN..... 65

OPERATING BUDGET: PROJECT REVENUES AND EXPENDITURES 67

DRAFT BY-LAWS 71

DRAFT ENROLLMENT POLICY 77

FOUNDING GROUP MEMBERS 82

DESCRIPTION OF CURRICULUM..... 128

PROVEN PROVIDER INFORMATION SHEET 136

BRIEF NARRATIVE THAT DESCRIBES PLANS TO BUILD A NETWORK OF SCHOOLS 153

COMMUNITY DAY CHARTER PUBLIC SCHOOL MATCH PARTNERSHIP AGREEMENT 155

LETTERS OF SUPPORT	157
<i>Office for Refugees and Immigrants, Richard Chacón</i>	<i>157</i>
<i>Boston Public Schools, Michael J. Goar</i>	<i>159</i>
<i>Boston Plan for Excellence, Ellen Guiney.....</i>	<i>160</i>
<i>Dudley Street Neighborhood Initiative, John F. Barros</i>	<i>161</i>
<i>Haitian American Public Health Initiatives, Inc., Jean Marc Jean-Baptiste.....</i>	<i>163</i>
<i>Viet-AID, Phuong Dao</i>	<i>164</i>
<i>Massachusetts Alliance for Portuguese Speakers, Paulo Pinto</i>	<i>165</i>
<i>Dorchester House, Ira Schlosser.....</i>	<i>166</i>
<i>Associated Early Care and Education, Wayne Ysaguirre.....</i>	<i>167</i>
<i>MATSOL, Linda Foley-Vinay</i>	<i>168</i>
<i>Boston City Council, Councilor John Connolly.....</i>	<i>170</i>
<i>The Boston Foundation, Paul S. Grogan.....</i>	<i>171</i>
PARENT SIGNATURES	172

COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET

This form must be attached to the letter of intent, prospectus, and final application. Please type information.

Name of Proposed Charter School: MATCH Community Day Charter Public School

School Address (if known): _____

School Location (City/Town REQUIRED): Boston, MA

Primary Contact Person: Alan Safran, Executive Director

Address: MATCH Charter Public School, 1001 Commonwealth Avenue

City: Boston **State:** MA **Zip:** 02215

Daytime Tel: 617-501-9401 **Fax:** 617-232-2838

Email: alan.safran@matchschool.org

1. The proposed school will open in the fall of school year: 2011

School Year Grade Levels, Total Student Enrollment

First Year K1 (50), Grade 2 (50) total 100

Second Year K1 (50), K2 (50), Grade 2 (50), Grade 3 (50) total 200

Third Year K1 (50), K2 (50), Grade 1 (50), Grade 2 (50), Grade 3 (50), Grade 4 (50) total 300

Fourth Year K1 (50), K2 (50), Grade 1 (50), Grade 2 (50), Grade 3 (50), Grade 4 (50), Grade 5 (50) total 350

Fifth Year K1 (50), K2 (50), Grade 1 (50), Grade 2 (50), Grade 3 (50), Grade 4 (50), Grade 5 (50), Grade 6 (50) total 400

2. Grade span at full enrollment: preK-12

3. Total student enrollment when fully expanded: 700

4. Age at entry for kindergarten, if applicable: 4 (preK)

5. Will this school be a regional charter school? Yes No

6. For all proposed charter schools, list the districts that are contiguous with the proposed school's district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

Brookline, Newton, Needham, Dedham, Milton, Quincy, Cambridge, Somerville

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? Yes No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2010-11 applications? Yes No

9. Is the applicant group currently the board of trustees of an existing charter school? Yes No

10. Is the applicant group/board of trustees intending to create a network of schools? Yes No

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2010-11 application cycle? 1

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? Yes No

COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

Proposed Charter School Name: MATCH Community Day Charter Public School

Proposed School Location (City/Town): Boston, MA

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person Alan PG Safran Date 10/27/10
(Please label the copy that has original signatures.)

ORIGINAL

Print/Type Name Alan PG Safran, Executive Director

Address MATCH, 1001 Commonwealth Ave., Boston, MA 02215

Daytime Phone 617.501.9401 Fax 617.232.2838

STATEMENT OF ASSURANCES

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for MATCH Community Day CPS (name of school) to be located at Boston, MA is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(C)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (é)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).
16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).
21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).
25. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).
28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).
30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

Alan H. Spon
Signature
Exec. Director
Affiliation

10/23/10
Date

STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).
2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).
3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

Alan B. Stefan
Signature
Exec Director
Affiliation

10/23/00
Date

MATCH Charter Public School serves 440 Boston students in Grades 6-12. The student body is 78% low-income, 61% black, and 32% Latino. Our high school has entered its 11th year and our middle school its 3rd year. Parent demand is high. In March 2010, 960 students applied to our school for 150 openings.

Over the past two years we have prepared for the possibility of growth. Our teacher licensure program was approved by DESE in 2008 and will be a source of faculty for our new school after year one. We have set aside \$200,000 in reserves for start-up costs associated with the launch of a second school. And we have expanded our back office, particularly our controller and general finance functions. We are ready for the challenge of adding a second school.

We write this application with humility. While we believe MATCH School is strong, we also believe our existing school has much room for improvement. As a result, we have chosen to propose only one Boston school, rather than several, because we feel that is “just right” for our capacity. Also, we have chosen to create a major partnership with another proven charter school (described later), rather than go it alone. Third, we have carefully studied charter growth in other cities, so that our proposed new school can improve our existing school (via teacher and leader collaboration, and certain economies of scale).

The school’s leadership is stable. Alan Safran has been Executive Director since 2002. Founder Michael Goldstein has led the school in various capacities since 2000, and currently leads its teacher development. Board Chair Stig Leschly created the Newark (NJ) Charter School Fund, and is attuned to growth challenges.

Our mission is to prepare Boston children to succeed in college and beyond, in particular those who would be the first in their families to earn a college degree. We further believe that college success is the most likely way to escape intergenerational poverty. Our approach includes outstanding teaching, high-dosage individualized daily tutoring, a long school day, relentless and ongoing outreach to parents, and a quality standards-based curriculum. Embedded in all that we do are the values of courage, discipline, and perseverance.

MCAS is not a perfect measurement tool, but it is a useful one. Because of their hard work, our students have done well on this exam, often equaling or exceeding students in suburban schools. For example, among roughly 300 school districts in Massachusetts, our 10th graders were #1, #4, and #20, respectively, in English, math, and biology in 2010 MCAS proficiency. Both *Newsweek* and *US News & World Report* have ranked MATCH within their top 100 high schools in the nation. 99% of our graduates have been accepted into a four-year college or university, and 82% of them are still in college or have received degrees.

We seek to replicate our school, with one key difference: we hope to serve large numbers of **English language learners (ELLs)**, also from low-income families. This population has been growing in Boston. It now roughly numbers 16,000 children, or 29% of the Boston Public School population. No Boston charter school currently enrolls more than 4% limited English proficient students.

Meanwhile, the Governor, Secretary of Education, Mayor, and Boston Superintendent all have called on charter schools to serve more ELLs. Letters of support from immigrant, refugee, parent, and community organizations demonstrate the support for a college-preparatory charter like ours to serve this particular component of the Boston community. As a result, MATCH Community Day **will recruit these ELL families with fervor**. It will, of course, be **open to all students**, per the law, but marketing materials and outreach will target Boston's main limited English proficient populations: those speaking Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, and Chinese.

We believe we're unusually well-positioned to serve this population. First, the MATCH model provides more tutoring than any other public school in Massachusetts, through an elite group of recent college graduates called MATCH Corps. Second, the proposed school's preK-12 configuration (rather than the 6-12 configuration of our existing school) was selected to reach students early in their language development. Finally, we have created an **unprecedented partnership with another charter school**, Community Day Charter Public School (CDCPS) of Lawrence.

CDCPS is the highest performing among public schools in Massachusetts with an ELL population of at least 20%. CDCPS (which is separately applying to DESE to grow two more charter schools in Lawrence) is a proven provider in the elementary grades and with ELLs. A copy of our partnership agreement is included as an Appendix. Briefly:

- MATCH will license for 5 years the curriculum and data tracking of CDCPS for Grades preK to 5, along with related technical assistance.
- CDCPS's Executive Director, Sheila Balboni, will join the MATCH Board, as will a second CDCPS trustee.
- CDCPS withdrew its application for a charter school in Boston, focusing instead on providing the support listed above, and on its application to DESE (separate from this one) to replicate in Lawrence.
- This application, called "MATCH International" in the prospectus stage of the DESE approval process, has been renamed **MATCH Community Day Charter Public School**.
- In all other matters, MATCH Community Day is still run by MATCH School, and governed wholly by the MATCH Board.

The proposed MATCH Community Day Charter Public School will build on the strengths of both institutions – MATCH's success with low-income, minority students in grades 6 to 12 and CDCPS's success with grades preK to 5 and with limited English proficient students.

Finally, looking forward, the proposed MATCH Community Day School has a **terrific opportunity to collaborate** with Boston Public Schools (BPS), from which it will draw entering students.

- Our founding team has met with Boston's Superintendent, Deputy Superintendent, Director of Literacy, School Committee Chair and other Members, Director of the Office of Language Learners, Director of Teacher Residency, and City Council Members. As a result of this ELL-focused outreach and the extensive work MATCH tutors have done in BPS schools, we have received a letter from the Deputy Superintendent supporting close collaboration in the future. (See Appendix).
- We have a track record, described in the application, of effective dissemination. With this foundation of positive relationships, we hope to do the following with BPS:
 - a. Educate district leaders on the successes of the curriculum-and-testing regimen of CDCPS, particularly for English language learners;
 - b. Supply teachers trained by MATCH Teacher Residency to BPS turnaround schools (already underway);
 - c. Work with the district on leasing its excess buildings to charters (underway); and
 - d. Expand our already massive math tutoring deployments with BPS.

Therefore, we believe that a successful MATCH Community Day Charter School, if approved, could not only help the students it serves directly, but could create the conditions for a better working relationship between the school district and all Boston charters.

PUBLIC STATEMENT

MATCH Community Day Charter Public School is a proposed preK-12 replication of the existing MATCH Charter Public School. Each grade would have roughly 50 students, for a total of 700, in Boston.

The mission of the school will remain: to prepare all students to succeed in college and beyond. The student population will remain mostly low-income, minority families. However, MATCH Community Day is proposing to focus on the subset of low-income students who are classified as English Language Learners. Historically in Boston, these children have principally been from families speaking Spanish, Haitian Creole, Cape Verdean Creole, Chinese, and Vietnamese.

I. CHARTER SCHOOL MISSION, VISION, AND DESCRIPTION OF THE COMMUNITY(IES) TO BE SERVED

A. MISSION STATEMENT

The mission of MATCH Community Day Charter Public School is to prepare Boston children to succeed in college and beyond, in particular those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English language learners.

Existing charter school boards of trustees: Describe any modifications to the mission statement of the proposed school from that which is implemented in the existing school.

MATCH currently serves mostly minority children from low-income families. This describes roughly 70% of Boston’s public school population, or roughly 39,000 children.

Our proposed new school, MATCH Community Day, will recruit aggressively from a subset of that population: children from low-income families who happen to be English Language Learners (ELLs). ELLs constitute about 29% of Boston’s public school population, or roughly 16,000 children. The largest subsets of the ELL populations speak Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, and Chinese.

B. VISION STATEMENT

The MATCH vision is that all students, regardless of their families’ socioeconomic status, education history, and home language, can attend and graduate from college. We further believe that for children from low-income families, **college success is the most likely way to escape intergenerational poverty**. Our commitment is to provide the support – via outstanding teaching, individualized daily tutoring, a long school day, relentless and ongoing outreach to parents, and quality standards-based curriculum – to ensure that every student attains this goal.

Embedded in all that we do is the theme, regularly reinforced with students, that their gains are the result of **courage, discipline, and perseverance**. Those are our values.

Describe any modifications to the vision statement of the proposed school from that which is implemented in the existing school.

While our vision for the proposed MATCH Community Day is largely unchanged from the existing MATCH charter, we do expect two significant differences stemming from our target population, English language learners.

First, while MATCH currently operates a middle school and high school, our proposed school starts with preK, in order to help students make the transition from limited English proficient (LEP) to formerly limited English proficient (FLEP) as smoothly and quickly as possible. Second, to accomplish this, we expect to have an **unusually large literacy development component** in the early grades.

To achieve this aspect of the vision, we have undertaken what we believe to be an unprecedented partnership between two high-performing charter schools. MATCH serves predominantly black and Latino students from low-income families (and indeed on MCAS is the highest performing Massachusetts high school with these populations), but few ELLs (true of all Boston charter schools).

Community Day Charter Public School (CDCPS) in Lawrence is the highest performing among public schools in Massachusetts with an ELL population of at least 20%, and one of the state’s top preK-8 schools overall. CDCPS (which is separately applying on its own to grow two more charter schools in Lawrence) is a proven provider in the elementary grades, and with ELLs. A copy of the partnership agreement is included as an Appendix in our application. Briefly:

- MATCH will license for 5 years CDCPS curriculum and data tracking for grades preK to 5, with related technical assistance.
- CDCPS’s Executive Director, Sheila Balboni, will join the MATCH Board, as will a second CDCPS trustee.
- CDCPS withdrew its application for a charter school in Boston, focusing instead on providing the support listed above, and on its application to DESE (separate from this one) to replicate in Lawrence.
- This application, called “MATCH International” in the prospectus stage of the DESE approval process, has been renamed **MATCH Community Day Charter Public School**.
- In all other matters, MATCH Community Day is still run by MATCH School, and governed wholly by the MATCH Board.

How does the partnership affect our vision? The existing **Community Day Charter Public School in Lawrence** has proven that academic success for limited English proficient students can be achieved by diligently assessing students' language needs, and then continuously refocusing instruction and supports to meet those needs.

We also will extend the current MATCH vision of massive 1-on-1 parent outreach by teachers and tutors (which will continue) to include parent *development* by way of: English as a second language (ESL) classes, and partnerships with immigrant, refugee, and other cultural and community organizations. We believe that to the extent we can **help families participate and prosper in this society we improve our students' chances** of achieving the college success mission.

C. DESCRIPTION OF THE COMMUNITY(IES) TO BE SERVED

Speak to the value of your school, based on its own merit.

Our proposed school reflects the values and model of our existing school: MATCH currently serves 440 Boston students in grades 6-12. Low-income, minority families report that they seek out our school for four main reasons:

1. the rigorous college preparatory focus, particularly for students who arrive with low MCAS scores,
2. the extended school day,
3. the safety of our environment, and
4. the personal attention their children receive, through the unusually high dosage of tutoring for every student.

In March 2010, 960 students applied to our school for roughly 150 openings.

Attending the MATCH School pays off. On the most recent MCAS exams, in the percentage scoring Proficient or Advanced, MATCH 10th graders ranked 1st in the state among 300 school districts in ELA, 4th in Math, and 20th in biology. Importantly, under the growth model data published by DESE, MATCH was #1 of all 340 high schools in grade 10 in Math and #3 in ELA, and the MATCH middle school – only in its second year – ranked 3rd in grade 6 Math and 6th in grade 7 Math. 99% of MATCH graduates have been admitted to a 4-year college, while 82% of graduates from the first 7 classes (2004-2010) are still in or have graduated from college.

We believe we can equal or exceed these results in the proposed MATCH Community Day school. MATCH Community Day will feature all of the aforementioned features of MATCH 6-12. In addition, it will begin its work with children starting in the primary grades. Understanding that most of our students are likely to be ELLs and low-income children who would be the first in their families to graduate from college, our school will both focus on literacy development and, via ESL classes and weekly communication, engage families to a very high level. Below are comments from parents surveyed in 2010.

Carrie has changed a lot and the school is good for her. Now, she loves to read. She works harder and reads bigger books. The tutor is helping with her vocabulary and she doesn't write good, but they are helping with that, too. Her temperament is better, too! (Shao Zhen He)

Academically I like what they teach, I like how they get the parents involved, the calls they make every day, the updates they give to parents. (Christiana Unaegbu)

I don't know about other students (but) I know my daughter and I see how she worked at another school and how at MATCH they dedicate time with her and they put in the great effort to teach her and they're really nice with her. All teachers. I can't say, one teacher more than another, they're all good. (Emeli Belliard)

They are so really into the students and really care. In my case, my daughter has struggled and they have been really good to her. (Sandra Rivera)

I give the school a 10 out of 10 because of the safety. The school is a pretty small and everyone knows each other. I have two children to take care of and I am without a husband, therefore, security is a big concern for me. (Oneida Souza)

Describe the student population that your school would serve, its needs, the reason for the selection and the founder's ability to serve this area.

The MATCH mission remains to serve children from low-income families in Boston with histories of low educational attainment. The needs of this community are for rigorous, safe schools that can transform students who arrive with very low academic skills into legitimately college-ready graduates. The high demand for Boston charter schools offering this approach reflects this particular need.

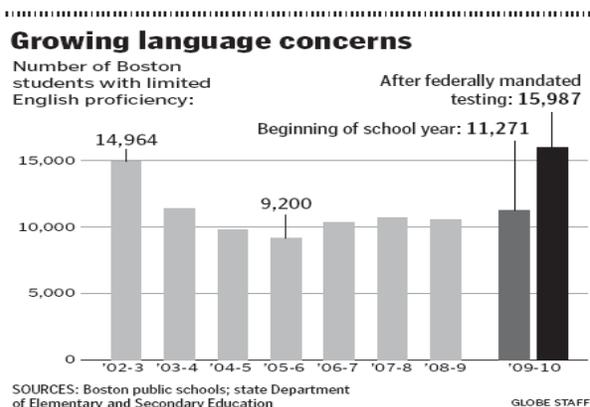
However, our proposed new MATCH Community Day is more specialized. MATCH Community Day intends to recruit ELL families with fervor. If approved, the school will be open to all students, per the law, but marketing materials and outreach will target Boston's five main LEP populations: those speaking Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, and Chinese.

The ELL student population was selected because it represents large numbers of students in Boston who are not achieving at high levels, and because charter schools specifically have been called to step up their service to ELLs.

As shown below, the population of children with limited English proficiency (LEP) is growing in Boston.

According to the Boston Globe, ELL enrollment in just the past year surged from roughly 11,000 children to 16,000 (as a number of students were reclassified). Boston has a larger proportion of ELLs in its enrollment, 20%, than any other district in the state.¹

ELL students in Boston struggle academically, even more than other low-income students. The 2010 MCAS data show that 40% of all low-income sixth grade BPS students earned Proficient or Advanced on the MCAS ELA test and 34% Advanced or Proficient for math, compared to 23% of LEP students for ELA and 22% for math. The gap similarly persists in dropout rates, with 9% of LEP students dropping out in the 2007-2008 school year, compared to 3% of non-LEP students.²



The needs of the ELL population in Boston are similar to that of the non-ELL population in Boston: excellent schools that are strong in helping students who arrive with low academic skills to make major academic gains.

Why do we believe we are able to serve these students well?

First, we believe that high standards and strong, data-driven teaching help all students, particularly when combined with strong personal relationships with students and their families, and an old-fashioned “no shortcuts” ethic.

Second, our model provides more tutoring than any other public school in Massachusetts; MATCH Community Day will have a group of full-time tutors, called MATCH Corps.

Third, the proposed school’s preK-12 configuration (rather than the 6-12 configuration of our existing MATCH school) was selected to reach students as early as possible in language development. These strategies (detailed more in Section II.B Curriculum and Instruction), are designed especially to benefit ELLs, as well as other students who arrive to school behind grade level. Finally and most significantly, our partner, Community Day Charter Public School (CDCPS) in Lawrence, is the state’s top-performing public school with ELL students. In the growth model data published by DESE, CDCPS’s 4th graders in 2010 were #1 in the state in math, and 5th graders were #7 in the state in ELA.

Provide a rationale for how this school will enhance the educational options including whether the methods used by the school differ from the district. Describe how the educational option provided by the charter school will address the needs of the student population.

There is an acute need to expand the number of rigorous, college-preparatory schools in Boston like Roxbury Prep, Boston Collegiate, Academy of the Pacific Rim, Excel Academy, Edward Brooke, Boston Preparatory, and the existing MATCH School. The need is shown by the waitlists at all of these schools. These schools are sometimes called “No Excuses” schools because of their belief that poverty should not become a predictor or excuse for academic failure.

While there are often cordial relations between these schools and many leaders and teachers in district schools, no Boston Public School identifies itself as a “No Excuses” style school. The Boston charter schools currently serve many Boston-born African-American students from low-income families (roughly 60% of the existing Boston charter school enrollment). None of the “No Excuses” schools currently enrolls more than 4% ELLs.

¹ Boston Public Schools. “Boston Public Schools at a Glance 2009-2010.” Pg. 2. <http://www.bostonpublicschools.org/files/BPS%20at%20a%20Glance%2010-0225.pdf>

² Massachusetts Department of Elementary and Secondary Education. “New Report Finds High School Dropout Rate Down.” <http://www.doe.mass.edu/news/news.aspx?id=4725>

Our proposed school will expand the rigorous, college preparatory, “No Excuses” school option **precisely** to this underserved ELL population. Additionally, we will provide high dosage tutoring to MATCH Community Day students as we provide it to all students at MATCH 6-12. Each day, every student is tutored for two hours by a college-educated member of our MATCH Corps. “No Excuses” and intensive, individualized daily tutoring for all children distinguish MATCH schools.

Our partner CDCPS is also a high expectations, college preparatory school with a long record of success serving elementary ELLs and children from low-income and immigrant backgrounds in Lawrence. We believe together we are unusually well-positioned to serve a share of the ELL population in Boston.

Provide a description of how the founding group assessed parental support within the proposed sending district for the proposed school.

In each of the past several years, roughly five times more students apply to MATCH than we admit in our lottery. This demonstrates the broad appeal of a rigorous college preparatory school to parents who themselves are struggling to make ends meet.

To gauge parental support for a Boston charter school targeted to English language learners, we have conducted numerous meetings with immigrant, refugee, cultural and community organizations, such as Viet-AID, Dorchester House, Haitian-American Public Health Initiatives, Dudley Street Neighborhood Initiative, and the Hyde Square Task Force, both to solicit feedback on our plan and to establish the outreach network for student recruitment.

Repeatedly, staff and parents from these organizations state that their children need high quality educational choices. The proposed MATCH Community Day model of intensive literacy development, a long school day, and **individualized tutoring** in a highly structured, culturally respectful environment will be in high demand.

“A lot of kids don’t graduate, but I want my son to and for him to go to college and have opportunities that other kids have. I’ve never been to college before and I wouldn’t know how to help my son go there. Also, I want my child to have discipline that I had while I was in Haiti -- longer hours are good because they will keep him occupied.”

- Parent Johanne Tanis during a September 2010 meeting with a MATCH outreach staff member who speaks Haitian Creole

Please see our Appendix, where there are letters of support from community leaders, parents, and organizations with whom we have connected. They support our application and state that they will reach out to their communities to help us recruit applicants.

Explain why a commonwealth charter is necessary in order for this school to exist or succeed.

Our school needs the **flexibility** of a commonwealth charter. Those freedoms have allowed MATCH to flourish in our 10-year history in Boston, and our partner CDCPS to do the same in Lawrence.

For example, MATCH has chosen to have an unusual schedule and school year; we have exercised our freedom to hire and fire teachers; we have created a whole new category of employee (full-time tutor) that would not be allowed under a normal labor agreement; we have required Advanced Placement (AP) classes and Boston University classes for all students, including and especially those who arrive to our school having failed during the previous year at their former schools. We also believe **we benefit from the accountability** mechanisms for a commonwealth charter: the five-year renewal process and annual site visit creates an urgency for our staff to always push toward better ways of helping students to achieve at high levels.

Describe any modifications to an existing school or program. Describe those modifications as they relate to the community(ies) to be served. How were those modifications determined?

MATCH Community Day focuses in particular on ELLs, a subset of low-income Boston families with histories of low educational attainment. As a result, the proposed school is preK-12, so we can get a “head start” on serving these children, versus the current grade 6-12 configuration of MATCH. We have partnered with CDCPS to allow the new school to have top-notch intensive literacy emphasis in the early grades. We have also partnered with Boston immigrant, refugee, and other cultural, community, and religious organizations that serve limited- and non-English speaking families. These modifications were determined in three ways: examining charter schools around the nation with high numbers of ELLs; receiving comments on Part 1 of the DESE charter application process (which provided helpful feedback from readers in October 2010); and leaning heavily on the successful experience of the proven CDCPS in Lawrence.

II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

A. EDUCATIONAL PHILOSOPHY

Describe the founding group's core beliefs and values about education.

At both the existing MATCH grade 6-12 School and CDCPS, we believe that all students, regardless of their and their families' economic level, education history, and home language, can attend and graduate from college. We further believe that, for children from low-income families and English language learners, college success is the most likely way to escape intergenerational poverty.

We ultimately demonstrate success by the **college persistence** of our students.

Embedded in all that we do is the theme, regularly reinforced with students, that their gains are the result of courage, discipline, and perseverance. **Those are our key values.**

Many of our students come to school believing that learning is locked up in a mysterious box that they can't affect: you're smart or you're not. We challenge that belief with high expectations, requirements to do more, and support to push through.

Describe how this educational philosophy aligns with the school's mission, is integrated into the implementation of the educational program, and serve the diverse needs of individual students.

To achieve the college success mission, our school has **5 key elements**:

1. Excellent instruction, particularly in literacy and second language development.

We believe that high-quality instruction is essential to a successful school. This includes content (relevant, rigorous concepts and skills) and pedagogy (teaching methods that effectively help students master these concepts and skills). The teachers of MATCH Community Day will be experienced in the details of language acquisition and the strategies, including sheltering content and the explicit teaching of academic language, that propel forward students who come to us representing the range of English language development levels, special needs, and experience in school environments.

2. A long school day featuring High-Dosage, Individualized Tutoring

High-dosage tutoring is a key driver of our program. The tutoring is universal; it is not just for strugglers. MATCH 6-12 provides more tutoring than any other public school in Massachusetts, two hours per day, from full-time tutors who have graduated recently from the top colleges and universities across the country, all with bachelor's degrees, some having already completed Master's degrees. We believe that, in addition to the academic benefits, students gain from sustained mentoring, and teachers gain from increased support (more time to plan instead of frantically trying to remediate).

In grades 6 to 10, the tutoring provides specific help in Math and English. In grades 11 and 12, the tutoring is geared toward the required "challenge" subjects – Advanced Placement courses including Calculus, U.S. History, English Language and Composition, English Literature, and Biology or Chemistry -- and the Boston University humanities courses (which range from "Introduction to Anthropology" to "Philosophy of Western Civilization").

In a school likely to have traditional MATCH families (Boston-born, low-income families, very weak arriving skills) and ELL families (also low-income, also very weak arriving skills), **literacy is job one**. And two. And three.

CDCPS's experience in Lawrence informs how we prepare and deploy our tutors in the early grades. Tutors will be trained especially in language and language use (phonology, morphology, semantics, syntax, pragmatics) and will work with students in areas such as phonemic awareness, phonics, reading comprehension, and academic vocabulary acquisition. To promote oral language and to strengthen reading-writing connections, tutors will also support students as they write in response to classroom texts. Tutors will work 1:1 or 1:2 with students two hours (in two to three regularly scheduled blocks) within the eight-hour school day.

Additionally, language experts including professor Jane Yedlin of Wheelock College and professor Julie Coppola, Boston University Coordinator of Bilingual Education and Teaching ESL programs, will advise our school on training these tutors. Professor Coppola is focused in particular on multi-lingual environments, and authored *One Classroom, Many Learners: Best Practices for Today's Multilingual Classrooms* (2009).

3. A commitment to continuous improvement (driven by data)

While MATCH 6-12 has enjoyed some success, there is a **relentless improvement** ethic. First, the school measures everything possible: college persistence, parent satisfaction, teacher satisfaction, leadership performance, trends in MCAS, SAT, and AP exams, etc. Data drives the school. Frequently, the data points to students who need extra help – more than their typical two hours per day of tutoring. As a result, many teachers and tutors are available afternoons and on weekends for homework help so that at the high school many students stay until 6:15. Additionally, the Special Education/Academic Resource team provides extra academic support, and the Deans of Students and Principals work to help students who struggle behaviorally. Second, the school has a large network of “critical friends” who frequently visit and evaluate various aspects of the student experience and quality of instruction.

Because of our **belief in the ability of all students to achieve**, we expect that if students are not successfully learning, teachers and school leaders will change their approach (never blaming students); our school and our teachers continually reflect, learn, and improve.

In this area, the CDCPS brings tremendous strength to the work. In their 15-year history they have refined their assessment processes and, in addition to using validated tests such as the DIBELS and Fountas and Pinnell, they have created their own benchmark tests that mirror the MCAS and are administered to children three to four times a year, beginning in the fall of third grade.

Teachers continually use varied, reliable data to inform their teaching, including quizzes, running records, and informal assessments. Once teachers have analyzed relevant data, they implement the strategies to meet those needs. At both MATCH 6-12 and CDCPS, there is a tradition of students reflecting on their own progress – a tradition that will be continued at MATCH Community Day. This work with students is guided by the understanding that **students learn best when they know their goals and specifically what they need to do to attain them**. Students know what is expected of them and what they can expect to learn from each lesson, and teachers and other faculty cultivate in students the belief that **intelligence is something that they develop through hard work**.

4. A focus on strong parent communication (particularly when there has been little in the past).

Our founding principal, the late Charles Sposato, was Massachusetts’ Teacher of the Year in 1991. His key strategy for reaching at-risk students was building close relationships with parents, mostly through proactive phone calls. By enlisting parents and building their trust, he was able to get students to increase their level of effort and reach much higher standards. This value and practice remains a cornerstone of the MATCH approach and, as mentioned in our vision statement, families will be central to the work we will do at MATCH Community Day.

The literature, from Karen Mapp’s *Beyond the Bake Sale* to Eileen de los Reyes’ *Case Studies of Boston Public Schools Where Latino Students Succeed*, emphasizes that **involving parents meaningfully and respectfully in their child’s education is** generally good practice – but **vital for immigrant and non- or limited-English speaking families**. We understand that for many non- and limited-English speaking families, schools have not been welcoming or comfortable places. At MATCH Community Day families will be an extension of the fabric of the school; we will educate our children hand in hand.

Families at MATCH Community Day will attend the family orientation, workshops to learn about home academic support strategies and child health and wellness (in their home languages), and regular celebrations of student work. Family members may serve as a Parent Council representative, volunteer in the school, and participate in adult ESL classes. The MATCH Corps tutors will also add capacity to facilitate individualized communication with families of various languages – **parents will receive a call weekly** from their child’s tutor. We will hire high-quality tutors, many of whom will have language proficiency in the home languages of our families, and we will arrange tutor-student pairs, where possible, by home language.

5. Intense Teacher Development, Particularly on How To Build and Maintain a Positive, Focused Culture

School culture, we believe, is a foundation of academic success. One way to look at it: how do we put teachers in a position to succeed?

This ABC TV World News feature (Oct. 2007) about MATCH 6-12 gives a sense of our school culture for our older students.

At age 13, Luis Sanchez's mother kicked him out of the house -- permanently -- for misbehaving. The memory hurts. For two weeks he lived on the streets. A year later, angry and on drugs, he arrived at MATCH in Boston, a high school where school starts at 7:45 a.m. and the day lasts until 5, or even 8 p.m. -- late hours required for any kid falling behind...

MATCH provides a mix of rigorous rules, demanding academics and regular tutoring. The rules are posted everywhere at MATCH. Principal Jorge Miranda says signs dictate, "everything from the dress code, unexcused absences, tardiness,

poor posture in class."

Reprimanding students for poor posture might seem to hail from a former age, but Miranda believes schools need to make it important. "If you're in the classroom and your head is down on the table or you're leaning back, you're clearly not focused on learning," he says. "And even if it's for a minute, that's a minute that we've lost and we don't have any time to waste."

Get enough demerits for infractions like an untucked shirt, and you'll end up in detention on a Saturday morning. It wasn't easy for Luis Sanchez to take at first. "It felt like a burden on me, because I wasn't used to it," he says. "And it just hurt me sometimes; it got me frustrated and angry sometimes."

What makes the rules work is that they're backed up by -- and this is a word they actually use at the school -- love. There are only 220 students at MATCH High. Classes are small and the kids also get one-on-one tutoring from dozens of recent college graduates who live right in the building.

The program has worked for Sanchez. "They cared," he says. "I mean, Mr. Sposato, who was our principal back then ... took me aside about every day and just told me, you know, 'You're here to learn. You're here to do something with your life.'" (Note: Luis Sanchez is now a junior at Boston College)

The culture is very carefully nurtured. One way we do that is through our DESE-approved teacher residency program. The yearlong residency culminates in a Massachusetts Initial License. This allows our school to hire teachers who have proven themselves over a full year with our students and families. It also develops a common vocabulary for teachers, allowing better teamwork. Much of the training is focused specifically on the sort of teacher techniques that result in a positive, disciplined community.

At least half of the MATCH Corps tutors at the proposed MATCH Community Day school will be enrolled in the MATCH Teacher Residency program and all tutors (20 in Year 1) will participate in summer and regular faculty trainings on literacy development, family engagement, cultural norms and traditions of our families, and maintaining the positive, disciplined school environment necessary for our children to learn.

The Corps is very selective: in 2010, over 2,200 recent college graduates applied for 90 slots. This year we have focused recruitment to secure a pool of strong bilingual candidates to provide support to students and connect effectively with families. We expect that future graduates of the MATCH Teacher Residency who serve with distinction as tutors at the MATCH Community Day school will be hired as classroom teachers in subsequent years. Additionally, the MATCH Teacher Residency program intends to develop the capacity to develop tutors' and teachers' assessment and teaching abilities in second language acquisition and early language development, preparing all faculty for ESL certification.

Describe any modifications to the educational philosophy of the proposed school from that which is implemented in the existing school.

The modification to the existing MATCH 6-12 educational philosophy is that the educational philosophy of MATCH Community Day focuses in particular on ELLs. Thus,

1. Excellent teaching includes an emphasis on literacy development and second language acquisition,
2. The long day including High Dosage Tutoring focuses on literacy development,
3. Data practices, including assessments, focus on language progress, driven by our partner CDCPS,
4. Parent engagement includes ESL classes, communication with parents in their home languages, and strategies including a representative Parent Council to ensure families are central to the life of the school,
5. The MATCH Teacher Residency program will recruit bilingual tutors and develop the capacity to train and certify teachers in ESL.

Provide research, including explicit citations. Include the specific subgroups of students listed in the proposed draft recruitment and retention plan.

1. These books analyze high-performing charter schools that serve low-income students:

Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. Indianapolis, IN: Jossey-Bass.

Lemov, D. (2010) Teach Like A Champion: 49 Techniques that Put Students on the Path to College. Indianapolis, IN: Jossey-Bass.

Mathews, J. (2009). Work Hard. Be Nice.: How Two Inspired Teachers Created the Most Promising Schools in America. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Merseth, K. (2009). Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools. Cambridge, MA: Harvard Education Press, 2009.

Whitman, D. (2008). Sweating the Small Stuff: Inner-City Schools and the New Paternalism. Washington, DC: Thomas B. Fordham Institute.

2. These publications focus more broadly on what works with children from low-income families:

Bamburg, J.D. (1994). Raising Expectations to Improve Student Learning. Urban Education Monograph Series, North Central Regional Educational Laboratory's Urban Education Program.

Bransford, J.D., Brown, A.L., and Cocking, R.R. (1999). How People Learn: Brain, Mind, Experience, and School. Committee on Developments in the Science of Learning, National Research Council. The National Academies Press.

Dweck, Carol (2006). Mindset: the New Psychology of Success. New York, Random House.

Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). Classroom Instruction that Works. Alexandria, VA: ASCD.

Stiggins, R. (2008). Assessment manifesto: A call for the development of balanced assessment systems. Portland, OR: Educational Testing Service (ETS) Assessment Training Institute.

Williams, T., Kirst, M., Haertel, E., et al. (2005). Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students. Mountain View, CA: EdSource.

3. The What Works Clearinghouse indicates positive effects on specified domains for the programs and practices utilized in the Community Day curriculum:

Phonological Awareness training: phonological processing

PA Training plus letter knowledge training: print knowledge

Shared Book Reading: phonological processing (potential positive effects)

Interactive shared book reading: potential effects on early reading/writing

Accelerated Reader: potential on general reading achievement

Instructional Conversations and Literature Logs: potentially positive effects on reading achievement and English language development.

In addition, the following Community Day practices are supported by the research cited:

Systematic, thorough vocabulary instruction and academic language development-

August, D., & Shanahan, T. (Eds.). (2008). Developing reading and writing in second-language learners: Lessons from the report of the National Literacy Panel on Language-Minority Children and Youth. New York, NY: Routledge.

Francis, D; Rivera, M; Lesaux, N. (2006). Practical Guidelines for the Education of English Language Learners: Research Based Recommendations for Instruction and Academic Interventions. Center on Instruction.

Reader's Workshop, Reciprocal Teaching, Formative Assessments-

Lehr, F. and Associates, Osborn, J., and Hiebert, E. A Focus on Vocabulary. Regional Educational Laboratory at Pacific Resources for Education and Learning; Research-Based Practices in Early Reading Series. Hewitt, C. (1996);

Improving Low Reading Skills through the Use of Reader's Workshop. ERIC Digest. Oczkus, L.D. (2003);

Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension. Newark, DE: International Reading Association. Educational Research Journal, v29 Black, P. and William, D. (2003).

B. CURRICULUM AND INSTRUCTION

CURRICULUM

Explain the process utilized to identify the curriculum that will be used by the school and reasons why the curriculum was chosen.

MATCH and CDCPS each have strong curriculum that has resulted in high achievement for their students. Much of the curriculum is teacher-created. It has been honed over 10 or more years to align well with the Massachusetts Curriculum Frameworks. In each school, the curriculum is examined annually in response to student achievement data, by teacher-led teams. It is refined on an ongoing basis.

Meanwhile, each school is always on the lookout for better curriculum from other high-poverty schools. As one example, in Fall 2010, MATCH High School adopted a new 9th grade course from a KIPP high school in California; it was “discovered” by a former Boston charter school leader (Spencer Blasdale); our teachers flew out to see it in action; and with the help of the teacher who created the course, we rolled it out this fall to our students.

In our new school, CDCPS curriculum will be the basis for grades preK-5, per our license agreement. MATCH curriculum will be used for grades 6 to 12.

At the high school level, MATCH curriculum builds toward Advanced Placement (AP) exams in Calculus AB, English Literature, English Language and Composition, U.S. History, and Biology or Chemistry. Our efforts are enhanced by the Mass Insight five-year grant (funded by National Math and Science Initiative), which helps our teachers obtain professional development in how to get all students to succeed in AP classes, including effective design of pre-AP classes. In addition, we prepare all of our seniors to take freshman-level classes at Boston University; we will continue these practices especially in the upper grades of the proposed MATCH Community Day Charter Public School.

Outline of the curriculum that will be used by the school. Four grade levels included. Curriculum for the remaining grades is in the appendix.

Curriculum Overview: Grade 1

Grade 1 ELA – Reading instruction will focus on the five components of reading demonstrated to promote student success: phonics, phonemic awareness, comprehension, fluency and vocabulary. Aligned with the Massachusetts Curriculum Frameworks (MCF), students in grade 1 will focus on Alphabetic Principle and Comprehension: Fluency, Vocabulary, and Concepts and Categorization. Genres will include poetry, finger plays, folktales, myths, and narrative non-fiction. Students will continue to explore story elements, such as characters, setting and events. They will be able to analyze patterns, such as cause and effect and compare and contrast. Students will use various independent skills for Reader’s Theater, literature circles, and reading quilts and will know how to employ reciprocal teaching strategies; they will be able to discuss, predict and clarify stories. With regard to writing, students will be able to write a five sentence paragraph with a topic sentence, main idea, and concluding sentence. They will be responsible for using descriptive words to enhance their writing.

Grade 1 Math – Students will develop skills in number sense and operations and patterns and relations. They will be introduced to beginning concepts in algebra, geometry, data analysis, statistics and probability. They will know their numbers to 1,000 and how to skip numbers, and understand place value, greater than and less than. They will know parts of the day, week, month and year. They will begin to understand time, learn about shapes and how to estimate. They will know the difference between how much and how much more. They will be able to gather and organize objects for classification and they will develop skills in drawing inferences.

Grade 1 Science – Students learn about basic concepts related to scientific inquiry in their study of: dinosaurs, the weather, the solar system, the rainforest, and earth and space. They begin to draw contrasts about living and non-living things. Life Science teaches them about the five senses. Teachers create units and science kits with activities and materials that align with the MCF. Teachers also integrate science concepts and related vocabulary into literature activities. Hands-on projects, such as starting seeds for an annual garden, and field trips add to children’s understanding and building of context particularly important for ELLs. Field trip destinations may include: the seashore, a local farmer’s market, the Museum of Science, and farms and zoos.

Grade 1 Social Studies – Topics introduce young students to basic concepts such as national holidays, rules and responsibilities, folktales, American symbols and leaders, mapping and national heroes. Connections are made to holidays, customs, symbols, dances, and songs of the children’s heritage countries. Teachers create units and social studies kits with activities and materials that align with the MCF. Teachers integrate social studies topics and vocabulary into literacy activities, including: Literature Circles and Readers

Theater. Field trips to the State House, dressing in historic costumes, and guest speakers, including elected officials, add to children's understanding of social studies concepts.

Curriculum Overview: Grade 4

Grade 4 ELA – Students will develop their skills in reading, writing, and grammar concepts based on grade 4 MCF standards. The year is organized into genre-based units: non-fiction elements; fictional elements; historical fiction; folktales around the world; biographies; drama; poetry; fantasy; and fairy tales. Students also participate in a month-long study of classic children's novels. Reading comprehension is a particular focus for grade 4, and students read selections from the Harcourt Trophies series, novels, and select informational articles. Students are taught Reciprocal Teaching strategies and engage in Literature Circles to discuss reading selections. Writing instruction concentrates on multi-paragraph pieces that reinforce genres. Students will be introduced to the structure of a long composition and will write multiple personal narratives as well as book recommendations, poetry, research reports, scripts, and tall tales. Grammar will focus on the parts of a sentence, parts of speech, and review of idioms. Academic vocabulary development continues.

Grade 4 Mathematics – Students will focus on the five strands of the mathematics MCF: number sense and operations; patterns, relations, and algebra; geometry; measurement; and data analysis, statistics and probability. Students develop skills that include: Place Value and Money; Compare, Order, and Round; Adding and Subtracting Whole Numbers; Multiplication and Division; Basic Facts; Algebraic Reasoning; Customary and Metric Measurement; Time and Temperature; Collecting and Analyzing Data; Graphing Data; Fractions; Decimals; Perimeter, Area and Volume; and Graphing.

Grade 4 Science – Student will learn about the Earth's Crust, Technology: Complex and Simple; Properties of Matter and Energy; and Plants and Animals. These topics scaffold knowledge and skill development that culminates in and is assessed by the grade 5 science MCAS. Students will explore surfaces of the earth and change over time. They will identify and explain the difference between simple and complex machines and be able to identify tools to construct a given prototype. They will understand the properties of rocks. They will identify and classify objects that conduct electricity and objects that are insulators and explain how electromagnets are made. They will identify plants and animals, structures and functions.

Grade 4 Social Studies -- Students learn about the continent of North America including an overview of basic geography, map and globe skills, vocabulary, regions of the US, and major rivers and mountains. Students also study a short survey of our neighbors Canada and Mexico and review immigration patterns. Students will be able to describe the contributions to American culture by Native American tribes. The state standards serve as a guide to instructional activities that scaffold skills and content in preparation for the grade 5 Social Studies MCAS exam.

Curriculum Overview: Grade 6

Grade 6 ELA requires that students practice reading, writing, and grammar concepts based on grade 6 MCF standards and organized into six units: Introduction to Grade 6 English, The Short Story, Trilingualism, Creating a Utopia, Social Commentary in Science Fiction and Mystery. Each unit has one anchor text and explicit goals in Reading Comprehension, Textual Analysis, Language Usage, Writing Process and Craft, Vocabulary, and Speaking and Listening. Assignments include a short story, a how-to paper, a formal letter, poetry, compare/contrast paragraphs, and a research paper. Students practice speaking skills in daily class discussions, literature circles, and oral presentations. Grammar focuses on proper usage of speech and sentence structure. Texts include: Literature (Prentice Hall); Elements of Language (Holt, Rinehart, and Winston); The Giver by Lois Lowry; The Westing Game by Ellen Raskin; and The Circuit by Francisco Jimenez.

Grade 6 Math begins skill building in preparation for students' study of Algebra and Geometry. They will study the five strands of math based on MCF for grade 6, including: whole number operations; factoring and prime numbers; exponents; operations with fractions, mixed numbers and improper fractions; decimal operations; probability and expected values; tree diagrams, stem-and-leaf plots, line plots and circle graphs; lines, angles and geometric structures; polygons; symmetry and congruence; recognizing transformations, translations and rotations; and reflections and compound transformations. Technology practice and test preparation are also included. Pre-Algebra – (Prentice Hall) Mathematics Course 3, Accelerated Math, Study Island, and Descartes' Cove.

Grade 6 Science provides exposure/instruction for topics in applied math and science that scaffold from grades 6-8, culminating in grade 8 science MCAS. Students will explore and utilize all inquiry standards, including formulating a testable hypothesis; designing and conducting an experiment; selecting appropriate tools and technology and making quantitative observations; presenting and explaining data and findings using multiple representations; drawing conclusions based on data or evidence presented in tables or

graphs; and making inferences based on patterns or trends in the data. Students will also be able to communicate procedures and results using appropriate science and technology terminology. Lessons will have a strong focus on math skills necessary to effectively carry out an experiment and use data, including order of operations, comparing and ordering quantities, inverse relationships of operations, finding rules for patterns, input and output tables, interpreting graphs, unit conversions, and measurement and calculation of perimeter, area, volume and surface area. Inquiry standards will be woven into units that reflect Earth and Space Science, Life Science, Physical Sciences, and Technology and Engineering.

Grade 6 Social Studies conducts a comprehensive study of World Geography. Focus is on the main themes of geography, map skills, civics, history, and economics. Students explore the regions of Europe, Africa, the Middle East, Central Asia, South Asia, North Asia, Oceania, and South America, and develop an understanding of what makes each region unique as well as what they have in common. Map skills are introduced. Governments are discussed in terms of type and how they relate to one another. Economic systems are also introduced and analyzed in terms of how they function. (Houghton Mifflin): Social Studies: World Cultures and Geography.

Curriculum Overview: Grade 9

Grade 9 ELA serves to increase literacy and writing skills to prepare students for following English courses and to begin scaffolding the skills necessary for achievement of proficient and advanced levels on the grade 10 MCAS ELA exam. The goal of ELA 9 is to be sure that students are prepared and confident about their reading skills when they reach grade 10. The class will focus on the following skills: increasing vocabulary, using strategies to help students deeply understand what they are reading (including making inferences and connections, and asking insightful questions), analyzing characters and the conflicts they face, figuring out the main idea and themes of stories, and analyzing why authors write in particular styles or include particular details in their stories. To build these skills, students will use the following texts: *Speak* by Laurie Anderson, *The Alchemist* by Paulo Coelho, *The Odyssey* by Homer, *Of Mice and Men* by John Steinbeck, *Lord of the Flies* by William Golding, *The Color Purple* by Alice Walker, and *Romeo and Juliet* by William Shakespeare.

Grade 9 Speech and Composition is a course designed to deepen students' understanding of the role of communication in creating positive change for our communities. The students will strive to answer this essential question throughout the year: Which of the following issues deserves our most immediate attention: inequity in education, poverty, gender inequality, racial inequality, the environment, or another issue? Students will develop an understanding of civic responsibility by examining these 6 imperatives for a strong, safe, and healthy community. Using an inquiry- and research-based approach, students will learn how to read an argument critically, apply it to their personal experience, and engage with it as a member of an academic audience. They will also understand how to formulate a linear argument (in thought and in writing) in accordance with the Toulmin model of writing and be active members of the Socratic Seminar as well as authors of sound written arguments. Through the preparation and presentation of their own speeches, students will refine their skills in oral expression. Students will use academic articles and news articles expressing the many sides of the aforementioned issues as their main texts for the course.

Grade 9 Science seeks to introduce students to high school science through the lens of Physics. Physics serves as a background in logic and reasoning, in addition to conceptual and mathematical skills on which Biology and Chemistry can build in the later grades. The course is divided into ten units: Introduction to Physics, Measurements and Conversions, Motion and Graphing, Newton's Laws and Forces, Gravity and Circular Motion, Energy and Conservation Laws, Power and Conservation of Momentum, Heat and Heat Transfer, Waves, and Electricity and Electromagnetism. Students will also complete an Egg Drop project after the fifth unit to demonstrate their knowledge of Newton's second law, acceleration, collision, and resilience. Additionally, students will build their science writing skills by compiling a formal lab report.

Grade 9 Math covers a full Geometry curriculum. Students will explore logical reasoning, learn to write formal proofs, and learn to apply formulas involving perimeters, areas, volumes and surface areas. During this course, students will also demonstrate proficiency in problem solving techniques using the basic principles of two and three dimensional figures, inductive and deductive reasoning, algebra, and coordinate geometry. Trigonometry is introduced and algebraic concepts such as factoring and two-variable equations are applied to geometric situations. The study of geometry focuses on developing and improving student reasoning ability. Units will include: Basics of Geometry, Transformations, Segments and Angles, Similarity, Parallel and Perpendicular Lines, Polygons and Area, Triangle Relationships, Surface Area and Volume, Congruent Triangles, Right Triangle Trigonometry, Quadrilaterals and Circles.

Non-academic goals consistent with mission, academic program, and educational philosophy.

Non-academic goals for students will build on MATCH Community Day's values: courage, discipline, and perseverance; and reflect our desire to foster the growth of young people who are, in addition to being high academic achievers, responsible leaders in their communities. As is the case with academic goals, non-academic goals and student attainment are reviewed annually by the faculty, led by the principal, to evaluate related teaching strategies for effectiveness.

MATCH Community Day students will receive physical education throughout their preK-12 experience and participate in an array of sports and art activities. MATCH 6-12 currently features soccer, basketball, track, and step teams, and a cheerleading squad – and we will be expanding sports and activities beginning in 2011. Our experience has been that fit, healthy students are more focused and productive, and that organized athletics build the courage, discipline, perseverance, and leadership that we seek in our children.

Consistent with the emphasis on oral language development, music class will be provided to all lower grades and MATCH Community Day will have a children's choir that studies and sings songs from around the world. Visual art projects will be led regularly by the classroom teachers.

Values education is integrated into the school program at every level in every classroom. Character development takes the form of values discussions in morning meeting, book clubs, and a robust community service program. Activities, classroom routines and materials for character development in the early grades designed by CDCPS will support the early stages of child development.

Describe a plan that will facilitate ongoing development, improvement, and refinement of the curriculum. Identify which individual is responsible.

The principal is the instructional leader of the school. She is responsible for ensuring that the curriculum is optimal for the goals of the school and the needs of the students.

Data drives ongoing improvement and refinement of the curriculum.

MATCH Community Day, in the early grades, will benefit from services from CDCPS, which has extensive data tracking and teacher training. In the middle grades, MATCH Community Day will use testing from The Achievement Network to benchmark our student success against those of other similar schools. At the high school level, we use MCAS, PSAT, SAT, and AP exam results and item analysis to improve our curriculum.

This data becomes available at various times during the school year. Typically, summer is a key time for this work. Teachers review the item analyses, reflect on curriculum and their instructional techniques, and make revisions to content, develop supplemental materials, re-align curriculum maps and develop new content or pedagogy.

Our university advisors who specialize in ELL issues, Professors Julie Coppola and Jane Yedlin, will visit the school regularly and provide advice on developing the comprehensive literacy program to ensure it is on the leading edge of research-based practice.

Process and procedures to evaluate if the curriculum is effective and successfully implemented.

The academic success of MATCH Community Day is evaluated **continuously**. The curriculum is examined along with the quality of instruction (both teaching and tutoring). These procedures, led by the principal and sometimes delegated to others, include:

1. **Daily observations of each class** (more extensive classroom observations occur twice annually as part of the formal evaluation process), with feedback provided
2. **Weekly checks of lesson plans** from each teacher, with feedback provided
3. Frequent checks of actual student learning as measured by **various standardized assessments**
4. Frequent review of **published research** on curriculum; this work is principally done by the Community Day Director of Educational Initiatives (who focuses on elementary curriculum), and the CEO of the MATCH Teacher Residency (Michael Goldstein, who focuses on middle and high school curricula)
5. Annual (typically in summer) **“Big Picture”** review of the curricular choices, particularly curriculum mapping.

The MATCH Community Day Founding Group has built relationships with leaders in the field of literacy development and second language acquisition who will serve as critics and advisors of our curriculum, assessments, and instructional practices.

Describe the process that will be used to align the curriculum to the MCF.

The curriculum from CDCPS and MATCH has been combed through, refined, and augmented to align to the MCF. We believe we have been successful based on the strong performance of our students on MCAS.

In anticipation of the adoption of the Common Core, and therefore some changes to the MCF, teachers at MATCH Community Day, led by the principal, will further develop the scope and sequence.

INSTRUCTION

Pedagogy or instructional methods that will be used to deliver the curriculum model(s).

MATCH and Community Day classrooms largely use traditional teaching methods, with an intense focus on excellence in “the little things.” The first step is creating Aims linked to the MCF for every subject every day. The Aim is what a teacher wants students to be able to do by the end of class. Teachers post the Aim in student-friendly language, explain it to students orally at the beginning of the class or subject block, and return to it at the end so students can reflect on their progress reaching the objective.

For example, an Aim for a lesson about Pearl Harbor might read, “Students will be able to describe the six main elements of the attack on Pearl Harbor, and the two main consequences.” “Learn about Pearl Harbor” is not considered a specific enough Aim. To achieve the Aim, there are typically six parts of the lesson.

PHASE	COMPONENT (and time estimate)	PURPOSE
<i>Beginning</i>	1. The Do Now (4 minutes)	As much about the culture of the class as the content, the Do Now functions as a bridge to other components of the class.
	2. The Opening (3 minutes)	To frame the purpose of the class for the students by previewing the entire lesson – the Aim, what will be taught, the agenda of activities, how kids will be held accountable for learning.
<i>Middle</i>	3. Intro to New Material “I Do” (6 minutes)	<ul style="list-style-type: none"> ➤ To make connections between what students already know about a topic that’s relevant to the lesson’s objective. ➤ To provide a clear explanation of how to tackle an unfamiliar learning task
	4. Guided Practice “We Do” (15 minutes)	To provide students with high dosages of support and clarification as they begin to practice and engage with a new skill; also provides initial check for understanding.
	5. Independent Practice “You Do” (18 minutes)	To provide students with an immediate opportunity to practice and/or apply their understanding of a new skill related to the lesson’s objective; IP generates data for the teacher to assess.
<i>End</i>	6. Closing / Ticket To Leave (10 minutes)	To check Independent Practice, revisit the lesson’s Aim, and/or summarize key ideas. Always measure whether students achieved the Aim, often with a Ticket To Leave.

1. The **Do Now** helps students transition from downtime to class time.

Whether they are in the hall for a mere 3 minutes before class or coming back from a boisterous session of gym or lunch, a teacher needs to create the conditions under which students can quickly refocus their attention to the business of class. As a short academic exercise, the Do Now serves several purposes related to building or solidifying students’ understanding of content from quick **reviews** of previously covered material, to **activators** that generate students’ prior knowledge on a new topic, to brief **reflections** on personal performance or class goals.

2. The **Opening** has four and sometimes five components: Quick check of the Do Now; Connect the New to the Known; Preview the Aim and Agenda; Review expectations; Hook students into the lesson. Example: Preview the Aim and Agenda

Today our Aim is “Students will be able to connect what they read in Macbeth to at least three things they already know about human nature.” We’ve already done the Do Now, we’re in the Opening now. Then I’ll show you how to make a connection like this. You’ll try it out in pairs. Then you’ll try it on your own. Then we’ll review, complete a Ticket to Leave, and we’re done until tomorrow! Let’s get started.

3. Introduction to New Material

When introducing new material, teachers attempt to be unusually explicit and concise. We encourage teachers to move quickly to Guided Practice, where students are more active.

4 and 5: Guided and Independent Practice

A typical class relies heavily on students doing much of the work. The chart shows the range of ways this happens.

	A. SILENT INDEPENDENT WORK	B. INDEPENDENT WORK W/ CHECK-INS	C. PARTNER WORK
Description	Students are not allowed to talk AT ALL, except to you if they raise their hands. If they do talk, they get demerits. Good for: isolating individual skill levels, re-establishing a calm learning environment	Students are allowed to talk about their work in a whisper. Good for: new skills that a few students might struggle with, assignments in which they should check their answers as they go along, assignments with complicated directions	Students can work together on the independent practice in low voices. Good for: paired reading, higher-order thinking skills (students can discuss), pair discussion before whole- class discussion, checking work together
Setup	To execute a silent independent practice, the teacher makes sure that students understand the assignment for independent practice (use cold-calling) as well as how to use the skill or material just taught within the independent practice. Students can use their notes to figure out the IP, which makes hand-raising less likely.	To avoid difficulties, the teacher is very clear about expectations for accountable talk, have students practice what “whispering” sounds like, and lay out the consequences for not meeting expectations.	To avoid difficulties, the teacher is very clear about expectations for accountable talk, have students practice low voices, and lay out the consequences for not meeting expectations.

6. Closing

Class ends with a closing and then a Ticket To Leave. The purpose of the closing is to solidify student understanding of material through review and summary and provide the daily assessment for the teacher. The teacher presents a concept, practices it with students, students practice it on their own, and finally, students present the concept back to the teacher. This feedback loop allows teachers to edit the next lesson plan accordingly.

How instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, ELLs, special education students, students who enter below grade level and other at-risk students

We describe in more detail the instructional practices for ELLs and children with special needs in the following Special Populations section (F) of this application. Briefly, students with limited English proficiency (LEP) will receive language support services in the general education classroom. Classroom and language specialist teachers will work together to provide instruction geared to the student’s proficiency level. Language instruction will follow the components of effective Sheltered English Immersion instruction, including using an ESL curriculum to help students at the beginning and early intermediate levels of English proficiency to “catch up” to peers who are proficient in English, and sheltered content instruction.

As at the existing MATCH charter school and CDCPS schools, our staff members believe that **all students can achieve grade-level standards** when provided with specialized instruction, personalized tutoring support, and accommodations within a full inclusion setting. This expectation will be continue at MATCH Community Day. Instruction will follow a tiered model with core curriculum delivered to all students, targeted supplemental interventions for students experiencing difficulty, and intensive interventions for students with marked learning difficulties. Instructional teams will monitor each student’s progress using data collected from assessments to develop and/or revise individualized learning goals, adjust instructional groups, and recommend additional interventions for students who are not experiencing progress.

Regular classroom and special education teachers will work together to differentiate lessons based on students’ strengths and needs. Small-group instruction will occur frequently to meet the needs of students who require it as an accommodation, **in addition to** all students receiving two hours of individualized tutoring daily.

We expect most students to enter MATCH Community Day below grade level; this has been the norm in Boston at MATCH and in Lawrence at CDCPS. And since we are working with immigrant and refugee organizations to recruit students, we expect to enroll a number of children with histories of interrupted or no formal schooling (or exposure to school-like environments such as preschools).

We also understand that if children are coming from refugee camps or countries in war, they will need additional emotional and psychological supports.

Our faculty will be prepared to acculturate, educate, and care for all children who enroll in our school through differentiated classroom instruction, the use of literacy and special education specialists, counseling, individualized support from tutors, family engagement, and working closely with friend organizations who have expertise with our children’s specific communities and circumstances.

Explain how the school will ensure teachers are proficient in delivering instructional methods. Briefly explain the process for teacher evaluations.

As discussed in the Curriculum section, the principal frequently observes instruction and gives teachers feedback. More extensive classroom observations occur twice annually as part of the formal evaluation process. Assessments of student learning are used for teacher evaluation and teachers are held responsible for students’ achievement and attainment of academic goals as measured by standardized test results, including MCAS, and other performance indicators.

Formal performance evaluations throughout the year measure instructional methods (including classroom management), parent engagement, use of data, ongoing contributions to curriculum improvement, objective student performance goals, and professional norms. Evaluations are conducted by the principal and determine whether or not a teacher will be offered a position in the following year, as well as whether immediate interventions, including termination of employment, are necessary. The MATCH Corps director will conduct informal and formal observations and evaluations of tutors on a schedule similar to that for teachers.

Describe how the school will determine the professional development needs of the staff.

The principal’s informal and formal observations of teachers combined with faculty reflection and input will inform the strategy for meeting professional development needs at MATCH Community Day. Since the initial faculty group will be small, the entire teaching staff will initially serve as the “Instructional Leadership Team.” All staff members will be responsible for suggesting support that will enhance their effectiveness with the children and for offering support and critical feedback to their colleagues.

Classroom and literacy specialist teachers will have the appropriate certifications (see Section F) and will participate in training and ongoing professional development activities to enhance knowledge and skills in effective literacy instruction and implementation of core and supplemental research-based reading programs for ELLs. The special education teacher will be certified in special education and experienced with assessing, developing, and implementing strategies to help students with the range of learning needs to participate in an inclusion classroom environment and attain grade level or higher academic goals.

Describe any modifications to the curriculum and instruction of the proposed school from that which is implemented in the existing school.

The preK-5 curriculum and instructional practices developed by the CDCPS will be replicated at MATCH Community Day in grades preK-5. The MATCH School curriculum, attached, will be used in grades 6-12.

C. PROMOTION AND GRADUATION STANDARDS

CDCPS and MATCH teachers base the promotion of students from grade to grade, and for graduation from grades 8 and 12 on students’ performance in relation to the learning standards of the MCF – which will continue at MATCH Community Day.

Grade level standards have been aligned by CDCPS teachers to the MCF and are used to determine numeric grades in the student Personal Educational Goals document (PEGS), an expanded version of the report card. PEGs are sent home three times a year and describe student academic goals and instructional strategies and special services the student may require. PEG grades are based upon a rating scale of 0-4 as described in the rubrics below. Students participate in establishing rubrics to ensure their appreciation of how they are graded. Parents receive information about the grading system in the parent handbook and during parent teacher conferences.

Provide an example of performance standards for a grade of your choice to indicate how students will be graded in three areas: mathematics, ELA, and one other subject area of your choice.

Teacher teams break grade level performance standards down into “sub-standards” in order to be clear about what is expected to be learned and assessed. Each standard has from one to several sub-standards assigned to it (letters “a” through “h”). Selected examples of standards, sub-standards and defined scoring rubrics are described on the next page.

Example of performance standards for Grade 8.

Standard: MA-8.N.1 Compare, order, estimate and translate among integers, fractions and mixed numbers.

Sub-standards: 8.N.1.a Convert or translate among different number forms (integers, fractions, mixed numbers, decimals, percents).

8.N.1.b Order from least to greatest, or greatest to least number forms, finding common denominators, comparing decimals with different decimal place values).

8.N.1.c Locate on a number line the correct position of a number when compared to different number forms

Rubric for Mathematics 8.N.1:

SCORE	DESCRIPTION/ CRITERIA
<p>4 “Above and Beyond Basic Mastery”</p>	<p>Student demonstrates an exemplary understanding of number sense concepts of comparison, order, estimation, and translation among all forms of numbers (integers, fractions, mixed numbers, decimals and percents) with no error. Numbers may be presented in lists, number lines, charts or other data representations-</p> <ul style="list-style-type: none"> ● Can convert among different forms of numbers, including translation from fraction, decimal, and percent when given uncommon denominators and mixed numbers. ● Can order from least to greatest or greatest to least all forms of numbers, including rational and irrational numbers represented as square roots. ● Can create a number line to order and compare groups of numbers in different forms or estimate a value of a given point on a number line. ● Can utilize inequality symbols to indicate whether a value is “greater than” or “less than.”
<p>3 “Mastery”</p>	<p>Student demonstrates a good understanding of the comparison, order, estimation, and translation among all forms of numbers-</p> <ul style="list-style-type: none"> ● Although there is significant evidence that student has understanding of skills listed for a “4”, one response or area may have a careless error or flaw. ● Can convert, compare, and order integers, fractions, mixed numbers, decimals, and percents, but may not be able to include irrational numbers which requires estimation of square roots.
<p>2 “Improving”</p>	<p>Student demonstrates a limited understanding of comparison, order, estimation, and translation among all forms of numbers. Student may have mastery of only certain portions of standard and skill set, have some flaws in computation and application, and limited in certain applications-</p> <ul style="list-style-type: none"> ● May be able to do basic conversions and translations among fractions, decimals, and percents, but may struggle when data is presented in chart form. ● May struggle with applications of integers on number line (understanding the ordering of negative numbers in relation to zero). ● May not be able to extend concepts of comparison, order, estimation, and translation to rational and irrational forms of numbers in the form of square roots. ● May invert inequality symbols in comparisons of numbers. ● May have correct answers, but does not demonstrate work or process to explain how answer was derived.
<p>1 “Unacceptable”</p>	<p>Student demonstrates minimal understanding of comparison, order, estimation, and translation among all forms of numbers-</p> <ul style="list-style-type: none"> ● May compute only basic translations among two types of numbers (decimal to fraction or decimal to percent) and may struggle with combining different forms of integers, mixed numbers, and percents). ● Is not able to apply concepts in graphical or chart form or on a number line. ● Cannot interpret inequality symbols in ordering or comparing. ● Contains several flaws, careless errors, and mistakes that does not allow student to demonstrate knowledge of number sense concept fully.
<p>0</p>	<p>Student responses are incorrect or contain information that is irrelevant to the given skill or concept being measured.</p>

Standard: MA-En-12.4 Locate, analyze elements of a plot and characterization and use an understanding of these elements to determine how qualities of the central characters influence the resolution of conflict

Sub-standards: EN-12.4.a Define setting, characterization, conflict, plot and theme and identify in given selections

EN-12.4.h Define, identify, explain and graphically represent the plot of a story including exposition, rising action, climax, falling action, denouement and resolution

Rubric for Language Arts EN-12.4:

SCORE	DESCRIPTION/ CRITERIA
<p>4 “Above and Beyond Basic Mastery”</p>	<p>Student demonstrates a thorough understanding of plot and characterization and utilizes understanding of elements to determine how qualities of central character influences the resolution of conflict. Answers are complete, clear, and accurate with relevant and specific details and applications of elements to a given passage or story-</p> <ul style="list-style-type: none"> ● Can define and identify from given passage the elements of characterization, setting, conflict, plot, and theme. ● Can differentiate between a static and dynamic character of a given story, and describe why a dynamic character has changed over time. ● Can identify the protagonist and antagonist of a story. ● Can identify the narrator of the story and the perspective from which the narrator relates the story (1st person, 3rd person limited, 3rd person omniscient) and how that perspective may influence the conflict and its resolution. ● Can identify types of conflict (person vs. person, self, nature, society, and fate) and explain in detail the conflict of a given story and how a specific character contributed to the conflict of a story. ● Can graphically represent the given story with plot map, including exposition, rising action, climax, falling action, and denouement and provide specific evidence and details from story for each part.
<p>3 “Mastery”</p>	<p>Student demonstrates a general understanding of plot and characterization of fiction. The responses and analysis includes relevant and correct details, but they are often general examples from the story or passage-</p> <ul style="list-style-type: none"> ● Can give basic definitions of all terms listed for a “4” and make general applications or identifications in relation to a given story- the relevant details are not specific, but very general. ● Can describe the basic conflict of a story but may not provide in great detail how characterization elements of a specific protagonist contributed to the resolution of the conflict.
<p>2 “Improving”</p>	<p>Student demonstrates a fair understanding of characterization and plot and provides only partial explanation with very limited details from a given story or passage and may include some misconceptions-</p> <ul style="list-style-type: none"> ● Very generalized definitions of characterization and plot terms listed in category “4”. Students may struggle to identify where these terms are applicable to a given passage. ● May be literal in explanation but struggle with inferential concepts such as identifying the type of conflict and how a person’s character may contribute to this conflict. ● Responses may not be fully organized to make clear connections between ELA terminology and the needed details from a story for plot mapping, character identification, or discussion of theme.
<p>1 “Unacceptable”</p>	<p>Student demonstrates minimal comprehension-</p> <ul style="list-style-type: none"> ● The response includes few or no details from the excerpt or passage to support any definitions, identification, or explanations. ● The response may include misinterpretations or relate very minimally to the characterization or plot of a story.
<p>0</p>	<p>Student responses are incorrect, irrelevant, or contain insufficient information to demonstrate student comprehension.</p>

Standard: MA-SC-8.P.13 Differentiate between potential and kinetic energy and identify situations where kinetic energy is transformed into potential energy and vice versa.

Sub-standards: SC-8P.13b Use a diagram of an object’s motion, determine which position has the most potential energy and which has the most kinetic energy.

Rubric for Science 8.P.13:

SCORE	DESCRIPTION/ CRITERIA
4 “Above and Beyond Basic Mastery”	<p>Student demonstrates a thorough understanding of potential and kinetic energy-</p> <ul style="list-style-type: none"> • Can differentiate between potential (stored energy that comes in the forms of chemical, electrical, gravitational, mechanical, and nuclear) and kinetic (energy of motion or work that comes in the forms of heat, light, motion, and sound), including precise definitions of each. • Can identify given a scenario or real-life application where each form exists. • Can create and describe a situation on his or her own where there is maximum potential energy, a change over to kinetic energy, and maximum kinetic energy (with this, students can explain in detail why one given point has maximum potential energy and why one given point has maximum kinetic energy).
3 “Mastery”	<p>Student demonstrates a general understanding of potential and kinetic energy-</p> <ul style="list-style-type: none"> • Can provide basic definition of potential and kinetic energy. • Can identify, given a scenario or application, where there is the most potential energy and the most kinetic energy. • Can do basic identification of the type of energy or energy transfer given an example.
2 “Improving”	<p>Student demonstrates a limited understanding of kinetic and potential energy-</p> <ul style="list-style-type: none"> • Very generalized definitions of potential and kinetic energy, but may not be able to apply definition to a scenario. • May be able to name basic types of energy, but may not be able to identify energy transfer given a real-life application.
1 “Unacceptable”	<p>Student demonstrates minimal understanding of potential and kinetic energy-</p> <ul style="list-style-type: none"> • Student may only be able to detail very basic information regarding the definition of potential and kinetic energy such as “stored energy” or “energy of work” but cannot explain different categories such as chemical, electrical, motion, or sound. • Student is not able to apply definition of the two forms of energy to real-life example or application to explain where potential or kinetic energy exists or how one transfers to the other.
0	<p>Student responses are incorrect or contain information that is irrelevant to the given skill or concept being measured.</p>

Describe the proposed school’s policies and standards for promoting students to the next grade.

Promotion from one grade to the next is based upon adequate progress as detailed in the PEG, which includes the associated IEP and/or 504 plan. Criteria for retention include academic achievement, student attendance and social, emotional qualities that indicate a level of maturity. The school policy for recommending student retention requires teacher teams, the student’s tutor, and the principal to meet with parents at least three times at proscribed intervals during the school year.

Students who earn final class averages below a 2 are required to attend Summer Tutorials in July. If a MATCH Community Day student does not pass two or more courses out of four, the student will repeat the grade and all coursework the following year. The student will also attend MATCH Community Day Summer Academy to address any specific areas of academic skill deficiency. The goal is to set the student up for academic success the following year.

Provide examples of graduation or “exit standards” for the school’s grade groupings in mathematics, ELA, and one other subject aligned with the school’s mission; provide reviewers with a clear sense of what students will know and be able to do at the end of the last grade of each level.

In order to graduate from the lower school (grades preK-8), students must have been successfully promoted through the grade levels as described above. They must have the knowledge and skills to be successful in high school as measured by their competencies in relation

to MCF standards for elementary schools, culminating in grade 8. They must meet the minimum academic average of 2 for end of year PEG grade in core subjects, Math, ELA, Science, and Social Studies. They must have satisfied the leadership requirements of the MATCH Community Day community service program and have met the requirements of the attendance policy as outlined in the Student Handbook.

The graduation requirements for the upper or high school of MATCH Community Day mirror those of the existing MATCH high school. In order for students to ultimately graduate from MATCH Community Day, they must pass all of their core classes, with a 70% or better for their year-end grade. This includes the 2 classes that all MATCH Community Day seniors will take at Boston University (BU) and at least 3 Advanced Placement courses.

Additionally, they must successfully pass the following benchmarks and requirements:

- All of their final exams with a 70% or higher
- The Writing proficiency exam with a 70% or higher
- The College Placement Seminar (a pass/fail course)

If students fail an exam or proficiency, they must attend Senior Extension for two weeks and then retake the exam. If they fail it a second time, they will be given one final opportunity before graduation. If students fail one class (a MATCH Community Day course or their college course), they must make that class up in order to graduate. If they complete Senior Extension successfully, they will be granted their diploma in June. If students fail two or more classes, they do not get promoted, meaning that they do not graduate in June. They must attend regular Senior Extension and return to MATCH Community Day for one more semester as a “Super Senior.” This means students would return for an intensive fall semester at MATCH Community Day, receive a diploma once they have passed, and begin college in January. Individual circumstances are discussed in detail and over months during the academic year with students and their parents.

Please note: In order to graduate, seniors must have an average of 70% or higher in their fall and spring BU courses. The students' academic performance in their BU courses is a strong indicator of how prepared they are for success in college. For a student who does not yet meet this standard of readiness, both he and MATCH Community Day will continue to work toward sufficient preparation for graduation.

Describe any modifications to the performance, promotion and graduation standards from that which is implemented at the existing school.

There are no modifications to the performance and graduation standards: the preK-5 standards are the same as those of CDCPS and the 6-12 standards are the same as those of MATCH 6-12.

D. ASSESSMENT SYSTEM

In the 2010 DESE Charter School renewal report for MATCH, the DESE team found:

“MATCH is a dynamic organization that maintains a culture of continuous self-reflection and improvement.

The MATCH culture is one of continuous self-reflection and improvement. Data, including internal assessments and homework completion rates, extensive family surveys, and student evaluations of classes are all used to assess various aspects of MATCH’s programs, policies, and practices.

A practice of rating administrators’ performance and the quality of staff meetings quickly and informally on a 1-10 scale is another way that the school provokes reflection and conversation. Qualitative data taken from daily on-line surveys completed by Corps members is also aggregated and distributed to staff regularly. Teachers commented on the organization’s thoughtful responses to perceived issues.

Another example of a recent change in practice in response to qualitative evidence is the school’s adoption of the EmPOWER writing program. When teachers observed that students needed a more universal and systematic approach to writing and taking notes, MATCH adopted EmPOWER—a writing process framework that teaches students how to take notes, brainstorm, work through the writing process, and organize their thinking and writing—and implemented it throughout the middle and high school.”

Indicate which individual(s) in the school have primary responsibility for the assessment system.

As at the MATCH middle and high schools, the MATCH Community Day principal is responsible for overseeing the assessment system and will work with the MATCH executive director, Alan Safran, to identify annual performance goals and appropriate adjustments to the school programs. The principal also works with the Data Manager at CDCPS in Lawrence on assessment development, scoring, and data presentation.

Describe how achievement data will be collected and how it will be used.

The MATCH Community Day principal, her designee, and the MATCH Deputy Director supporting the school will work with the CDCPS Data Manager, Bruce Bean, to capture data that is used to revise and supplement all aspects of curriculum and in developing the professional development program for teachers. Bruce is distinguished by his work as a data analyst for the Massachusetts Charter Public School Association and his work in data assessment for schools has been published in several policy and research journals. He is responsible for developing teacher-friendly summaries of data for use in the classroom as well as data summaries for use by principals in evaluating students on a school-by-school basis.

In addition to MCAS show what additional standardized assessment tools to determine and report student progress. Explain why decision was made for the targeted pop. and how data will be used.

MATCH and CDCPS's Accountability Plans, approved by DESE, focus intensely on MCAS exams, and include other standardized assessment tools. Benchmark tests that mirror the MCAS in form and content, created by the CDCPS Data Manager, are administered in MCAS-like testing environments to grades 3-8 three times per year at CDCPS, and similar MCAS practice exams have been developed for 10th graders at MATCH. The data from benchmark results are turned around in less than 48 hours and used by teaching teams in full-day review sessions to revise action plans and regroup students. Teachers analyze long compositions in teams that include language and special education specialists. The same tools and processes will be employed at MATCH Community Day.

Include descriptions of assessments consistent with the school's mission, program, and high expectations of students, and that are based upon research. Describe internal/school-developed instruments will be administered to measure and report student progress. Explain why these were selected for targeted pop and how the data will be used.

The lower grades will use GRADE for ELA and G-MADE for math. DIBELS will be used for progress monitoring reading skills. Student grouping will be flexible and adjusted at regular intervals (often every two weeks) during the year based upon assessment data. Specialists may choose an individualized reading or math program if students are having difficulty with skills or content. The Data Manager provides teachers and the principal with a dashboard summary of all assessment data, including CPI MCAS data, MELA-O, MEPA (for ELLs) and other assessments referenced above.

PEG (Personal Education Goals) will report the progress of every student in the school based upon the assessments. Second language learners receive Pre-LAS, LAS and IPT screenings at entry to the school to determine ELL status. MELA-O and MEPA data are analyzed to set goals and measure progress for ELL students on an ongoing basis. Various assessments are used to develop IEPs for special needs and IEP goals are assessed by the entire teaching team, which uses data to implement plans. Students set goals based upon rubrics they create to record their progress.

As at the MATCH 6-12 school, grades 6-12 of MATCH Community Day will also use the following three assessments: 1. Gates MacGinitie Reading Test for grades 9-12. The assessment is administered online and assesses both vocabulary and comprehension abilities. Scores are reported in "gains," so it can be used both for grouping students and identifying areas of need, as well as providing an ongoing diagnostic. Score reports include details about students' vocabulary identification abilities, reading level, and areas of comprehension breakdown. 2. Fountas and Pinnell Reading Diagnostic. In addition to being easy to administer, the F&P test stresses decoding and fluency, as well as reading comprehension. 3. Students in grades 6-8 also take the Stanford Diagnostic Reading Test. 6th grade students are tested at the beginning and end of the year, and subsequent classes are tested at the end of the year.

MATCH high school also uses PSAT, SAT, and Advanced Placement Data, which will also be used at MATCH Community Day. These tests are consistent with the college success mission of our school; PSAT/SAT is generally needed for college admission, and AP exams are an excellent measure of college academic readiness.

Define a meaningful, practical approach for measuring progress in attaining non-academic goals.

MATCH Community Day’s non-academic goals of courage, discipline, and perseverance are measured in a number of ways. They are measured by daily attendance, attrition numbers, behavior infractions, parent satisfaction ratings, observations by faculty, student satisfaction ratings, and the results of alumni surveys.

Provide a thorough, clear, measurable, externally credible, and conceptually sound design for measuring and reporting school performance and progress and the academic and social develop of each student to relevant stakeholders. Indicate which audiences receive information and how often.

As at MATCH 6-12 and CDCPS, MATCH Community Day will produce an annual report that reports the progress of the school for the year. This report will be available in hard copies at the school in the five most prevalent languages in Boston (beside English) and online at the MATCH website. It will be sent home with students, and provided to our partner community organizations and members of the Board of Trustees. Also, just as at MATCH, we will call all families in June to survey their views on the school and to solicit their advice for its improvement. The most important document to families is the PEG (the report card), which will be sent home with students with a tear-off that parents or guardians sign and students return to the school. PEGs are translated into the families’ languages; in the case of the minority languages for which we do not have in-school capacity, we will work with staff from partner organizations to translate and ensure the families understand the measures, their children’s progress, and what they can do to support achievement.

How do stakeholders use achievement data: trustees; administrators, teachers; Students; Parents.

Explain how the assessment system is linked to curriculum and instruction, and facilitates decision-making about necessary adjustments to the educational program and staff development plan.

MATCH 6-12 and CDCPS don’t just use MCAS absolute scores; we also use growth score data. Where the data is not provided to our school, we track it down. The baseline data allows us to ascertain each year, before the students spend a day in school, what the incoming skills are for each student and for the cohort overall. This allows teachers to make summer adjustments as needed to curriculum, assessments, and instructional practices for the coming school year.

MATCH Community Day trustees will use MCAS and accountability plan data to measure the performance of the executive director and principal. Parents also use this information to judge school quality. The principal uses student learning as measured by the above assessments to evaluate teacher performance, adjust curriculum, and determine professional development. Parents and students assess data provided in relation to student PEGs. Teachers look at the assessments to adjust curriculum, including content and instruction.

Describe any modifications to the assessment system of the proposed school from that which is implemented at the existing school.

There are no modifications to the assessment systems currently employed at MATCH 6-12 and CDCPS.

E. SCHOOL CHARACTERISTICS

Describe the school calendar including the number of days school will be in session, the daily hours of operation, and the way the school will be organized for instruction.

The school calendar is 190 days. MATCH largely follows the calendar set by the Boston Public Schools to make it easier for families with children in multiple schools. The MATCH high school begins at 8:30 and the middle school, set in another location, starts the day at 7:30; both end at 4:00 though students often stay until 6:15 for extracurricular activities and tutoring (in addition to the two hours they receive during the school day). MATCH Community Day, like CDCPS in Lawrence, will begin at 8:00 and end at 4:00. All new students at MATCH also attend July Academy (half-day sessions focused on math, English, and school culture). Students in grades 6 and 7 attend Saturday Academy. Students at MATCH Community Day will have their Academy focused on learning routines and school culture in early August. Time during the Academy will also be devoted to assessing students’ English language development (ELD) levels and potential need for special education services so school faculty can anticipate initial groupings and interventions.

The grades students will be admitted to the school and required age for kindergarten admission.

Students are admitted in pre-kindergarten and grade 2 initially. In years four and beyond students will be admitted in pre-kindergarten only, though students will enter in grades pre-kindergarten through 5 as space becomes available due to family mobility (“backfill”). Students must be four years old by September 1 to enter pre-kindergarten.

Describe any external programs that will be brought into the school and why.

There are no plans to bring external programs into the school.

Describe the implementation of the educational program; and school's methods and strategies for supporting students with a wide range of needs.

Homeroom teachers teach self-contained classes for grades preK-5; grades 6, 7 and 8 are departmental, with students moving to Math, English, Social Studies and Science. Music and Physical Education classes alternate days. Special education and literacy specialists work in teams with classroom teachers, sometimes in the classroom or, when needed, doing pull-outs for individual students or groups.

Summarize a typical day from the perspective of a student in a grade level of your choice.

A typical day for a grade 1 student will begin each day at the bus where he/she greeted by tutors, specialists, and the principal. School opens early for working parents and breakfast is offered to all students at 7:30 in homerooms with teachers present. Classes begin with morning meeting followed by the literacy block. The literacy program comprises a range of activities, including storytelling, Story Theater, reading centers, literature circles and reading quilts. It spans nearly three hours and it incorporates the first tutoring block where the students meet with their tutors individually or in pairs to focus on targeted literacy development activities including phonics, vocabulary, oral language development, and storybook reading (with intentional conversation). Most tutors meet with the children in their classroom to minimize transition disruption. ELLs and children with special needs receive appropriate tiers of intervention, including remedial/individualized work with specialists and specialized literacy programs with tutors. Gym or music instruction then takes place followed by reading. Lunch is a social time when tutors sit with children and conversation is encouraged. It is followed by recess, social studies or science (on alternating days) and then math and writing, which includes the second tutoring block in the day. The school day ends with story time and a review of homework expectations (usually a game or reading with a family member).

Summarize a typical day from the perspective of a teacher of any subject or grade of your choice.

A grade 8 math teacher's day would begin with classroom preparation, including posting the "Do Now" for the first class of the morning. He/she will also post the daily lesson plans for classes electronically in the Common Folder on the school website for the principal and fellow teachers and tutors to see. On Friday, the homeroom teacher would begin the day for the class by giving out a Courage, Discipline, or Perseverance award to a deserving student. The teacher would teach two grade 8 math classes, two grade 7 math classes and one skills development period for students needing extra work with math. The special education or literacy specialist may be in to participate in small group work with classes. The teacher will have one session per day of planning time and meet once a week with the special education specialist. At times, other teachers and the principal may join those meetings. Tutors take lunch in homerooms with their students and use this time to talk informally. Before dismissal, students in homeroom may help with classroom chores or discuss homework for the night. Some teachers and tutors will coach sports and facilitate other school groups and activities.

Describe the culture of the school.

Like MATCH and CDCPS, MATCH Community Day's culture will be grounded in the conviction that **all children can and will learn** and that this takes **courage, discipline, and perseverance** on the part of every member of the community. The message that "**what we do is important**" is infused into our culture. We constantly celebrate academic achievement, working hard to foster a positive environment around academic success. Our lobbies will feature Students of the Month; photographs of scores of students line the walls. Honor Roll students and Most Improved students are publicly recognized at whole school assemblies, which parents and family members often attend. The week's curriculum is summarized on a one-page sheet (translated into languages spoken at the school) in the school foyer for all to see.

Families are central to what we do. They will be welcomed during the day, volunteering in classrooms and the main office, and meeting with teachers and their child's tutor. Their heritages will be celebrated, in visual representations in the lobby and classrooms, classroom libraries, class content including social studies and music, and homeroom and whole-school ceremonies and presentations.

An atmosphere that is conducive to learning is established and maintained: in the classroom, in the halls, and outside of the school including on the bus. Our code of conduct is strictly upheld at all times. All students and their parents must sign a contract at the beginning of each school year in which they agree to abide by the rules outlined in the code of conduct. **Our culture is safe, positive, and focused.**

Provide a clear plan for establishing a school culture and norms and describe how it is implemented for administrators, teachers, students, and parents, from the first day of the school's operation.

After the lottery when students are admitted to the school, the principal meets with each parent as they are available to hear their hopes and expectations for students and to share the same on behalf of the school. Children are instructed in school rules and expectations during their earliest experiences with the school. During Summer Academy, students learn every routine and expectation: how to enter the school, how to ask a question or volunteer an answer in class, eat snack and lunch, clean up, file in the hallway, behave on the playground and more. Adults model expected behavior and students practice it, in an engaging way, until they get it. Every member of the faculty takes responsibility for every child in the school and works as a team to support school values, rituals, and traditions. Values are reinforced at teacher trainings, parent meetings and in all of the school's outreach and marketing activities. All adults know each child's name within smaller grade groupings, preK-5, 6-8, and 9-12.

Describe the school's philosophy and plans re: student behavior and discipline for the general student pop and special needs students consistent with the mission and educational philosophy.

The school will consistently implement a behavior management system and will provide all faculty with training in effective behavior management and instructional techniques that will help to establish educational environments in which distractions are kept to a minimum and the level of student engagement is high. As a note, "faculty" includes all staff in the school; the behavior of all adults must be aligned.

Describe how the school's discipline policy will be implemented for teachers, students, and parents starting from the first day school.
Describe plans to involve parents/guardians as partners in the education of their children and build and maintain family-school partnerships that strengthen support for school goals.

One of our key drivers is massive outreach to parents. They receive a phone call each week from their child's tutor; they get numerous "check-in" calls from the principal and teachers. Phone calls are logged into a database so that all staff can access them and so the principal can hold teachers accountable for making calls and the MATCH Corps Director can hold tutors accountable for their weekly outreach.

There are parent orientations upon admission to MATCH, and throughout their child's school experience. Parents learn the academic expectations, the Code of Conduct, and about college admissions and financial aid. There is a parent council that meets monthly with the principal.

If a student is having academic or behavioral challenges, parents will be required to attend meetings with the teachers and principal. Our standard is that parents are aware of their children's academic progress and interpersonal behavior. We consider it our responsibility to accommodate the parents' schedules and other needs, such as for translation.

Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.

The plan for seeking feedback from key constituencies of MATCH Community Day will be the same as the actual process we have used for seeking feedback for the past ten years of operation of the MATCH Schools. MATCH may have the most intensive system for feedback from parents of any charter public school. At the end of the school year, independent contractors *call each and every MATCH family*. All phone interviews are then published on the school's website. The data is included in the school's annual report. The interviews are shared with all returning and new staff. Any parent who raised serious concerns, or rated their satisfaction less than 7 out of 10, are personally called by each school principal both to acknowledge the feedback, and to discuss opportunities for improvement.

Describe the relationships the applicant group has established or intends to establish with community agencies and organizations.

We have reached out to BPS to forge learning relationships with BPS leaders including Eileen De Los Reyes and Angela Sangeorge, directors of Language Learning and Literacy, respectively. Deputy Superintendent Michael Goar toured the MATCH High School in September and has indicated his support of collaboration in a letter for this application; Ellen Guiney, who leads the Boston Plan for Excellence and has provided valuable advice and connections to the Boston Teacher Residency, wrote a letter of support for MATCH Community Day. Michael Goldstein, MATCH Founder, meets regularly with Superintendent Johnson in the Schoolchildren's Consortium.

We have conducted numerous meetings with immigrant, refugee, cultural and community organizations such as Viet-AID, Dorchester House, the Haitian-American Public Health Initiative, Dudley Street Neighborhood Initiative, Hyde Square Task Force, and Massachusetts Advocates for Children, both to solicit feedback on our plan and to establish the outreach network for student recruitment.

Repeatedly, staff and parents from these organizations state that their children need high quality educational choices and that the proposed MATCH Community Day model of intensive literacy development, a long school day, and individualized tutoring in a structured, culturally respectful environment will be in high demand.

In outreach we have already conducted, Latino parents in East Boston and Cape Verdean and Haitian parents in Dorchester have signed statements in their own languages that say they would like to have MATCH Community Day approved so they can enter their children in the lottery for the school. Please see the Letters of Support for these signed statements and parent signatures.

Describe any modifications to the school characteristics and culture of the proposed school from that which is implemented at the existing school.

The school characteristics and culture are generally the same as those of Community Day preK-8 and MATCH 6-12 schools. The modification is that MATCH Community Day will be very multilingual and multicultural, and its recruitment processes, school, and classroom environments will reflect the linguistic and cultural backgrounds of the families as detailed above.

F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES

Describe your plan for a responsive general education classroom and how you will provide students with disabilities and LEP access to the general education curriculum.

Like CDCPS and MATCH 6-12, MATCH Community Day will have systems, structures and qualified staff in place to identify, assess, and serve students with disabilities and limited English proficiency (LEP) within a full inclusion setting that maximizes participation in the general education curriculum. The staffing plan for the school will assign appropriate numbers of teachers in every classroom to provide students with disabilities and LEP with services in the general education classroom for at least 80% of the school day and allow for small group pull-out and pull-aside instruction for general education, special education, and LEP students.

Instruction will follow a tiered model with core curriculum delivered to all students, targeted supplemental interventions for students experiencing difficulty, and intensive interventions for students with marked learning difficulties. Instructional teams will monitor each student's progress using data collected from assessments to develop and/or revise individualized learning goals, adjust instructional groups, and recommend additional interventions for students who are not experiencing progress.

Describe the processes and procedures to identify, assess, and serve ELLs. Include services to be offered, settings in which services will be implemented, the qualifications of individuals who implement these services, and how program will be evaluated. Describe how services for ELLs will be delivered within the school's daily schedule, the titles, salaries, and qualifications of individuals, and methods they will use.

The school will implement an English immersion program that complies with all state and federal laws and regulations. Each family of a new student will complete a Home Language Survey, and we will assess a student's language proficiency if there is a language other than English spoken in the home. We will use assessments including, but not limited to, Pre-LAS, LAS, LAS-Oral, LAS Reading and Writing, and IPT to measure English skills in the four required areas (speaking, listening, reading, and writing). Parents/guardians of students who have been identified as having limited proficiency in English will be provided with written notice in the primary/home language and in English. The written information will include the student's level of English proficiency, method of ELL instruction used at the school, how this method will help the student to learn English, the specific exit requirements of the ELL program, and the parent's/guardian's right to decline enrollment in the program.

LEP students will receive language support services in the general education classroom, where classroom and literacy specialist teachers will work together to provide instruction geared to the student's proficiency level. Language instruction will follow the components of effective Sheltered English Immersion (SEI) instruction, including: ESL, to help students at the beginning and early intermediate levels of English proficiency to "catch up" to peers who are proficient in English; and sheltered content instruction, which includes a variety of approaches and strategies to make the content of lessons more comprehensible to ELLs. Though sheltered content instruction is designed for students with intermediate proficiency in English, students at all proficiency levels can benefit from these approaches. The progress of students who have exited the English learner education program (Formerly limited English proficient or FLEP students) will be monitored for two years, and these students will continue to receive language and other supports as part of our full inclusion model.

LEP students at the earliest stages, including the "silent period," who enter MATCH Community Day in pre-kindergarten will grow quickly in an English immersion classroom supported by tutors and teachers skilled in language acquisition strategies such as Total Physical Response. Bilingual staff, as well as student peers, will assist young students as needed. For very limited and non-English

speaking students who enter in later grades, we intend to have bilingual staff teach an ESL curriculum, likely Avenues, in pull-outs two to three hours daily. Though MATCH 6-12 currently has staff who speak minority languages such as Urdu, that in-house minority language capacity will vary. In the situations where we have a non-English speaking child and no staff member speaking their heritage language, we will reach out to our immigrant and refugee organization partners for language assistance. When there are students who speak the same language and one is more proficient, they will be paired or grouped so the child with more advanced English proficiency can support the child with more needs. This practice will not be used when there is a large proficiency gap, such as between a student at level 1 and a student at level 5, as it tends to slow and/or frustrate the more proficient student.

All classroom teachers and specialists will be ESL certified, but, more importantly, they will be experienced teachers of literacy, well-versed in assessing the specific challenges and assets ELLs possess. Classroom teachers' initial salaries are individually negotiated, generally competitive with Boston salaries in the range of \$50,000. The school will have a literacy specialist (salary range \$60,000) from the first year on, specifically skilled in LEP student assessment, interventions, and education strategy to be developed with classroom teachers and the special education teacher. Classroom teachers, the literacy specialist, and tutors will participate in training and ongoing professional development activities both at the school and at other charter schools to ensure the provision of high quality, effective instruction and implementation of research-based programs for ELLs. The activities will address the Department's required SEI training areas, including Introduction to Second Language Learning and Teaching, and Assessment of Speaking and Listening; and will include opportunities for teachers to become qualified to administer (QMA) and qualified to train others to administer (QMT) the Massachusetts English Language Assessment-Oral (MELA-O) test, part of the Massachusetts English Proficiency Assessment (MEPA).

Classroom and language support teachers will rely on assessment data, including MCAS and MEPA, as well as real-time, formative assessment data to monitor the progress and determine instruction for each LEP and FLEP student. Classrooms will feature word walls that reinforce key English vocabulary, and all faculty will use and explicitly model academic language. Teachers will utilize texts and supplementary instructional materials to present content in a variety of modalities, including pictures, multimedia, demonstrations, adapted text, graphic organizers, and hands-on manipulatives. Vocabulary will be introduced with visuals, situations, and connections to students' home languages when possible. Teachers and full-time tutors will work with small groups of students to reinforce content and engage students in collaborative projects that require speaking, listening, reading, and writing activities that will provide opportunities for students at varying levels of proficiency to demonstrate progress in language skills.

The school will implement regular, systematic procedures to evaluate the effectiveness of the ELL program and progress including focused analyses of MCAS and MEPA test data to evaluate students' progress toward meeting the learning standards identified by the MCF and ELPBO. Language development experts and critical friends, Jane Yedlin of Wheelock College and Julie Coppola of Boston University, will review the comprehensive literacy program on an annual basis to provide feedback for its improvement. Linda Foley-Vinay, Suffolk University language learning professor and president of the Massachusetts Association of Teachers of Second Languages (MATSOL), provided feedback to our proposal (letter attached) and will be invited to review the program as well .

Describe processes and procedures to identify, assess, and provide specialized instruction to each student in need of special education. Describe services, how student identification and assessment will be conducted including the development of IEPs, the settings in which required services will be delivered, the qualifications of individuals recruited to deliver services and how the program will be evaluated. Include how services for students in need of special education will be delivered in the daily schedule, the titles, salaries, and quals of the individuals delivering the services, and methods.

Indicate the special education staffing levels the school intends to provide *by year* for each of your school's first five years. Include the Special Education Administrator who will work with your school, teachers, aides, and other staff, as well as the number of staff you propose to hire each year, their qualifications, salary, and percentage of their time devoted to special education. If you anticipate outsourcing services such as occupational therapy, physical therapy, or speech therapy, indicate that and if possible, indicate with whom you anticipate contracting for the provision of services.

MATCH Community Day will recruit certified special education teachers and other experienced professionals who believe that all students can achieve grade level standards. We will provide specialized instruction and accommodations to identified students within a full inclusion setting. MATCH Community Day's services will address students with a wide range of needs, including but not limited to students with specific learning disabilities, attentional issues, emotional or communication impairments, autism, or developmental delays. A licensed special education teacher (compensation in the range of \$50,000) will run the school's special education program initially and the school will employ a part-time special education administrator in year one. They will participate in grade-level team meetings to ensure the school's compliance with federal and state special education laws and regulations, and ensure the delivery of appropriate services to students. Evaluation will include an annual assessment of the program's effectiveness in students' progress toward meeting the learning goals measured by MCAS.

In addition, the special education staff will help general education teachers support struggling learners through the student support team. The student support team members include general education teachers, the literacy specialist, the principal, the special education teacher, a consulting psychologist, and other specialists as appropriate. The student support team will meet twice per month, or based on need, and referrals to the support team will be made through the principal.

MATCH Community Day will employ a three-tiered Response to Intervention (RTI) system. Successful RTI systems depend on a systematic approach to instruction; collaboration across classrooms and between regular and special education teachers; explicit goals and expectations; explicit instruction; and progress monitoring -- all of which are integral to our educational model for all students, professionals, and expectations for faculty. All students in Tier 1 (universal) will receive high quality instruction, differentiated to meet their needs both in the classroom and in their tutoring periods. Since our school is intensively focused on student progress and needs, students and the strategies being used with them are assessed continually, usually weekly. In Tier 2 (supplemental), students not making adequate progress in the core curriculum will be provided with increasingly intensive instruction matched to their needs via regrouping so that students struggling in one area can spend focused time on it in class and in tutorial,. The first two tiers are a general education initiative and rely on data from assessments such as the DIBELS and the GRADE. Students will be referred to special education only after Tier 2 services have been exhausted and the student support team agrees to move the child to the next step.

In Tier 3, students will receive individualized, intensive interventions such as direct and explicit instruction with opportunities for re-teaching, intensive instruction to address missing content, drill on missed concepts or modified content that targets the individual student's skill deficits to remediate existing problems and to prevent these problems from intensifying. At this level, the learning support specialists, including consultants, become involved to provide specially designed instruction and further inform the work of the classroom teachers. We expect all children to have challenges at different times and that a portion of our students will need intensive or extraordinary interventions. Central to our work will be distinguishing which challenges are based on English language development struggles and which are learning disabilities or other special needs, thus we intend to devote significant time and expertise via our classroom teachers, literacy specialist, and special education teacher to assessing and planning for our students. Our goal is to accurately identify needs as early as possible, and to develop and implement strategies to prevent gaps in skills and knowledge from widening.

MATCH 6-12 contracts with professionals from outside agencies to address the needs of our children, including psychologists from Metrowest Neuropsychology, speech and language therapists from Futures HealthCore, and occupational and physical therapists. WKM Associates consults on student assessment and the development of IEPs. We will extend these contracts to MATCH Community Day.

The school's special education program will provide appropriate educational services in the least restrictive setting for each student in need of special education services. All teachers and tutors will participate in training specific to special education laws, policies and procedures, the evaluation process, effective communication with parents, and use of evaluation data to guide the development of measurable goals and objectives to ensure that IEPs include specially designed instruction and related services that address student needs. In-class accommodations based on the IEP will be made for each student in order to maintain momentum and focus throughout lessons and class activities (seating adjustments, additional time on task, use of audiobooks and other assistive technologies). MATCH won a B & D Foundation grant for audiobooks, a resource many students use, not just ELLs and children with identified special needs.

Explain how the school plans to deliver nutrition program services to students. What meals and snacks will be served, when? How do you plan to administer the free and reduced lunch program.

Nutrition is an important part of MATCH 6-12 and CDCPS. Both schools participate in the USDA School Lunch program and adhere to all standards with regard to food quality. At MATCH Community Day, students will receive breakfast, lunch, and snacks. Like MATCH 6-12, we will contract with a reputable, state-approved vendor, such as Community Servings in Jamaica Plain. Breakfast will be served 7:30 to 8:00 a.m. each day, lunch will be served 11:30 to 12:00, and snack will be provided in the afternoon.

Describe support services you expect to offer students and families. Include your plan to hire a school nurse and his/her role in your school.

MATCH Community Day will leverage the relationships it has with immigrant, refugee, and cultural organizations. We will go to these organizations for support in communication with and service to our families as needed. We will be offering ESL classes to adult family members; Richard Chacón, Executive Director of the Massachusetts Office of Refugees and Immigrants, has offered assistance with locating both an engaging and qualified instructor, and an effective curriculum. We will hire a qualified nurse for the school.

Describe any modifications to the plan for special student populations and student services.

The assessments and services to ELLs and students with special needs are consistent with those currently in place at CDCPS and MATCH 6-12. The one modification is provision of ESL classes to family members.

III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?

A. ENROLLMENT AND RECRUITMENT

Indicate in a table the number of students to be enrolled by grade each academic year (AY) over the five year term of the charter, the maximum enrollment requested. Explain your rationale for selecting the particular enrollment size as well as the growth strategy you have developed.

GRADE	YEAR 1, AY 2011/12		YEAR 2, AY 2012/13		YEAR 3, AY 2013/14		YEAR 4, AY 2014/15		YEAR 5, AY 2015	
PreK	50	100 total	50	200 total	50	300 total	50	350 total	50	400 total
K			50		50		50		50	
1							50		50	
2	50		50		50		50		50	
3			50		50		50		50	
4							50		50	
5									50	
6					50					

Our rationale stems mainly from a desire to have roughly 50 students per grade, so that teachers work closely together and students know one another well. Ultimately, with preK-12, we request 50 students in each of 14 grades, or 700 total seats.

(Our current school has approximately 70 students per grade. We like that approach, too, but worried that this would lead to a request for 980 seats, and we realize that charter seats in Boston are quite limited).

We decided to include a pre-kindergarten (or K1, as it's known in Boston), for two reasons. First, our aim is to begin working with children, and particularly ELLs, at as early an age as possible so that we can quickly tackle issues such as phonemic awareness, phonics, and understanding spoken English. In Years 1, 2, and 3 of operation, we will also admit students in 2nd grade. To us, this seemed a "just right" solution. We wanted to be large enough as a school to be financially sound and limit the school's deficits in its first years of operation, yet we also wanted to keep the school small so we could trouble-shoot effectively.

We decided to admit 2nd graders because the 18-month timeline before they take MCAS as 3rd graders would serve us well: it would create a sense of urgency within the school. The current MATCH School has experience with this 18-month window (our arriving 9th graders have 18 months before MCAS as 10th graders). In addition, our partner CDCPS has very strong curriculum and assessment for 2nd grade.

Due to normal family mobility, we anticipate having some new students entering into the other grades on an annual basis. Because of our high-dosage tutoring, our proposed school will be well-positioned to acclimate those children well.

For proven provider schools, attach a draft copy of your recruitment and retention plan. The recruitment and retention plan must include the mailing requirement defined in Chapter 70, § 89(3) and 603 CMR 1.06(vi).

Please see Appendix.

Link enrollment and recruitment to the parental support you outlined in the Description of Community(ies) to be Served section
Describe how the school will publicize to a broad cross-section of students in the district, including families less informed of options.

Recruitment activities will be focused on reaching Boston populations who have been historically under-informed about school choice options due to language barriers and other factors.

Since July, we have been actively reaching out to refugee, immigrant, cultural, and other organizations that serve limited and non-English speaking families. Organizations with which we have met and that have already committed to help with recruitment include the **Dudley Street Neighborhood Initiative, Haitian-American Public Health Initiatives, East Boston Ecumenical Community Counsel, Massachusetts Alliance of Portuguese Speakers, Dorchester House, and the Hyde Square Task Force** (See Appendix).

Publicity and outreach will be carried out in target languages (the five most prevalent language groups in BPS (besides English): Spanish, Cape Verdean Creole, Haitian Creole, Chinese, and Vietnamese) through these and other organizations. Additionally, for preK students, we will work with family assistance organizations such as the **Family Nurturing Center**, and preschools, including that at **Viet-AID** and those through **Associated Early Care and Education**, which has also indicated support for the school in attached letter.

If approved in February, MATCH Community Day will immediately activate this outreach and recruitment system, making information and simple applications available in the target languages. We will also deploy older students and their parents, from the current MATCH School, to speak personally with interested families. 30% of our students and families are Latino, mostly Spanish-speaking, and we have increasing numbers of Haitian Creole-speaking students and families who will provide information about the new school, and share their own experience from our existing school. We hope this will convey that MATCH Community Day will be a welcoming place for families.

Our goal is to make applying for the school's lottery very accessible, particularly for non- and limited-English speaking families.

Recruitment for 2nd grade entry will also include direct mail, with lists of current 1st graders provided by the Boston Public Schools. We will use a DESE-approved third party mail house per Chapter 71 S.89(g) and 603 CMR1.06(vi). We will send materials in students' home languages through BPS's list of 1st grade LEP students by family language. The BPS Chief Operating Officer has assured us that MATCH will have mailing access to this information and corresponding mailing lists.

In addition to recruitment in-person and by phone, materials will be publicized in newspapers published in target languages, and on radio stations broadcasted in target languages consistently for at least three weeks prior to the lottery. For instance, **Oiste?**, a statewide political advocacy group for Latinos, has offered to assist us with media relations.

In the winter of 2010 before charter school lotteries, The Massachusetts Charter Public School Association carried out extensive outreach to non- and limited-English-speaking families. We will be collaborating with them in outreach efforts and building on their experience with these efforts.

Tell how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.

MATCH has a 10-year track record of adequate enrollment. To ensure it at our new school, we will execute the plan described above. As our current waitlist is long, and the waitlists of similar Boston charter elementary schools is long (for example, Neighborhood House Charter School has a 1,900 student waitlist), we expect no problems in this arena.

We would add to the section above: already, our team is correcting inaccurate beliefs about charter schools when they speak with parents – *such as that charter schools cost money and that there are entrance exams*. For members of smaller language minorities, such as Somalis, Iraqis, and Burmese, we will depend on staff from resettlement and mutual assistance organizations to translate orally and in writing. The **Massachusetts Office of Refugees and Immigrants** has been strongly supportive and will help with this work, as indicated in its attached letter of support.

Our high-dosage tutoring model tends to drive the message that we are open to all children, and the school will provide special education support and counseling to students in need of these services. In addition, because we are prepared to open the school in almost any area of Boston that can provide adequate space, we are prepared to collaborate with BPS, as we do for our current middle school students, to provide busing for all MATCH Community Day elementary students to ensure they travel safely to and from school.

Once a student is enrolled at MATCH Community Day, communication home to parents will be in the home language. The school will also provide adult ESL classes to attract parents and give them opportunity to be able to further support their children in school as they enhance their own competencies.

Describe the proposed application and enrollment process, including a plan for a public lottery. For schools applying to open fall 2011, include draft enrollment policy in the attachments and describe how the school will be ready for the submission of enrollment data by mid-March 2011.

The complete draft enrollment policy is included as an Appendix. Below is a summary of the proposed application and enrollment process.

The MATCH Community Day School will serve grades K1 through 12, ages 4 to 18. New students are primarily accepted into K1 (called preK elsewhere in this application) and 2nd grade during the first three years of operation, and grade K1 thereafter. "Backfill" will happen in accordance with the law (as students depart, other students will take their seats).

Each applicant must reside within Massachusetts and be age 4 by September 1 of the school year for admission into pre-kindergarten, or be in 1st grade to apply for grade 2.

Preference is given to siblings of currently enrolled students. Preference goes to Boston students. We will only recruit students within Boston, but we realize some may apply from other towns – we will inform them that they are highly unlikely to receive admission

because of the Boston preference, but we will maintain their information and put them on the waitlist after all Boston children, following DESE regulations.

The application process is seven months long and begins with recruitment each September. Students will be accepted into all grades from the original waitlist associated with that grade level's student cohort as vacancies occur.

Recruitment Process

1. For each school year, beginning in September, the MATCH Community Day School will activate its recruitment network of preschools, mutual assistance associations, community centers, cultural organizations, family daycare providers, religious organizations, and family support organizations in Boston. We will visit as many organizations as possible to recruit families to apply for the MATCH Community Day Charter Public School.
2. MATCH Community Day also gains visibility through the following marketing tools:
 - a. Website, with language tabs.
 - b. Brochures and applications in the five most prevalent languages of ELLs in Boston: Spanish, Haitian Creole, Cape Verdean Creole, Chinese, and Vietnamese.
 - c. Media recognition, specifically from outlets serving five targeted language communities.
3. We will utilize mailing lists from Boston Public Schools to reach out to first grades students via a DESE-approved third party mail house. Provided we have home language information for LEP students, we will mail information and applications to BPS families in their home languages.
4. We make and take calls from interested parents and students in the languages they speak (see above; for communication with members of smaller linguistic minorities, we will work with the appropriate organizations).
5. We will also galvanize currently enrolled students and family members as ambassadors for MATCH Community Day. These students and families will reach out to prospective families in communities where English is not the primary language spoken.

Application for Enrollment

MATCH Community Day will share information about the school to those who are interested throughout the year and provides simple lottery enrollment application forms (sample included with the Draft Enrollment Policy attachment) at information sessions held at the Boston organizations in our network and mails/faxes lottery enrollment forms to interested families. The lottery enrollment forms will also be available on a new website, www.MATCHCommunityDay.org in the five most prevalent languages and we will work with organizations that serve families who speak other languages to translate materials as needed.

Lottery Plan

The public lottery for admission is held in March of each year, on the same evening as other Boston charter schools. Notice will be provided at least one month in advance. Postcards will be sent to all students for whom we have received applications as a notice that their application has been received and will be included in our lottery. The lottery is overseen either by a religious official acting in lay capacity or other disinterested party. The lottery drawing will be conducted live, in front of an audience. Each application is pulled at random from a container with the face of the applications unable to be seen. As they are drawn, applications are placed in order.

After the lottery, admitted students are called. All students, admitted or not, receive a letter stating their place on the waitlist. Students who have been offered admission immediately after the lottery have until April 1 to accept their spots in the incoming class. In order to accept admission and reserve a spot in the incoming class we must receive the signed acceptance form by April 1. If we do not receive the signed form (hand delivered or by mail) by this date, the student will be moved to the bottom of the waitlist.

In mid-May, the school calls all admitted students to confirm their expected attendance in August. In June there is an orientation for new students, which includes age-appropriate assessments. (NOTE: There are not entrance or admission tests; assessments are used to inform instruction and for tutoring placement.)

Alternative Enrollment Plan

We have been asked by the DESE to suggest an alternative enrollment plan in case there are not sufficient seats to be awarded to all highly qualified providers in Boston. In response to this request, we have prepared the following analysis that would reduce the size of our proposed school by more than 15%. There are tradeoffs in this alternative model that we are happy to discuss if it would be helpful.

Alternative enrollment total: 598 (compared to our request of 700)

First, we would eliminate the pre-kindergarten grade level entirely (50 students).

Second, we would change our high school approach. We would not “Backfill” after grade 8 to replace those departing to attend exam schools, private schools, moving away, or otherwise departing. Expected enrollment would decrease from 50 students per grade to 40 in grade 9, 38 in grade 10, 36 in grade 11, 34 in grade 12. The total projected full enrollment under this model would be 598.

B. CAPACITY

Describe briefly how the founding group came together to form this proposed school and why the group is united to establish the proposed school. Explain how often the group meets, the planning/writing process, and identify the primary author.

The MATCH Charter Public School has operated for 10 years. Over the years, MATCH Charter School has been asked to replicate in several geographies, including New York City, New Orleans, Chicago, Rhode Island, St. Louis, and Washington DC – by mayors, school superintendents, and other officials. We declined.

Instead, we have focused on energies on:

1. Improving our existing school, and growing very slowly (opening a middle school, approved by the Massachusetts Board of Education in 2007);
2. Opening a small DESE-approved teacher licensure program, which provides teachers to other charters (and, beginning next year, to turnaround schools); and
3. Working with Boston Public Schools by providing high-dosage math tutoring to BPS elementary students at no cost. Schools include Orchard Gardens and Perkins Elementary.

Beginning in 2008, the MATCH Board of Trustees, Founder, and Executive Director (the Founding Group) began discussions about replicating the school. Our hope was that the charter cap in Massachusetts would be lifted, and we could grow in our community: Boston.

As we have noted elsewhere in the application, we’ve approached the growth discussion with humility. We still think our existing school has a lot of opportunity to improve and create a better day-to-day experience for students. Our first move was a significant expansion in the “Back Office” staff of MATCH. The original model was an Executive Director and Business Manager.

The new model includes the following:

- Two deputy executive directors, added to an existing half-time deputy executive director (one hired in 2008, one in 2010);
- a full-time controller (CPA); and
- a full-time bookkeeper, and a full-time manager of human resources and student records replacing the one business manager.

While we knew that this was significant capacity for a single charter school, we wanted to be well positioned if the right growth opportunity presented itself.

Our independent audits, filed each year with DESE, are unqualified. The Massachusetts Board of Education renewed our charter for the second time in 2010. In addition, we are the only Boston charter school with its own DESE-approved teacher licensure program. This gives us additional operating capacity as we seek to grow.

Our Board deliberated on the best path towards growth. We considered first whether we should seek to open a large network of schools, or take a more conservative path and open a single school. We’re a cautious group by nature, and we chose a single school.

Then, we debated whether we replicate MATCH as is – with our historical focus on African American and Latino students in the upper grades from Roxbury, Dorchester, and Mattapan – or should we consider some variation? Here we were influenced by the policy discussion surrounding charter schools:

Secretary of Education Paul Reville has said: “Given the cost of adding charter schools at the time of a budget crisis, we need

to make judicious use of charter providers and make sure they get to students with the greatest needs," referring to LEP and special needs students.

"It's absolutely essential that charters, like everyone else, face the challenge of educating English language learners," said John Mudd of Massachusetts Advocates for Children, a nonprofit that works on behalf of disadvantaged students.

According to the Boston Globe: Governor Deval Patrick had proposed quotas for certain groups of students, such as those who are in special education or are English language learners, but he is now settling for establishing guidelines.

Matt Wilder, a spokesman for Boston Superintendent Carol Johnson, told the Boston Globe she welcomes the charter schools' marketing campaign to ELL families. "Superintendent Johnson believes public schools should serve all students, and that includes charter schools," Wilder said. "The Boston public schools have been working all year to improve our services for [English language learners] and their families."

Miren Uriarte of the Mauricio Gastón Institute for Latino Community Development and Public Policy at the University of Massachusetts Boston, told the Boston Globe that "The opportunity to attend a charter school could be a boon for English language learners, so long as they develop the right programs and provide teachers with proper training."

Our mission remains to prepare students to succeed in college and beyond, particularly those from low-income families who would be the first in their families to receive a college degree. For MATCH Community Day, we will focus on this same population, **but especially on ELLs**. And to focus on that population, because much research has established that younger children benefit from the earliest possible language acquisition strategies, we decided to replicate MATCH as a preK-12 model, rather than our current 6-12 model. We preserve our approach to middle and high school, but we will add elementary school capacity. Not only do we believe our model will serve this population well, but our Board hopes we can play a small role in reducing tensions between charter advocates and critics.

The entire Founding Group has met to discuss growth scenarios eight times in the past two years. Kate Carpenter Bernier started in July 2010 as our full-time Director of New School Development, and is now a key member of the Founding Group and the primary author of the application. Kate served most recently as the Director of the Elementary Grades for the BPS Edison K-8 School. At the Edison, she supervised and evaluated teachers in multilingual sheltered English immersion classrooms and oversaw the state and district LAS and MEPA testing for the 750-student school.

Kate meets with the Founder and Executive Director twice weekly. Kate goes to Lawrence weekly to observe and learn from the students and faculty at our partner, CDCPS. She also meets with our advisors Julie Coppola of Boston University and Jane Yedlin of Wheelock College, and has met with other experts in the language acquisition field such as Nonie Lesaux at the Harvard School of Education and Miren Uriarte of the Gastón Institute at the University of Massachusetts, Boston.

Summarize each founder's and/or proposed board member's experience and qualifications, demonstrate they: have experience and qualifications necessary to implement the proposal; the capacity to found and sustain an excellent charter school; can manage public funds effectively and responsibly; include members who possess skills and experience in areas such as education, management, finance, development and law; and have ties to, and broad and diverse representation from the community(ies) the school will serve.

Michael Goldstein founded the MATCH High School in 2000. He created the MATCH Corps tutoring program (2004), co-founded the MATCH Middle School (2008), and created the MATCH Teacher Residency Program (2008). Michael is on or has served on advisory boards including: transition teams for the past two Massachusetts governors, National Council for Teacher Quality, Lee Academy Pilot School, Harvard's Futures of School Reform, and Boston Schoolchildren's Consortium. His biography is attached.

Alan Safran has been MATCH's Executive Director since 2002. He co-founded the MATCH Middle School and supported the initiation of the MATCH Corps and MATCH Teacher Residency programs. Prior to that, he worked for nine years at the Massachusetts Department of Education as deputy commissioner and in other roles. He serves on the advisory board of Massachusetts 2020, focused on Expanded Learning Time, with former Governor Michael Dukakis and state teachers union, district, and school leaders. Alan's biography is attached.

Kate Carpenter Bernier, in addition to previously noted experience, was a Boston Principal Fellow and completed her residency at the district's Tobin K-8 School in Roxbury, a largely Latino school with a K-5 SEI strand. At the Tobin, Kate focused on the primary grades and managed a family engagement program focused on sight word acquisition for 1st graders. As a principal fellow, she earned a master of educational administration that included coursework on assessment, instruction, data, special education, ESL, family

engagement, and supervision. Kate was an ELA teacher at the BPS Edwards Middle School where she also managed the Expanded Learning Time (ELT) initiative in its first phase. In her earlier nonprofit management life, she directed the national network for Citizen Schools and worked for Massachusetts 2020 launching the ELT initiative with BPS middle schools. She serves on the board of ESAC, a Boston nonprofit that leads foreclosure prevention efforts. Her full resume is attached.

Sheila Balboni has been The Community Group's Executive Director for more than 30 years. She is the founder of several nonprofit education programs, including preschool, after-school, and workforce development initiatives, and the founder and director of Community Day Charter Public School. Sheila has served on numerous state-level task forces and planning committees concerning policies and programs in support of families. She is a member of the Massachusetts Cultural Council Board, and founder and past President of the Massachusetts Charter Public Schools Association and the Massachusetts Association of Child Care Agencies. Her full resume is attached.

Note: the MATCH Board of Trustees will add two members to it from CDCPS if MATCH Community Day is approved.

- A. Sheila Balboni, founder and executive director of CDCPS.
- B. A second CDCPS board member, to be determined.

The MATCH Board of Trustees includes:

1. Stig Leschly is our board chair. He is the founder and former director of the Newark Charter School Fund, a \$20 million effort financed by national philanthropies to support public school reform in Newark, New Jersey at all grade levels, preK to 12. Prior to that, he taught at Harvard Business School, writing case studies of various aspects of charter growth with KIPP and other organizations. He is an authority on the specific pitfalls and tensions involved in charter school growth. Stig holds a JD from Harvard Law School, and an MBA from Harvard Business School. In 2009 and 2010, Stig has led a strategic examination of the performance and growth needs of the MATCH leadership team.
2. Ann Sagan is a former Board of Education Member in Montclair, New Jersey, where she served as chair of the finance and budget committee. As a founding board member, she led our 2001 effort to acquire and finance a permanent home for MATCH high school, and then volunteered full-time at our school as a math curriculum specialist for 8 years. She has a degree in early education from Bank Street College and an MBA from the University of Chicago. More recently, she helped to explore the Community Day partnership described in this application to see if it was a good fit for MATCH.
3. Reverend Ray Hammond is founder and pastor of Bethel African Methodist Episcopal Church in Boston. In this capacity, he has a long history of involvement with youth and community activities for children ages birth to 18. He is former Board Chair of The Boston Foundation, a Member of the Executive Committee of the Black Ministerial Alliance, and one of the founders of the Ten Point Coalition, an ecumenical organization working for Black and Latino youth in Boston. Ray has helped MATCH to build a closer relationship with the City of Boston. As evidence that this relationship is indeed growing (and unusual for a charter-district), see the letter of support from the Chief Operating Officer of the Boston Public Schools (Appendix).
4. Michael Duffy was a founding Board member at MATCH and is now on the MATCH Foundation (501c3) board. For 4 years through 2010, he served as the Director of the Charter School office for the New York City Department of Education. He provides expertise on *charter growth* from watching the trials and tribulations of various growth efforts in New York City (where the city's charter sector grew rapidly during his tenure), both successful and unsuccessful. Prior to that he served as the Executive Director of City On A Hill Charter School in Boston, helping that school to acquire a permanent facility and to overhaul its leadership team.
5. Jamie Goldstein is a partner at North Bridge Venture Partners. As an early phase venture capitalist, his expertise is in the growth of small organizations into medium-sized ones – precisely the sort of journey that MATCH hopes to undertake. Jamie is a graduate of M.I.T. and Harvard Business School. In 2007, Jamie (no relation to MATCH founder Michael Goldstein) led the board review that resulted in the significant expansion of our back office team (described in our application).

Statement of commitment and resume for each founding group member and specify whether the individual is a proposed board member, proposed school leader, or proposed for any other position.

Please see Appendix.

If the founding group includes the proposed school leader (or any other position at the school), indicate the process used to determine that the individual is the best candidate for the position.

Alan Safran is the Executive Director of the MATCH School, which is wholly responsible for MATCH Community Day. He reports directly to the Board of Trustees, which conducts an annual performance evaluation.

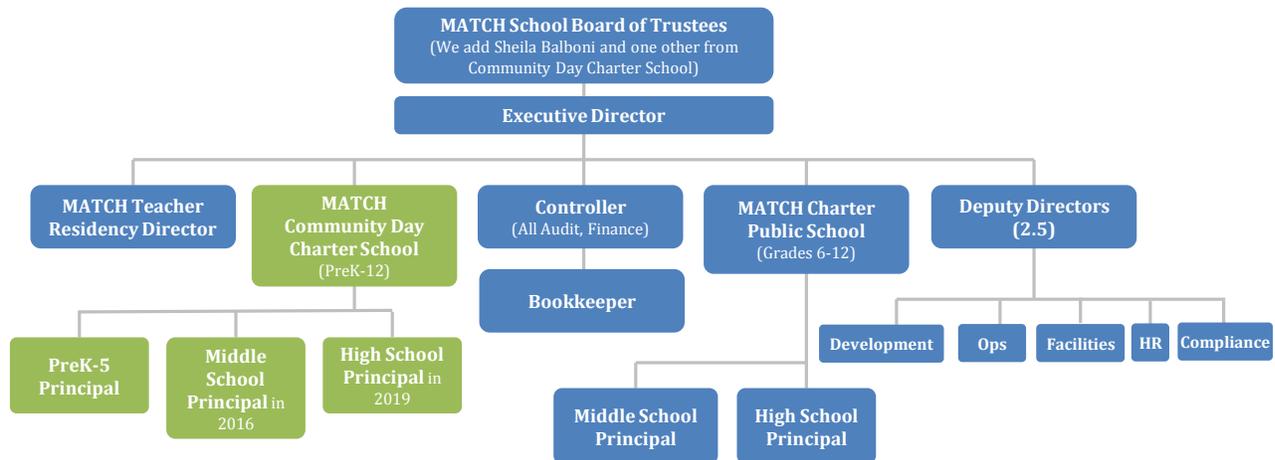
Kate Carpenter Bernier is the proposed principal of MATCH Community Day and will be supervised by Alan. We hired Kate in July 2010 to lead the application process and as a way for her to get to know our organization, and for MATCH leaders to get a chance to see her work. Kate was chosen after an internal and external search conducted by Alan Safran and Mike Goldstein to identify possible school leaders. Before being invited to join the founding group, Kate interviewed with Alan, Mike, and other MATCH School leaders on multiple occasions. She also conducted classroom observations and provided in-person and written feedback to teachers at the MATCH Middle School.

C. SCHOOL GOVERNANCE

(1) GOVERNANCE STRUCTURE

Present an organizational chart and narrative for all employees of the school and board of trustees. a) reporting structure to the board and the relationship of the board to the school’s leader and administration re the governance and management of the school; and b) reporting structure and relationship of the school’s leader and administration re. teachers, specialists, and other staff

MATCH Organization Chart



Darker shading shows the existing organization. Lighter shading is the proposed new charter. The Executive Director currently has 6 direct reports: controller, teacher residency director, 2 deputies, 2 principals. If the new school is approved, he will have a 7th direct report. The Principals manage teachers and other academic staff.

The Board hires and evaluates the Executive Director, and constantly pushes for improvement: how the school can better realize its mission, where academic performance can improve, and how the school can become a more viable institution. It holds six annual meetings, including an annual retreat. Throughout the year, Trustees visit the schools, observe classes and tutorials, and attend events. At Board meetings, students, teachers, tutors, and staff are often brought to have discussions with Trustees and to answer questions. The Trustees are kept informed of school’s programs, any emergency issues, and data on student performance.

There is a standing finance committee which meets quarterly to review financial statements and controls. Each year it closely inspects the annual audit. The finance committee has helped MATCH to maintain strong cash flow and to budget conservatively.

In addition, committees are created as needed. For example, we are currently seeking to purchase and renovate a building as a permanent site for our existing middle school. Thus we created a real estate committee, chaired by Bridgitt Evans (who runs a commercial real estate development office), joined by Jamie Goldstein and Matt Vettel (venture capital partners with real estate experience), and Ann Sagan (who led the financing of our acquisition of a permanent high school in 2001, using QZAB bonds from the Department of Education).

The Executive Director currently has six direct reports: two principals, the teacher residency director, the Controller, and two full-time deputy executive directors and a half-time deputy for data analysis, grant writing, and compliance. If MATCH Community Day is approved by DESE, he will manage the incoming principals as well. From 2011 until 2016, MATCH Community Day would have one principal. When its middle school (6th grade) opens in 2015, the Executive Director will hire a chief academic officer to manage the four total principals. He holds the school principals accountable for achieving the results in the accountability plan.

The Executive Director, Controller, and 2.5 Deputy Executive Directors oversee all back office functions: legal and regulatory compliance, human resources, facilities, technology, alumni relations, dissemination, recruiting, talent development, fundraising, and business office functions. The Controller manages internal controls over revenues, expenses and fixed assets, and exercises good business practices. This internal control environment is tested in conjunction with the annual financial statement audit.

The Executive Director and the principals, as well as MATCH trustees and administrators, follow guidance set forth by the DESE Charter School Office, such as its Mass. Charter School Audit Guide. Our fiscal policies and procedures manual is based upon the Massachusetts Charter School Recommended Fiscal Policies and Procedures Guide. The annual independent audit is also reported to DESE through its Charter School End-of-Year Financial Report. An unqualified opinion was issued in November 2008 and November 2009. The independent auditor also issued an unqualified opinion in its report on compliance for major federal programs, and the audit disclosed no findings or questioned costs for federal awards, nor any financial statement findings in accordance with government auditing standards

The Principals have discretion to hire and non-renew teachers who work in their schools; to determine the reporting structure for staff; and to use an evaluation instrument and timetable for evaluation that is consistent with the school's professional development goals and accountability objectives. At MATCH Community Day the teachers, including specialists; the operations director; and the MATCH Corps Director will be hired and supervised by the Principal. The MATCH Corps Director will supervise the tutors in consultation with the Principal. The Executive Director and Founder will be involved in the recruiting and hiring decisions of key staff.

Community Day Charter Public School, a Partnership between MATCH 6-12 and Community Day preK-8

Identify the partner organization; name of the contact person, mailing address, phone number, facsimile number, and email address.

Community Day Charter Public School. Executive Director, Sheila Balboni. 190 Hampshire Street, Lawrence, Massachusetts 01842. (978) 681-9910, SBalboni@thecommunitygroupinc.org

Describe the nature and purpose of the school's partnerships with the organization; how the relationship enhances, complements, and supports the mission and educational philosophy of the proposed school; and if the partner organization will be involved in the governance of the school.

In September 2010, DESE gave "Finalist" Status to two separate charter school proposals. MATCH Charter School proposed to replicate – opening "MATCH International," a preK-12 Boston school serving English language learners. Community Day Charter Public School proposed to replicate – creating a network including three new schools in Lawrence and one in Boston.

Instead, MATCH International will be proposed as MATCH Community Day, a joint effort of the two existing schools. CDCPS is withdrawing its application for a Boston charter school, to focus its "Boston efforts" on creating the best new school possible for Boston children.

Sheila Balboni and a member of the CDCPS board of trustees to be determined will join the MATCH board of trustees. MATCH Community Day will license preK-5 curriculum and assessment from CDCPS. CDCPS will provide technical assistance to MATCH Community Day.

MATCH Teacher Residency will provide middle school math and English teachers, and training, to CDCPS.

The partnership enhances the proposed new school by allowing each party to contribute its strengths:

MATCH is proven in middle and high school; Community Day is proven with elementary school.

MATCH has had success with black and Hispanic students but has not to date served English language learners; 30% of CDCPS students are ELLs.

CDCPS has a web of strong relationships with Lawrence institutions but few in Boston; MATCH has operated in Boston for 10 years and, as per the letters of support, is very plugged into the city.

CDCPS has won DESE grants for best practices in using data to drive instruction; MATCH has won DESE grants to disseminate best practices in high-dosage tutoring.

The agreement between CDCPS and MATCH is attached as an Appendix.

(2) ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the board of trustees.

The MATCH School Board of Trustees is charged with hiring, evaluating, and firing the executive director. It works closely with him on policy and strategy: reviewing key policies and change them when appropriate, creating the school's annual accountability plan, supporting development efforts. A finance board subcommittee meets regularly throughout the year to review school finances with the Executive Director and Controller. As discussed previously, board subcommittees, such as a real estate committee, are created to examine and govern long-term, strategic, and potential needs of the school. Individual board members also add value in the academic and leadership development realm.

The Board is responsible for ensuring that the school is complying with all state and federal laws and that the board is operating in accordance with the rules set out by all applicable Massachusetts laws and regulations. Throughout all of its actions, the Board is responsible for operating the school in accordance with its charter and with any approved amendments to its charter and for ensuring that mission of MATCH Community Day, to prepare all of its students for college and beyond, is apparent through these operations.

Explain how the board of trustees is reflective of or consistent with the school's mission and program.

The MATCH School Board of Trustees includes ten members who are diverse by profession, race, gender, age, and area of expertise.

This combination of specific strengths and diversity makes the MATCH Board an excellent source of governance for MATCH Community Day. Reverend Ray Hammond was Chair of The Boston Foundation, and founded the Black Ministerial Alliance of Boston and the Ten Point Coalition that works specifically for the advancement of Latino and African-American youth in Boston. Cathy Stone is an advisor to the Mayor of Boston. Kenneth Elmore is Dean of Students at Boston University and his higher education perspective helps the Board keep its focus on the mission--college success for MATCH graduates. Ann Sagan and Charlotte Hart have backgrounds in early elementary education. Denise Blumental has significant experience with teacher training. Stig Leschly and Mike Duffy both have significant charter sector growth experience. Jamie Goldstein brings financial expertise. Bridgitt Evans is a real estate developer. Our new trustees, from Community Day Charter School, have both elementary and ELL students experience.

Outline the criteria and process the board will use to choose the school's leader.

Alan Safran is the Executive Director of the MATCH School, which is wholly responsible for MATCH Community Day. The Board of Trustees supervises him and conducts an annual performance evaluation. The Board grants Alan authority to select school principals for the MATCH schools. As written previously, Kate Carpenter Bernier, the proposed principal of MATCH Community Day, was chosen after an internal and external search led by Alan.

Describe the criteria and process by which the board will evaluate the school's leader.

The Board of Trustees, led by the Chair, conducts an annual performance evaluation of the Executive Director. Performance measures are principally determined by the school's accountability plan. The Executive Director conducts annual performance evaluations of the school principals, including the prospective principal of MATCH Community Day. Performance measures include the goals and objectives enumerated in the accountability plan as well as performance standards related to organizational and team leadership, fiscal responsibility, and operational competency. All performance measures are collaboratively reviewed and adjusted at the beginning of the

fiscal year and revisited at the six-month middle point. The Executive Director meets with the principals regularly to ensure they are both supported and accountable.

Describe the role distinctions between the board and the school administration related to curriculum, personnel, budget, and vendor selection.

The Board of Trustees will be responsible for approving an annual budget, proposed by the Executive Director and examined by the finance subcommittee that allocates money to specific but broad line items. The Executive Director works with the principal to determine personnel decisions. The Executive Director and his team are responsible for vendor selection. The principal and her team, under the management of the Executive Director, make all curriculum decisions.

Indicate if there are any ex-officio members of the board of trustees, denoting seats that are earmarked based on a person's position or status, such as school principal, teacher, parent, or student representative. Also please indicate which members are voting or non-voting.

The Executive Director is a non-voting ex-officio member of the Board of Trustees. All other Board members are voting members.

Provide a job description for the board chairperson, including a succession plan when term ends.

The MATCH Board of Trustees has been very stable over its ten years of operation. There have been two Board Chairs. When the Founding Board Chair, Eric Parker, an attorney who had led the Board for five years, announced it was time to resign his post, the Executive Director led a process for selecting the successor. The Board was informed of the opening and Board members were invited to make suggestions. Three suggestions were offered. The Executive Director met with each of the three to discuss the role of the Chair and to ascertain interest. The Executive Director then presented these facts to the rest of the Board for discussion, and the new Chair was agreed upon. A key factor in the selection of the second Chair of the Board, Stig Leschly, was that he is a nationally known expert in education reform, especially the scaling up of effective organizations. This was the focus of the classes he taught at Harvard Business School and his work at the Newark Charter Fund. As MATCH was entering a period when it was clear the school would seek to open a new school (the middle school), and start a teacher training program, Mr. Leschly's background seemed apropos. The Board at this time has determined that with MATCH seeking to expand again, Mr. Leschly should remain as Chair.

(3) POLICY DEVELOPMENT

Please provide a sample section of your bylaws. If you propose to open the school in fall 2011, please include a draft copy of your complete bylaws in the attachments.

Draft by-laws are attached as an Appendix.

Describe the process by which the board of trustees will develop policies and make decisions. (Describe the decision-making process for a decision the founding group has already made.)

The policy and decision-making process of key policies and decisions by the Board of Trustees begins with the Executive Director framing an issue through a written communication to the full Board. Then the Board members discuss the issue at a subsequent meeting. If the issue is a routine or small matter, the Board may vote to endorse the action or simply, by comment, give advice to the Executive Director. On larger matters, the Board members will discuss the issue, the Executive Director will answer questions, then report back to the Board for subsequent discussions. Individuals with particular expertise, such as the Controller or school principals, may attend a meeting to respond to questions. The Board and Executive Director will continue to collaborate on fact finding until the Executive Director and Board Chair determine that a vote is needed. Then, a vote is held.

The process for decision-making is typically:

1. The executive director frames an issue
2. A committee examines the issue
3. The whole board discusses and votes on the issue, often delegating authority – and limits – to the Executive Director or the committee

For example, the MATCH Board of Trustees is currently considering the acquisition of a permanent site for our middle school.

1. The executive director examined the types of buildings available in Boston, financing constraints, financing opportunities, zoning issues, etc.

2. The real estate committee met to review his ideas and give direction. In this case, one complicating factor was the desire to rent a school building, but finding no available buildings – our current facility will need us to move out so their church can grow; the district and Archdiocese are not currently leasing buildings to charter schools. So the real estate committee approved the concept of seeking an empty building that would require significant renovations – the approach we used in 2001 to acquire our high school building.
3. This approach was reviewed by the entire board and approved.
4. Months later, the executive director had identified a promising but complex site in the South End of Boston.
5. The real estate committee had several meetings to advise on the negotiation. There were competing priorities: lower price, a long lead time to examine the building, and “out” provisions for various zoning or structural issues on one side; and the desire to get an agreed-upon purchase and sale agreement on the other. Each trustee on the committee offered details and substantive reviews of proposals at every stage of the negotiation.
6. The full board met to review the proposed transaction before the purchase and sale agreement. A spirited debate unfolded, as many of the trustees have significant commercial real estate experience, and examined every other possible alternative, including delay. Ultimately, the board agreed that the Purchase and Sale agreement was the right move, delegating back to the real estate committee continued, heavy oversight of the executive director.

Describe plan for seeking feedback from the staff, parents, and the community when setting policy.

The plan for seeking feedback from key constituencies of MATCH Community Day will be the same as the actual process we have used for seeking feedback for the past ten years of operation of the MATCH Schools.

MATCH has a strong system of seeking feedback from staff. Each year we survey each staff member (from teachers to the secretary) on all aspects of school operation. Then we follow-up with in-person meetings to better understand their critiques. This feedback is used two ways. First, these are often the source of ideas for how to improve the school. Second, when a staff member suggests a course of action that we will not take, it allows for 1-on-1 explanation of why we do things a different way. We very much value feedback from each individual staff member (rather than using committees which may or may not be representative).

We have three ways of seeking feedback from parents. First, each principal runs a Parent Advisory Group, each of which typically has monthly meetings. Proposed new policies are discussed (and elicited). Second, our teachers and tutors frequently call each individual parent – and sometimes relay new policies, gathering feedback and providing by email to the principal or another school leader. Finally, we survey each parent by phone once a year on every aspect of MATCH’s operation; this is typically published as a 150+ page document on our website; school leaders pore over it as a way to help them shape policy for the coming year.

We have not had many “community” feedback sessions, except when dealing with matters of real estate; then we’ve significantly engaged the neighborhood groups. We do seek feedback from two external “communities” – the education reform community (which, for example, is pressing charter schools to enroll more ELLs, and to reduce attrition), and the college admissions community (which helps us understand how we can better prepare our students for college success).

Indicate whether legal counsel and an independent auditor have been obtained.

Legal counsel, the firm of Krokidas and Bluestein, and an independent auditor, Alexander, Aronson, and Finning, have been obtained.

(4) BOARD DEVELOPMENT

Describe the orientation process for new board members.

The orientation for new board members begins immediately after being voted onto the Board of Trustees. New Board members meet regularly with the Chairperson and the Executive Director to discuss MATCH history, policy, strategy, and issues. They also meet with key staff members such as the principal, the MATCH Corps director, the controller, and the deputy executive director. Typically, new board members are added after a few years of involvement with the school in some sort of volunteer capacity.

Describe the process the board will use for its own evaluation and development.

Board evaluation will be a key agenda item for the annual retreat. Before the retreat, board members will complete an extensive questionnaire and meet with the chairperson to identify strengths, weaknesses, and development points for the year. Results of the questionnaire and the individual meetings will be discussed at the retreat and a development plan will be created for the year. The board will use the goals set out at the development plan to evaluate itself bi-annually.

Briefly describe the recruitment, selection, and development plans for board members.

Board Members of MATCH have been recruited carefully over 11 years, to ensure diversity and capacity in many areas—educational leadership, real estate expertise, financial support, legal knowledge, community ties, gender, and race. The MATCH Board of Trustees is a very stable Board, rated by the DESE Charter School office as an exemplar during the charter renewal process.

Replacement of Board members is a process collaboratively run by the Board and the Executive Director, who propose names annually. These named individuals must have shown prior commitment to MATCH, as donors or as volunteers. After a process of meetings and further evidence of ongoing interest in MATCH, new Members are proposed, invited to attend a subsequent public meeting of the Board, and then invited to join.

In addition to attending regular meetings of the full board and sub-committees, board members are developed through one-on-one meetings with the executive director, founder, and other staff members. They attend an annual retreat and rotate leadership responsibilities.

(5) NETWORK OF SCHOOLS

Network narrative is attached as an Appendix.

D. MANAGEMENT

(1) MANAGEMENT STRUCTURE

Describe how the founding group determined the structure shown in the organizational chart.

Describe the reporting structure and the plan for how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.

The founding group examined the organizational chart of many other charter schools around the country that have grown modestly in size, as we are proposing. In addition, we consulted carefully with our board chair Stig Leschly (who observed charter management in many schools as director of the Newark Charter Fund) and MATCH Foundation board member Mike Duffy (who observed charter management in over 100 charter schools as director of the New York City charter school office).

One determination was that the Executive Director needs a manageable number of direct reports. Another determination: academic decisions would continue to be largely made by the Principal of each school (curriculum, instruction, and student achievement), while a central back office team would provide financial, facilities, operations, human resources, and other logistical support to the two schools.

Additionally, the MATCH Teacher Residency program currently provides teachers to the high school and middle school, and would over time also provide teachers to MATCH Community Day.

(1) ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the school's leader and other administrative staff.

Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.

The staff structure within MATCH Community Day is consistent with that at the existing MATCH high school and middle school. A principal leads, making all school decisions in collaboration with teachers in areas including instruction, curriculum, assessments, and hiring and supervision of staff. The principal is supervised by the Executive Director; he mostly holds the Principal accountable for

results, but is involved on any key policy issues or delicate/complex situations that arise. The principal hires and supervises both teachers and other administrators (including special needs director, an operations director, a secretary, the MATCH Corps director – who in turn supervises all tutors).

For MATCH Community Day, the key issue of curriculum and assessment is already settled: we are relying heavily on the work of our partner, CDCPS. Still, we expect to modify curriculum in the first year depending on the exact needs of our student body, and after the first year based on an examination of all achievement data.

(3) POLICY DEVELOPMENT AND IMPLEMENTATION

For a school opening in fall 2011, attach the complete draft student enrollment policy.

Draft Student Enrollment Policy is attached as an Appendix.

(4) EDUCATIONAL LEADERSHIP

Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school. Explain how the operations of the school will be aligned to support instructional goals and student achievement. If the educational leader is different from the school leader, describe the qualifications and attributes of an ideal educational/instructional leader.

The MATCH Community Day School will be a rigorous, high expectations learning institution for both children and faculty. As we use data, both quantitative and qualitative, to assess student progress and inform instruction, we will use data, including student achievement results, family feedback, and faculty input, to continuously improve our culture, education content (curriculum and assessments), and instructional or pedagogical approaches. Our intention is to be reflective, self-critical, and growth oriented – but to carefully manage change processes. For instance, we will invariably discover aspects of the CDCPS elementary curriculum that need changing as we implement them. With the exception of making very minor and obvious adjustments, we will consciously not engage in a critical analysis of the curriculum and assessments during the school year. Rather, we will engage in curriculum review and possible change-making in late spring and summer after the faculty has practiced full commitment to and implementation of the materials.

Regarding school operations, everything is in service of students learning. The school secretary, director of operations, MATCH Corps director, principal, and other faculty filter all decisions by what is best for our students. There will be weekly operations meetings that will focus on the experience for our children and how we can constantly be improving the order and harmony that supports their learning. Operations topics will include optimal traffic patterns during transitions, loading and unloading buses, recess supervision, bathroom maintenance,

In Section B, Capacity, the process by which the principal of the proposed school was identified is described, as well as her qualifications and attributes.

(5) HUMAN RESOURCES

Provide a staffing chart and narrative staffing plan, for each year within the five year term of the charter. Explain process of determining job positions, roles, and responsibilities.

Classroom teachers. At MATCH Community Day, there will be one teacher leading each class of approximately 25 students for grades 2 to 12, and classes of 16-17 students for pre-kindergarten, kindergarten and grade 1. These teachers, trained and experienced in literacy and second language development will have as job one bringing every single student up to grade level benchmarks in ELA and then, as jobs two and beyond, leading them to academic success on the road to college. All teachers will be ESL certified.

Tutors. In addition to students advancing their academic skills in their homerooms, they will spend two hours daily in two to three blocks with MATCH Corps tutors who will work with them on phonological awareness, reading, writing, and oral language development. Tutors will use curriculum that supports the work in the classroom. To ensure a predictable schedule and to minimize confusion related to transitions and – importantly – to allow the grade level teachers to either oversee the tutors or have common

planning time, the team of tutors will work with all students in a class at the same time. There is approximately one tutor for every five children, thus 20 tutors in year one when we will have 100 students and 80 tutors in year five when we will have 400 students.

Specialty teachers. The other time students will not be taught by their homeroom teacher, aside from lunch and recess, is for specialty classes. In year one, we will have one teacher who teaches both music, emphasizing singing to promote oral language development, and physical education. In years two, three, and four we will add a second specialty teacher and in year five a third in anticipation of the different needs of our growing middle schoolers.

Language and special needs support. We will have a **language specialist** whose job it is to assess children using the pre-LAS, the LAS, the MEPA and MELA-O and so forth; work with teachers to ensure that LEP students are receiving the appropriate services; maintain all student records pertaining to ELD; and assist with language interventions as needed. In year one, we will have a full-time **special education teacher** and a part-time **special education administrator** to assess students; create and maintain IEPs; and work with teachers, administrators, and families to ensure every child receives services appropriate to her or his learning and social emotional needs. In year three we will add a second full-time special education teacher – as we simultaneously strive to hire teachers who are dual certified in special education and ESL. A half-time counselor will be contracted to provide in-school services as needed and also to manage referrals for external services.

Leadership and administration. There will be one **principal** leading the school in its first five years. As discussed previously, she has responsibility for all elements of the school. In year three, when the school enrolls 300 students, the principal will hire an **assistant principal**. This person is a likely candidate for the middle school principal position envisioned for year six. When the Principal is the sole school leader, her focus will be on school culture, quality instruction, assessment and data, family engagement, and end-line supervision of all operations and logistics. When the Assistant Principal comes on board she or he will assume responsibility for assessment and data and supervision of the Operations Director. Under the mentorship of the Principal, the Assistant Principal will take on approximately 40% of the observation, coaching, and evaluation of teachers; family engagement; and school culture activities, including discipline.

The Principal supervises the **MATCH Corps Director**, who is responsible for the training, development, and supervision of the tutors. In year two, the Corps Director manages a “**Leadership Fellow**,” staff who served as a tutor the previous year and who will help first year tutors be as effective as possible with our students. MATCH has a history of attracting and developing outstanding people as Leadership Fellows, a pipeline that produces future school leaders.

The Principal also supervises a **director of operations** who is responsible for all facilities and logistics of the school, including cleaning, maintenance, food service, student transportation, technology, parking, and more. She also manages the **Executive Assistant to the Principal** whose most important job is creating a welcoming environment for families and students followed by registering students, ordering supplies, and maintaining the front office. In a traditional environment this role is akin to a high capacity school secretary.

We intend to have a strong, organized instructional leadership team (ILT) composed of both non-teaching staff and teachers. Led by the principal, this group will evaluate staffing configurations and make recommendations for specific roles, such as which specialty new specialists should be hired to teach. The principal makes all final decisions for positions and responsibilities. For content specialization, we expect our homeroom teachers to have or quickly develop skills to teach science and social studies. We are providing curriculum to minimize teacher time spent originating it, and instead direct staff time to rigorous lesson plan development and excellent instruction.

YEAR 1, AY 2011/12 – 100 STUDENTS, GRADES PreK AND 2 nd								
Executive Director, The MATCH School								
Principal, MATCH Community Day								
MATCH Corps Director	Ops Dir .75 Nurse	Assistant to the Principal/ School Secretary	Classroom Teachers 5	Language Specialist	Specialty Teacher	Special Ed Teacher	Counselor .25	Adult ESL Coor .5
Tutors 20								
Unless otherwise noted by a number in the cell, there is one FTE for each position written								

YEAR 2, AY 2012/13 – 200 Students, GRADES PreK, K, 2, 3										
Executive Director, The MATCH School										
Principal, MATCH Community Day										
MATCH Corps Director	Ops Dir Nurse	Assistant to the Principal	Classroom Teachers 10	Language Specialist	Specialty Teacher	Special Ed Teachr	Special Ed Admin. .5	Counselor .5	Adult ESL Coor. .5	A P
Leadership Fellow						Special Ed Admin .5	Special Ed Assist.			
Tutors 40										

YEAR 3, AY 2013/14 – 300 STUDENTS, GRADES PreK, K, 1, 2, 3, 4										
Executive Director, The MATCH School										
Principal, MATCH Community Day										
MATCH Corps Dir	Ops Dir	Asst to the Principal	Classrm Teachers 14	Language Specialist	Specialty Teachers 2	Special Ed Teachers 2	Special Ed Admin.	Counselor	AP	Adult ESL Coor
Ldership Fellow 2	Nurse						Special Ed Assist.			
Tutors 60										

YEAR 4, AY 2014/15 – 350 STUDENTS, GRADES PreK, K 1, 2, 3, 4, 5										
Executive Director, The MATCH School										
Principal, MATCH Community Day										
MATCH Corps Director	Ops Dir	Assist to the Principal	Classroom Teachers 16	Language Specialist	Specialty Teachers 2	Special Ed Teachers 2	Special Ed Admin.	Counselor	AP	Adult ESL Coor
Ldership Fellow 2	Nurse						Special Ed Assist.			
Tutors 70										

YEAR 5, AY 2014/15 – 350 STUDENTS, GRADES PreK, K, 1, 2, 3, 4, 5, 6										
Executive Director, The MATCH School										
Principal, MATCH Community Day										
AC MATCH Corps Director	Ops Dir	Assist to the Principal And AP	Classroom Teachers 15	Language Specialist	Specialty Teachers 3	Special Ed Tcher 2	Special Ed Admin.	Counselor	AP	Adult ESL Coor
Ldership Fellow 2	Nurse	2					Special Ed Assist.			
Tutors 80										
Unless otherwise noted by a number in the cell, there is one FTE for each position written										

Describe the school’s plan for staff recruitment, advancement, and retention.

In Year 1, we will seek experienced elementary teachers, particularly those from other “No Excuses” charter schools who are relocating to the Boston area.

We have already begun outreach to colleagues at Teach for America and other high poverty/high performance charter schools to identify teachers with at least three years of experience in primary grade classrooms teaching low-income and LEP children. We will continue

this “soft” outreach, including speaking to possible candidates, until we receive notification of whether our charter has been approved. We will screen applicants, conduct phone interviews, and, for high prospect candidates, travel to observe them teaching. We intend to make offers and secure our teaching team by May 1, 2011 to start on contract July 1, 2011.

Other MATCH staff will likely be recruited from the existing MATCH Corps and other MATCH staff. The special education coordinator may be a shared position with the MATCH Middle School.

After Year 1, we hope to hire many of our teachers from the MATCH Teacher Residency (MTR), our in-house teacher-certification program. (MTR will need to work with the DESE to add elementary school certification to our existing middle and high school certification).

While we believe that bilingual teachers are helpful to any school, we expect such a range of family languages that no one teacher will be able to communicate with each parent. Therefore, as we get a better idea of our actual student body following the March admissions lottery, we will try to balance our staff so that the maximum number of families have a staff member conversant in their home language.

Staff advancement in the MATCH School is based on performance. Indeed, the proposed MATCH Community Day Charter Public School is unusual – in Kate Carpenter Bernier, we are proposing a school leader who was an outside hire, whereas almost all positions at MATCH are filled by former tutors turned teachers, or teachers turned leaders. We often customize jobs to allow for retention – changing working hours, adding leadership responsibilities, thinking through child care, providing significant grading support to teachers, etc – in order to spur retention.

Explain the school’s working conditions and compensation package to attract highly qualified staff.

Explain how individual base salaries and increases will be determined. Describe how faculty and administrators will be evaluated and by whom.

Working Conditions. MATCH typically attracts hundreds of applicants for openings. However, “highly qualified charter school staff” are hard to come by. Therefore we do a lot of work to make working conditions palatable. Many of these things are “small”: showing appreciation, listening well, frequently eating together and cooking for one another. Teachers particularly appreciate that their principals are supportive of them during tough situations with individual students, whether in terms of enforcing the rules fairly and consistently despite a parent’s request for exceptions, or in backing grading decisions that occasionally lead to a student choosing to withdraw to obtain social promotion elsewhere.

Staff will have the opportunity to focus on student learning in an atmosphere of high expectations, order, and harmony – that they create. Furthermore, the Community Day partnership means teachers will not need to “recreate the wheel” in curriculum and assessment during the tough early years of the MATCH Community Day School.

Compensation. Compensation, including benefits, is competitive with other Boston charter schools; salaries are competitive with Boston Public Schools for teachers with less experience though we do not match the high ends of their salary scale. The initial salary of a teacher is often linked to their current salary at their previous school. Increases are generally across the board raises (3% per year for past several years). We do not have a merit pay system at this time.

Evaluation. Teachers are frequently observed informally (with written and oral feedback) and formally observed twice per year, typically by the Principal.

School leaders receive 360-degree feedback 4 times per year, via the “Dashboard” – a snapshot evaluation of their performance. For example, an assistant principal is evaluated by every teacher, the secretary, colleagues – anyone who works with him or her. Each such person is expected to, over the course of the year, improve their performance as perceived by the whole staff. Ultimately, the principal uses this Dashboard information in an annual performance review. The Executive Director conducts the principals’ evaluations.

Describe plans for teachers, administrators, and other staff to engage in professional development.

For the current MATCH School:

School visits are a key part of our development. Our leaders and teachers visit high-performing charters to compare what they do with what we do.

MATCH Teacher Residency provides training to certain individual teachers based on their needs, as determined by them and the principal. MTR also provides significant coaching to new teachers.

Outside professional development providers are brought in opportunistically. For example, Sue Walsh of Building Excellent Schools recently spent several days providing coaching to our middle school principal, Lisa Hwang. The whole staff was trained on a writing process called EMPOWER. Each school releases students early one day per week. Adults use the time to meet by grade, or by subject, to review assessment data and other topics.

For MATCH Community Day Charter Public School, if approved: In addition to what is described above, we anticipate significant professional development provided by CDCPS per our partnership agreement, along with several visits by all of our staff to their school.

Describe the qualifications and attributes of an ideal teacher for the proposed school.

The ideal MATCH Community Day teacher has a track record of raising achievement in low-income students. He or she works very hard. He or she buys into the tenets of “No Excuses” charter schools, and has a particular appreciation of our high-dosage tutoring model and how the tutors are deployed. A teacher’s willingness to make several parent phone calls per week – proactively – is a non-negotiable. To the extent possible, we will also find teachers with some additional language fluency, to help our team as a whole better communicate with parents. Each teacher will have to consider the CDCPS curriculum and assessment approach before being hired, as we value that partnership and don’t want anyone who might wish to go in a significantly different direction.

Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom.

Current MATCH teachers typically are instructing students about 16 to 20 hours per week (four hours per day). Because of our full-time tutors, we are often able to spare our teachers from the sort of “duties” common to schools (lunch, bus, etc). All MATCH Community Day homeroom teachers will communicate with each of their students’ families weekly. Teachers spend many hours refining curriculum, examining data, and working together.

Explain any changes in the organizational chart and describe lines of authority and communication among school leadership and staff at each individual school and among schools.

There are no changes to the organizational chart listed previously. The Executive Director will supervise the MATCH Community Day principal as he now supervises the high and middle school principals.

Describe the role of staff from the existing school in supporting the development of the new school.

Alan Safran, Executive Director, and Mike Goldstein, the MATCH founder and currently leading the MATCH Teacher Residency, work closely with Kate Carpenter Bernier who is leading development of the new school. Additionally, Mike Larsson, Deputy Executive Director, provides operations support and Richard Dragon, Controller, directs financial operations available to respond to any budget or financial queries.

Faculty members from both the high and middle school have contributed curriculum and assessment information, as the existing 6-12 instructional model is the basis for MATCH Community Day. If MATCH Community Day is approved, the aforementioned staff as well as the recruiting team will support Kate in launching the school in August 2011.

Describe plans to build organizational capacity, share resources, and best practices across schools.

Kate Carpenter Bernier has already started meeting with the leadership of both MATCH schools to establish relationships and learn from their experience running their schools. The principals intend to meet monthly to problem solve and share best practices. We intend to have organization-wide trainings and open channels for instructional practices and staff between schools, particularly in the area of effective instructional practices for ELLs. MATCH Community Day faculty will be a resource for the MATCH high and middle school in this area.

Describe the extent, if at all, to which the management of the existing school going to work with the management of the proposed charter school.

As mentioned above, the existing schools will work in a supportive, collegial manner with the new school. As students in MATCH Community Day approach middle school grades, staff will formally collaborate to ensure that curriculums and expectations are aligned.

How will the board of trustees leverage current expertise within the existing school to successfully open and sustain the proposed school?

The board chair, Stig Leschly, has agreed to devote at least 10 hours per week to this issue.

The board has recent experience in this matter. In 2008, the board directed the executive director to redefine his job description, and that

of other key staff, so that there would be sufficient operational bandwidth to open the MATCH Middle School. In addition, a key staff member from the high school – the assistant principal – was deployed, with the board’s encouragement and approval, to lead the new Middle School.

What is different this time is encouraging—in 2008, MATCH did not have a robust back office to support expansion. Now, with the board having required a significant expansion to the back office – a full time human resources director, Controller, and bookkeeper, and 2.5 FTE deputy executive directors under the Executive Director – MATCH has significant administrative bandwidth to solve problems and support the new school in its growing years.

How the board of trustees will address human resource challenges as it grows in the next five years.

As the Board supported the back office human resources growth needed at MATCH in the last four years, it will support the human resources growth of the proposed school. Stig Leschly, the Board Chair, participated in an advisory capacity in the hiring of Kate Carpenter Bernier, MATCH Community Day’s proposed principal. Stig serves as a leadership coach to Kate and to the principals of the existing MATCH high and middle schools. Central to his work with Kate and the principals is anticipating human resource needs, hiring excellent faculty members (detail below), and developing and retaining faculty. Stig and other Board members also work closely with the Executive Director and the Controller to project staffing needs correlated to school and student growth and develop budgets to support that growth.

As MATCH Community Day grows over five years, its major needs will be teachers and tutors. For each of these needs, MATCH has a pipeline of talent. For teachers, MATCH will always recruit among teachers who are veterans of high poverty, no excuses schools. Our record in this regard is good—we always meet half or more of our annual teacher hiring needs from external sources, many by referral from our own teaching staff. To supplement these, we have our MATCH Teacher Residency program which generates sufficient numbers (this year 30; in the next five years, up to 50+ per year) to support both our own internal needs, and the needs of many other schools. For our tutor corps, we hire one tutor for every five students. MATCH Community Day has 100 students in year one, 200 in year two, and so on; we need 20 tutors in year one, 40 in year two, and so on.

Describe what administrators will do to ensure consistency of the school model between schools.

Though MATCH Community Day has differences from MATCH 6-12, primarily that we will serve students beginning in pre-kindergarten and grade 2 and have a special focus on second language acquisition, the similarities between the 6-12 and prek-12 schools are great – the majority of students are low-income, from backgrounds of low educational attainment, behind grade level, and of color.

To meet our students’ and families’ needs at MATCH Community Day, the three key leadership positions mirror those at the high and middle schools: Principal, MATCH Corps Director, and Operations Director. The model of each student receiving two hours a day of personal tutoring will be consistent across the schools. In addition, to ensure consistency and constant learning from each other we will institute a cross-school monthly meeting of the key people leading professional development, student services (special education and English language learning), extracurriculars or specialties, and other related matters. The Principals will meet as a group with the Executive Director monthly and individually with the executive director twice weekly (more often during the launch period), and the Assistant Principals, MATCH Corps directors, and operations directors also will meet monthly.

In addition, part of the summer training of new tutors and teachers will be common (as it is now), with part unique to each school. Part of the new teacher onboarding will be common. Also, one deputy executive director will sit on the leadership team of each of the MATCH schools to further link communication and ideas and keep the Executive Director informed, and monthly disseminate a “whole school email,” distributed to all staff, to highlight events and challenges at each of the MATCH Schools for the benefit of all staff.

E. FACILITIES AND STUDENT TRANSPORTATION

The school must provide facilities and transportation that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs. When describing plans for school facilities and student transportation, applicant groups should:

Describe the process for a facility for this school. If a facility has not been determined, describe plan for identifying locations, choosing one, securing building approvals facility as a school, and securing financing.

MATCH has a successful history of identifying and securing viable options for a facility for its schools. The same experienced team that successfully secured multiple sites for MATCH 6-12, which operates in two separate buildings, has begun the complex process of identifying and securing a facility for MATCH Community Day.

We are concurrently pursuing two avenues: a short-term lease followed by a purchase and renovation, and long-term lease of an existing school. In 2000 and again in 2008, the MATCH School opened campuses first by finding short-term leases on existing space zoned for schools. In 2000 the MATCH School opened in temporary space in Temple Ohabei Shalom. In 2001, the MATCH School Foundation bought a building on Commonwealth Avenue in Boston, renovated it, and leased it to the MATCH School which moved into its permanent space in 2002. Tax credits made the renovation affordable.

The renovation of the Commonwealth Avenue building won multiple awards: The Preservation Achievement Award from the Boston Preservation Alliance (2002); the Neighborhood Pizzaz Award from the Allston-Brighton Neighborhood Association (2002); a Citation School Construction News and Design Share Inc. (2002); a Merit Award from Build Massachusetts Collaboration Award (2003); and Northeast Green Building Award First Prize, Solar Electric Category from the Northeast Sustainable Energy Association (2003).

In 2008 the MATCH Middle School secured a four-year lease from the Bethel African Methodist Episcopal (AME) Church to an empty school building. In 2010 the MATCH School Foundation executed a purchase and sale agreement on a building in the South End that, if the due diligence allows us to move forward, will become the permanent home of the MATCH Middle School.

MATCH Community Day

The same team that is leading the purchase and renovation of the South End building will secure a facility for MATCH Community Day. Its members include the following:

- Financing: Dwight Berg, from Public Economics Inc., is a national expert on school building financing.
- Real Estate and Non-Profit Law: Elka Sachs, partner at Krokidas and Bluestein law firm, represents schools, social service agencies, quasi-public institutions, and other entities engaged in the provision of educational services to Massachusetts residents.
- Real Estate Identification: John Cissel, managing partner at Cornerstone Real Estate Advisors.
- Owner's Representation: Tobey Jackson. Tobey most recently acted as the owner's representative in the purchase and renovation of a new space for the Boston Collegiate Charter School in Dorchester.
- Project Manager: Bob Baldwin. Bob Baldwin has had a distinguished career of more than two decades in the field of Boston real estate, both in public planning and redevelopment, and in large-scale private development on behalf of non-profits.
- Zoning: Dennis Quilty, attorney at McDermott, Quilty and Miller.
- Code Consultant Contractor: Walter Adams, principal at WBA Associates.

Like other charter schools, MATCH is concurrently pursuing the lease of an empty Archdiocese or BPS school. MATCH School leaders have met several times with Boston Public Schools Chief Operating Officer Michael Goar and Ann Waterman Roy, the Director of Capital and Strategic Planning for Boston Public Schools, to build their collaboration and discuss a short or long-term lease. However, we are not relying on this as it would require a policy change from the Archdioceses or from BPS; we believe the more likely scenario is to find a short-term lease, and then execute a purchase-and-renovation.

If possible, provide a layout and description of the proposed charter school facility. Include the number and size of classrooms, common areas, and recreational space.

MATCH Community Day estimates that it will look for long-term space or permanent site that will accommodate 100 square feet per student. Given we will have 200 students within two years, we need a two-year space with 14 large rooms; ten classrooms, four classroom-sized workrooms for adults (eight teachers, 40 tutors, six administrative staff members, including the Principal); two large gathering spaces for tutorial and lunch and for gym and assemblies; and an outdoor or nearby playground. In five years we will need 18 classrooms and six faculty spaces as well as expanded large gathering spaces.

Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) of a facility and any necessary renovations to it to meet the school's needs, to meet all local building requirements for use of the facility as a charter school, and to meet accessibility requirements.

The financing plan and proposed budget for acquisition of a facility and any necessary renovations to it to meet the school's needs, to meet all local building requirements for use of the facility as a charter school, and to meet the accessibility requirements will be determined by the team securing the school. MATCH will use cash reserves in the MATCH School Foundation that have been raised through private donations for an initial lease, either short or long term and necessary renovations.

The purchase and extensive renovation of a permanent facility would most likely be financed through a combination of Qualified Zone Academy Bonds and bank loans.

Describe how transportation services will be provided to eligible students.

Transportation to elementary and middle school students up until 7th grade will be provided by school bus via the existing relationship with Boston Public Schools. Transportation for 8-12th graders will be provided through public transportation; MATCH provides these students with MBTA passes.

Explain how students who are physically challenged will be transported and how all students, staff, parents, and the general public who are physically challenged will have access to the school facility.

Physically challenged students will be transported by school bus. MATCH Community Day will be accessible to all students, staff, parents and the general public who are physically challenged. MATCH has used significant reserves in the past to guarantee that all facilities are in accordance with state and federal accessibility laws. Most recently, in order to occupy the Bethel AME space, the MATCH Middle School invested in a handicapped accessible bathroom, a wheelchair ramp, and an adjustment to the school's surrounding wall.

F. SCHOOL FINANCES

(1) FISCAL MANAGEMENT

Financial Management Structure and Processes

Explain the structure and process for managing the school's finances. Who is responsible and what are his/her qualifications?

A full-time controller, Richard Dragon, manages the school's finances. He is a CPA and his resume is attached. A full-time bookkeeper works for him.

In instances in which particular situations call for specialized knowledge beyond the scope of the in-house staff, there exists a network of experts, in accounting, finance, and finance-related legal issues who have worked with MATCH in numerous past instances, that is immediately available to supplement in-house expertise.

The Board of Trustees for the current MATCH School, which will serve in the same role for MATCH Community Day, is involved in all high-level finance-related analyses and decisions. Members of both existing Boards, those of the MATCH School and the separate MATCH School Foundation, have chosen from their ranks four members with specific finance-related experience to serve on a joint Finance Committee. This important committee will also serve MATCH Community Day.

Regarding routine activities, the finance committee is responsible for reviewing the annual budget presented by the executive director, and then during the fiscal year monitoring actual results against the budget. A comprehensive finance report, with standard financial statements supplemented by various text documents and financial schedules, is provided by management to the finance committee on a quarterly basis.

Regarding non-routine activities, such as the financing of capital expansion, members of the finance committee are always directly involved in analyzing information and data provided by the School's management and outside experts.

The finance committee is comprised of the following individuals:

Ms. Bridgitt Evans, a member of the MATCH School Foundation Board, is the founder of EREM Investments, a private real estate development and investment firm. Previously she was a portfolio and investment manager at an international real estate investment management and pension advisory firm. She serves as treasurer and trustee of The Winsor School, a trustee of The Fessenden School, a

trustee of The Institute of Contemporary Art, and a member of Harvard Business School's Board of Dean's Advisors. Ms. Evans is a graduate of Miami University and Harvard Business School.

Mr. Jamie Goldstein, a member of the MATCH School Board, is a partner at North Bridge Venture Partners. He specializes in investments in the communications and enterprise software industries, and is a graduate of M.I.T. and Harvard Business School.

Ms. Charlotte Hart, a member of the MATCH School Board, is a retired technology executive. Prior to entering the high-tech industry, she taught science and math in the Brookline and Newton public schools. She holds a B.A. in Chemistry from Agnes Scott College, and a M.Ed. in Science Education and M.A. in Computer Science from Boston University.

Mr. Matt Vettel, a member of the MATCH School Foundation Board, is a managing partner at Great Hill Partners, which invests in a variety of industries, including education, healthcare, media, software, and transaction processing. He is a graduate of North Dakota State University and Harvard Business School.

Fiscal Controls and Financial Management Policies

Describe the fiscal controls and financial management policies the board of trustees will employ to remain informed of the school's financial position.

Fiscal controls and financial management policies to be applied to the benefit of MATCH Community Day are consistent with those presently in place within the existing MATCH organization. Members of the finance committee review quarterly results, and the Board engages an independent public accounting firm to audit the organization's books and records, and compliance with terms of federal and state grants, on an annual basis. Involvement of some or all trustees in functional applications such as fundraising and capital expenditure planning results in their having a direct perspective on the organization's finances and corresponding control environment.

Management endeavors to achieve the greatest possible division of duties and to encourage the adoption and strict adherence to an effective internal control structure.

Financial Management and Cash Flow Analysis in Day-to-Day Operations

Describe how the school will track finances in daily business operations to maintain cash flow.

The MATCH business office is responsible for keeping an accurate set of accounting records for two established schools and related programs, as well as an affiliated (but legally separate) foundation. Within this office are processed all financial transactions of the current schools, and it will perform the same functions for MATCH Community Day with specialized accounting software and manual records used in accordance with guidance provided in the current school's *Fiscal Policies and Procedures Guide*, which is based directly upon guidance provided by the Charter School Office of the DESE. As a separately chartered institution, MATCH Community Day's books and records will be maintained separate and distinct from records of the existing schools and foundation. That the business office is able to keep separate records for multiple entities has been proven in the current MATCH structure, with its two separate entities and their four distinct operating segments.

The business office is staffed by personnel dedicated exclusively to this work within MATCH. They are experienced specialists, originally from outside the educational community, who were selected by the organization's management for both their relevant experience and their belief in the MATCH mission.

The management of cash equivalents (short-term, liquid investments, usually Certificates of Deposit) and cash on deposit is overseen by the executive director and executed by the controller. Cash requirements are projected on a continual basis, and investment and cash management decisions are made in light of projected cash requirements and an overriding goal to minimize the balance not covered by federal insurance. The controller and executive director combined have many years experience in managing cash and investments in order to provide for day-to-day operating needs and the greatest rate of return on investments while assuring that institutional assets are protected.

The MATCH business office was reorganized and strengthened during calendar year 2008. As a result, for the past three fiscal years for which audit reports have been issued (the years ended June 30, 2008, 2009, 2010), the combined general-purpose financial statements have received an unqualified ("clean") opinion.

Due to its level of federal funding, MATCH has for many years also been subjected to a separate compliance audit performed under U.S. Office of Management and Budget Circular A-133. The A-133 report issued for the three most recent fiscal years includes no financial statement findings in accordance with government auditing standards, or any findings or questioned costs for federal awards.

Also in conjunction with its three most recent year-end audits, the independent CPA firm engaged to complete this work issued a report on internal controls over financial reporting, in which it reported not having identified any deficiencies in such that it considered to be material weaknesses. This is the best result attainable on this portion of the overall year-end engagement, which does not call for an opinion as do the financial statement and A-133 audits.

(2) BUDGET AND BUDGET NARRATIVE

Operating Budget is attached as an Appendix.

G. ACTION PLAN

Outline the strategies, steps, point person and provide a clear timeline for opening the school, dating from March 1st to the first day of school.

ACTION	KEY TASKS	POINT PERSON	KEY DATES
Student recruitment and enrollment	Advertising lottery, running information sessions, manage application collection, hold lottery, send student enrollment data to DESE, hold orientations for parents and families	Director of Operations	Lottery: 3/11/2011
Revise current bylaws	Board committee to revise current bylaws with advisement from DESE	Board Chair	4/1/2010
Facilities	Temporary facility obtained, obtain occupancy certificate and assembly permit, obtain approval from DESE, acquisition of furniture and fixtures, prepare building infrastructure	Director of Operations	Move-in date: 8/1/2011
Coordination with existing MATCH School	Adjust contracts with applicable vendors and shared services	Director of Operations	New school integration complete: 7/1/2011
Personnel	Create job descriptions, develop staff handbook, place employment ads, access network of potential teachers, conduct interviews and sample lessons, evaluate candidates, conduct references, CORI check, send offer letters, negotiate and sign contracts, plan and hold staff orientation	Deputy Executive Director and Principal	Hiring Complete: 6/15/2011 All staff processed: 7/1/2011 Staff Orientation: 7/1/2011
Curriculum, teaching and learning	Review and complete syllabi and create unit plans in all grades, create lesson plans for first trimester, define assessment strategy and timeline, purchase instructional materials and equipment	Principal	Syllabi, unit plans and first semester lesson plans complete: 8/15/2011
School Culture	Create and distribute school calendar and schedule, establish code of conduct and distribute, establish routines and systems, develop and administer summer academy	Principal	Code of conduct, calendar distributed: 6/1/2011 Summer academy: 7/6/2011-7/31/2011
Health and Safety	Hire nurse, ensure completion of medical records, create and distribute health and safety handbook, first-aid training for staff, develop fire drill/emergency policy and train staff	Director of Operations	Distribution of health and safety handbook: 7/1/2011
Special Education	Identifying SPED students, acquire IEPs, conduct meetings with parents, review IEPs	Special Education Director	All meetings with SPED parents complete: 7/15/2011
Student Services	Work with district regarding bus requirements and routes, communicate transportation information to parents and staff, coordinate with MATCH food vendor, identify free/reduced lunch students and communicate to parents	Director of Operations	Transportation communication to parents: 8/20/2011 Food communication to parents: 8/20/2011
Communication	Set up computer system, set up phone network, provide computer and network access to all personnel	Director of Communications	Computer system and phone network online: 7/1/2011

If intending to build a network of schools, outline the steps that have been and need to be taken to develop a network of schools.

MATCH Community Day is the only additional proposed school in the "MATCH Network."

IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?

A. PROCESS

Describe the process you will undertake in the first year of the proposed school to create an effective accountability plan. Identify who will be primarily responsible for defining and overseeing this process, as well as for collecting and analyzing the data to evaluate the school's progress towards accountability plan objectives.

The existing MATCH School has a DESE-approved accountability plan.

The proposed MATCH Community Day will largely adopt many of the provisions of that plan, with two key differences:

1. Our proposed school will need new “short term” and “medium term” accountability metrics for its elementary school, since the existing accountability plan is for a middle and high school. Therefore the accountability plan will likely blend aspects of the existing MATCH School plan, and the plan of our partner CDCPS, as we are adopting their elementary curriculum and assessment systems.
2. Only after our school has conducted its first lottery will we know our student population. We need to be prepared for various scenarios. For example, despite our aggressive outreach to ELL students, the existing MATCH brand may prove very attractive to non-ELL students from low-income families. Therefore, by following charter school law on the open lottery process, we may end up with, in fact, a smaller ELL enrollment than we desire. Or, as another scenario, the particular location of our school building, once found, might significantly affect the demographics of our school (as elementary grades in particular tend to draw from the closest neighborhoods) – we could end up heavily enrolled with one particular ethnic group if we happen to find a building in a neighborhood with a heavy concentration of those families. Therefore, while the “end” of the accountability plan will be the same no matter who is enrolled (college success, high test scores, etc), the “beginning” (or short term goals) will be written in part based on the somewhat random nature of which students end up attending the school.

The Principal is primarily responsible for the plan and the process. It will work like this:

1. She writes a working draft per above in conjunction with the school's other lead designers (Alan Safran, Michael Goldstein)
2. This working draft is then reviewed and revised by the principals of both the existing MATCH School and our partner, the existing CDCPS.
3. The final plan will then be presented to the Board of Trustees for review and approval before the school opens.
4. During Year 1 of operation of MATCH Community Day, the parent council and teachers will review the accountability plan. Any proposed revisions and clarifications will be sent back to the Board of Trustees for review.

Each year, the Executive Director uses the accountability plan as a key part of his evaluation of the Principal.

B. ACCOUNTABILITY PLAN OBJECTIVES

There are three areas of charter school accountability. Please give three examples of accountability plan objectives for each area of charter school accountability, and identify the source of the data which will be used to measure meeting the objective.

Our existing accountability plan includes many MCAS measures: essentially, we are intending to have our students not just reach the levels of the top-scoring students in Boston, but the top in Massachusetts.

We also focus heavily on college persistence. But for a school starting with K1 and 2nd graders, that is a long way off, and cannot be part of the MATCH Community Day application. Instead, we focus on English language acquisition as an “interim” goal: how quickly a student who initially has a Limited English Proficiency designation can genuinely be brought up to grade level, such that he or she becomes formally designated as Formerly Limited English Proficient.

(1) ACADEMIC SUCCESS

Describe the assessment that will be used to evaluate student performance and identify specific achievement targets for this performance.

Example of Objective One: English Proficiency

One aspect of accountability in this area is simple: MCAS English language arts (ELA) exam.

- A. MATCH Community Day students' MCAS ELA results *will significantly exceed the state average* at each grade level for which it is administered and will rank *as among the top 3 public schools* (including charter schools) in the City of Boston at each grade level for which it is administered. This includes all subgroups, including LEP/FLEP.

(The ELA MCAS will be administered to our first MCAS cohort in Spring 2013: these would be 3rd graders who entered MATCH Community Day at the beginning of 2nd grade in September 2011).

- B. MATCH Community Day will make "Adequate Yearly Progress" as defined by the state of Massachusetts according to federal No-Child-Left-Behind legislation at all grade levels and in all categories and sub-categories related to ELA.
- C. MATCH Community Day students will score in the top ten of all schools in two growth model Student Growth Percentile rankings.

[We use other assessments (GRADE, DIBELS, DRA, STEP) in the early grades, and will set achievement targets with guidance from our partner, the CDCPS, based on the achievement results of their students].

Example of Objective Two: Mathematics Proficiency

- A. MATCH Community Day students' MCAS math results *will significantly exceed the state average* at each grade level for which it is administered and will rank *as among the top 3 public schools* (including charter schools) in the City of Boston at each grade level for which it is administered. This includes all subgroups, including LEP/FLEP.
- B. MATCH Community Day will make "Adequate Yearly Progress" as defined by the state of Massachusetts according to federal No-Child-Left-Behind legislation at all grade levels and in all categories and sub-categories related to math.

Example of Objective 3: Getting Students Who Are Classified Upon Arrival As English Language Learners To Gain The Academic Skills Needed To Test Out Of That Designation

Our third objective is specific to ELLs. We intend to have all LEP students who enter in kindergarten reclassified to formerly LEP (FLEP) **within four years** of entering MATCH Community Day – and hopefully sooner. The experience of our partner, CDCPS, is that conservatively it takes LEP students an average of four years to transition. (It may take less or more time).

DESE provides guidelines on transitioning students. For example, students whose English language development (ELD) levels are at or approaching "5" and those who score Proficient on the 3rd grade ELA MCAS are likely candidates for reclassification from LEP to FLEP. Review of their performance on other interim assessments (DIBELS, DRA, STEP), classwork, and teacher observations will be included in the determination of students' readiness for reclassification. Per the DESE guidelines on reclassification decisions, students would not generally be reclassified between kindergarten and first grade.

To measure progress for ELLs, we will administer the MEPA and MELA-O twice annually. We expect that they will go up two ELD levels per year. Thus a student who begins school as a 1, a beginner, will be a 3 by the end of the year. Students must meet all standards in the four ELD areas – reading, writing, speaking, and listening – in order to change levels.

(2) ORGANIZATIONAL VIABILITY

Describe the indicators that will be used to evaluate the school's organizational viability. Goals should demonstrate sufficient support for the school, the school manages its finances effectively, and that the school exercises sound governance and management.

Example of Objective One: Financial Viability

The MATCH Community Day School will be financially viable and will be able to support the academic needs of students.

- A. MATCH Community Day will earn an unqualified audit opinion with no significant deficiencies.
- B. MATCH Community Day will become nearly break-even in its third year of operation.

- C. The MATCH School Foundation, which serves both the existing MATCH school and the proposed MATCH Community Day school, will raise \$1 million in private funds during the fiscal year.

Both measures will be reported in the annual report and in DESE reviews.

Example of Objective Two: Sufficient Support for the School

The MATCH Community Day School will have sufficient support as demonstrated through family feedback and through the number of applications for enrollment. There are two performance measures for this objective.

- A. MATCH Community Day will have at least 3 applications for every slot.
- B. MATCH has an elaborate annual parent survey process, posted on its website. Over the past decade, when asked the “bottom line” question of rating the school on a 1 to 10 scale against their child’s previous school, the average response has been in the 8.8 to 9.2 range (out of 10) for MATCH, versus 5.8 to 6.2 out of 10 (for their children’s various former schools). We will seek similar levels of parent satisfaction (9 out of 10 mean score; 10 out of 10 median score) at MATCH Community Day.
- C. We will similarly survey parents (in their home languages) on the quality of school communication. Again, the goal is 9 out of 10. To achieve these goals, we provide parents with:
 - The Parent Advisory Council, which meets monthly with the Principal;
 - Regular phone calls home from teachers, MATCH Corps tutors, and the principal;
 - Quarterly progress reports;
 - Meetings with failing students or other students on contract and their parents or guardians.

Example of Objective Three: Sound Governance and Management

The MATCH School Board of Trustees will exert sound governance and management over the MATCH Community Day School. There are three performance measures for this objective.

- A. The MATCH School Board of Trustees will meet four times throughout the year, and are able to articulate the school’s successes and challenges.

(Note): The DESE charter renewal process found: *“The school’s board of trustees understands its role as an oversight body.”*

- B. The sub-committees of the MATCH School Board of Trustees (Finance, Academic, Real Estate, Development) will each meet four times throughout the year.
- C. The MATCH School Board of Trustees will undertake a comprehensive review of the Executive Director each year that will take into account all goals presented in the MATCH Community Day Accountability Plan.

(3) FAITHFULNESS TO CHARTER

Describe the indicators that will be used to evaluate the school’s faithfulness to its original charter. These goals should demonstrate that the school is effectively implementing the core programs and mission elements described in this application.

In its 2010 charter renewal report, DESE inspectors wrote: *MATCH has found multiple ways to work towards its mission of preparing its students for college, combining a rigorous academic program with especially high levels of support.*

The new MATCH Community Day School will show faithfulness to its charter by near-term indicators including:

1. 97%+ attendance rate to indicate a safe, secure environment.
2. Large numbers of applicants from families who do not speak English as a first language, and large numbers overall of families who qualify for free and reduced lunch.
3. As an early indicator to examine whether students are excelling academically, and therefore on track to become college ready, we will look for 2 years of measured reading gains using internal standardized tests like DIBELS, GRADE, and others mentioned in this application.

C. NARRATIVE

Please give a narrative description of the key indicators of success you would like a renewal inspection team to see during their three-day visit in the school's fourth or fifth year.

We would like a renewal inspection team for MATCH Community Day to describe the same **5 success indicators** as they have in past visits to the **existing** MATCH School: common mission, good school culture, strong curriculum, appropriate Board involvement, stellar achievement data that lines up with the Accountability Plan. For example, they wrote during a previous site visit:

1. Finding: *The school community shares a clear and **common understanding of MATCH's mission, vision, and educational philosophy.***

All stakeholders interviewed clearly identified the school's mission, vision, and educational philosophy as supporting students through high school, into college, and into a successful life.

Parents interviewed reported that the goal that all MATCH students will go to college is very clear and that parents are part of achieving that goal. Students interviewed could articulate their college of choice. Representatives of the Board interviewed discussed the importance of fighting the achievement gap, that the school's high expectations are institutionalized. The administration reported an unrelenting commitment to closing the achievement gap and to preparing all MATCH students for success in college and in life.

2. Finding: **MATCH Curriculum** is based on the Massachusetts Frameworks, mapped backwards from AP course expectations, and from feedback from alumni.

All courses have a scope and sequence, a syllabus, and teachers submit a weekly overview of daily lessons that include the aim, a Do Now, assessments, and homework. Teachers and administrators reported that teachers have a lot of freedom in developing the courses and in choosing resources.

Curriculum is discussed and modified on an ongoing basis during weekly department meetings, and is teacher-driven.

3. Finding: *The school is making substantial progress **towards meeting the academic performance goals** in the schools approved Accountability Plan.*

Based on information reported in the 2005-2006 Annual Report and corroborated through interviews, MATCH is making substantial progress in meeting the school's rigorous academic performance goals. The school is meeting its MCAS performance objective that 100% of the first-time grade 10 test-takers will pass on their first attempt and that 85% will score in the Advanced and Proficient performance categories. Although the school has not met all the student academic performance objectives, student progress is demonstrated in most performance objectives. For example: the school's performance objective is that on average, students will advance two grade levels per year as measured by the GRADE test. On average, students are making 3.24-grade level of progress in two years at MATCH.

4. Finding: *The **Board maintains an appropriate role** in governing the school.*

Representatives of the Board of Trustees reported that they understand their role as providing governance and oversight for the school and do not engage in the day-to-day management issues stating that is clearly the role of the School Leader.

Board members have a diverse set of skills that support the viability of the school including expertise in education, law, finance, and fundraising. Board members articulated the importance of maintaining the vision and mission of the school and providing the School Leader with guidance and advice.

5. The school **climate and culture** reflects the commitment to building strong relationships between MATCH students and MATCH staff.

Overall Finding: MATCH is becoming the school it promised in its charter.

The school has accomplished many of its extremely ambitious goals for student academic achievement and is successfully preparing students for college and getting students into competitive four-year colleges. The school's design provides

multiple opportunities for academic enrichment and support. The MATCH Corps is an integral component of the school. The (tutor) Corps is organized, completely integrated into the academic program, and there is adequate oversight provided to the tutors. The school climate and culture reflects the commitment to building strong relationships between MATCH students and MATCH staff.

D. DISSEMINATION

Discuss ways in which the school will be able to collaborate with school districts from which it draws students to provide educational models, including programs, curriculum, and teaching methods that can be replicated by other public schools.

We wish to make two points here.

1. First, the existing MATCH Charter School (and the Community Day Charter Public School – our partner on curriculum and assessment in the elementary grades) has a very strong record of dissemination in its first 10 years.
2. This proposed new charter school has an **unusual** opportunity to collaborate with the Boston Public Schools.

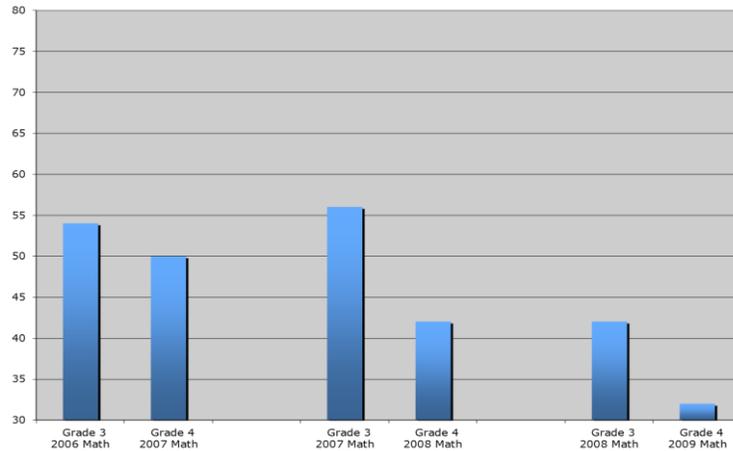
1. The existing MATCH School has a strong record of dissemination.

- MATCH has won **two different dissemination grants** from the Massachusetts DESE to share best practices. One of these awards led to the publication of a 58-page tutoring handbook entitled *The “No Excuses” High School Tutor: Tutoring Teenagers in High-Poverty Schools*. It has been distributed to traditional public school leaders in Massachusetts and across the nation, as well as to visiting educators from other countries including England, Japan, The Netherlands, Singapore and Thailand.
- Since 2004, we have collaborated with various Boston Public School schools, by **providing thousands of hours of tutoring** at no cost. These schools have included Brighton High School, English High School, Edwards Middle School, Lee Academy Pilot School, Perkins School, and Orchard Gardens School.
- A founding MATCH teacher, Mark Destler, **spun out a nonprofit** which provides tutoring services to various BPS Schools. It’s called Tutors For All. MATCH Founder Michael Goldstein is on the board.
- MATCH Founder Michael Goldstein is a founding member of the **Boston Schoolchildren’s Collaborative**, a group of leaders, including the Boston Superintendent and the Archdiocese Superintendent, which shares ideas and best practices. He has also served or has served on advisory boards for a BPS pilot school, for the Boston College Lynch Leadership Fellow Program (targeted towards charter and district leaders, as well as Catholic School leaders), and for the past two governors.
- Executive Director Alan Safran recently attended a Gates Foundation conference about **charter-district collaboration** with BPS Chief Operating Officer and Deputy Superintendent Michael Goar.
- MATCH Teacher Residency Director Orin Gutlermer currently serves on the **DESE Task Force on teacher evaluation**, sharing what we’ve learned at MATCH.
- MATCH was one of five high-performing Massachusetts charter schools selected for a federally-funded grant program called **Keeping the Promise**. This resulted in a documentary movie called “Beating the Odds Inside Five Urban Charter Schools.” It also resulted in a book called *Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools*. One chapter is about the MATCH School. Another component of this program is a series of study tours in which educators from district schools visit our school and observe classes.
- With a grant from Ruddle Memorial Foundation, we released a 30-page booklet entitled “Urban Teacher Voices,” which **analyzed teacher conditions in traditional BPS schools** and makes recommendations based on our experience as a charter school.
- MATCH staff has presented at **various national conferences** about how schools can better deploy tutors. These include the National Title I Conference, National AP Conference, and National Charter Schools Program Showcase.
- In 2010, we collaborated with the **Houston Public Schools** to help them launch a massive math tutoring initiative: recruiting and deploying 260 full-time tutors spread across 9 failing schools slated for “turnaround.”

2. Looking forward, the proposed MATCH Community Day School has a terrific opportunity to collaborate with school district from which it will draw students.

- Our founding team has met in recent weeks with Boston’s Superintendent, Chief Operating Officer, Director of Literacy, School Committee Chair, other School Committee Members, Director of Language Learner Services, Director of Boston Teacher Residency, City Council Members.
- The positive nature of the relationship is shown by the district’s letter supporting collaboration (see Appendix).
- With this positive foundation, we hope to do the following:
 - a. Educate district leaders on the successes of the **curriculum-and-testing** regime at Community Day Charter School in Lawrence, particularly for English language learners. We believe the work done by CDCPS in Lawrence is spectacular and would significantly benefit Boston children.
 - b. Deploy next year 5 teachers trained by MATCH Teacher Residency into the BPS turnaround school – Gavin Middle School – run by a nonprofit called Unlocking Potential. If it works, we will **supply more MATCH-trained teachers to the district** in the future.
 - c. Continue our discussions with district leaders about **leasing its empty facilities** to charter schools. We believe this would benefit both all Boston charter operators, and the district. We also hope that if rental fees can be set aside by the Superintendent, funds could earmarked to pay for a simple form of BPS professional development: visits by BPS teachers to Boston charter schools (including ours).
 - d. **Invite every single district headmaster**, every year, to visit MATCH Community Day School.
 - e. **Expand our tutoring deployments** with BPS. Currently, MATCH deploys roughly 35 tutors – each for about 10 hours per week – to work with 4th graders in math at Orchard Gardens School and the Perkins Elementary School. If the proposed MATCH Community Day School is approved, we believe we can deploy another 35 tutors in 2 more BPS elementary schools, to massive bolster the math achievement of 4th grades in those schools. The results from the current deployment are on the next page.

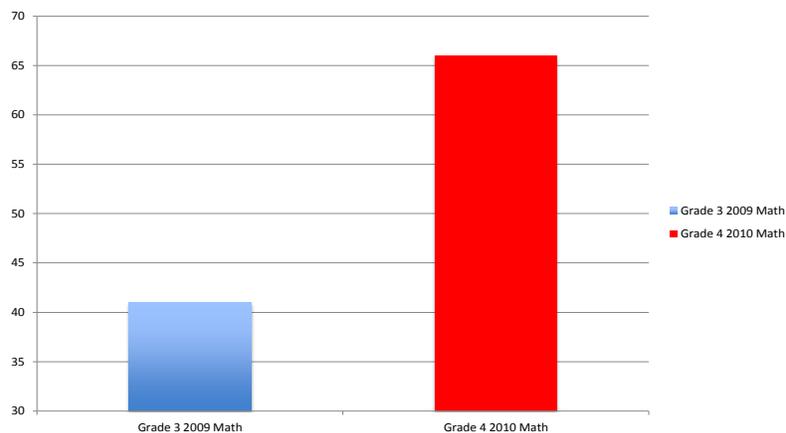
Orchard Gardens 2006/07, 2007/08, 2008/09 math pass rate from 3rd to 4th grade decreases



The slide above was before MATCH Corps began tutoring at Orchard Gardens School. As you can see, the sad story is kids start low in grade 3, but actually go down to even lower in grade 4. That is one reason why the Superintendent slated Orchard Gardens as “failing” and in need of “turnaround.”

Last year we began to deploy the MATCH Corps tutors to serve their 4th graders. Here are their results: instead of going backwards, like they had in the past, Orchard Gardens 4th graders made big gains, per the slide below.

Orchard Gardens students **advanced** between 3rd and 4th grade in **math** – by a **50% gain** on MCAS.



Commonwealth of Massachusetts Charter School Recruitment and Retention Plan –Proven Provider

Name of School **MATCH Community Day Charter Public School**

As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department of Elementary and Secondary Education for a Recruitment and Retention Plan which is updated annually. “The student recruitment and retention plan shall be updated annually and shall include annual goals for: (i) recruitment activities; (ii) student retention activities; and (iii) student retention” (Chapter 71, § 89(f)).

I. Recruitment Plan

List the strategies the proven provider school will use during the upcoming school year to attract and enroll a student population that reflects the demographics of the school’s sending district(s), using comparison data provided by the Department. Include plans for a minimum of three specific subgroups.

1. Choose one group from the following list: A) Special education students or **B) Limited English-proficient students**
2. Choose two groups from the following list: C) **Students eligible for free lunch; D) Students eligible for reduced price lunch**

Recruitment Plan	List goals for recruitment activities for each demographic group.
<p>Demographic Group # 1</p> <p>Choose A or B from the list above:</p> <p><u> B </u></p> <p>Limited English-proficient students</p>	<ul style="list-style-type: none"> • Ensure that 100% of families of BPS 1st grade LEP students are aware of MATCH Community Day as a school option for 2nd grade entry by using a mailing list from BPS with corresponding primary family language to reach out to these families via a mailing in their primary languages through a DESE-approved third party mail house.³ If proposed school is approved, official request for mailing list will be made within one week of notification of school approval. We will conduct the mailing as soon as we receive the list so families have information in a timely manner prior to the lottery. • Provide at least 500 families of preschool students eligible for enrollment in preK at MATCH Community Day with information about the school and eligibility (age 4 by September 1) by continuing to work with Associated Early Care and Education, the Family Nurturing Center, HeadStart preschools operated by Action for Boston Community Development, Inc., and other early childhood organizations such as VietAID that serve communities predominantly composed of immigrant families, refugee families and non- and limited-English speaking families. • Make recruitment materials and simple applications in at least five target languages for LEP student recruitment: Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese and Chinese. • Distribute at least 500 applications in each of the five target languages to families of prospective LEP students via organizations with already established sustained and consistent contact with these families. Organizations with which MATCH Community Day has already built relationships and that represent the foundation of our recruitment network include: <ul style="list-style-type: none"> ○ Dudley Street Neighborhood Initiative ○ VietAID ○ Dorchester House ○ Haitian-American Public Health Initiatives ○ Hyde Square Task Force ○ East Boston Ecumenical Community Counsel ○ Massachusetts Alliance of Portuguese Speakers

³ **Requesting Student Names and Addresses.** For purposes of a mailing to prospective students, once each year, a Commonwealth charter school may request from the school district(s) it is chartered to serve, the names and addresses of district students eligible to enroll in the charter school. See 603 CMR 1.06(g). Likewise, for purposes of a mailing, a school district may request from Commonwealth charter schools, the names and addresses of charter school students who are enrolled in the charter school and reside in the district. Upon receiving such a request, the Commonwealth charter school or the school district must send within 30 days, in an electronic form, the names and addresses of such students to an approved third party mail house. 603 CMR 1.06(g).

	<ul style="list-style-type: none"> ○ Massachusetts Advocates for Children ● Activate in-person recruitment network with community centers, cultural organizations, religious organizations, and daycare providers that serve immigrant families, refugee families, and non- and limited-English speaking families. MATCH staff and student and family ambassadors will personally work with staff from organizations in our network to inform families of the school and application process. ● Make school information available in newspapers published in target languages, and on radio stations broadcasted in target languages. Newspapers and Radio Stations include: La Semana, El Planeta, El Mundo, Boston Haitian Reporter, Asian Times, Boston Chinese News, Sampan, Brazilian Times, WRCA-AM 1330, WUNR-AM 1600, POWER 800 (WNNW), WNTN-AM 1500
Demographic Group #3 Choose C through G from the list above: <u> C </u>	<ul style="list-style-type: none"> ● Ensure that 100% of families of BPS LEP 1st grade students with free lunch eligibility are aware of MATCH CDCPS as a school option for 2nd grade entry by mailing to all BPS families of LEP 1st grade students. ● Provide low-income families who are limited- or non-English speaking with information and application materials for MATCH Community Day via organizations in our network. ● Recruit K1 students through collaboration with Associated Child Care and Education, HeadStart, VietAID and other organizations serving predominantly low-income immigrant families, refugee families, and non- and limited-English speaking families, since program eligibility is determined by family income below the federal poverty level
Demographic Group #3 Choose C through G from the list above: <u> D </u>	<ul style="list-style-type: none"> ● Ensure that 100% of families of BPS LEP 1st grade students with free lunch eligibility are aware of MATCH CDCPS as a school option for 2nd grade entry by mailing to all BPS families of LEP 1st grade students. ● Provide low-income families who are limited- or non-English speaking with information and application materials for MATCH Community Day via organizations in our network. ● Recruit K1 students through collaboration with Associated Child Care and Education, and reach out to HeadStart programs serving predominantly immigrant families, refugee families, and families for whom English is not the home language, since program eligibility is determined by family income below the federal poverty level

II. Retention Plan

Student Retention Plan	
Goal for retention	Students who begin their school career at MATCH Community Day will remain at the school or MATCH 6-12 through their 12th grade year, and only transfer in the case of family relocation.
Retention Activity 1	The school will provide high-dosage tutoring for all students in all years: heavily focused on literacy and language development in the early years so that students are on grade level within one year of entering and scoring Proficient or Advanced on the 3 rd grade ELA MCAS. Further academic goals listed in Accountability Plan.
Retention Activity 2	The school will proactively involve parents in their child's education in a meaningful way through parent orientation, consistent parent contact in their home language, and adult ESL classes at the school.
Retention Activity 3	The school will provide a safe environment for its students and staff. Staff will facilitate community-building and problem-solving activities in all classes and in all grades. A clear discipline system will be consistently applied.
Retention Activity 4	The school will instill in our students the school's mission and community-based message: "What we do is important; You can do it; We will not give up on you (even if you give up on yourself)."
Retention Activity 5	The school will provide behavioral and socio-emotional support to its students using the current HS model for Behavioral and Emotional Support tutoring where students meet with a tutor twice a week and work on specific, achievable behavioral goals. In addition, counseling from an outside provider (currently Children's Hospital) will be available in addition to counseling from an outside provider where necessary.

MATCH Community Day Charter Public School**Budget Narrative**

The three-year, combined operating and capital spending budget provided for the School reflects all commitments proposed in this application in furtherance of the School's mission and taking into account projected enrollment, the expected population of special education and English language learners, and other pertinent variables. The founding group is committed to the consistently efficient deployment of financial, human, and other resources in order to meet the School's goals.

Revenue has been projected conservatively based upon expected enrollment indicated at the head of each column:

- Tuition: \$12,600 per pupil, based upon actual 2010 results of a comparably-composed Boston school;
- Public Grants: \$100 per student, with 99% expected to be derived from federal sources;
- Private Grants: Based upon the founding group's experience, although additional funding will be provided to the School as needed by the existing MATCH School Foundation;
- Nutrition: \$500 per student, based upon the founding group's experience.

The founding group expects to raise additional funds to the extent such efforts are necessary to assure that it meets its goals and stays true to its mission. The MATCH School has applied for several competitive grants specifically to fund the initial planning period, and conservatively has budgeted for the receipt of one of these grants. The School intends to apply for AmeriCorps national funding for the MATCH Corps tutoring program, but has budgeted assuming this does NOT come to pass. In addition, the MATCH School Foundation has raised over the past three years, and the Board of Trustees has reserved, a sum of \$200,000 to support the start-up phase of the School as needed. This sum is not reflected in the operating revenues because it will be accessed only as needed.

As for expenses, non-wage costs have been projected primarily based upon the founding group's experience, whereas wages have been analyzed separately in light of programs and goals identified specifically throughout this document. Most instructional expenses have been allocated between General and Special Education at a ratio of 85% to 15%, respectively, although exceptions have been made, such as for SPED-specific programs. Especially diligent consideration has been given to wages and employee benefits, as well as expenses in other material categories, most notably facility rental and maintenance, food services, and athletics and other student services.

Wages comprise 51%, 49%, and 47% of operating (i.e. non-capital) expenditures in years 1, 2, and 3, respectively, and payroll taxes and employee benefits comprise an additional 7.5% annually. Of all wages, 92%, 94%, and 96% are instructional (as opposed to administrative) in years 1, 2, and 3, reflecting the founding group's commitment to concentrating its resources in the classroom. Most administrative staff will be shared with other schools within the founding group's existing organization, which allows for a concentration of human resources on direct program services. The largest segment of wage expenditures is the category of teachers.

Among other highlights: In Year 1, there will be five classroom teachers, a specialty teacher, a language/literacy specialist, and a special education teacher (full time) supported by a part-time special education administrator. There will be 20 MATCH Corps tutors and a director of the tutor corps. There will be a school secretary. In addition, there will be part-time help in the form of counselor, adult ESL coordinator, and nurse. In Year 2, the classroom teaching and MATCH Corps staff double in size, an assistant principal is added, a full time special education assistant is added, and the special education administrator goes to half time. In Year 3, the classroom teaching staff increases, the tutor corps increases from 40 to 60, an additional full time special education teacher is added, and the Special Education administrator goes to full time. In all years, we budget for 3% wage increases for all staff.

	MAJOR ASSUMPTIONS	Pre-Op Period	Year 1	Year 2	Year 3
		FY2011	FY2012	FY2013	FY2014
A	Per Pupil Tuition	0	1,260,000	2,520,000	3,780,000
B	Student Enrollment	0	100	200	300
C	Facility Size (square footage)	0	10,000	20,000	30,000
D	Cost per square foot	0	15.0	15.5	16.0
Staff FTE: (1.0 FTE = 2,000 hours per year)					
E1.	Administrative (Professional)		0.75	1.00	1.00
E2.	Administrative (Support/Clerical)		1.00	1.00	1.00
E3.	Instructional: Teachers		7.00	12.00	18.00
E4.	Instructional: Other (Professional)		3.75	5.50	7.00
E5.	Instructional: Paraprofessionals		20.00	41.00	62.00
E6.	Instructional: Salaries - Support/Clerical		0.00	1.00	2.00
E7.	Other Student Services		0.25	1.00	1.00
E8.	Operation and Maintenance of Plant		0.00	0.00	0.00
F	Staff FTE Subtotal:	0.0	32.75	62.50	92.00
OPERATING REVENUES					
1	Tuition	0	1,260,000	2,520,000	3,780,000
2	Grants - State	0	1,000	2,000	3,000
3	Grants - Federal	0	99,000	198,000	297,000
4	Grants - Private	50,000	75,000	75,000	75,000
5	Nutrition Funding - State & Federal	0	50,000	100,000	150,000
6	Program Fees	0	0	0	0
7	Contributions, in-kind	0	0	0	0
8	Contributions, in-cash	0	0	0	0
9	Investment Income	0	0	0	0
10	Transportation Reimbursements	0	0	0	0
11	Other:	0	0	0	0
12	Other:	0	0	0	0
13	TOTAL OPERATING REVENUES	50,000	1,485,000	2,895,000	4,305,000
OPERATING EXPENDITURES					
Administration					
14	Salaries - Administrative (Professional)	42,000	33,750	46,800	48,762
15	Salaries - Administrative (Support/Clerical)	0	34,000	35,360	36,774
16	Accounting-Audit	1,000	3,600	7,200	14,400
17	Legal	5,000	1,600	3,200	6,400
18	Payroll	250	900	1,800	3,600
19	Other Professional Services		3,900	7,800	15,600

20	Information Management and Technology	3,000	6,300	8,400	12,600			
21	Office Supplies and Materials	1,000	2,100	2,800	4,200			
22	Professional Development, Administrative/Board		600	800	1,200			
23	Dues, Licenses, and Subscriptions		5,700	7,600	11,400			
24	Fundraising		0	0	0			
25	Recruitment/Advertising	20,000	5,400	7,200	10,800			
26	Travel expenses for staff/Board	1,000	0	0	0			
27	Bank Charges - Current (Short Term)		0	0	0			
28	Purchased Management Services		0	0	0			
29	Other: miscellaneous administrative	4,000	9,900	13,200	19,800			
30	Other:		0	0	0			
31	Subtotal:	77,250	107,750	142,160	185,536			
	Instructional Services		85% GenEd	15% SPED	85% GenEd	15% SPED	85% GenEd	15% SPED
32	Salaries - Teachers	0	255,000	125,000	480,250	136,250	716,236	232,485
33	Salaries - Other (Professional)	0	204,000	36,000	278,545	74,155	326,394	109,099
34	Salaries - Paraprofessionals (MATCH Corps)	0	127,500	22,500	289,000	51,000	452,540	79,860
35	Salaries - Support/Clerical	0	0	0	0	16,000	0	34,000
36	Contracted Services, Instructional	0	8,500	1,500	21,250	3,750	38,250	6,750
37	Instructional Technology in Classrooms	0	4,250	750	8,500	1,500	12,750	2,250
38	Instructional Supplies & Materials	0	34,000	6,000	68,000	12,000	102,000	18,000
39	Testing & Assessment	1,000	2,125	375	4,250	750	6,375	1,125
40	Professional Development, Instructional	0	8,500	1,500	17,000	3,000	34,000	6,000
41	Dues, Licenses, and Subscriptions	0	2,500	0	5,000	0	10,000	0
42	Staff Stipends in addition to base salary	0	0	0	0	0	0	0
43	Purchased Management Services	0	0	0	0	0	0	0
44	Other: miscellaneous administrative	0	31,875	5,625	63,750	11,250	127,500	22,500
45	Other:	0	0	0	0	0	0	0
46	Subtotal:	1,000	678,250	199,250	1,235,545	309,655	1,826,045	512,068
	Other Student Services							
47	Salaries - Other Student Services	0		11,250		47,000		50,000
48	Health Services	0		0		0		0
49	Student Transportation (to and from school)	0		2,250		4,500		8,000
50	Food Services	0		75,000		150,000		300,000
51	Athletic Services	0		21,600		43,200		76,800

52	Purchased Management Services	0	0	0	0
53	Other: miscellaneous student services	0	10,000	20,000	30,000
54	Other:	0	0	0	0
55	Subtotal:	0	120,100	264,700	464,800
	Operation and Maintenance of Plant				
56	Salaries - Operation and Maintenance of Plant		0	0	0
57	Utilities		30,000	60,000	75,000
58	Maintenance of Buildings & Grounds		15,000	30,000	45,000
59	Maintenance of Equipment		0	0	0
60	Rental/Lease of Buildings & Grounds		150,000	310,000	480,000
61	Rental/Lease of Equipment		0	0	0
62	Capital Debt Service		0	0	0
63	Renovation/Construction		0	0	0
64	Acquisition of Capital Equipment		5,000	10,000	15,000
68	Purchased Management Services		0	0	0
66	Other: MATCH Corps tutor housing rent, exp's		100,000	200,000	300,000
67	Other:				
68	Subtotal:	0	300,000	610,000	915,000
	Fixed Charges				
69	Payroll taxes	0	20,000	30,000	40,000
70	Fringe Benefits	0	100,000	190,000	280,000
71	Insurance (non-employee)	0	6,000	15,000	25,000
72	Purchased Management Services	0	0	0	0
73	Other: Community Day curric, assess and pd fee	0	75,000	75,000	75,000
74	Other:	0	0	0	0
75	Subtotal:	0	201,000	310,000	420,000
	Community Services (Including Dissemination)				
76	Dissemination Activities	0	5,000	10,000	15,000
77	Civic Activities	0	1,500	3,000	4,500
78	Subtotal:	0	6,500	13,000	19,500
79	Contingency Fund	0	10,000	20,000	30,000
80	TOTAL OPERATING EXPENDITURES	78,250	1,622,850	2,905,060	4,372,949
81	SURPLUS/(DEFICIT)	(28,250)	(137,850)	(10,060)	(67,949)

By-Laws of
The MATCH Community Day Charter Public School
A Massachusetts Charter Public School

SECTION 1: General Provisions

1.1 Name; Charter. The name of the organization is the MATCH Charter Public School, and the name of the school newly created in February 2011 shall be the MATCH Community Day Charter Public School (the “School”). The School is a public school chartered by the Commonwealth of Massachusetts pursuant to M.G.L. Chapter 71, Section 89, as it may be amended. The purpose of the School shall be to prepare students, and especially those who are English language learners and from families with histories of low educational attainment, for success in college. The Charter is hereby made a part of these By-Laws, and the powers of the School and of its Trustees and officers, and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

1.2 Location. The principal office of the School shall initially be located at the place set forth in the Charter of the School. The Trustees may change the location of the principal office in The Commonwealth of Massachusetts; *provided, however*, that no such change shall be effective until the appropriate certificates or other documents are filed with and approval obtained from the Secretary of Education of The Commonwealth of Massachusetts specifying the street address of the new principal office of the School in The Commonwealth of Massachusetts. The Trustees may establish other offices and places of business in Massachusetts or elsewhere as is permitted by law.

1.3 Fiscal Year. The fiscal year of the School shall end on the last day of June in each year.

1.4 Corporate Seal. The common seal is, and until otherwise ordered and directed by the Board of Trustees shall be, an impression upon paper bearing the name of the School, the date “1999” and such other device or inscription as the Board of Trustees may determine.

SECTION 2: Board of Trustees

2.1 Powers. The Board of Trustees shall manage the affairs of the School and shall have and may exercise all the powers of the School, except as otherwise provided by law, by the Charter or by these By-Laws. The Board of Trustees is a public entity authorized by the Commonwealth to supervise and control the School. All Trustees shall be deemed to be special public employees of the Commonwealth of Massachusetts. A primary duty of each Trustee shall be to manage the financial affairs of the School and to ensure the financial well-being of the School through fundraising. In addition, the Board of Trustees shall determine general school policies, in compliance with state and federal law. The Board of Trustees holds the Charter from the Commonwealth of Massachusetts and is therefore responsible for ensuring that the School and Trustees comply with applicable laws and regulations, as well as ensuring that the School is an academic success, organizationally viable, faithful to the terms of its Charter, and earns renewal of the Charter. Trustees shall serve the School with duty, loyalty and care.

2.2 Number of Trustees. The Board of Trustees shall consist of no fewer than five and no more than eighteen members. The Trustees shall be elected in accordance with Section 2.4. The Board of Trustees may include, but is not limited to a parent/guardian representative, interested members of the community and the School’s Executive Director. The Executive Director and the parent representative, or any other Trustee who is employed by the School, shall service as ex-officio members of the Board of Trustees without power to vote.

2.3 Term of Office of Trustees. All Trustees shall hold office for three years from the time of their election and thereafter until their respective successors are chosen and qualified. Trustees may be re-elected to successive terms for a maximum of four terms.

2.4 Election of Trustees. Trustees shall be elected by the Board of Trustees at any meeting of the Board of Trustees. At the annual meeting, the Trustees shall elect such number so there shall be an odd number of Trustees. A Trustee elected to fill an unexpired term shall have tenure only to the end of such term. Any vacancy in the Board of Trustees may be filled by a vote of a

majority of the Board of Trustees then in office. The Board of Trustees may exercise all their powers notwithstanding the existence of one or more vacancies in the Board. Vacancies in any office may be filled by the Board of Trustees.

2.5 Resignation and Removal. Any Trustee may resign by delivering a written resignation to the Executive Director or the Clerk or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages Trustees intending to resign or to decline nomination to provide notice of the Trustee's intent before June and to serve until October. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the Trustees then in office. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

2.6 Open Meeting Law. All meetings of the Trustees shall be conducted in accordance with Section 11A1/2 of Chapter 30A of the Massachusetts General Laws, as amended from time to time, or any successor statute (the "Open Meeting Law"). Except as otherwise permitted by such Open Meeting Law, (i) no quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and (ii) no executive session shall be held until (a) the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law, (b) a majority of the Trustees at such meeting shall have voted to go into executive session, (c) the vote of each Trustee shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chair (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

2.7 Annual Meeting. The Trustees shall meet annually on the second Thursday in November at 9:00 A.M. at the principal office of the School, or at such place, within or without The Commonwealth of Massachusetts, and at such time as the Board of Trustees shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time, and place of any such meeting shall be mailed to all Trustees at the Trustees' usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting.

2.8 Regular Meetings. Regular meetings of the Trustees may be held without call or notice to the Trustees at such places and times as the Trustees may from time to time determine; *provided, however*, that any Trustee who is absent when such determination is made shall be given notice as provided in these By-Laws. The Trustees shall hold no fewer than six regular meetings, including the annual meeting, during the academic year. The School formally encourages Trustees to attend every meeting of the Board of Trustees; failure to attend three successive meetings may be grounds for removal. No notice to the Trustees shall be required for any regular meeting held at a time and place fixed and posted in advance by the Board of Trustees, provided that reasonable notice of the first regular meeting following the determination by the Board of Trustees of times and places for regular meetings shall be given to absent Trustees. The Board of Trustees shall endeavor to circulate an agenda prior to each such meeting.

2.9 Special Meetings. Special meetings of the Trustees may be held at any time and place when called by the Chair of the Board, the Executive Director, or by two or more Trustees. Notice of any special meeting shall be given as provided in these By-Laws.

2.10 Notice of Meetings. Public notice of such meetings shall be given as required by law. Notice of the date, time and place of all annual regular and special meetings of the Trustees shall be given in accordance with the Open Meeting Law. Notice of special meetings shall also be given to each Trustee by the Clerk or, in case of the death, absence, incapacity or refusal of the Clerk, by the officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person or by telephone, telegram, facsimile transmission or electronic mail sent to such Trustee's usual or last known business or home address at least twenty-four (24) hours in advance of the meeting, or by mail addressed to such business or home address and postmarked at least forty-eight (48) hours in advance of the meeting, unless shorter notice is adequate under the circumstances. Except as required by law, notice of any meeting of Trustees need not be given: (i) to any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee's attorney thereunto authorized), which is filed with the records of the meeting; or (ii) to any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice of waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or repeal of any provision of the Charter or these By-Laws or (ii) the removal of a Trustee or an officer.

2.11 Action at Meetings; Recusal

2.11.1 Quorum, Voting, Records. A majority of the Trustees then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Trustees at which a quorum is present, the vote of a majority of those Trustees present shall decide any matter unless the Charter, these By-Laws or any applicable law requires a different vote. A student representative shall not be considered for purposes of determining the presence or absence of a quorum or the passage of any vote. Voting shall be in person and voting by proxy shall not be permitted. Records of every meeting shall be kept, including the time, date and location of the meeting, the members present or absent, and all action taken at the meeting, including formal votes taken. Meeting minutes shall be adopted in compliance with the Open Meeting Law.

2.11.2 Recusal. A Trustee shall promptly disclose to the Board of Trustees the material terms of any proposed transaction involving the School with respect to which such Trustee may have a conflict of interest. The disclosure shall include all material facts regarding the terms of the transaction, the interest of the School in the transaction, the interest of the Trustee in the transaction, and any relationship that the Trustee may have with other parties involved in the transaction. The Trustee shall recuse himself or herself from any vote regarding the transaction and shall not participate in any discussion of the merits of the transaction during any meeting of the Board of Trustees, *provided* that the Trustee may answer factual questions regarding any matter required to be disclosed to the Board of Trustees under this Section 2.11.2. Any Trustee who shall be an employee of the School (i) shall recuse himself or herself from any vote regarding the School's employment and personnel matters, including matters related to the hiring, evaluation and retention of personnel and their compensation and benefits, (ii) shall not participate in any discussion of any such employment and personnel matters during any meeting of the Board of Trustees and (iii) shall not attend any executive session convened to discuss any such employment and personnel matters. A Trustee must also file appropriate disclosures with the State Ethics Commission and shall otherwise comply with the requirements of M.G.L. Chapter 268A (the "State Ethics Statute"). Notwithstanding the foregoing, with the consent of the Board of Trustees, a Trustee may appear before the Board of Trustees on his or her own behalf as an employee of the School.

2.12 Committees and Task Forces. The Trustees may elect or appoint such committees or task forces (which may include individuals who are not Trustees of the School) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Charter or these By-Laws, such purposes, powers and duties thereto as they may deem necessary or in the best interests of the School by vote; *provided, however*, that any committee or task force to which the powers of the Trustees are delegated shall consist solely of Trustees and *provided, however*, that all committees shall be chaired by a Trustee. At any meeting of a committee or task force, a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee or task force. Any committee or task force may, subject to the approval of the Board of Trustees, make further rules for the conduct of its business. However, unless otherwise provided by vote of the Board of Trustees or by rules established by the Board of Trustees, the business of any committee or task force shall be conducted as nearly as may be in the same manner as is provided in these By-Laws for the Board of Trustees. The members of any committee or task force shall serve on such committee or task force at the pleasure of the Trustees.

2.13 Advisory Board. The Trustees may designate certain persons or groups of persons as an Advisory Board. Such persons shall serve in an honorary capacity and, except as the Trustees may otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting or to consent to any action taken by or on behalf of the School, shall not be considered for purposes of establishing a quorum and shall have no other rights or responsibilities.

SECTION 3: Officers

3.1 Officers and Agents. The officers of the School shall consist of a Chair of the Board of Trustees, an Executive Director, a Treasurer, a Clerk, and such other officers as the Trustees may determine from time to time. The School may also have such agents, if any, as the Trustees may appoint. If required by the Trustees, an officer shall give the School a bond for the faithful performance of his or her duties in such amount as with such surety or sureties as shall be satisfactory to the Board of Trustees.

3.2 Election and Tenure. The Chair, Treasurer and Clerk shall be elected annually by the Trustees at the annual meeting of the Board of Trustees. The Executive Director shall be chosen by a majority vote of the Trustees, and the terms of his/her employment, including compensation, shall be fixed by the Trustees each year at the annual meeting. The Trustees may enter into a contract with the Executive Director for up to three years. Any other officers deemed necessary or desirable by the Trustees may be elected by the Trustees at any time. Except as otherwise provided by law, the Charter or these By-Laws, all officers shall hold office for a term of three years, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. If the office of Chair, Treasurer or Clerk becomes vacant, the Trustees shall elect a successor; if any

other office becomes vacant, the Trustees may elect a successor. Each such successor shall hold office for the unexpired term and in the case of the Chair, Treasurer and Clerk until a successor is chosen and qualified, or in each case until the officer sooner dies, resigns, is removed or becomes disqualified. Except for the Executive Director, all officers shall be limited to serving no more than four consecutive terms. Filling a vacancy for less than a complete term shall not be considered as part of the term limit.

3.3 Resignation and Removal. Any officer may resign by delivering a written resignation to the Executive Director or Clerk or to the School at its principal office and such resignation shall be effective upon receipt, unless it is specified to be effective at some later time. The Trustees may remove any officer, with or without cause, by a vote of a majority of the Trustees then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

3.4 Chair of the Board. The Trustees shall elect a Chair of the Board of Trustees. Except as otherwise provided by law, the Charter or these By-Laws, the Chair shall hold office until the next annual meeting of the Trustees or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. The Chair shall establish the agenda for all meetings of the Board of Trustees in consultation with the Executive Director and, as appropriate in the discretion of the Chair, other members of the Board of Trustees. The Chair shall preside over all meetings of the Board of Trustees and shall have such other powers as the Board of Trustees shall determine. In the absence of the Chair at any meetings of the Board, the Executive Director shall exercise the rights and perform the function of the Chair.

3.5 Executive Director. The Executive Director shall be a full-time employee who serves as the chief executive officer of the School and, subject to the direction and control of the Board of Trustees, who shall select, appoint, evaluate and/or remove the Executive Director, shall have general charge of the affairs of the School. The Executive Director shall have the sole authority to hire and fire the Principal of the School. The Principal of the School shall report to the Board of Trustees through the Executive Director. Likewise, the Board of Trustees shall make its guidance to the Principal with regard to the affairs of the School known through the Executive Director. The Executive Director shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

3.6 Treasurer. The Treasurer shall be the chief financial officer and chief accounting officer of the School and, subject to the direction and control of the Board of Trustees, shall have general charge of the financial affairs of the School, shall keep full and accurate books of account and shall maintain custody of all funds, securities and valuable documents of the School. The Treasurer may delegate the day to day performance of these tasks to a full time staff person or a contract employee. The Treasurer shall prepare and present at each meeting of the Board of Trustees a report on the financial condition and affairs of the School. The Treasurer shall prepare or oversee all filings required by The Commonwealth of Massachusetts, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

3.7 Clerk. The Clerk shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose and shall give such notices of meetings of Trustees as are required by the Charter, these By-Laws or by law. No later than seven days before any meeting of the Board of Trustees, the Clerk shall distribute to the members of the Board of Trustees copies of any minutes of prior meetings of the Board of Trustees that have not been approved by the Board of Trustees. The Clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees. The Clerk shall be a resident of The Commonwealth of Massachusetts, unless the School shall appoint a resident agent for the service of process. In the absence of the Clerk from any meeting of Trustees, a temporary Clerk designated by the person presiding at the meeting shall perform the duties of the Clerk.

3.8 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Trustees.

SECTION 4: Compensation and Personal Liability

4.1 Compensation. No Trustee or officer shall receive any compensation for services rendered as a Trustee or officer. Notwithstanding the foregoing, any Trustee or officer may receive reasonable compensation for services rendered as an employee of the School, and any Trustee or officer may, if authorized by the Executive Director or the Board of Trustees, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Trustee or officer in the performance of duties as a Trustee or officer.

4.2 No Personal Liability. The Trustees and officers of the School shall not be personally liable for any debt, liability or obligation of the School. All persons, corporations or other entities extending credit to, contracting with, or having any claim against,

the School, may look only to the funds and property of the School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the School.

SECTION 5: Provisions Relative to Transactions With Interested Persons

The School shall not enter any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Trustee or officer of the School or other private individual, except that the School may pay reasonable compensation for services rendered and may make payments and distributions in furtherance of its purposes as set forth in the Charter. The School may, however, enter into contracts and transact business with one or more of its Trustees or officers or with any corporation, organization or other concern in which one or more of its Trustees or officers are Trustees, officers, stockholders, partners or otherwise interested; and, in the absence of fraud, no such contract or transaction shall be invalidated or in any way affected by the fact that such Trustees or officers of the School have or may have interests which are or might be adverse to the interest of the School even though the vote or action of Trustees or officers having such adverse interest may have been necessary to obligate the School upon such contract or transaction. In the absence of fraud, no Trustee or officer of the School having such adverse interest shall be liable to the School or to any creditor thereof or to any other person for loss incurred by it under or by reason of such contract or transaction, nor shall any such Trustee or officer be accountable for any gains or profits realized thereon. Notwithstanding the foregoing, the School and the Trustees shall adhere to the requirements of the State Ethics Statute.

SECTION 6: Miscellaneous Provisions

6.1 Execution of Instruments. All contracts, deeds, leases, bonds, notes, checks, drafts and other instruments authorized to be executed by an officer of the School on its behalf shall be signed by the Executive Director or the Treasurer except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the School by the Executive Director and the Treasurer, who may be one and the same person, shall be binding on the School in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Charter, By-Laws, resolutions or votes of the School.

6.2 Voting of Securities. Except as the Board of Trustees may otherwise designate, the Principal or Treasurer may waive notice of, and appoint any person or persons (with or without power of substitution) to act as proxy or attorney in fact for this School, at any meeting of members or any corporation without capital stock or any meeting of stockholders of any corporation the securities of which may be held by the School.

6.3 Corporate Records. The records of all meetings of Trustees, the names and addresses of the Trustees and officers of the School, and the originals or attested copies of the Charter and the By-Laws of the School shall be kept in Massachusetts at the principal office of the School or of the Clerk, but such corporate records need not all be kept in the same office.

6.4 Policy of Nondiscrimination. Neither the School nor the Board of Trustees may discriminate against any client, board member, officer, member, employee or applicant for employment on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status or non-disqualifying handicap or mental condition.

SECTION 7: Indemnification

7.1 Generally. The School may indemnify each person who may serve or who has served at any time as a Trustee, Executive Director, Treasurer, Clerk or other officer of the School, each person who may serve or who has served at the request of the School as a Trustee, officer, employee or other agent of another organization and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the proceeding); *provided, however*, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the Indemnified Officer's duty of loyalty to the School, (ii) not to have acted in good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School, (iii) to have engaged in intentional

misconduct or knowing violation of law, or (iv) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; *and further provided*, that any compromise or settlement payment shall be approved by the School in the same manner as provided below for the authorization of indemnification. Any person who at the request of the School may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the School.

7.2 Advances: Repayment. Such indemnification may, to the extent authorized by the Board of Trustees of the School, include payment by the School of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

7.3 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Section, and each Trustee and officer of the School approving such payment shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of the Trustees who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selection Trustees who are parties may participate); or
- (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the School) appointed for the purpose by vote of the Trustees in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Trustees then in office; or
- (iii) the Trustees have otherwise acted in accordance with the standard of conduct applied to Trustees under Chapter 180 of the Massachusetts General Laws, as amended from time to time; or
- (iv) a court having jurisdiction shall have approved the payment,

7.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

7.5 Non-Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers or other persons may be entitled by contract or otherwise under law.

7.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

7.7 Employees and Agents. To the extent legally permissible, the School may indemnify any employee or agent of the School to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees entitled to vote. The foregoing provisions of this Section 7 shall apply to any indemnification of any employee or agent under this Section 7.7.

SECTION 8: Amendments

These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted by an affirmative vote of a majority of Trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees; *provided, however*, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed. Any amendment shall be subject to the approval of the Department of Education.

MATCH Community Day Charter Public School

Enrollment Policy and Procedures

Eligibility

Charter schools are public schools and therefore open to all Massachusetts students on a space available basis. This means that the MATCH Community Day Charter Public School (or MATCH Community Day) may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Moreover, MATCH Community Day may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics. M.G.L. c. 71, § 89(1); 603 CMR 1.06(1).

MATCH Community Day has an interest in making sure that all prospective students and their families understand the mission and focus of the school and are interested in being a part of the school community.

The MATCH Community Day Charter Public School serves grades K1 through 12, ages 4 to 18. New students are only accepted into preK and 2nd grade. The number of spaces for the preK and 2nd grades is determined by the maximum enrollment target established in the charter: 50 students per grade level. Each student must reside within Massachusetts. To be eligible for admission into preK, students must be age 4 by September 1 of the school year. To be eligible for admission into grade 2, students must have completed grade 1. Preference is given to siblings of currently enrolled students and students who reside in Boston (proof of residency may be required). The application process is seven months long and begins with recruitment each September. Students will be accepted into all grades from the original waitlist associated with that grade level's student cohort as vacancies occur.

All applications need to be submitted by a date in early March that is annually determined. Notice will be provided at least one month in advance. Applications are only accepted if hand-delivered or if sent by mail, postmarked by a date before the lottery that is annually determined. MATCH Community Day will not accept lottery applications that have been faxed to the school. All applicants deemed ineligible receive a call and explanation from a MATCH Community Day staff member.

The MATCH Community Day School **requires**:

1. Candidates for admission to apply for the grade immediately following their current grade and to successfully complete that grade to be admitted. In the case of applicants for grade K1, no previous school experience is required; applicants must only be 4 years old by September 1 to apply.
2. Students to be residents of Massachusetts at the time that they submit a Lottery Enrollment Form (attached) and at the time they are offered admission.
3. That primary preference for admission be given to siblings of students "currently attending" the school in accordance with Massachusetts Department of Education regulations.

The MATCH Community Day School **will not**:

1. Give preferences to children of staff members or Board members;
2. Give preference to siblings of students accepted to the school but not yet attending; or
3. Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited English proficiency, or any other protected group of students from submitting a lottery enrollment form to the school. See M.G.L. c. 71, § 89(1).

Recruitment

1. For each school year, beginning in September, the MATCH Community Day School will begin reaching out to preschools, day care centers, churches, neighborhood organizations, immigrant and refugee organizations including mutual assistance associations, and family support organizations in Boston. We will visit as many organizations as possible to recruit families to apply for the MATCH School.

2. MATCH Community Day also gains visibility through the following marketing tools:
 - a. Website with language tabs
 - b. Brochures in the five most prevalent languages of ELLs in Boston: Spanish, Haitian Creole, Cape Verdean Creole, Chinese, and Vietnamese.
 - c. Media recognition, specifically from culturally focused outlets
3. We will utilize mailing lists from Boston Public Schools to reach out to first grades students via a DESE-approved third party mail house. We will mail to their families in their home languages whenever possible.
4. We make and take calls from interested parents and students in the languages they speak (see above; for communication with members of smaller linguistic minorities, we will work with the appropriate organizations).
5. We will also galvanize currently enrolled students and family members as ambassadors for MATCH Community Day. These students and families will reach out to prospective families in communities where English is not the primary language spoken.

The MATCH Community Day Charter Public School provides information about the school to those who are interested throughout the year. The school provides lottery enrollment forms at information sessions held at schools and organizations within Boston and mails/faxes lottery enrollment forms to any interested families. The lottery enrollment forms are also available on our website at www.matcheschool.org in the five most prevalent languages.

The recruitment and enrollment process is an extensive, citywide outreach effort that takes us to organizations and locations that serve preschool and elementary school students and new parents. In addition, we participate in the annual, Boston-wide charter public school fair in a central location in Boston. MATCH Community Day does not discriminate on the basis of race, color, national origin, sex, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or prior academic achievement. The MATCH Community Day Charter Public School will strive to make accommodations for families with individual hardships.

Lottery Process

The lottery for admission is held in March of each year, on the same evening as other Boston charter schools. Notice will be provided at least one month in advance. Postcards will be sent to all students for whom we have received applications as a notice that their application has been received and will be included in our lottery. The lottery is overseen either by a religious official acting in lay capacity or another disinterested party. Each application is pulled at random from a container with applications facing down. As they are drawn, applications are placed in order.

In the second year of operation and beyond, the first accepted students will be siblings of current MATCH Community Day students (in the first year there will be no siblings and thus no sibling first selection). The students selected for the remaining open spots are considered “admitted” and are called within one week. If the number of student applicants exceeds the number of available spaces, two waitlists are formed: one for siblings (year two and beyond), followed by one for Boston residents. In the rare event that we receive applications from non-Boston residents, we will form a third waitlist with the applications for those students, which will be after the waitlists for siblings and Boston residents. Non-Boston residents are very unlikely to receive admission to our school. The students are placed in order on the appropriate waitlist, which is posted on our website shortly after the lottery drawing. Per agreement of the MATCH School Trustees, parents are notified on the application that this information will be posted on the website, and are given the option to consent to have student names posted on the website. Students for whom enrollment would cause the sending district to exceed the tuition cap may not be offered admission. If this policy affects a sibling of a current MATCH School student, the state may pay the tuition for that student.

After the Lottery, admitted students are called. All students, admitted or not, receive a letter stating their place on the waitlist. Students who have been offered admission immediately after the lottery have until April 1 to accept their spots in the incoming class. In order to accept admission and reserve a spot in the incoming class we must receive the signed acceptance form by April 1. If we do not receive the signed form (hand delivered or by mail) by this date, the student will be taken off of the waitlist and will have no further special standing.

We expect that some students will decline to attend the MATCH Community Day Charter Public School and this will generate places to be drawn from the waitlist. Parents are called, in order, to offer them those spots from the waitlist. Parents are given two weeks from the date the offer is extended by the MATCH Community Day School in order to accept. If we do not hear back or if they do not accept, they are removed from the waitlist and have no further special standing.*

In mid-May, the school calls all admitted students to confirm their expected attendance in August. In June there is an orientation for new students, which includes age appropriate assessments. (NOTE: There are not entrance or admission tests; assessments are used to inform instruction and for tutoring placement.)

*If parents who declined or did not respond later decide they want to enroll their child in the school, they may add their name to the *end* of the current waitlist, and will be treated like any other eligible parent, as above. As the MATCH Community Day School anticipates high application-to-slot ratios, once the application deadline is closed, no further applications will be accepted until the next school year. The waitlist rolls over from year to year and is opened when slots become available in the school.

Members of Founding Group and Roles

Alan Safran, Executive Director, MATCH Charter Public School

Michael Goldstein, Founder, MATCH Charter :Public School; CEO, MATCH Teacher Residency

Kate Carpenter Bernier, Director of New School Development, MATCH Charter Public School – *proposed Principal, MATCH Community Day Charter Public School*

Stig Leschly, Chair, Board of Trustees, MATCH Charter Public School

Sheila Balboni, Executive Director, Community Day Charter Public School – *proposed Member, Board of Trustees, MATCH Charter Public School*

Denise Blumenthal, Member, Board of Trustees, MATCH Charter Public School

Paul Deninger, Member, Board of Trustees, MATCH Charter Public School

Kenneth Elmore, Member, Board of Trustees, MATCH Charter Public School

Jamie Goldstein, Member, Board of Trustees, MATCH Charter Public School

Ray Hammond, Member, Board of Trustees, MATCH Charter Public School

Charlotte Hart, Member, Board of Trustees, MATCH Charter Public School

Robert Manning, Member, Board of Trustees, MATCH Charter Public School

Ann Sagan, Member, Board of Trustees, MATCH Charter Public School

Cathleen Douglas Stone, Member, Board of Trustees, MATCH Charter Public School

Advisors to the proposed MATCH Community Day Charter Public School Founding Group

Patricia Teichman, Head of Early Learning, Community Day Charter Public School

Erin Walsh-Hagan, Head of Lower School, Community Day Charter Public School

Julie Coppola, Clinical Assistant Professor of Education, & Coordinator, Bilingual Education and Teaching English as a Second Language Programs, Boston University School of Education

Jane Yedlin, Associate Professor Language and Literacy; with Julie Wollman, Vice President, and Marta Rosa, Director of Government Affairs; Wheelock College

October 27, 2010

Commissioner of Education Mitchell Chester
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner,

I am writing to indicate my strong support for the creation of the MATCH Community Day Charter Public School that would serve 650 students in K through 12, opening in the fall of 2011.

MATCH moves slowly in growth. We opened our High School in 2000, and within just a few years were rated one of the top open admission public high schools in Boston, MA and the U.S. Importantly, our High School was recognized as the highest performing majority African-American high school in the state. Despite that, in 2004 we rejected a request from the Gates Foundation to replicate 20 more MATCH High Schools, saying we felt we were good, but not yet great. One of our issues was the fact that too many kids left MATCH who started as 9th graders at MATCH HS. Despite the fact that we provided the most massive individual tutoring support and parent communication of any school, kids were attracted to the idea of getting automatically promoted if they returned to district schools if they didn't make the MATCH promotion standards. So we worked on this, hard, and in the past two years have cut the rate of attrition, to 12%, dramatically lower than the average mobility out of the traditional Boston high schools (22%).

By 2007, when we applied to open our middle school, we felt confident that our high school results for poor, minority, inner-city kids who would be first in their families to graduate from college could in fact be extended to a gradespan with which we hadn't previously worked – middle schoolers grades 6-8. So we opened the middle school with your support and the state Board of Education's support in 2008 – and after just their first year, the Middle School won an EPIC award from the New Leaders for New Schools for the value add gain for the 6th graders in math. By the Department's growth model, our Middle School tied for 4th in the state in math gain in its first year. And when our kids arrive in 9th grade in 2011, they will not arrive 2-3 years behind grade level as kids for the past ten years have, year after year; they will be at grade level, requiring far less remediation—and far less likely to attrit.

So now, in 2010, we have the confidence to again expand, this time to create a small MATCH network – our existing 6-12 school, and now a new K to 12 school. I have confidence that we can reach down to the lower grades, although they are new to us, just as we reached down to the middle school grades successfully. Governed by the same MATCH Board of Trustees who have steered our 9012 and 6-8 schools to distinction, the new MATCH Community Day will benefit from a strong back office in my Executive Director's division that can support our two schools effectively in HR, finance, budgeting, technology, accounting, and legal matters. We have a record of working successfully with highly challenged students; and Community Day has a record of success with students in the lower grades and especially with students who are English Language Learners.

The partnership between MATCH and the Community Day Charter Public School of Lawrence came about because in the review of our prospectus, it appeared that there was skepticism regarding whether or not we alone would be determined to be a proven provider. The partnership, which involves a governance link (two new MATCH Board members will join from Community Day) and a financial link (MATCH will pay a fee over five years to purchase Community Day's curriculum, assessments, and professional development expertise) will mean fantastic educational opportunities for ELLs and students from low-income households in the city of Boston.

The potential for this partnership is huge: In the state's list of MCAS Student Growth Percentile scores in 2010, MATCH was #1 of all high schools in Massachusetts in Grade 10 math and tied for #3 in Grade 10 ELA; MATCH Grade 7 math results ranked tied for 6th; MATCH Grade 6 math results ranked #3. Community Day likewise had persistently strong MCAS growth results: Grade 4 math results were #1; Grade 5 ELA #7; Grade 6 ELA #1; Grade 6 math #5; Grade 7 ELA #3; Grade 7 math tied for 11th. Added up, this means that of the 20 math and ELA exams that MATCH and Community Day students sat for in 2010, *our schools ranked in the top 11 of hundreds of schools in the state for 50 percent of the exams*. Our combined records of success would create a powerhouse of student achievement.

Focusing on students whose first language is not English is an urgent imperative for public schools in the Commonwealth. The key here is that parents in Boston need options of small, rigorous schools where every child is known and every child's individual needs are attended. MATCH has the residential tutoring corps to provide personal, high dosage attention to each student. The new Education Reform Law asked for charter schools to serve populations of students who have traditionally not been well represented. MATCH Community Day is positioned, both by way of staffing and by way of tutoring, to become the model of excellence in this domain. We will collaborate with others and we will also become a demonstration site for best practices. We will adhere to our mission of achieving college success for the students we serve directly, and sharing what we learn with others who struggle to achieve strong results.

Sincerely,

Alan PG Safran

Executive Director

MATCH Charter Public School

Alan Safran

Alan Safran has served as the Executive Director of the MATCH Charter Public Schools in Boston, MA since July, 2002. As Executive Director, he acts as the school superintendent, overseeing the Executive Director's office responsible for finance, fundraising, facilities (including major renovation projects), human resources, governance, public relations, and community relations. The MATCH School (www.matcheschool.org) prepares inner-city Boston students to succeed in college, including those with no family history or expectations of college attendance. The MATCH High School opened in September 2000 and serves 220 students, chosen by random lottery, in grades 9 through 12, with 500+ students on the waitlist for admission each year. The MATCH Middle School opened in September 2008 in Jamaica Plain and will serve 280 students in grades 6-8. MATCH is a tuition-free, independent public school and has received numerous state and national awards and recognition as one of the top 50 High Schools in America (Newsweek, 2010); one of the 52 Charter Schools of the Year (Center for Education Reform, 2007); one of the top 8 charter high schools in the US, of 400 reviewed by the US Department of Education (December 2006); one of the top public high schools in the state (MassInc, 2003); the top majority African American school in the state (MCAS results, 2004, 2005, 2006); designation as one of the top 15 high schools nationally for a Hewlett Packard grant (2003); and designation as one of two schools in the nation to receive a multi-year AP-for-all grant by the US Department of Education (2004). In October 2007, the school was featured on ABC-TV national World News Tonight. In 2008 and 2009, the high school won Gold Medal awards from the Effective Practice Incentive Community (EPIC) program of New Leaders for New Schools and the US Department of Education, and in 2010, both the high school and new middle school won silver medals in the program—two of only 18 schools in the US to win these awards.

Prior to MATCH, Alan served 9 years (1993-2002) at the MA Department of Education in progressive senior management and leadership roles. These included Administrator for Public Affairs, Executive Assistant to the Commissioner, Chief of Staff, Deputy Commissioner for Administration and Policy, and Senior Associate Commissioner for Student Achievement where – from 2001-2002 -- he was the state's point person for supporting students in the Class of 2003, the first to face the high-stakes graduation requirement under the Education Reform Act of 1993. Along with Commissioner of Education David Driscoll, he also personally tutored students at Malden H.S.

Dr, Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 28, 2010

Dear Commissioner:

In 1998 I wrote the MATCH Charter. We've learned a lot since then. My personal commitment has only grown in the past 12 years.

Mostly I like the work: putting teachers and staff in a position where they can succeed with kids who arrive way behind grade level.

I'm revved up to help design and launch a replication of our school, this time to serve mostly English Language Learners.

There are many reasons why. One is that our model, which features unusually high dosage of 1 on 1 tutoring, seems a good fit for that population. Another is our belief that these families crave rigorous college prep options for their children.

But more broadly, all of my interaction with district and state officials over the past several years has led me to believe charter schools must be more responsive to your policy requests.

I meet regularly with the Boston Superintendent. I was part of the Governor's Readiness Report group and heard carefully the Governor's remarks when the charter cap was lifted. The issue of ELL service among charters has become an obstacle to the larger mission of education reform.

If we can play a small role in reducing that tension, and can therefore contribute to greater exchange of best practices between traditional and charter schools, we think it would help many children in the Commonwealth.

Sincerely,

Michael Goldstein
Founder, MATCH Charter School
CEO, MATCH Teacher Residency

MICHAEL GOLDSTEIN
MGoldstein@matchschool.org
9 Barbara Terrace, Watertown, MA 02472

EXPERIENCE

Founder, MATCH Public Charter School, Boston

MATCH was launched in September 2000 as a small public high school preparing inner-city teenagers to succeed in college. Since then, MATCH has been chronicled by the *New York Times*, *Wall Street Journal*, *ABC World News*, *US News & World Reports*, *BBC*, *Boston Globe*, NPR, and others for its success in creating very large achievement gains for students, who are chosen by random lottery for admission (over 70% live in poverty, 90% are black or Hispanic). Served as CEO through 2005; then launched MATCH Teacher Residency.

Freelance Journalist, 1993 - 1999

Write articles and essays for *New York Magazine*, *Business Week*, *the Los Angeles Times Magazine*, *Vogue*, *Boston Magazine*, *Philadelphia Magazine*, and other publications; Subjects include education, theater and film, youth culture, business, and politics. Various radio and TV appearances on NPR *All Things Considered*, CNBC, news programs on the flagship New York affiliates of ABC, NBC, and FOX, etc. Work cited by *Chicago Tribune*, *Village Voice*, *New Orleans Times-Picayune*, and others.

Other writing projects include *Broadway's New Audience*, an extensive 1995 research study commissioned by the Theatre Development Fund to examine theater outreach programs for children and teenagers; *How the Real World Really Works*, published by Putnam/Berkley in 1997, a practical guidebook for recent college grads on topics like office politics, nutritional fallacies, and basic money management; and principal researcher on the National Academy of Education summer 1999 report on the future of education research.

Write occasional Op-Eds about education policy for *Boston Globe*, *Boston Herald*, *Blueprint Magazine*, and other publications.

EDUCATION

John F. Kennedy School of Government, Harvard University, 1996-98.

Masters in Public Policy; concentration: education policy. Freedman Fellowship for journalism.

Duke University, 1987-1991.

Bachelor of Arts in Public Policy. Dean's List, Senior Arts Citation for co-directing *Perceptions of Tranquillity*, an hour-long documentary film about on-campus race relations.

BOARDS and ADVISORY BOARDS (current and past)

Boston Schoolchildren's Consortium, Lee Academy Pilot School in Dorchester, WGBH Community Board, National Council for Teacher Quality, Harvard's Futures of Ed Reform Project, Education Sector (a non-partisan Washington think tank), Indify (a Peace Corps style organization which places Americans in India for public service), Harvard Education Press. He served on Education Transition Committees for Massachusetts Governors Deval Patrick in 2007 and Mitt Romney in 2003 fellow at. Michael is a former journalist and has written for *Business Week*, *New York Magazine*, the *Los Angeles Times Magazine*, and *Boston Globe*. He has a B.A. in public policy from Duke University and a master's degree in public policy from Harvard.

Dr. Mitchell D. Chester
Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 20, 2010

Dear Commissioner Chester,

I am writing to declare my commitment to starting and operating the proposed MATCH Community Day Charter Public School, a replication of the MATCH school with a focus on English language learners (ELLs) and that will begin educating children in kindergarten. As a former Boston Principal Fellow and Boston Public Schools (BPS) administrator in k-8 schools with significant populations of ELLs, I have witnessed the challenges ELLs and their families face acquiring the language skills sufficient to succeed in school. I have also been part of the challenges our schools encounter serving ELLs well. It is vital that for all our children, most of whom are low-income, minority, and from families with low educational attainment, we deliver the best possible instruction every day. This means we need highly qualified, experienced, and dedicated teachers; curriculum, assessment and data practices that support nuanced instruction; individualized attention via tutoring; and a school environment that is respectful, orderly, and harmonious.

I am very excited about partnering with the Community Day Charter Public School (CDCPS) in Lawrence. I have been at CDCPS two to three times monthly since July learning their faculty and feel strongly that their experience with curriculum, assessments, and instructional practices that benefit low income ELLs will be a tremendous asset to our proposed school. Additionally, our advisors at Boston University and Wheelock College will continue to work closely with MATCH Community Day as critical friends, reviewing curriculum and assessments, visiting the school, and providing both cutting edge research and feedback on how we're doing.

I have come to MATCH to develop and lead this school. It is my personal mission to ensure it is effective and that our children thrive, "catch up," and outperform their peers statewide. It is also my goal that MATCH Community Day be an unusually welcoming and attentive place for families. Not only will our staff members speak their languages, but we will offer English as a second language classes to parents – to both enhance their abilities to support their children educationally and to improve their own prospects in the workplace.

Finally, in addition to continuing the partnership work started with the organizations that serve immigrant, refugee, and non- and limited-English speaking families, as a BPS-trained school leader, I look forward to collaborating with my colleagues in the District for the benefit of all our children.

Thank you very much for considering our application.

Sincerely,

Kate Carpenter Bernier
Director of New School Development

Kate Carpenter Bernier

65 Waban Park, Newton MA 02458

617/970-5283

kcb@matchschool.org

Education Experience

- MATCH PUBLIC CHARTER SCHOOL** 7/10 – Present
Boston, Massachusetts
Director of New School Development
- Develop MATCH International, a preK-12 MATCH school focusing on English language learners
- BOSTON PUBLIC SCHOOLS** 8/06 – 6/10
(2009/10)
Director of the Elementary Grades: Thomas Edison K-8 School
- Lead teaching and learning, family engagement, and discipline
 - Manage data collection and assessments, focus on English Language Learners and special education
 - Supervise and evaluate teachers and paraprofessionals
- Boston Principal Fellow.** Residency: Maurice J. Tobin K-8 School (2008/09)
- Served as school administrator in full-time residency focused on instruction and leadership
 - Designed professional learning opportunities; conducted teacher observations and delivered feedback
- Teacher & Expanded Learning Time Coordinator:** Edwards Middle School (2006/07)
- As full-time English Language Arts teacher, delivered instruction using the workshop model to advance students toward proficiency and college
 - As part-time coordinator, launched Expanded Learning Time initiative with school community. Hired and coached instructors, managed partnerships, and facilitated communication & problem solving
- LESLEY UNIVERSITY GRADUATE SCHOOL OF EDUCATION** 3/08 – 7/09
Cambridge, Massachusetts
Adjunct Faculty
- Lead instructor teaching spring course, Curriculum, Assessment, & Instruction Practicum, required for Master of Education degree, concentration in out-of-school time
- MASSACHUSETTS 2020** 3/06 – 8/06
Boston, Massachusetts
Expanded Learning Time School Coach
- Delivered front-line strategic and financial support to principals and their faculties to develop and roll out the Expanded Learning Time redesign in Boston middle schools
 - Developed school budgets and authored proposal to the Department of Education that awarded \$500 K+ Expanded Learning Time grant to Boston middle school
- MANAGEMENT CONSULTING, EDUCATION RESEARCH** 8/07 – 7/08
- Provided strategic planning, fundraising, and leadership support to schools and education organizations. Clients included Citizen Schools, Boston After School & Beyond (Partnership for Student Success), and the Urban Teacher Residency Institute. Authored case study on expanded learning time model
- CITIZEN SCHOOLS** 8/00 – 8/06
Boston, Massachusetts
Director of National Network (1/02 – 8/06)
- Led national expansion of after school education programs: selected partners and directed strategy and professional development in curriculum, management, and evaluation in 14 middle schools in Arizona, California, Massachusetts, New Jersey, and Texas. Supervised all local and regional department staff
 - Negotiated contracts with superintendents and principals in urban school districts
 - One of six directors on Operating Team making organization decisions for all aspects of Citizen Schools
- Director of the Teaching Fellows Program** (8/00 – 12/01)
- Built and led a two-year professional development program for emerging school-based educators.

University Education

UNIVERSITY OF MASSACHUSETTS BOSTON

Emphases: Leadership, Instruction, Data, Equity, Family engagement

Master, Educational Administration, 2009

CORNELL UNIVERSITY

College of Architecture, Art, and Planning: City and Regional Planning
Emphases: Community economic development, Finance, and Housing policy

Master, Regional Planning, 1999
Ithaca, New York

SYRACUSE UNIVERSITY

Maxwell School of Citizenship and Public Affairs: Political science
S.I. Newhouse School of Communications: Telecommunications management

Bachelor, Arts, 1989
Syracuse, New York

Licenses & Training

Massachusetts Administrator License. Assistant Principal/Principal (5-8), issued October, 2007.

Massachusetts Educator License. English & History (5-8), issued September, 2006. English as a Second Language, expected December, 2010 (*passed ESL MTEL October, 2010*).

Category Certifications 3 & 4. 3, MEPA and MELA-O, expected December, 2010 (Wheelock College). 4, English Language Learners and Subject Matter Texts, completed April, 2009 (BPS).

Publications, Presentations, & Awards

Expanded Learning Time Research

Authored case study, *How the Edwards Middle School in Boston Partnered with Citizen Schools to Transform the Learning Day*, sponsored by Citizen Schools and supported by Massachusetts 2020, The Atlantic Philanthropies, and the Nellie Mae Education Foundation. Presented in Washington DC at national policy briefing on Expanded Learning Time, 4/08.

Civic Engagement, Entrepreneurship, and Growth Presentations

Class presenter, Harvard University Graduate School of Education and Kennedy School of Government, (nonprofit replication focus), Cambridge, 5/07, 5/05, and 5/04.
Presenter, Cornell University Colloquium series, Department of City and Regional Planning, Ithaca, 10/03.

Andrews Thesis Prize

Class of 1999's best master's thesis: *Trickle down effects? A case study of the influence of HOPE VI and federal housing policy trends on the Julian D. Steele public housing project in Lowell, Massachusetts*. Awarded by the faculty committee of the Department of City and Regional Planning, Cornell University, 2000.

Clarence S. Stein Research Fellowship

For excellence in thesis research related to the equity planning ideals of architect and community planner, Clarence S. Stein. Awarded by the College of Architecture, Art and Planning, Cornell University, 1998.

Community & Youth Development Activities

"Classmates of the Fallen." Successfully advocated for a compilation of letters to the editor to be published in response to the murders of two Edwards Middle School children (Boston Globe, January 27, 2007).

Executive Office of Public Safety, Commonwealth of Massachusetts, Boston MA, *Member*, Juvenile Justice Advisory Committee. Chair, Grantmaking Subcommittee. October, 2003 – October 2007.

ESAC, Inc., Affordable Housing and Alternative Secondary Education, Boston MA, *Member*, Board of Directors since 2000. *President*, Board of Directors, 2002-2004. ESAC founded and provided funding and oversight to the Greater Egleston Community High School, a Boston pilot school, until 2004.

Embarcadero YMCA, San Francisco CA, Youth and Family Program Director. Directed enrichment programs for urban youth and their families. Led diverse team of educators and youth workers. 10/91 – 12/93.

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 25, 2010

Dear Commissioner Chester:

As the Chair of the MATCH Board of Trustees, I'm writing with pride, confidence, and enthusiasm to support the MATCH Community Day application.

One source of my belief in MATCH is my professional experience in the charter school movement. For the last four years, I have worked as the founder and managing director of the Newark Charter School Fund, a philanthropy that supports school reform work in Newark, NJ and that is financed by the Bill & Melinda Gates Foundation, the Walton Family Foundation, the Robertson Foundation and several other prominent national philanthropies. My work in Newark has required me to make grants to, and work closely with, dozens of charter schools, and it has reminded me constantly and powerfully of MATCH's excellence. By comparison to any of the dozens of charter schools with which I have worked closely in Newark, MATCH stands out strongly in its organizational capacity and in its results with students.

Before my work in Newark, I was a lecturer and full-time member of the faculty at Harvard Business School where my research, writing, and teaching focused on entrepreneurship in education reform. I developed the school's first graduate course on school reform, titled "Entrepreneurship and Education Reform." In my role as an academic, I visited and wrote about school reform organizations across the country, including our country's highest performing CMOs. Here again I was constantly aware of MATCH's strength. I believe -- based on my work as a funder in Newark and as an academic at Harvard - that MATCH is among the very best public schools in the US, charter or otherwise.

On the specific question of MATCH's expansion plans, I can assure you that MATCH has considered thoroughly its choice to grow, as well as its decision to partner with the Community Day Charter Public School of Lawrence ("Community Day"), and I am highly confident that it is fully prepared to meet the expansion challenges ahead. I am optimistic, partly because MATCH's aspirations are sensible and manageable in size (MATCH is focused on creating only one school, not a network of several schools) and partly because of MATCH's strong reserves of leadership talent, its committed board, and its decade-long track record of problem solving and innovation.

I want to stress two particular attributes of MATCH's application. The first is its tutoring program. Developed over the last five years, MATCH's intensive tutoring model will give the proposed MATCH Community Day an extraordinary ability to reach students. Note that MATCH currently employs over 80 full-time tutors to support its core faculty at the 6-12 school. These tutors work intensively with students, and they will do the same in MATCH's proposed school.

The second attribute of MATCH's application that I wish to call out is its extensive and genuine partnership with Community Day. Over the past few years and most actively of the last several months, I have watched the relationship between the two schools develop organically among the faculty and administrators of both organizations. They respect one another, and they see clearly how much they can learn from each another. For example, Community Day has proven results with ELL students and younger grade levels, a track record that will assist MATCH's new work with those specific populations. In reverse, MATCH has a decade of experience with high school and middle school students and as an operator in Boston. The choice of both schools to join together in the creation of an ELL-focused k-12

school in Boston creates, in my view, a highly compelling case for success. As far as I can tell, every challenge of creating an ELL-focused school in Boston has been met by one, the other, or both of the schools.

I would also stress that the partnership between the two schools is formalized clearly and without hesitation in contract and in governance. The schools have signed a binding partnership agreement that details their obligations and commitments to one another. This contract includes a licensing arrangement whereby MATCH will purchase curriculum and instructional materials from Community Day and (maybe most importantly) benefit from direct advice from Community Day's faculty leadership. It also stipulates that two Community Day delegates will take seats on the MATCH board of trustees. In short, the partnership between MATCH and Community Day is full of genuine enthusiasm from both parties and fully formalized in contract, and I think it creates a truly promising outlook for the proposed school.

I will make one final and synthesizing comment about MATCH. I serve as a trustee at MATCH because, in my view, it is one of the most creative, gritty, and high-performing organizations that I have ever encountered, in school reform or elsewhere. Early in my career, I founded and ran a high-tech startup and, following its sale to Amazon.com, worked on the senior management team at Amazon.com. It was shortly after I retired from Amazon.com that I joined the board at MATCH. It is no accident that one followed the other. In many ways, the two organizations are identical. Like Amazon.com, MATCH is a vibrant, resourceful, and intensively driven enterprise, and it is built on a culture of uncompromising commitment to human talent and results and a disdain for any form of mediocrity. As a result, MATCH (like Amazon.com) is capable of remarkable invention and drive. As you review MATCH's request of you, please remember the actual human beings who lead MATCH and teach in its classrooms. They will do whatever they have to do, and they will solve whatever unforeseen issues come their way, in order to make good on the promise and plan they are submitting to you. I know that, and I think they have proven as much.

In all, I recommend the MATCH Community Day application to you as highly as I can. I hope you approve it and elect to give MATCH another chance to serve students and innovate.

Sincerely,

Stig Leschly

Chair

Board of Trustees

MATCH Charter Public School

STIG LESCHLY
CURRICULUM VITAE

115 BUCKMINSTER ROAD
BROOKLINE, MASSACHUSETTS 02445

PHONE: (617) 480-3118
EMAIL: stig@leschly.com

EDUCATION

Harvard University

M.B.A., Graduate School of Business, 1998
J.D., Law School, 1998

Princeton University

A.B., summa cum laude, Department of Comparative Literature, 1992

ACADEMIC APPOINTMENTS

Lecturer, Entrepreneurial Management Unit, Harvard Business School, 2001-2004.

From 2001 to 2004, Stig was a fulltime lecturer at Harvard Business School (HBS) where his teaching and research focused on entrepreneurship and education reform. He developed HBS' first course on education reform and taught entrepreneurship in various MBA and executive education programs.

Faculty Member, Public Education Leadership Partnership, Harvard University, 2003-2004.

Stig was a founding faculty member of the Public Education Leadership Partnership (PELP), an interdisciplinary executive education and research collaboration formed between Harvard Business School and Harvard Graduate School of Education. PELP studied and promoted coherent leadership practices in urban school districts.

Faculty Appointee, Young Faculty Leaders Forum, Harvard University, 2003-2004.

Stig was appointed faculty member to the Young Faculty Leaders Forum, a national consortium of interdisciplinary researchers interested in public school reform.

TEACHING EXPERIENCE

Course Head and Instructor, Entrepreneurship in Education Reform (elective course),
Harvard Business School, 2002-2004.

Instructor, The Entrepreneurial Manager (required course), Harvard Business School, 2003.

Instructor, Social Enterprise (required course), Harvard Business School, 2002.

PROFESSIONAL EXPERIENCE

Executive Director and Founder, Newark Charter School Fund (Newark, NJ), 2007-2010.

Stig founded and served as executive director of the Newark Charter School Fund (NCSF), an operating foundation financed by national philanthropies – including Bill & Melinda Gates Foundation, the Walton Family Foundation, the Robertson Foundation, and the Doris & Donald Fisher Fund – to support public school reform in Newark, NY. In its grant-making, NCSF worked closely with Newark's local

philanthropies and other stakeholders to increase the quality and number of charter schools in Newark and to accelerate reform of Newark's public school system in general.

Vice President and General Manager, Amazon.com, Inc. (Seattle, WA), 1999-2001.

Following Amazon.com's acquisition of Exchange.com, Stig worked in various operating and strategic planning positions on the leadership team at Amazon.com. Stig helped design and managed Amazon.com's transition from an online retailer to an online marketplace, and he reported to Jeff Bezos, CEO.

CEO and Founder, Exchange.com, Inc. (Boston, MA), 1997-1999.

From 1997 to 2000, Stig was the CEO and founder of Exchange.com, an early competitor to eBay.com. Exchange.com operated large online marketplaces for buyers and sellers of rare and used consumer products. In 1999, Amazon.com acquired Exchange.com as part of its early efforts to compete with eBay and other emerging online commerce platforms.

Assistant Principal, St. Mark's School (New York, NY), 1993-1994.

Stig helped manage K-8 Catholic mission school in Harlem.

Consultant, McKinsey & Company (New York, NY), 1992-1993.

HONORS AND AWARDS

Phi Beta Kappa, Princeton University, 1992

Young Global Leader, World Economic Forum (Davos, Switzerland), 2006. Selected as one of 250 outstanding Young Global Leaders under 40.

PUBLICATIONS

Leschly, Stig, Michael J. Roberts, William A. Sahlman, and Todd Thedinga, "Amazon.com – 2002." Harvard Business School Case, 803-098.

Leschly, Stig. "Aspire Public Schools." Harvard Business School Case 804-114.

Leschly, Stig. "Excel Academy Charter Middle School, The." Harvard Business School Case 804-113.

Leschly, Stig, Stacey Childress, and Purnima Kochikar. "Finding a CEO for the School District of Philadelphia: Searching for a Savior?" Harvard Business School Case 803-072.

Leschly, Stig. "Gates Foundation and Small High Schools, The." Harvard Business School Case 803-110.

Leschly, Stig. "KIPP National, 1999 (A): Designing a School Network." Harvard Business School Case 803-124.

Leschly, Stig. "KIPP National, 2002 (B): Managing a School Network." Harvard Business School Supplement 804-049.

Leschly, Stig. "New Leaders for New Schools." Harvard Business School Case 803-073.

- Leschly, Stig. "Note on Organized Labor in U.S. Public Education." Harvard Business School Note 804-018.
- Leschly, Stig. "Note on School Choice in U.S. Public Education." Harvard Business School Note 804-091.
- Leschly, Stig. "Note on Student Outcomes in U.S. Public Education." Harvard Business School Note 804-066.
- Leschly, Stig. "Note on U.S. Public Education Finance (A): Revenues." Harvard Business School Note 804-105.
- Leschly, Stig. "Note on U.S. Public Education Finance (B): Expenditures." Harvard Business School Note 804-106.
- Leschly, Stig and Molly Schen. "Metropolitan School and Big Picture Company, The." Harvard Business School Case 804-115.
- Leschly, Stig. "Seattle Public Schools, 1995-2002 (A): The Freedom Agenda." Harvard Business School Case 803-037.
- Leschly, Stig. "Seattle Public Schools, 1995-2002 (B): The Performance Agenda." Harvard Business School Case 803-038.
- Leschly, Stig. "Seattle Public Schools, 1995-2002 (C1): Race, Class, and School Choice." Harvard Business School Case 803-039.
- Leschly, Stig. "Seattle Public Schools, 1995-2002 (C2): Race, Class, and School Choice." Harvard Business School Case 803-040.
- Leschly, Stig. "Transformation of Seattle Public Schools, 1995-2002." Harvard Business School Case 802-197.

Revised: March 2010

Members of the Review Committee
Charter School Office
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 26, 2010

Dear Members of the Review Committee,

I am writing to express my commitment to the proposed MATCH Community Day Charter Public School.

As founder and Executive Director of Community Day Charter Public School (CDCPS), I have worked with teams of educators and staff since 1995 to create an educational setting that meets the individual needs of students in support of their academic success. Over the years, this has included a significant percentage of students who are English Language Learners, as well as those with special needs and from low-income homes.

Our school community understands the importance of putting into place effective, research- and data-driven measures that address individual student needs, including the use of a range of curriculum and assessment tools. We also understand the importance of engaging parents in their children's education and school life and communicating with them in their native languages.

I believe a partnership between MATCH and CDCPS will be in a strong position to have the desired impact of leading all students to academic success; our school community pledges to work tirelessly toward this goal. We look forward to collaborating with MATCH to develop a program that embodies the shared vision of both schools to close the achievement gap for urban students.

Sincerely,

Sheila Balboni
Executive Director
Community Day Charter Public School

SHEILA BALBONI

EDUCATION

Harvard University, Cambridge, MA, Administration, Planning and Social Policy, M.Ed.

Framingham State College, Framingham, MA, M.Ed.

Newton College, Newton, MA, Political Science, BA.

WORK EXPERIENCE

Executive Director (12/77 – present)

The Community Group, 190 Hampshire Street, Lawrence, MA 01840

The Community Group is a multi-program agency focused on providing early/elementary education, consultation, training, resource, and referral services to families, corporations and educational professionals. Since 1995, the position has included the management of *Community Day Charter Public School*, a K-8 independent Charter School serving Lawrence children. The Executive Director's responsibilities include: Program Planning, Design and Evaluation; Supervision and Personnel Management; Business and Finance; Communication; Public Relations and Advocacy.

Family Child Care Director

Community Day Care Center of Lawrence, Inc., Lawrence, MA 01840

Established and directed the Family Child Care System which hires and trains providers to offer licensed child care in their homes.

Social Worker

Massachusetts Department of Public Welfare, Norwood, MA

Case worker for AFDC clients.

Administrative Assistant/Public Relations

The Boston Globe, Boston, MA

Public relations assistant for a variety of special projects.

HONORS/RECOGNITIONS

Recipient of the 2009 Distinguished Citizen Award, Yankee Clipper Council of Boy Scouts, for improving the quality of life in the Lawrence area.

Recipient of the Eartha Dengler History Award, The Lawrence History Center (Immigrant City Archive, November 2001) in recognition of contributions to the preservation of local history.

Recipient of the Merrimack Valley Athena Award, Greater Haverhill Chamber of Commerce, November 2000, recognized as an “outstanding leader who strives toward the highest level of professional excellence and community service, and actively and generously assists women to reach their full leadership potential.”

COMMUNITY INVOLVEMENT

Founder and Past President, Massachusetts Charter Public School Association

Founder and Past President, Massachusetts Association of Day Care Administrators

Board Member, Massachusetts Cultural Council

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 25, 2010

Dear Mitchell,

Today I am writing to you as a trustee of the MATCH Charter Public School, a position I've had for over ten years. During our many conversations, I know that I have brought up MATCH as a model of excellence. As a long time educator, passionate about raising the bar for all kids, I have seen MATCH as a beacon of hope for kids in Boston. Students excel at MATCH because it is a school where everything seems to line up – continuous assessment, teacher quality, strong leadership, parent engagement, solid curriculum, accountability across the board, intensive tutoring, attention to the social/emotional, in-house teacher training and more. In my mind, all these factors make MATCH's application for a new K-12 ELL school the perfect next step for MATCH.

I write not only to voice my ardent support for the MATCH School's application, but also our new partnership with Community Day Charter Public School of Lawrence. English language learners are the fastest growing group among Boston students. They represent an array of teaching and learning challenges that MATCH and Community Day combined can and should address, drawing upon the practices each has honed over the years and creating new ones to meet the special learning and teaching needs of ELL students. I fully believe that MATCH Community Day could forge new territory for ELL students and, as both partners do with their current student cohorts, it will prepare these students for educational success.

I further welcome Sheila Balboni, Community Day's founder and director, to the MATCH Board of Trustees. Community Day's students are 30 percent limited English proficient, yet by the 8th grade, they are nearly all achieving Advanced or Proficient in English Language Arts, and nearly all achieving Advanced or Proficient in Math. These accomplishments are the result of Community Day's unwavering dedication to individualized, data-driven academics, extended learning, collaborative teaching, and a culture of high expectations. All ELL students at Community Day are placed in general education classrooms and are the subject of a personalized Instructional Planning for English Language Learners document to specify instructional focus and how it will be carried out based on the student's level of proficiency. Such personalization for each student is what has led to Community Day's success with ELL students. Ms. Balboni's expertise gained from founding and directing such a school is most welcome here at MATCH, where, we too, emphasize individualized attention for each student.

I fully support MATCH's application for a new K-12 ELL school. I am confident that funding this school will make a difference for its ELL students and serve as a model for other schools working with ELL students.

Sincerely,

Denise Blumenthal

DENISE BLUMENTHAL

78 Central Street

Auburndale, MA 02166

Home: 617-527-4289

Cell: 617-794-3148

Email: Denise_Blumenthal@wgbh.org

EDUCATION

Harvard University, Ed.M.

University of Wisconsin, B.S.

PROFESSIONAL EXPERIENCE

WGBH Educational Foundation, Boston, MA (1996-present)

Director, Educational Productions (2003-present)

Associate Director, Educational Programming and Outreach Department (1996-2003)

Responsibilities include new project development, strategic planning, budget oversight, staff supervision and curriculum review across multiple department projects; building relationships inside and outside the Foundation. Principal Investigator for NSF-funded projects. Curriculum Director for Teachers' Domain, a web-based resource for teachers and students.

The NETWORK, Inc., The Regional Lab, Andover, Massachusetts, (1976-1996)

Director Business Development (1992-1996); Duties included generating new business for a multi-million dollar research and development organization; identifying and pursuing funding sources; developing proposals for government and private funding; creating collaborative business partnerships; training and overseeing staff to write proposals; translating projects into marketable products.

Director: (1988-1991): Massachusetts LEADership Center. Duties included managing budget; supervising staff; collaborating with 18 member Advisory Board; instructional designer for increasing development of Massachusetts administrators.

Consultant (1987-1996): Provided technical assistance to numerous federally funded programs including Tacoma Community College's Wellness Center, Florida State Department of Education Sharing Success Program, Texas Christian University Drug Prevention Program, and NSF's Teacher Development program. Duties included working with educators to develop short and long range plans, develop products and training designs and evaluating program effectiveness.

Project Director (1984-1996): QUILL: Writing with Computers

Director (1980-1990): Massachusetts State Facilitator Project. Duties included: managing budget; supervising staff; setting project goals; monitoring project activities; disseminating information to Massachusetts schools and educational organizations.

Trainer (1976-1996): Developed and conducted training programs on the following topics: Strategic Planning; *Making Change: A Simulation Game*; Presentation Skills; Writing with Computers; Individualized Language Arts; Writing Process; Team-Building; Writing for Business; Grantsmanship; Effective Schools; Program Evaluation; Presentation Skills.

Board: Trustee, The MATCH School, 2001 - Present

Other Publications, Boards, and Panels: Available upon request.

July 26, 2010

Mr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

I have been a trustee for the MATCH Charter Public School for nearly 10 years. I am writing to express my unqualified support for MATCH's application for a new K-12 school focusing on English language learners.

Growth in the Massachusetts economy depends on the availability of a skilled workforce. My investment banking firm gets to see this from the inside: our clients simply don't have enough skilled workers. MATCH gives teenagers the tools they need to succeed in college and beyond, and that's why I have supported the MATCH Charter Public School as a Trustee for nearly a decade.

I've long pushed MATCH to consider growth. I admire Alan Safran's reluctance on this – despite offers from many cities to build MATCH Schools away from Boston and Massachusetts. Alan has focused on getting better here, and waiting for the chance to grow closer to home. As a Trustee I am confident in the ability of the MATCH administration and the Board of Trustees to effectively handle this expansion. I encourage the Commonwealth to take advantage of this opportunity as well.

Sincerely,

Paul Deninger
Vice Chairman, Jeffries & Company
Board Trustee, Match School

cc: Alan Safran

PD/sg

Paul Deninger

Paul Deninger is a Vice Chairman at Jefferies & Company. Mr. Deninger was previously Chairman & CEO of Broadview, the specialist technology investment banking firm. He joined Broadview in 1987, where he became CEO in 1996 and was elected Chairman in 1998. He remained Chairman and CEO until the Firm's acquisition by Jefferies in 2003. With more than 20 years of experience working with companies in the technology and, more recently, the clean technology markets, Mr. Deninger has advised on over 125 M&A transactions and numerous IPOs. He has served on the boards of several public and private technology companies and he has been a member of the World Economic Forum since 1996. Mr. Deninger also serves on the boards of the Boston Symphony Orchestra, Big Brother Big Sister of Massachusetts Bay, and The MATCH School. He is on the executive committee of TechNet and is Co-Chairman of TechNet New England. He also sits on the investment committee of London-based Kennet Partners. Mr. Deninger is a frequent speaker, panelist and moderator at such leading events as the World Economic Forum, the Milken Institute, and the U.S. National Venture Capital Association. His commentary on business, technology, and industry issues regularly appears in publications including the Financial Times, Wall Street Journal, Forbes, and Barrons. Mr. Deninger received an MBA from Harvard Business School and a BS from Boston College.

October 29, 2010

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester,

As a citizen of the Commonwealth of Massachusetts and a trustee for the MATCH Charter Public School, I am writing to express my enthusiasm for MATCH and Community Day's application to open a new Kindergarten through twelfth grade school that would focus on the instruction of English language learners. Charter schools, like MATCH Community Day, can support the growing English language learners in Boston and in need of public education – students who can be prepared for college and beyond.

MATCH brings to the table years of experience with children from low-income and/or immigrant backgrounds in the 6-12 grades. Community Day has a reputation for its success with concentrations of English language learners in grades K-8. I believe that the combination of these two education talents and experiences will produce a school predisposed to succeed with K-12 ELL students. In this spirit, I welcome Community Day's founder and director, Sheila Balboni, to the MATCH Board of Trustees.

Thank you for your consideration of the MATCH program's proposal. With best regards,

Sincerely,

Kenneth Elmore

Kenneth Elmore

Kenneth Elmore has been Dean of Students at Boston University since August 2003. A native of Brooklyn, New York, Dean Elmore has over twenty years of experience in higher education administration. A graduate of Brown University, Boston University and the New England School of Law, Dean Elmore previously served as associate director in the Office of Residence Life at Boston University for over eleven years. He also practiced law in the Boston area, specializing in legal issues involving education. Dean Elmore is especially interested in issues surrounding community development and social justice, and seeks to motivate students to explore such topics through programming and initiatives sponsored by his office. He is also an avid fan of basketball, fitting coaching and the occasional pick-up game into his busy schedule. He and his family live in Brookline, Massachusetts.

October 25, 2010

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

As a trustee for the MATCH Charter Public School, I am writing to express my enthusiasm for MATCH's application for a new K-12 school that would focus on English Language Learners in partnership with the Community Day Charter Public School of Lawrence.

I was introduced to MATCH in 2002 and immediately took a liking to Mike Goldstein, Charlie Sposato and the MATCH team and their vision. In the early days, I was a financial supporter and found a passion in helping them build their after school sports program. I soon became an advocate of the charter school movement and, while looking to get more involved in a school in the area, I visited numerous charters, all of which were interested in contributors and trustees but none had the appeal of MATCH. It was clear to me then that MATCH had the strongest vision and execution in the region and it was the place where I wanted to focus my energies. I was offered an opportunity to join the Board of Trustees in 2006 and was delighted to be an integral part of an organization that had such a profound impact in children's lives.

During my tenure as trustee, I have seen that MATCH is ready and prepared to replicate and create a school for English language learners, especially with guidance and support from Community Day. MATCH has always been very rigorous at measuring results, trying new ideas and comparing performance to previous methods. This has allowed them to form a set of best practices in running an urban charter school. MATCH is built on a culture that values courage, discipline and perseverance and this is reflected in its administrators, teachers and MATCH tutors. Combined, these best practices and culture are the reasons why every new MATCH school will be successful – as most recently demonstrated by the strong start of our MATCH Middle School.

Community Day, a K-8 school with a large proportion of limited English proficiency students, has operated with similar values to reach similarly outstanding outcomes. For three consecutive years, Community Day has received the New Leaders for New Schools Silver-gain EPIC (Effective Practice Incentive Community) Award, which is rewarded to a charter school identified for making significant academic achievement gains with high need populations. Indeed, it impresses me greatly that in a school with nearly 30 percent limited English proficiency, by the 4th grade, already 74 percent of students scored Advanced or Proficient on the 2010 ELA MCAS, and 73 percent Advanced or Proficient on Math – compared to 54 and 48 percent respectively statewide. By 8th grade, nearly every student is achieving Advanced or Proficient in ELA and/or Math. We have high expectations that a MATCH Community Day School will rigorously pursue equally astounding results.

I have every confidence that a MATCH Community Day ELL K-12 school will be as successful as the original MATCH High School and, as a result, Boston's students will benefit for years to come.

Sincerely,

Jamie Goldstein

James A. Goldstein

Jamie Goldstein joined North Bridge Venture Partners in 1998. Prior to joining North Bridge, Jamie co-founded PureSpeech, a venture-backed speech recognition software and applications company targeting service providers and enterprise call centers. Jamie served as Vice President of Sales and Marketing, driving revenue through OEM relationships with leading PC manufacturers and voice services platform providers. PureSpeech was acquired by Voice Control Systems (NASDAQ: VCSI) and subsequently sold to Scansoft (NASDAQ: SSFT).

Before PureSpeech Jamie was an early employee with Symmetrix, a provider of manufacturing execution software that helped old-line manufacturing companies streamline their operations. Symmetrix grew to nearly 200 employees before its acquisition by SAIC.

Jamie's investment interests are diverse – software, storage, wireless, semiconductor and materials companies. He is a graduate of MIT, 1989 and the Harvard Graduate School of Business Administration, 1994. He is actively involved in the MIT Deshpande Center for Innovation, is a Trustee of the MATCH School (a Boston-area Charter school) and serves as President of the New England Venture Capital Association. Jamie grew up in Weston, MA and has lived in Boston his entire life.

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 25, 2010

Dear Members of the MA Board of Education, and Commissioner Chester:

Neither my wife, Gloria, nor I came from families with histories of college graduation. My mother was the first in her family to graduate as was my father and none of Gloria's forebears ever attended college. Both of us were the recipients of excellent public educations that opened wonderful doors of opportunity and it has been our privilege to do whatever we can to pass that opportunity on to other young people. We've tried to do that in our work as co-pastors of the Bethel African Methodist Episcopal Church, as have I in my work as a founding member of the Ten Point Coalition and as Chairman of The Boston Foundation. Now, as a member of the board of the MATCH School, I continue to work at expanding educational options for Boston's inner-city families. That's why I am writing to express my wholehearted support for MATCH's plan to establish a charter school that will focus on English Language Learners (ELLs) in partnership with the Community Day Charter Public School of Lawrence.

MATCH is a leader not only in the City, but nationwide, in showing how students from homes with little family history of college success can succeed in college and beyond. As you well know, key components of that success include personal attention, relationship-building, rigorous classes, high expectations with high support, long days, and terrific teachers and tutors who relentlessly work for the success of their students. We are confident those same factors can work for ELLs. The Community Day School has also made its mark, specifically with ELL students in early grade levels. Their high rate of success with a student body that is 27 percent limited English proficient is astounding.

In response to recent calls for charter schools to serve more English Language Learners (ELLs), leaders at MATCH and Community Day are proposing to establish a K to 12 school that will have a *focus* on educating students for whom English is not the primary language spoken at home. We are committed to a vigorous recruitment effort that will reach out to ELL families in the five most prevalent non-English languages of Boston – Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese. Here, we anticipate MATCH's partnership with Community Day to be a major component in developing the school's instructional methods and curriculum, as well as helping MATCH create a culturally respectful and safe environment for ELLs and their families. I particularly look forward to the addition of Sheila Balboni's years of expertise to the Board.

As you can gather, I am excited for the families whose children will enroll in MATCH Community Day. I can't wait to see their gains as they receive from MATCH what I was given – the gift of a great education.

Sincerely,

Rev. Ray A. Hammond, M.D., M.A.

Rev. Dr. Ray Hammond, M.D., M.A.

Pastor Ray Hammond was born and raised in Philadelphia, PA, the eldest son of a Baptist preacher and a schoolteacher. He was educated in the public schools of Philadelphia and went on to graduate from Harvard College and Harvard Medical School. He completed his surgical residency at the New England Deaconess Hospital (Boston, MA) and joined the Emergency Medicine staff at the Cape Cod Hospital (Hyannis, MA).

Pastor Hammond accepted the call to the preaching ministry in 1976 and completed his Master of Arts degree in the Study of Religion (Christian and Medical Ethics) at Harvard Graduate School of Arts and Sciences in 1982. In 1988 he was called to be the founder and pastor of Bethel African Methodist Episcopal Church in Boston.

Pastor Hammond has a long history of involvement with youth and community activities. He is Chairman and Co-Founder of the Ten Point Coalition—an ecumenical group of Christian clergy and lay leaders working to mobilize the greater Boston community around issues affecting high-risk youth; Executive Director of Bethel's Generation Excel program; Executive Committee Member, Boy Scouts Minuteman Council (Boston, MA); Executive Committee Member, Black Ministerial Alliance; and a trustee of Vision New England, Catholic Charities of Boston, the Yawkey Foundation, the Isabella Stewart Gardner Museum, the John F. Kennedy Library Foundation, the Math and Technology Charter High (MATCH) School and MassINC. He is also a Member of the Advisory Board for Citizens Bank of MA. He continues to work in local and district youth activities in the AME Church.

Pastor Hammond is the author of several papers and articles on a range of issues including abortion, academic achievement, diversity, violence prevention, and the ethics of reproductive technology. He is also the recipient of numerous honors including honorary doctorates from Boston University, Cambridge College, University of Massachusetts – Boston, Lesley College, Northeastern University, Boston College, and AME University (Monrovia, Liberia).

He is the proud husband of the Rev. Dr. Gloria White-Hammond (a pediatrician and co-pastor to whom he has been happily married since 1973); the blessed father of two daughters, Mariama and Adiya, and a son-in-law, Turahan Dorsey; and the proud grandfather of Ella. He counts as his greatest blessing the love of a God who has made it possible for him to accomplish and receive more than he could have ever thought or asked.

July 23, 2010

Mr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

As a trustee for the MATCH Charter Public School I'm writing to express my enthusiasm for MATCH's application for a new K-12 school that would focus on English language learners.

When I go to graduation every year I see young people crossing the stage who are often the first in their family to graduate from high school, much less go off to college. The pride that is expressed in the faces of the students and parents moves me to tears every year. MATCH has been able to create a learning environment that is not only rigorous and challenging, but also safe and caring. The bonds that are formed among the teachers, tutors, and administration with the students are one of the critical success factors enabling the MATCH students to realize their dreams. MATCH has found a way to narrow the educational gap between the advantaged and disadvantaged without sacrificing standards. I can only image the amazing affect that the MATCH educational model will have on English language learners if they start working with those just beginning their schooling and continuing until they cross the graduation stage and are on their way to college.

I have served not only as a public school teacher early in my career, but also on the national board of Camp Fire USA. Camp Fire USA serves is a youth development organization serving 750,000 youth throughout the country from very young children and their parents through teenagers and beyond. I see how important the early years are in developing a child's appetite to learn. The MATCH model will encourage and nurture the characteristics in a child that helps her/him become a productive, responsible, educated, self-confident adult.

I strongly encourage you to approve the MATCH School application for a new K-12 school.

Sincerely,

Charlotte Hart

Charlotte Hart

Charlotte Hart is a retired technology executive who helped grow a Cambridge-based software development company, Programart, from less than \$2M to \$50M in revenue and from 10 to more than 220 employees. Prior to entering the high-tech industry, Hart taught Science and Math in the Brookline and Newton Public School Systems. She holds a B.A. in Chemistry from Agnes Scott College, and a M.Ed. in Science Education and M.A. in Computer Science from Boston University. She also sits on the boards of Camp Fire USA, the Boston Club, and her local United States Power Squadron

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 25, 2010

Dear Commissioner Chester:

As a trustee for the MATCH Charter Public School, I want to express my wholehearted support for MATCH's application for a new K-12 school that would focus on English language learners in partnership with the Community Day Charter Public School of Lawrence.

I have visited the MATCH High School regularly for the past five years and the Middle School for the two years it has been in existence. On every visit, I am almost awe-struck by the extraordinary dedication, intelligence and love that MATCH brings to the students it serves, and I am equally struck by the courage, discipline, and perseverance shown by the young people as they make the extraordinary efforts and achieve the extraordinary results that enable them to change the course of their lives.

From looking at the Community Day School's numbers, one can easily see the positive impact their existing school has on children from Latino and ELL communities. A very large achievement gap for proficiency on the MCAS exists in Lawrence between all white students in the state and Lawrence Latino students: -39.4 points in 2009. By the 8th grade, however, Community Day completely closes this gap by +3.8 points in 2008 and +0.8 points in 2009.

The new K-12 school would be enormously important. In serving English language learners, it will provide opportunity to a group of young people who have extra obstacles on their path to success. Experience has shown that people who come to our country from other places are wonderfully successful and contribute greatly to our society when given the opportunity, and this new school will give them the opportunity. Completely apart from the language issue, the new school will provide to more children the opportunity that both MATCH and Community Day provide to their current students – even more of an opportunity because the individual children will have more years to benefit.

Thank you for your consideration. I hope very much that the MATCH application will be approved.

Sincerely,

Robert M. Manning

Robert Manning

Bob is an Executive Vice President with Janney Montgomery Scott. He is currently a member of the Institutional Review Board at Dana-Farber Cancer Institute. Before moving to Boston in 2003, he provided tuition support and mentoring for a number of inner city students through the Student/Sponsor Partnership in New York City and the Student Partner Alliance in northern New Jersey. He also led a project to place an "I Can Learn" interactive mathematics classroom at St. Mary's High School in Jersey City, N. J. Previous board experience includes Union Congregational Church in Upper Montclair, NJ; St. Mary's High School in Jersey City, NJ; Habitat for Humanity Co-op in Newark, NJ; and Bolt Technology Corporation, South Norwalk, CT.

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 25, 2010

Dear Commissioner Chester:

As a trustee for the MATCH Charter Public School, I am writing to express my very enthusiastic support for MATCH's application to open a new K-12 school that would focus on English Language Learners in partnership with the Community Day Charter Public School of Lawrence.

As a founding trustee of the MATCH School I know this board and administration has the determination and the skill to take on and succeed with difficult challenges. They are a group of highly skilled, mission-driven problem solvers that work well together and have leveraged their various abilities and networks to create not only an award-winning high school, but a successful middle school and highly regarded teacher training program as well.

As a former dean of the MATCH High School, I know how deeply committed the faculty and staff are to providing an excellent education to EVERY student that walks through our doors. Every child is known by every adult in the building, and WELL known by at least five adults. There is no option to "fall between the cracks." The culture is one of high expectations coupled with firmness and genuine care.

As a teacher certified in K-8, I know how important early education and early intervention can be to creating life-long, successful learners and as major supporter of the MATCH school feel there will certainly be support on the board for this new initiative.

At MATCH, we have proven ourselves successful at meeting the educational needs of minority and low-income children who would be the first in their families to graduate from college. As the demands for serving English language learners has increased in the city of Boston and statewide, we recognize the need to focus on this population. We believe the lessons we have learned, such as curriculum and teaching methods that result in high MCAS scores and great college placements; the importance of high expectations; frequent parent contact; massive doses of individual tutoring; and a safe and caring environment, can be applied to this new school with great results.

The existing Community Day School has an impressive record of success serving ELLs and children from low-income and immigrant backgrounds. Their 8th grade Latino students, 27 percent of whom are or were limited English proficient, are Massachusetts' success story: in 2010, 96 percent achieved Advanced or Proficient on the ELA MCAS and 93 percent Advanced or Proficient in Math -- compared to 8th grade Latino students statewide who scored 55 percent and 25 percent Advanced or Proficient in ELA and Math respectively. We believe that the combination of Community Day and MATCH's expertise, especially with the addition of Community Day's founder and director, Sheila Balboni, to our Board, will yield exceptional results for the children who enroll in our new school. We look forward to collaborating in this next endeavor in closing the achievement gap for the children in the city of Boston.

Sincerely,

Ann Sagan

Ann Sagan

Ann Sagan has volunteered at the MATCH School as a dean. She was formerly a financial analyst with The New York Times Company. She holds an undergraduate degree from Duke University in public policy, an MBA from the University of Chicago and a Master's Degree in Education from Bank Street College in New York. Her previous board experience includes 3 years on the Board of Education in Montclair, NJ where she served as chair of the finance and budget committee. In addition to serving as a member of the school's Board of Trustees, Sagan together with her husband.

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 25, 2010

Dear Commissioner Chester:

I am writing to express my enthusiastic support for the MATCH School application to operate a K-12 school that would focus on English Language Learners in partnership with the Community Day Charter Public School of Lawrence. I am a member of the Board of Directors of the MATCH School and have been for over a year.

My interest in MATCH came about because of the high school MCAS scores earned by their students. I was further impressed by the fact that its graduates by in large go on to attend four year colleges. How could all of this be accomplished in just four or five years of high school in a non-exam school? What has made MATCH students so successful? Could its techniques be applied by other schools? I wanted to find out the answers to these questions so when Alan Safran asked me to join the board, I did.

There I discovered in greater detail, the MATCH School way. Everyone works hard at the MATCH School; teacher, tutors and students. Focus is placed on the needs of each individual student. If a child is weak in a course, the school day is extended to allow for more tutoring. If a subject is failed, summer school is required. Home visits create an important bond with the school. The headmaster greets each child at the door in the morning. Every teacher knows the name of every student. Rules are clearly communicated and always enforced. For those who stay and graduate, the work is rewarded. To allow for more time with each student, MATCH opened a middle school, now in its third year of operation.

Now the Board would like to expand our school, in partnership with Community Day, to include an elementary school which will focus on English language learners. This is an especially vulnerable population much in need of the technique and systems both MATCH and Community Day have evolved over the years. We have chosen to partner with Community Day due to their resounding successes with English language learners and children from low-income and immigrant families. Community Day's students are 88 percent Latino, 27 percent limited English proficient, and 74 percent free- and reduced-lunch eligible. By their final year at Community Day in 8th Grade, nearly all are excelling, with 97 percent earning Advanced or Proficient in ELA, and 94 percent Advanced or Proficient in Math. I further look forward to the addition of Sheila Balboni to our Board, as I believe the knowledge and experience she has from founding and directing Community Day will prove to be invaluable assets to the Board.

If you could attend, as I did, the MATCH School graduation, you would realize what a difference the type of education MATCH Community Day intends to provide can mean to the student, his or her family, and to our community at large. You would see theory become practice as each student received a sweatshirt with the logo of the college they will be attending in the fall. I hope you consider our application favorably.

Sincerely,

Cathleen Douglas Stone

Cathleen Douglas Stone
12 Lime Street
Boston, Massachusetts

Education

BA, American University, Washington, D.C., 1969

JD, American University, Washington, D.C., 1972

LLM, Georgetown University Law Center, Washington, D.C., 1973

Current Employment

President, Cathleen D. And James M. Stone Foundation, Boston, Massachusetts

Special Assistant for Environment, Mayor of Boston, Boston, Massachusetts

Past Employment

Associate and Partner, Leva, Hawes, Symington, Martin and Oppenheimer, Washington, D.C.
1974 to 1984

Institute of Politics, Kennedy School of Government, Harvard University, Cambridge,
Massachusetts, 1984

Partner, Fine and Ambrogne, Boston, Massachusetts, 1984 to 1990

Partner, Foley, Hoag and Eliot, Boston, Massachusetts 1990 to 1994

Chief of Environmental Services, City of Boston, Massachusetts 1994 to 1997

Boards and Commissions

American Conservation Association, New York, 1990 to date

Boston Harbor Islands Alliance, Boston 1991 to date

Boston Water and Sewer Commission, Boston 1994 to date

The Commonwealth School, Boston, 2010 to date

The MATCH School, Boston, 2009 to date

Museum of African-American History, Boston, 2006 to date

Supreme Court Historical Society, Washington D.C., 1995 to date

Wilderness Society, Washington D.C., 1999 to date

Windsor School Parents Association, Boston, 2008 to date

WBUR Board of Overseers, Boston, 2007 to date

Personal

Married, James M. Stone

Children, Lauren and Curtis Stone

Residence, Boston, Massachusetts

Members of the Review Committee
Charter School Office
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 26, 2010

Dear Members of the Review Committee,

Please accept this letter as confirmation of commitment to MATCH Community Day Charter Public School. I have worked for Community Day Charter Public School for twelve years. During this time, as a classroom teacher and Head of Early Learning, I have worked alongside fellow teachers and administrators to research, investigate and supplement curriculum that will help our students succeed. As a school with a high population of ELL and special education students, we know the importance of looking at individual student goals through curriculum and assessments to cater to their needs. We understand the connection between school and home and work hard each day to create a strong bond with our families.

I look forward to working with MATCH Charter Public School. The educational philosophy of CDCPS is grounded in the belief that *all* children can succeed and we believe that MATCH shares that same vision.

Sincerely,

Patricia B. Teichman
Head of Early Learning
Community Day Charter Public School

Patricia B. Teichman, Head Of Early Learning Center, Community Day Charter Public School

EDUCATION

Cambridge College - Master of Education, 2006

North Adams State College, North Adams, MA - Bachelor of Education, 1982

PROFESSIONAL EXPERIENCE

Head of Early Learning Center (2004-present) - Community Day Charter Public School, Lawrence, MA

The Head of the Early Learning Center serves as instructional leader for grades K1-2 at this K-8 school. The Head of School works with the Executive Director and fellow Heads of School to develop school policies and a culture promoting high expectations for student achievement. The Head of School's primary responsibilities include: direct supervision of all teaching staff; development and support of standards-based curriculum; use of data to inform instruction, including leading data, benchmark, and action planning meetings with staff; promoting character development; serving as liaison to parent groups; development and implementation of fiscal budget; administration of discipline and support for behavior management; and development of professional development for staff for continued growth in best practices for academic achievement, including English language learner (ELL) pedagogy, formative assessment, and on-going evaluation of best practices that provide continued growth in student achievement. The Head of the Early Learning Center maintains NAEYC accreditation for the program; serves as English Language Learner Coordinator for grades K1-8; works closely with Special Education department to develop Individual Education Plans for students; and works with operations managers in support of bus routines, school payments, and communication with parents.

Early Childhood Coordinator, Kindergarten Mentor Teacher (2001-2004) - Community Day Charter Public School

Supervised staff at Early Learning Center and reported to Head of School. Duties included developing Kindergarten curriculum and performing all responsibilities of a mentor teacher.

Mentor Kindergarten Teacher (September 1998-2001) - Community Day Charter Public School

Led and provided guidance for new teachers at the school in areas including: classroom instruction, curriculum design and revision, maintaining student academic achievement, and parent conferences; served as a liaison with specialists.

ADDITIONAL QUALIFICATIONS

American Red Cross Certification; Standard First Aid; CPR - Adult, Child and Infant

Members of the Review Committee
Charter School Office
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 26, 2010

Dear Members of the Review Committee,

Please accept this letter of my commitment to MATCH Community Day Charter Public School. As an instructional leader at Community Day Charter Public School, I have spent the last 7 years as part of an organization dedicated to high expectations and superior instruction for all students. We have demonstrated that it is possible to close the achievement gap that persists among minority students. Our success with low-income English Language Learners stems from our assessment practices and attention to curriculum design. We are adept at analyzing students' strengths and areas of need and developing a plan to address both. We have worked tirelessly to provide students with the education that allows them to have more choices in their future.

I am thrilled to enter into a partnership with MATCH in the development of MATCH Community Day Charter Public School. I believe that our common mission and our unique models will work in sync to provide an amazing educational opportunity for all students served. The collaboration will be powerful and I look forward to being a part of it!

Sincerely,

Erin C. Walsh-Hagan
Head of Lower School
Community Day Charter Public School

Erin C. Walsh-Hagan, Head Of Lower School, Community Day Charter Public School

EDUCATION

Simmons College, Boston, MA, Master of Science in Education, 2004
Language and Literacy in Special Education Program

Clark University, Worcester, MA, Bachelor of Arts in Sociology, 1998
London Internship Program; Alumni and Friends Scholarship Recipient

PROFESSIONAL EXPERIENCE

Head of Lower School (July 2010- Present) - Community Day Charter Public School, Lawrence, MA

The Head of Lower School serves as instructional leader for grades 2-4 at this K-8 school. The Head of School works closely with the Executive Director and fellow Heads of School to develop school policies and a culture promoting high expectations for student achievement. The Head of School's primary responsibilities include: partnership with HR department for recruitment and hiring; direct supervision of all teaching and operations staff; development and support of standards-based curriculum; use of data to inform instruction, including leading data, benchmark and action planning meetings with staff; promoting character development; serving as liaison to parent groups; support to Executive Director to develop and implement fiscal budget; administration of discipline and support for behavior management; and development of professional development for staff for continued growth in best practices for academic achievement, including ELL pedagogy, formative assessment, and on-going evaluation of research-based practices that provide continued growth in student achievement; coordination of after school extracurricular activities; working closely with Special Education department to develop Individual Education Plans for students; and working with operations managers in support of bus routines, school payments, and communication with parents.

Reading Specialist (2006- June 2010) - Community Day Charter Public School

Provided resources and extensive training to staff on evidence-based reading practice. Responsibilities included: coaching teachers on the implementation of core and intervention approaches; administering screening, progress monitoring, diagnostic, and outcome measures; collaborating with teaching teams to interpret data to develop instructional plans and determine appropriate interventions; monitoring the effectiveness of selected reading curriculum; continually conducting and reviewing research related to language and reading development, particularly in relation to English Language Learners; conducting professional development workshops for teachers and administrators. Served as consultant for Community Partners Initiative.

Learning Specialist, Pre-Kindergarten through Third Grade (2004-2006) - Community Day Charter Public School

Developed IEP goals and objectives for students with learning disorders in PreK through grade 3; designed and implemented individualized programs focused on reading, writing, mathematics, expressive and receptive language, and social behavior; collaborated with parents, teachers and administrators to design effective classroom environments; administered and analyzed multiple assessments including WJII, CTOPP, GORT; conducted professional development to staff in the area of reading instruction; and provided leadership for the adoption of a variety of reading assessments, including DIBELS and GRADE.

Special Education Teacher, First, Second, and Third Grade (2000-2003) - John Marshall Elementary School, Dorchester, MA

Developed IEP goals and objectives for 9 students with emotional, behavioral, and learning disorders; implemented positive behavior management system in a substantially separate classroom; implemented the Literacy Collaborative model; administered and analyzed multiple assessments to inform literacy instruction; participated in literacy lab sites facilitated by a Boston Plan for Excellence Coach; collaborated with colleagues to create Writer's Notebook cycles and rubrics; implemented TERC curriculum through Developing Mathematical Ideas training; aligned all instruction with Massachusetts and Boston Learning Standards; successfully mainstreamed students into regular education classrooms; acted as cooperating teacher for Boston College Donovan Scholar Graduate Student; and invited speaker at the 1st Annual Boston Literacy Conference

Home-based ABA Teacher (1999-2000) - The New England Center for Children, Southboro, MA

As case manager for 2.6 year old child diagnosed with PDD-Autism, provided intensive 1:1 instruction within the child's home; developed protocols to decrease stereotypic behaviors; collected, summarized, and graphed discrete trial data; developed IFSP goals and objectives; communicated with parents on a daily basis and provided ABA training; and collaborated with public school officials to develop transition plans.

Pre-Kindergarten Teacher (1998-1999) - Mulberry Child Care and Preschool, Brookline, MA

Designed and implemented curriculum for first year pre-kindergarten program; formulated individual behavior plans for students; completed semi-annual progress reports for 21 children; mentored two early childhood student teachers from local universities; instructed two workshops on "Parent Communication" at corporate conference.

Emotional and Behavioral Support Teacher: Study Abroad Program (Jan 1997- April 1997) - The Pavilion Study Center (Park Referral Unit), London, England

Worked with primary students previously removed from mainstream classrooms due to emotional and behavior disorders; implemented 1:1 academic lessons for students between the ages of 5 and 11; administered passive restraints; and developed a variety of hands-on-learning activities for children with autism.

ADDITIONAL QUALIFICATIONS

Wilson Level One Certified; Wilson FOUNDATIONS; LETRS trained; Nanci Bell *Visualizing and Verbalizing*; Project Read Phonology, Story Form, Report Form; Applied Behavior Analysis

October 25, 2010

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

I am pleased to write in support of the application of MATCH Community Day Charter Public School, a proposed K-12 charter school that will serve low-income, minority students with a particular focus on English language learners (ELLs) and their families.

The growing numbers of ELLs who are failing in Massachusetts' schools call for a comprehensive approach to ensuring that this vulnerable student population has the opportunity to receive the necessary language, literacy, and content-area knowledge and skills necessary for academic and life success. The MATCH Community Day proposal demonstrates a strong commitment to meeting these students' needs by ensuring that children will have excellent teachers, a rigorous curriculum, and extra time they will need to learn and apply new knowledge and skills. I am particularly pleased by the attention to parents in the proposal. They too, will have the opportunity to learn the English language skills they need to not only further their own education and employment, but also to support their children's learning.

A decided strength of the proposal is the plan to staff each classroom with a teacher who has expertise in implementing a general education curriculum, a comprehensive literacy program, and strategies demonstrated to promote students' opportunities to learn and learn in English. This is a demonstrated need that has not been met in the majority of classrooms that enrolls ELLs in Massachusetts in general, and in Boston in particular. The careful attention to the training needs of the tutors in first and second language and literacy development, assessment, and instruction as outline in the proposal also speaks to the commitment to providing English learning students with a high-quality education.

As a faculty member at Boston University where I am responsible for the teacher education programs in teaching English as a second language, I have the opportunity to travel throughout the state to observe teaching and learning in Massachusetts' schools. Although there are many differences between the schools I visit, there is an important commonality. All school districts wish to better serve ELLs. The MATCH Community Day School represents one important way to begin the process of accelerating the academic achievement of this historically poorly-served and low-performing student population.

I heartily endorse the MATCH Community Day Charter Public School as I believe this proposal in addition to serving the students who will enroll, represents an opportunity for all schools to learn about how best to prepare ELLs for success during their school years and beyond. I am supporting the endeavor with advice and research on best practices and will continue to work with the founding team on curriculum, assessment, school design, and teacher training as they move forward.

Sincerely,

Julie Coppola, Ed.D.
Clinical Assistant Professor of Education
Coordinator, Bilingual Education and Teaching English as a Second Language Programs

Julie Coppola

Dr. Coppola is Assistant Professor of Education at Boston University where she teaches courses in first- and second-language and literacy development, and coordinates the teacher education programs in bilingual education, teaching English as a Second Language (ESL), and modern foreign language education. Dr. Coppola researches literacy teaching and learning in urban low-income settings with a particular focus on English Language Learners (ELLs). She has conducted extensive site-based professional development programs in language and literacy instruction for communities with large numbers of ELLs, and she has served as a consultant in the development of English proficiency assessments in several states. Dr. Coppola has presented her research on training teachers for linguistically and culturally diverse classrooms and on second language literacy development at state and national conferences. Her work on collaborations between ESL and general education classroom teachers and improving literacy instruction for ELLs has appeared in several books, book chapters, and journal articles. She is past-president of the Massachusetts Association of College and University Reading Educators, and she served on the International Reading Association's Multilingual Classroom Committee and the Second Language Literacy and Learning Commission. A former classroom teacher, ESL program director, and director of a nationally recognized college awareness program for Latino students, Dr. Coppola currently serves as a member of the IRA's Language Diversity Committee. Dr. Coppola holds a B.A. from the University of Massachusetts, Amherst; an M.S. from Georgetown University and an Ed.D. from Boston University.

October 28, 2010

Mr. Mitchell Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester;

We are writing to support the application submitted by the Match School to start a new charter school, the Match Community Public Charter School, focused on English Language Learners. Since early in the design process, Wheelock faculty members have been providing support to the Match founding group in reviewing best practices for educating English Language Learners from low income families. The Match group has been diligent in their research on how to augment and adapt their successful practices and impressive resources to meet the needs of elementary aged English Language Learners.

Wheelock's commitment to improving education for low income minority children; our collective expertise in language and literacy, ESL, Sheltered Instruction, culturally responsive education, school achievement, and urban education, make it clear to us that ELLs need high expectations, a challenging curriculum, dedicated well-qualified faculty, strong outreach to families, and an instructional focus upon language and literacy development.

It is our understanding that MATCH provides a rigorous college preparatory environment. They narrow the achievement gap by combining high standards, personalized academic support provided by the AmeriCorps MATCH Corps tutors, strong personal relationships with students and their families, and a longer school day. We are impressed with the results reported to us that they achieve with their low-income, African American and Latino student body.

MATCH is developing the new school with the Community Day Charter Public School of Lawrence, which is known for its work with ELLs. Community Day's achievement mirrors MATCH's work in Boston at the middle and high school levels, and the report of their students' successes in recent MCAS testing are impressive. The MATCH Community Day team has been aggressively reaching out to immigrant, refugee, and cultural organizations to build relationships. If the school is approved, they will activate this network so that immigrant and non- and limited-English-speaking families know about and apply for the lottery. This work bodes well for increasing access and participation – and equalizing educational opportunity in the city of Boston.

Mr. Mitchell Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

We are committed to continuing to serve as an advisor to the MATCH Community Day Charter Public School. We strongly encourage you to approve this application to expand the educational options for our most vulnerable community members and particularly those who have not participated in the charter schools in large numbers previously.

Sincerely,

Dr. Julie Wollman, Vice President for Academic Affairs

Marta Rosa, M.ED. Director of Government Affairs

Dr. Jane A. Yedlin, Associate Professor Language and Literacy

Jane Yedlin

Jane Yedlin is an Associate Professor at Wheelock College in the School of Education, Social Work, Child Life and Family Studies. Jane Yedlin's work in language and literacy focuses on the instruction of English language learners (ELLs) and diverse populations. Jane has worked as an ESL (English as a second or foreign language), bilingual education, and reading teacher, and as a teacher educator in the US and in Latin America. She is the author of student texts, curricula, handbooks, and web material for English language and literacy instruction. Jane has taught at Wheelock, Brown, and Rhode Island College. At Brown, Jane was the Assistant Director of the New England Resource Center for Language and Culture in Education and a Program Specialist at the Northeast and Islands Regional Educational Laboratory, where she collaborated with state and district administrators on reform initiatives. Jane's dissertation was a study of teacher discourse and children's writing development in an urban first grade ESL classroom. An article based upon this study been published in the MASCD journal, *Perspectives* (January 2004), and another is forthcoming *Inclusive pedagogy: Research informed practices for linguistically diverse students*. Verplaetse & Migliacci (Eds.) Erlbaum. Jane works as an ELL consultant/ with Ready-to-Learn Providence where she wrote the English Language Learner Instructional plan for a successful Early Reading First proposal. Jane holds a B.A. from Antioch College, 1971; an M.Ed. from Rhode Island College, 1981; and an Ed.D. from Harvard Graduate School of Education, 2003.

Curriculum Overview: Grade K1

Grade K1 follows Success For All's *Curiosity Corner* early childhood program, a preschool curriculum focused on preparing all students to succeed in Kindergarten through literacy-focused, problem-solving activities. The K1 curriculum is divided into four areas of enrichment: **Basic Concepts, Vocabulary, Motor Skills and Pre-Reading**, and aligns with state and national early-learning guidelines. This curriculum provides well-structured thematic units aligned with state and national early-learning guidelines. There are 38 thematic units (e.g., families, bread, opposites, and spring), organized into global themes. Each unit features active, integrated experiences that enhance children's language and literacy, and their cognitive, mathematical, social, personal, creative, and physical development. *Curiosity Corner's* integrated approach is built on a daily sequence of components: Greetings & Readings, Clues & Questions, Rhyme Time, Learning Labs (Art, Blocks, Dramatic Play, Library, Listening, Manipulatives, Sand/Water, Science, and Writing), Story Tree, Outside/Gross Motor, Question/Reflection and Home Link). Each component of this sequence focuses on developing a specific skill set. In Rhyme Time, children learn rhymes and songs to promote phonemic awareness. During Story Tree, students develop vocabulary, learn to make predictions and build other pre-reading skills. Each Home Link activity not only encourages children to connect their lives at school and at home, but provides opportunities for parents and guardians to be involved in their child's education. In addition to the strong language and literacy focus of *Curiosity Corner*, core number awareness skills will be developed through Lakeshore Learning's Activity Centers, including counting games, measuring, number recognition, and number puzzles. Students will be assessed in the first three areas through Pearson's DIAL-3, and in Pre-Reading through the University of Virginia's PALS assessment.

Curriculum Overview: Grade K2

Grade K2 follows the *Success For All KinderCorner* program, a research-based and research-proven full-day kindergarten program that provides children with experiences that prepare them for success in primary grades. The KinderCorner curriculum is divided into sixteen two-week units and fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension creates a solid foundation for reading. KinderCorner's integrated approach is built on a daily sequence of components: Greetings, Readings & Writings; Let's Get Together; Rhyme Time; Story Tree; Learning Labs (Art, Blocks, Dramatic Play, Library, Literacy, Math, Media, Sand/Water, Science, Writing); 15-Minute Math; Gross Motor; Stepping Stones; Math Mysteries; Let's Daydream; Write Away; Let's Think About It; and Math Home Link. Each component of the sequence focuses on a specific skills set. During Stepping Stones, students are exposed to phonics through KinderRoots Shared Stores, including letter-sound connections, blending and segmenting. Let's Daydream fosters children's creative imagination with poetry or imagery-filled prose that is read to the children in a restful setting as they are encouraged to picture what they are hearing in their minds. Each Home Link activity not only encourages children to connect their lives at school and at home, but provides opportunities for parents and guardians to be involved in their child's education. Classroom materials include children's books, puzzles, and other manipulative materials that introduce and support the thematic concepts and vocabulary of each theme, in addition to Big Books with bright, beautiful photographs and illustrations that provide support for instruction on concepts of print as well as thematic concepts. Classroom DVDs linked to the reading program are included to create memorable images of vocabulary, sound/letter correspondence, sound blending, and reading strategies. Students will be assessed in reading using the University of Oregon's DIBELS three times each year, in addition to daily teacher observations during Literacy Labs. Students will be assessed in Math using Pearson's GMADE test at the beginning and end of the school year. Preliminary skills in Science and Social Studies will be assessed through teacher observations during Literacy Labs and Let's Get Together activities.

Please see Section II.B. Curriculum and Instruction for Curriculum Overview: Grade 1.

Curriculum Overview: Grade 2

Grade 2 ELA course reading component is based on Harcourt Trophies Series, Level: Grade 2, a research-based, developmental reading/language arts program. This program includes explicit phonics instruction, direct reading instruction, guided reading strategies, phonemic awareness instruction, systematic intervention strategies; integrated language arts components and state-of-the-art assessment tools to sure every student successfully learns to read. Students will compose personal narratives, descriptive essays, informational paragraphs, persuasive essays, compare and contrast paragraphs, creative stories, poetry, biographies, and research reports. Particular attention will be given to Standard English conventions, grammar, spelling, sentence construction, and paragraph development. Supplemental intervention programs include Harcourt Intervention/ELL, Lexia and Foundations, a sub-program of the Wilson Reading System.

Grade 2 Math includes units from five strands of MCF standards to develop skills building up to the grade 3 Math MCAS. Students will study number concepts through 50 and basic operations in addition and subtraction. Students will also cover patterns and shapes, counting and using money, and time and calendar. Students will be familiarized with measurement associated with length, weight, area, volume and temperature. Text: Houghton Mifflin Math Grade 2.

Grade 2 Science and Social Studies is based on standards and serves as exposure to generate students' interest and begin scaffolding of skills to culminate in grade 5 Science and grade 5 Social Studies MCAS. Units include Civics and Government (citizenship, community, leadership), Economics (producers and consumers, goods, services), Physical Science (states of matter, simple machines, motion and energy), Earth Science, Physical Health (growth, nutrition and food choice), Engineering/Technology/Inquiry (materials, tools and engineering design), Life Science (characteristics, life cycles and habitats), Geography (continents, U.S. boundaries, cardinal directions, timelines) and Culture/Heritage (ancestors, heritage and traditions).

Curriculum Overview: Grade 3

Grade 3 ELA includes practice in reading, writing and grammar concepts based on MCF 3rd grade standards. Reading comprehension will be a particular focus for 3rd grade, and students will read a variety of texts throughout the year, including selections from the Harcourt Trophies series, novels, and select informational articles. Students will employ all Reciprocal Teaching strategies and will engage in Literature Circles to discuss reading selections. Writing instruction will focus on the writing process. Students will compose personal narratives, descriptive paragraphs, informational paragraphs, persuasive essays, compare and contrast paragraphs, creative stories, poetry, and research reports. Particular attention will be given to Standard English conventions, grammar, spelling, sentence construction, and paragraph development. Harcourt Trophies Series, Level: Grade 3; *The Reading Zone, Lessons that Change Writers* and *In the Middle*, all by Nancie Atwell, and *The Art of Teaching Writing* by Lucy McCormick Calkins.

Grade 3 Math includes units from five strands of MCF standards to develop skills prior to the grade 3 Math MCAS. Students will study place value and number comparisons, continue work on addition and subtraction, graph and analyze data and begin introductory work on probability. Students will also cover multiplication and division concepts, continue work on shapes and measurement, and be introduced to fractions and decimals. Houghton Mifflin Math Grade 3.

Grade 3 Social Studies is based on standards and serves as exposure to generate students' interest and begin scaffolding of skills to culminate in grade 5 Science and grade 5 Social Studies MCAS. Units include Communities (understanding of how communities work in addition to map skills), the Wampanoag Indians, the Pilgrims, the 13 Colonies, the American Revolution, Massachusetts Biographies (investigation of the life of one famous person from Massachusetts), and Boston History.

Grade 3 Science All units in third grade science are introductory in nature, intended to expose students to standards and concepts that will be explored deeper in the fourth and fifth grades. In order to fulfill the Massachusetts curriculum frameworks for science and technology, students will ask questions, make predictions, record data, keep notes and accurate

records, make reasonable explanations, and communicate findings to others using visual aids and written responses. Units include Earth and Space Science, Life Science, Physical Science and Technology/Engineering.

Please see Section II.B. Curriculum and Instruction for Curriculum Overview: Grade 4.

Curriculum Overview: Grade 5

Grade 5 ELA Students will practice reading, writing, and grammar concepts based on MCF 5th grade standards. The year will be organized into genre-based units: non-fiction, fiction, folktales, myths, and legends, drama, and poetry. Students will also participate in a month-long study of classic children's novels. Reading comprehension will be a particular focus for 5th grade, and students will read a variety of texts throughout the year, including selections from the Harcourt Trophies series, novels, and select informational articles. Students in 5th grade are moving toward inferencing within a text as well as expanding on their knowledge of author's purpose. Students will engage in Literature Circles to discuss reading selections. Writing instruction will concentrate on multi-paragraph pieces and continued exposure to the writing process. Writing pieces will compliment and reinforce the genres studied in reading. Additional writing assignments will include essays, book recommendations, poetry, research reports, scripts, and tall tales. Grammar will focus on parts of the sentence, part of speech review, and mechanics.

Grade 5 Math includes units from five strands of MCF standards to develop skills prior to the grade 5 Math MCAS. Students will study place value of whole numbers and decimals, perform basic operations with whole numbers, decimals and fractions, and continue work on measurement skills, adding the concepts of Perimeter, Circumference, and Surface Area. Students will begin to look at Ratio and Proportion, Percent, Probability, Equations and Functions and Coordinate Graphing. Houghton Mifflin Math Grade 5.

Grade 5 Social Studies This curriculum guides the student through early American history from discovery to the first four presidents of the US. Background information will be given on Native Americans, from first arrival on the continent to just before first contact with Europeans. Focus will be concentrated on the European discovery, exploration, colonization, and founding of a new nation. Emphasis on the first four presidents focuses attention on a period when the basic formation of our republican and democratic foundations. The curriculum finishes the year with a look at westward expansion through 1850, and its impact on the debate over slavery.

Grade 5 Science Units listed below with brief descriptions appended are based on standards and serve as instructional activities for scaffolding of skills to culminate with grade 5 Science MCAS. Units covered in grade 5 will include Earth and the Solar System (recognizing Earth as part of a larger system in addition to revolution and rotation and how they affect earth); The Earth's Crust (changes in the surface over time and in rapid processes like landslides and earthquakes); Technology-Simple and Complex Machine (identifying materials and tools needed to construct a prototype); Properties of Matter (physical properties of minerals and categories of rocks); Energy (electrical, magnetic, sound and light); Plants and Animals (characteristics, classification, structures and functions, and life cycles); Adaptations, Evolution, and Ecology (how changes in environment affect plants and animals and how they aid survival); and Weather and Climate (how weather and climate are determined, forms of precipitation, and natural disasters).

Please see Section II.B. Curriculum and Instruction for Curriculum Overview: Grade 6.

Curriculum Overview: Grade 7

Grade 7 ELA has a dual focus--students will study both writing and reading comprehension strategies based on MA standards. The course is organized into genre-based units: non-fiction, short stories, drama, poetry, folklore/mythology, and MCAS review. In addition, students will be participating in writing and reading workshops. Reading comprehension strategies--such as finding the main idea, making inferences, and identifying theme--are integrated into each unit and are reinforced with subsequent units. 7th grade ELA uses a writing workshop format to meet the state writing requirements and prepare students for the MCAS on-demand writing prompt assessment. Students are required to produce 1-2 fully formed

works for each unit, the form of which is determined by the unit of study. Writing assessments include a memoir, a short story, a poetry portfolio, a compare/contrast essay, and a graduation speech. Other assessments include weekly on-demand reading passages, weekly vocabulary quizzes, unit tests, and unit-long projects. Finally, students are required to maintain independent spelling, vocabulary, and reading folders that will reinforce classroom lessons and be informally assessed throughout the year.

Grade 7 Math Students will study the 5 strands of mathematics (Number Sense; Patterns, Relations, and Algebra; Measurement; Geometry; Data Analysis and Probability) in preparation for a course in algebra. Students will study decimals and integers, and equations and inequalities. Students will deepen their understanding of fractions by performing operations with fractions; explore concepts of factors, rates, ratios, proportions and probability; and cover absolute value, exponents and square roots. Students will begin to look at linear relationships and solving linear equations. Students will begin the study of Geometry and continue work on using the coordinate plane to display and analyze data. *Prentice Hall Mathematics Course 2*.

Grade 7 Social Studies will focus on the development of human civilization from the dawn of human existence to the fall of Ancient Rome. They will analyze the origins of civilization and how subsequent groups brought additional advancements. Students will relate these ancient developments to our modern American society, better understanding the origins of Western Democracy and civilization. Major units include Pre-History, Mesopotamia, Egypt, Greece, and Rome. Each unit carries a set of skills including timeline creation, image analysis, brainframes, note-taking on films, debate etiquette, and writing a multi-part essay. Activities throughout course will include a Personal Timeline, Group work on a Census Map, Jeopardy Review for Map Memorization, Gallery Walks, Cuneiform Translations, Debate on Justice and the Law of Talion, 3D Model of a City/State, Field trip to the MFA, 2-Minute Speech, and Analyzing Mosaics.

Grade 7 Science serves as exposure/instruction for topics that scaffold for grades 6-8, culminating in grade 8 science MCAS. Textbook is the *Prentice Hall Science* series and is the main resource used in conjunction with units below. Units will include Elements and Compounds (Chemistry); Forces, Fluid Pressure, and Physics of Building (Physics); Classification (Biology); Cells (Biology); System of Living Things and Human Body (Biology); and Engineering and Design (Technology). Students will demonstrate their knowledge of these topics and skills associated with mastery through projects on designing a zoo (Classification), building working models of different parts of the skeletal and muscular systems (Human Body), prototype development (Engineering and Design).

Curriculum Overview: Grade 8

Grade 8 ELA course is organized into genre-based units: short stories, fiction, nonfiction, poetry, drama, and MCAS review. Students will be participating in writing and reading workshops. Reading comprehension strategies are integrated into activities. Students are required to produce 1-2 fully formed works for each unit; writing assessments include a memoir, short story, poetry portfolio, compare/contrast essay, and graduation speech. Other assessments include weekly vocabulary quizzes and unit tests. Students maintain independent spelling, vocabulary, and reading folders that will reinforce classroom lessons and be informally assessed throughout the year. Literature to support these units includes: *The Joy Luck Club* by Amy Tan; *Night* by Elie Wiesel; *Black Boy* by Richard Wright; Poetry and selections from Shakespeare's works chosen by instructor. Other texts used to support instruction in reading and writing: Literature (Prentice Hall); Elements of Language (Holt, Rinehart, and Winston); Writers Workshop and Write Source/Toolkit texts.

Grade 8 Math will cover a full Algebra I curriculum. Students in Algebra will be studying algebraic concepts (linear equations and polynomials/factoring) for grade 9 standards, as well as reviewing for the grade 8 MCAS. This class will develop skills in regard to the five strands of the MCF (Frameworks): number sense; pattern relations and algebra; geometry; measurement; data analysis and probability. Units will include variables and solving equations; inequalities and absolute value; direct and inverse variation; graphing; writing equations of lines and modeling real-life situations with linear functions; systems of linear equations; exponents and square roots; quadratics; geometry review; and probability. Texts include: Algebra (McDougal Littell); Mathematics Course 3 (Prentice Hall) Additional resources: Accelerated Math, Study Island, Descartes' Cove.

Grade 8 Science reviews all inquiry standards and covers the following content and skills: formulating a testable hypothesis; designing and conducting an experiment; tools and technology/quantitative observations; presentation and explanation of data; and drawing conclusions based on data, using graphs and tables. Inquiry standards will be woven into Life Science units including Cells, Genetics, Anatomy & Physiology, Evolution, Ecology, Physical Science, Engineering, and Earth & Space.

Grade 8 Social Studies includes a geography review, First Americans, Colonial Life, the American Revolution, Federalist Period, New Nation (early 1800's), The Growing Divide, Civil War and Reconstruction Concepts and skills to be addressed in specific units include: interpreting and constructing time lines, charts and graphs; cause and effect relationships; historical fact vs. opinion; and correct use of terms related to government, economies and the financial markets. (Prentice Hall) The American Nation.

Please see Section II.B. Curriculum and Instruction for Curriculum Overview: Grade 9.

Curriculum Overview: Grade 10

Grade 10 ELA provides instruction in all skills on the grade 10 MCAS English Language Arts Exam. The goals of the course are to deepen understanding of fiction writing, to strengthen 5-paragraph essay planning and writing, to develop critical reading skills, to develop analytical writing skills, to develop discussion skills through Socratic discussion and debate, to strengthen writing and analysis skills through poetry and creative writing, and to increase vocabulary by 200 words and 20 literary terms. All of these goals are designed to help students reach the Proficient or Advanced levels on the MCAS. Skills will be developed through texts including *A Hope in the Unseen*, *The Secret Life of Bees*, *Macbeth*, *Hard Times* and *Drown*, in addition to individual selections from past MCAS exams and from poetry collections.

Grade 10 Science serves as instruction for topics that build on each other and culminate in the grade 10 Biology MCAS. Units include Animal Behavior (symbiotic relationships); Ecology (ecosystems, energy transfer, climate), Evolution and Biodiversity (comparative anatomy, the taxonomic system, natural selection); Chemistry of Life (organic molecules and the significance of carbon); The Cell (parts and functions, types of cells, cell processes); Energy; DNA (structure and function, transcription, translation and mutations); Genetics (types of traits, Mendel's laws, Punnett Squares and viruses); and Animal Anatomy and Physiology (major organ systems, homeostasis). Through these units, students will also cover experimental design and other science lab skills.

Grade 10 History is a course intended to provide instruction necessary for students to be prepared to take A.P. U.S. History in eleventh grade, and succeed on the A.P. U.S. History Exam. All units fall under four major categories: Native American History, African American History, Women's History and Milestones in Foreign Policy. For Native American History, students will study events from Pre-Columbian Societies to the Contributions of Native Americans to World War II. In their African American History Unit, students will cover material from indentured servitude and the beginning of slavery to the Modern Civil Rights Movement. Students will study Women's History from Life in Colonial America to the Modern Women's Rights movement, covering Reformers and Suffragettes, the Boom and Bust of the 1920s-1940s and the contributions of women to the workplace during World War II. In their study of foreign policy, students will focus on The Monroe Doctrine, the Spanish American War, The Good Neighbor Policy and the Alliance for Progress, Kennedy and Cuba, and the Vietnam War. Throughout these units, students will be required to show their knowledge of these topics in a variety of different ways from traditional tests, to peer interviews while role-playing an individual from a certain time period, to writing songs to remember chronology. Students will also develop skills used on the A.P. U.S. History Exam including answering Document-Based Questions, writing short essays and using best strategies for answering multiple choice questions.

Grade 10 Math covers a comprehensive Algebra II curriculum. Units include Equations and Inequalities; Linear Equations and Functions; Systems of Linear Equations and Inequalities; Quadratic Functions; Polynomials and Polynomial Functions; Powers, Roots and Radicals; Exponential and Logarithmic Functions; Rational Equations and Functions; Probability and

Statistics; and an Introduction to Derivatives and their graphs. Students will cover all remaining material included in the five strands of math skills tested on the grade 10 MCAS Math Exam.

Curriculum Overview: Grade 11

Grade 11 History covers all material and skills necessary for the spring A.P. U.S. History exam. The course is divided into 28 Units covering material from Pre-Columbian societies to the United States in the Post-Cold War World. While content is equally important in this course, A.P.U.S.H. will also serve to develop skills in analysis and interpretation of historical materials, including primary sources, secondary sources, documentary material, maps, tables, and graphic evidence. Students will be evaluated through quizzes, take-home multiple choice tests, in-class essays, listening and communication in class, and notes on textbook reading. Students will also complete longer writing projects including Free Response Essays and Document-Based Essays. All essays will be evaluated on the nine point scale used on the A.P.U.S.H. exam. Texts include: AMSCO's *United States History, Preparing for the Advanced Placement Examination*; Thomas Bailey et. al.'s *American Pageant*; The Princeton Review's *Cracking the A.P. U.S. History Exam*; and Larry Krieger's *A.P. U.S. History Crash Course*.

Grade 11 Math is a Pre-Calculus curriculum designed to bridge Geometry and Algebra II to A.P. Calculus. In this course, students will learn to effectively use a graphing calculator to enhance their study of Pre-Calculus and prepare them for A.P. Calculus. Major units will include Trigonometric Functions, Ratios, Equations and Identities; Analytic Geometry; Sequences and Series; Functions and Graphs; Rational Functions; Polynomial Functions; Exponential Functions; Logarithmic Functions; Parametric and Polar Equations; and Limits. Students will develop the vocabulary to be able to accurately describe the operations associated with these units in written or verbal form. By the end of this course, students will have the depth of knowledge necessary in the properties of functions, the language of functions, the algebra of functions and the graphs of functions to succeed in A.P. Calculus.

Grade 11 English provides students with an introduction to A.P.-level courses in preparation for their senior year. The course covers the A.P. English Language and Composition curriculum, and serves to develop advanced skills in reading and writing. Students will begin to develop a deeper understanding of intentionality behind writing, specifically in the relationships and interactions among a writer's purpose, her audience and the subject at hand. Students will build skills as confident and effective writers to help them in college and beyond, in their careers and personal lives. Students will explore several different types of writing, including analytical, argumentative, expository, reflective and personal. Students will develop these skills based on passages from past A.P. Language and Composition exams, in addition to several works of literature including Miller's *The Crucible* and *Death of a Salesman*, Fitzgerald's *The Great Gatsby*, and Hawthorne's *The Scarlet Letter*.

Grade 11 Science is a full Chemistry curriculum designed to prepare students for college science and to promote cooperative learning and hands-on experiments. The course covers all MCF standards for Chemistry and is intended to test students' abilities to problem solve, critically think and understand matter. Major units will include Scientific Method and Measurement/Properties of Matter; Atomic Theory and Structure; The Periodic Table/Chemical Periodicity; Chemical Bonding and Naming Compounds; Chemical Quantities and Reactions; Stoichiometry; Chemistry of Solutions; Acid-Base Chemistry; Gas Laws; and States of Matter and Thermochemistry. Students will complete a lab corresponding with each unit, reinforcing the initial Scientific Method unit with each subsequent unit, and developing Science-writing skills. Science reading and writing are also important components of this course, and students will become very familiar with using a textbook to improve their classroom learning. Students will be evaluated through tests, labs, projects, class notes, quizzes and homework.

Grade 11 Foreign Language introduces students to Spanish as a foreign or heritage language, focusing on listening, reading, writing and speaking skills through grammar practice, analysis of authentic texts and audiovisual materials. Students will explore language expressions and cultural traditions of Spanish-speaking countries. Students will complete projects that build on the vocabulary they are developing in class, including an autobiography and a travel brochure on the destination city for their year-end field trip. Topic areas for vocabulary will include greetings, days/dates, time, the alphabet,

colors, numbers, sports, music, food, school, bedroom, school subjects, weather and seasons, numbers to 100,000, and clothing. Students will be evaluated through homework, class participation, quizzes, speaking assessments, tests and written assignments. By the end of Spanish 1 and 2, students will have developed the listening, reading, writing and speaking skills necessary to succeed in an Intermediate level college course. By the end of Heritage Spanish 1 and 2, students will have developed the reading and writing skills necessary to succeed in an Intermediate to Advanced level college course.

Curriculum Overview: Grade 12

Grade 12 Social Sciences is comprised of one course at Boston University in the each semester of a student's 12th grade year. Students are allowed to choose their course, and offerings in the past two years have included: Political Philosophy, Psychology of Personality, Women in Antiquity, Macroeconomics, Great Philosophers, and American History since 1860. Students receive regular college instruction in these courses, and are in class with undergraduates at BU. In addition to their lecture-style course, students have a bi-weekly seminar to reinforce material taught in class.

Grade 12 Science gives students the choice between A.P. Biology and A.P. Chemistry. In A.P. Biology, the three major units follow the guidelines for what will be included on the exam in May: Molecules and Cells; Heredity and Evolution; and Organisms and Populations. Students also have a monthly lab requirement where they learn to independently conduct experiments through proper experimental design, data collection and communication to an audience. In A.P. Chemistry, the course follows the curriculum designed to prepare students for the exam, including units in Structure of Matter, States of Matter, Reactions, Descriptive Chemistry and a Laboratory component. Skills taught in the Laboratory portion include recording data, qualitative and quantitative analysis, and effectively communicating results in written form. Students attend regular classes during the school day and also have a small-group seminar twice a week to deepen understanding of material and receive guided practice.

Grade 12 Math covers a full A.P. Calculus curriculum in preparation for the spring A.P. Calculus A.B. exam. All units cover topics in differential and integral calculus. Students will learn to work with functions in several different ways: graphical, numerical, analytic or verbal. Students will learn to define and interpret derivatives and integrals, and use them to solve a variety of problems. Students will cover the Fundamental Theorem of Calculus and understand the relationship between derivative and definite integral. Students will work on their math-writing skills and ability to communicate concepts of math orally and in writing to explain problems and solutions. Students attend regular classes during the school day and also have a small-group seminar twice a week to deepen understanding of material and receive guided practice.

Grade 12 ELA offers students a choice between A.P. Literature and Composition, and English 12. Students choose their course based on their level of interest in Literature and to balance their load of A.P. courses. Each class will work on developing similar skills, particularly advanced writing skills and strong critical thinking skills. The courses are designed to help senior students move beyond formulaic ways of writing and thinking in order to develop a voice in their own writing, create and sustain arguments based on readings, and analyze and interpret samples of good writing. Students will read at least ten works of literature throughout the year, after having completed at least three in the summer preceding the beginning of the course. Among these works are *Beloved* by Toni Morrison, *Othello* by William Shakespeare, *Wild Palms* by William Faulkner, *The Handmaid's Tale* by Margaret Atwood and *Things Fall Apart* by Chinua Achebe. Students attend regular classes during the school day and also have a small-group seminar twice a week to deepen understanding of material and practice specific test-taking skills.

Grade 12 Foreign Language offers students a 2nd year of Spanish study. Students will be placed, according to the class they took during their junior year, in Spanish 2 or Heritage Spanish 2. Spanish 2 focuses on continuing to build on vocabulary and grammar acquired in Spanish 1, in addition to developing more conversational capacity. Heritage Spanish 2 covers many of the same things, with the assumption that students already know meaning, but need to strengthen their reading and writing skills. Students will cover present tense, interrogatives and imperatives, the verb *gustar*, modal verbs, stem changing and irregular verbs, *ser* vs. *estar*, *saber* vs. *conocer*, *por* vs. *para*, possessives, the present progressive tense, the preterite tense, the imperfect tense, and direct and indirect object pronouns. In addition, students will continue to build

vocabulary and knowledge of idiomatic expressions. Beyond the classroom, students will complete a Language Lab component to improve their listening skills, and have at least 1 oral interview per quarter as part of a unit exam. Students will have a number of projects throughout the year, including a photo compilation of their peers to discuss clothing and a book about their family to practice vocabulary that expresses familial relationships. By the end of Spanish 1 and 2, students will have developed the listening, reading, writing and speaking skills necessary to succeed in an Intermediate level college course. By the end of Heritage Spanish 1 and 2, students will have developed the reading and writing skills necessary to succeed in an Intermediate to Advanced level college course.

PROVEN PROVIDER INFORMATION SHEET

This form is required for applicants applying as proven providers in districts that have performed on the Massachusetts Comprehensive Assessment System (MCAS) in the lowest 10 percent statewide for two consecutive previous years and where the 9 percent net school spending cap has been or is expected to be raised. Applicants, or a provider with which the applicant group proposes to contract, must meet the definition and qualifications of proven provider as outlined in 603 CMR 1.00. Proven provider status will be determined as a component of the review of final applications for charter schools. These pages do not count toward the page limit for the final application.

Name of Proposed Charter School: MATCH Community Day Charter Public School

Name of Person(s) or Organization Proposed as Proven Provider: MATCH Charter School Board of Trustees

Primary Proven Provider Contact: Alan Safran

Address: 1001 Commonwealth Avenue

City: Boston **State:** MA **Zip:** 02215

Daytime Tel: 617-501-9401 **Fax:** 617-232-2838

Email: asafran@matchschool.org

I. Category of Proven Provider

Check the appropriate category of proven provider as described below. All information provided in response to the criteria that follow should provide evidence of the proven provider's qualifications.

Category 3:

The board of trustees of an existing charter school that has a record of academic success and organizational viability.

Category 4:

If the applicant proposes to contract with a proven provider with a record of academic success and organizational viability, check one of the following:

An education management organization;

A charter management organization; or

A school support organization.

II. Qualifications to Achieve Proven Provider Status

Explanatory Note

Our original application to DESE in August 2010 proposed replicating the MATCH School. The name of the proposed school was “MATCH International.” The idea was to maintain our mission of college prep for minority children in low-income families, but to create a demographic focus on English Language Learners (ELLs).

For this final application, we have strengthened the application in the following manner. Reader comments in our August application suggested that MATCH School was “most proven” with our existing configuration: middle school and high school. Since MATCH International was proposed as a preK-12 school, readers wanted more information about our elementary school know-how. Furthermore, while MATCH serves predominantly black and Latino students from low-income families, we currently serve few ELLs. Our original application described a partnership with the Community Day Charter Public School in Lawrence to strengthen MATCH’s “proof” of its ability to effectively serve both elementary school students and English Language Learners.

In October 2010, the Massachusetts Board of Education met to provide advisory guidance to DESE on the definition of “proven provider.” We understood from the comments of Education Secretary Paul Reville and other Board Members that their non-binding advice was that “proven provider” should not restrict charter schools proven with one type of at-risk student from serving another type (indeed, since that was one intention of the law – increasing charter service to limited English proficient students).

Still, as a founding team, we hope to clear the “proven provider bar” by as wide a margin as possible, to be “proven” beyond any doubt. So we have amended our application in the following manner:

MATCH has significantly enhanced its partnership with Community Day Charter Public School in Lawrence (CDCPS). CDCPS is the highest performing public school in Massachusetts with an ELL population of at least 20%. CDCPS, which is separately applying to grow two more charter schools in Lawrence, is a proven provider in the elementary grades. We make the case in this section for their performance, along with focusing on the MATCH School performance overall.

A copy of the MATCH – CDCPS agreement is included as an Appendix in our application. But briefly:

- MATCH will license for five years the elementary curriculum and data tracking of CDCPS, along with related technical assistance.
- CDCPS’s executive director, Sheila Balboni, will join the MATCH Board, as will a second CDCPS trustee.
- CDCPS withdrew its application for a charter school in Boston, focusing instead on providing the support listed above, and on its application to DESE (separate from this one) to replicate in Lawrence.
- This application, called “MATCH International” in “Round 1” of approval process, has been renamed **MATCH Community Day Charter Public School**.
- In all other matters, MATCH Community Day is still run by MATCH School, governed wholly by the MATCH Board.

As a result, we are applying to DESE with two strands of proven provider categories, 3 and 4. We are foremost the existing MATCH board of trustees (with two more members from Community Day).

We are also contracting with an existing charter school organization, Community Day, per the agreement described above. Therefore we are applying both as a proven provider which is an existing charter school, and as having contracted with a proven provider with ELLs and elementary grades.

* * *

A proven provider applicant must submit evidence satisfactory to the Commissioner that demonstrates that the proven provider has: significant management or leadership experience with a school or similar program that is an academic success, a viable organization, and relevant to the proposed charter. For applicants with a current or previous relationship to a Massachusetts charter school, the Commissioner may consider all information related to such school's performance, including evaluations in connection with each renewal of its charter.

The information provided to address the criteria listed below are the basis on which proven provider status will be determined. All applicable criteria must be addressed in alignment with at least one category chosen above. These pages do not count toward the page limit for the final application.

Proven Provider Categories 2, 3, and 4:

Describe in detail the **qualifications** of the proposed proven provider. Additional documentation may be included as an appendix; Describe in detail the proposed proven provider's **roles and responsibilities** in the successful school(s) or program(s); Provide **evidence** to link the proposed proven provider's roles and responsibilities to the success of the school.

Qualifications:

MATCH is a proven provider with low-income, minority children, and with students of all sorts who arrive to our school far behind grade level. The high school opened in 2000. The middle school opened in 2008.

- MATCH has been rated by both *Newsweek* and *US News & World Reports* as one of the top 100 public high schools in the nation (out of more than 18,000). MATCH is the only Massachusetts school besides Boston Latin with this distinction.
- Among roughly 340 Massachusetts public high schools, MATCH students were #1, #4, and #1 respectively in English and math and biology in the 2010 Grade 10 MCAS in MCAS proficiency.
- In the state's list of MCAS Student Growth Percentile scores in 2010, MATCH was #1 of all high schools in Massachusetts in Grade 10 math and tied for #3 in Grade 10 ELA; MATCH Grade 7 math results ranked tied for 6th; MATCH Grade 6 math results ranked #3.
- 99% of all MATCH graduates have been accepted into a four-year college or university. 82% of MATCH graduates are in college or have received a college degree (*eight times the national rate*).
- Even of students who left MATCH during their years of HS, 85% have received or are on track to receive an HS diploma (*approximately 25 percentage points higher than the national average for students in high-poverty school districts*). This figure is based on our research for the classes of 2008 and 2009 (students who started in 2004 and 2005), the two most recent classes for which we have this data.
- MATCH has four medals from the Effective Practice Incentive Program that rates charter schools nationwide (3 for the HS, 1 for the Middle School);
- MATCH is a viable organization. It has had 10 years of balanced budgets. It has received three consecutive years of unqualified, clean audits. MA DESE/Board of Education has granted two five-year charter renewals and approvals to grow (from the initial 199 chartered enrollment of 180 to approval for 220 students in 2003; from 220 to 460 to create a middle school in 2007; from 460 to 500 to grow the school in 2008). The leadership team and board are stable.

Roles and responsibilities and evidence that links leadership to school success:

Executive Director Alan Safran has served in this role since 2002. In 2008, he oversaw the launch of the MATCH middle school. He works under the direction of the MATCH Board to reach the institution's accountability goals, manages the 2 principals, oversees the back office staff, and is accountable for the development, HR, community relations, compliance, media, and other institutional functions. If our proposed MATCH Community Day School is approved by DESE, a single board will hold two different charters (MATCH and MATCH Community Day, comprising a network); Mr. Safran and the back office team will serve both schools, and Mr. Safran would oversee the principals of the newly chartered school.

Since the founding of MATCH in 1999, Michael Goldstein has remained as a leader of the school, originally as Executive Director until 2002; launching MATCH Corps in 2004; and launching MATCH Teacher Residency in 2008 (a DESE-approved teacher certification program). He heads the teacher residency. He has also been on the board of a pilot elementary school, and has led MATCH efforts to tutoring elementary students in three Boston Public Schools in 4th grade math, creating very large gains. If this proposed school is approved, Michael will lead an effort to expand the teacher residency to also train elementary school teachers, and continue to lead design efforts of the school, as he did with the MATCH high school and middle school.

Kate Carpenter Bernier was hired in July 2010 to become Director of New School Development. She is the leading candidate to serve as the principal of MATCH Community Day, if approved. She would lead the Action Plan described in the charter application itself. Kate served most recently as the Director of the Elementary Grades for the Edison K-8 School in Brighton where she supervised and evaluated teachers in multi-lingual sheltered English immersion (SEI) classrooms and oversaw the state and district language assessment testing for the 750-student Boston public school. Kate was a Boston Principal Fellow at the Tobin K-8 Boston public school in Roxbury.

Kate, Alan, and Michael have teamed up on the design process of this proposed new school.

* * *

MATCH has also contracted with a charter organization that itself is a proven provider, Community Day Charter Public School (CDCPS). CDCPS will provide curriculum and (related) data analysis for elementary students and English Language Learners, per the contract in the Appendix of our application. Our purpose was to strengthen our case as a proven provider in every aspect of our proposed new preK-12 school.

CDCPS has had persistently strong MCAS results, both absolute and growth. For example, in MCAS growth scores, CDCPS's 2010 MCAS Grade 4 math results were #1 in Massachusetts; Grade 5 ELA #7; Grade 6 ELA #1; Grade 6 math #5; Grade 7 ELA #3; Grade 7 math tied for 11th. CDCPS has 27% of students identified as English Language Learners.

The Executive Director of the CDCPS, Sheila Balboni, is also its founder. She has over twenty-five years of experience in working with boards, organizational development, program management and fiscal development. She heads a management team of professionals, (the non-profit Community Group Inc.) many of whom were founders of CDCPS; all of whom have proven track records in a range of skills needed to develop and support successful charter schools.

Ms. Balboni will join the MATCH Charter School Board of Trustees and will work with the MATCH Community Day team on program design, project management, professional development and curriculum/assessment design to support the new school. Principals of CDCPS and their administrators have compiled detailed descriptions of curriculum content, on line descriptions of teaching strategies, scope and sequence and curriculum units. They have spent many hours developing teacher-friendly data reports and classroom assessments, all of which have been documented in order

to build support systems and systems of replication.

* * *

The Board that Sheila Balboni would join is already proven over many years. Indeed, the DESE has lauded the board in various site visit reports over the past decade. There are currently 10 board members. Here are four examples of who comprises our Board:

Stig Leschly is our board chair. He is the founder and former director of the Newark Charter School Fund, a \$20 million effort financed by national philanthropies to support public school reform in Newark, NJ at all grade levels, preK to 12. Prior to that, he taught at Harvard Business School, writing case studies of various aspects of charter growth with KIPP and other organizations. He is an authority on the specific pitfalls and tensions involved in charter school growth. Stig holds a JD from Harvard Law School, and an MBA from Harvard Business School. In 2009 and 2010, Stig has led a strategic examination of the performance and growth needs of the MATCH leadership team.

Ann Sagan is a former Board of Education Member in Montclair, New Jersey, where she served as chair of the finance and budget committee. As a founding board member, she led our 2001 effort to acquire and finance a permanent home for MATCH high school, and then volunteered full-time at our school as a math curriculum specialist for 8 years. She has a degree in early education from Bank Street College and an MBA from the University of Chicago. More recently, she has helped to explore the Community Day partnership described in this application to see if it was a good fit for MATCH.

Reverend Ray Hammond is founder and pastor of Bethel African Methodist Episcopal Church in Boston. In this capacity, he has a long history of involvement with youth and community activities for children ages birth to 18. He is former Board Chair of the Boston Foundation, a Member of the Executive Committee of the Black Ministerial Alliance, and one of the founders of the Ten Point Coalition, an ecumenical organization working for Black and Latino youth in Boston. Ray has helped MATCH to build a closer relationship with the City of Boston. As evidence that this relationship is indeed growing (and unusual for a charter-district), see the letter of support from the Chief Operating Officer of the Boston Public Schools (Appendix).

Jamie Goldstein is a partner at North Bridge Venture Partners. As an early phase venture capitalist, his expertise is in the growth of small organizations into medium-sized ones – precisely the sort of journey that MATCH hopes to undertake. Jamie is a graduate of M.I.T. and Harvard Business School. In 2007, Jamie (no relation to MATCH founder Michael Goldstein) led the board review that resulted in the significant expansion of our back office team (described in our application).

Roles and responsibilities: See above

Evidence of link to school success: See above

List of attachments: Resumes of the founding group and the board of trustees are attached as an Appendix.

All Proven Provider Categories:

A. Provide comparison data that demonstrates the academic success of students in school(s) or program(s) served by the proposed proven provider:

- as compared to Massachusetts statewide averages in English language arts and mathematics in comparable grades;
- for at least a three year period
- for cohorts of students.

The data must include, but is not limited to:

- proficiency levels in the aggregate, on the MCAS or equivalent assessments for all students tested;
- proficiency levels for one or more targeted subgroups, as defined in M.G.L. c.71, § 89(i)(3);
- attendance, retention, and attrition data; and
- graduation and dropout data;
- student performance on other standardized tests, if available.

MATCH High School opened in 2000. Its first MCAS was in 2002. Grade 10 is the only high school grade tested by MCAS. Here we've included MCAS high school data from last 3 years.

MCAS Proficiency Levels

10 th Grade ELA % Proficient or Advanced	2008		2009		2010	
	MATCH	State	MATCH	State	MATCH	State
Low Income	93	53	97	62	100	59
African American/Black	100	55	94	63	100	60
Hispanic/Latino	87	49	100	57	100	56
All Students	94	74	98	81	100	78

Both ELA and Math proficiency levels for MATCH 10th grade students during the last three years are significantly higher than the state-wide proficiency level for all students as well as the state-wide proficiency levels for low-income, African-American/Black, and Hispanic/Latino subgroups.

10 th Grade MATH % Proficient or Advanced	2008		2009		2010	
	MATCH	State	MATCH	State	MATCH	State
Low Income	90	51	100	54	97	57
African American/Black	92	48	100	51	98	53
Hispanic/Latino	94	46	100	48	100	49
All Students	93	72	100	75	99	75

10th Grade Student Growth Percentiles

The tables above show “absolute performance.” These tables show growth as tabulated by DESE. MATCH students have shown significantly higher student growth percentiles on the MCAS than the state and district averages in the two years of available growth data.

MATCH student growth percentiles were the highest in the state in both 2009 and 2010 for the 10th grade math MCAS, and third highest for the 10th grade ELA MCAS in 2010.

10th Grade MCAS

	ELA	MATCH	State	Boston	Math	MATCH	State	Boston
2010		80	50	44		96	50	55
2009	77	50	50	98	50	60		

MATCH Middle School opened in fall 2008. Our first 6th graders took MCAS in 2009. While the levels of ELA proficiency for MATCH 6th grade students who are low-income, African-American, and Latino were higher than the state-wide proficiency levels for those subgroups, our overall proficiency level did not exceed that of the State's. MATCH Middle School faculty and leaders are refining systems to yield significant growth in this measure in the coming years.

6th Grade ELA	2009		2010	
	MATCH	State	MATCH	State
% Proficient or Advanced				
Low Income	55	44	53	48
African American/Black	64	45	59	48
Hispanic/Latino	52	40	60	45
All Students	61	66	57	69

6th Grade Math	2009		2010	
	MATCH	State	MATCH	State
% Proficient or Advanced				
Low Income	53	34	63	37
African American/Black	53	32	70	34
Hispanic/Latino	52	29	72	34
All Students	54	57	68	59

6th Student Growth Percentiles

6th grade MATCH students showed significantly higher student growth percentiles than the state and district averages in the two years of available data. Math performance was particularly strong: among the top 5 middle schools statewide each year.

6th Grade MCAS

	ELA	MATCH	State	Boston	Math	MATCH	State	Boston
2010			57	50		48		92
2009		61	50	52		88	50	43

MATCH has data from its first group of 7th grade students from Spring 2010. While the levels of ELA proficiency for MATCH 7th grade students who are low-income, African-American, and Latino were higher than the state-wide proficiency levels for those subgroups, our overall proficiency level did not significantly exceed that of the State's. In math, we did significantly exceed the State's average. MATCH Middle School faculty and leaders are refining systems to yield significant growth in this measure in the coming years for English.

7th Grade ELA	2010	
	MATCH	State
% Proficient or Advanced		
Low Income	63	52
African American/Black	77	53
Hispanic/Latino	64	48
All Students	73	72

7th Grade Math	2010	
	MATCH	State
% Proficient or Advanced		
Low Income	61	32
African American/Black	56	30
Hispanic/Latino	63	27
All Students	61	53

7th Student Growth Percentiles

7th grade MATCH students showed significantly higher student growth percentiles than the state and district averages in the one year of available data.

7th Grade MCAS

	ELA	MATCH	State	Boston	Math	MATCH	State	Boston
2010		69	50	43		82	50	55

Note: The instructions mention tracking a “whole cohort” – i.e., the same students from grade 4 to 5 to 6 to 7, etc. Through 2008, MATCH operates a high school, which only tests MCAS in Grade 10, and therefore cannot track such a cohort.

MATCH Student Performance on Other Standardized Tests

SAT Scores

To the best of our knowledge, the College Board no longer releases school-by-school SAT comparison. The most recent, we believe, was 2007 data on what was at that time 35 open-admission high schools in Boston, including charter schools. Of that cohort, MATCH students were #1. These were the highest-performing Boston schools.

2007 SAT Results	Reading	Math	Writing	Combined
MATCH	476	512	459	1447
Boston Collegiate Charter	476	488	480	1444
Academy Of the Pacific Rim	450	482	466	1398
Another Course To College	453	459	478	1390
Fenway High School	435	442	440	1317
Excel High School	410	433	411	1254
Snowden Int'l High	400	434	411	1245
Quincy Upper School	409	442	393	1244
Health Careers Academy CS	419	411	412	1242
City On A Hill Charter	411	421	400	1232

Advanced Placement Exams

We require all students to take AP exams. Even – and especially – students who arrive to MATCH dramatically behind grade level in 9th grade. This means every single student must take challenging classes. Here were the schools with the largest numbers of students taking AP exams in Boston open-admission schools (including charters).

2009 Advanced Placement Exam Data	Number of AP
MATCH	113
Boston Community Leadership	94
Brook Farm Business Academy	46
Jeremiah E Burke High	42
Excel High School	34
Health Careers Academy CS	28
Snowden Int'l High	26
The Engineering School	22
Boston Collegiate Charter	18
Academy Of the Pacific Rim	11

We believe taking AP courses pays off in higher college persistence and there is national evidence to this effect. The comparative data on this topic **locally**, however, is quite limited: we know of one study, by a Harvard doctoral student, that looked at a single year of Boston charter school college persistence levels, and found MATCH as #1. Our AP pass rate, however, is not where it needs to be. As we state in the Executive Summary of our application: while we believe MATCH is proven, we have several areas of improvement we need to make in our current school; that is one reason we are proposing to open a single school, not several. This is one such area. We believe that AP performance will improve from our participating in the Massachusetts AP Initiative led by Mass Insight.

Attendance

MATCH attendance rates for the past three years are slightly above the state averages.

MATCH Attendance Rates %	MATCH	State
2009-10	96	Unpublished
2008-09	96	95
2007-08	96	95

Graduation Rates

MATCH tracks both five year and four year graduation rates. Note that this statistic means graduation from MATCH (we are often asked to explain the near 0% dropout rate and the less than 100% graduation rate – it’s because several students who start at MATCH ultimately graduate from other Massachusetts high schools).

5 Year Graduation — % of students	2006		2007		2008	
	MATCH	State	MATCH	State	MATCH	State
Low Income	59	68	74	71	93	70
African American/Black	64	70	69	71	100	74
Hispanic/Latino	50	62	67	64	100	64
All Students	59	83	72	84	95	84

4 Year Graduation % of students	2006		2007		2008	
	MATCH	State	MATCH	State	MATCH	State
Low Income	61	65	80	65	59	70
African American/Black	62	65	74	68	67	69
Hispanic/Latino	56	59	90	58	25	60
All Students	60	81	76	81	60	82

Attrition

MATCH High School attrition was 16% in 2008-09 and roughly 14% in 2009-10. This is much lower than previous years.

MATCH has increased the breadth and depth of relationships with students and their families who are in danger of failing, so they are more likely to stay at MATCH if they must repeat a year.

The district does not publish comparison data, but some 2005 BPS data suggests a typical Boston district high school has 22% annual departure rate, whereas MATCH high school was 13%. A *Boston Globe* article on August 2, 2010 describes high student mobility in many high poverty schools.

Exit surveys show the leading reason that students leave MATCH is in order to receive “social promotion” from a district school. That is, the student has not met teacher-set standards and must repeat the year at MATCH; he or she may opt to transfer to district schools which will ignore the outcomes at MATCH School at automatically promote to the next grade.

(As the DESE is well aware, the initial draft of the law to lift the charter cap included a provision requiring districts to address this issue. But the provision was removed during the legislative process).

These departing students tend to flourish in district schools, which leads to our drop-out rate being very low (see below). That is, when departing MATCH students transfer to other Massachusetts high schools, they are very likely to earn diplomas.

MATCH teachers are told never to lower academic standards as a way to decrease the number of failing students, and thereby to decrease our attrition. High standards at MATCH exist because our mission is to prepare all of our students for college and beyond. MATCH graduates must be able to sit in a college class next to students from private schools and wealthy suburbs and excel at the work required of them. All students deserve to be held to this standard because MATCH teachers and leaders believe that all students can reach that standard. While the data set is small because MATCH is only entering its 10th year, the statistics show that students who receive a MATCH degree are much more likely to succeed in college. As of July 2010, 82% of MATCH graduates are in college or on track to graduate.

MATCH Attrition Rates # and % of Students		Total # of Students	School Year Withdrawals		Summer After SY Withdrawals		Total Annual Attrition %
			#	%	#	%	
2009-10	MS	164	18	11	7	4	15
	HS	230	19	8	9	4	12
	Total	394	37	9	16	4	13
2008-09	MS	92	10	11	10	11	22
	HS	227	12	5	17	7	13
	Total	319	22	7	27	8	15
2007-08	HS	222	26	12	28	13	24

Retention Data

As discussed in the attrition data portion of this application, students are retained at MATCH because they do not meet the academic standards during the school year. This is the most recent retention data, to the best of our knowledge, published on the DESE website.

Retention Rates	MATCH	State
2007-08	2.7	2.4
2006-07	9.7	2.4
2005-06	9.6	2.5

Drop-out data

As discussed in the sections above regarding attrition and retention rates, most students who leave MATCH leave when they are required to be retained a grade level at MATCH; they choose to instead transfer to the district and receive promotion to the next grade level. Almost all students who do leave MATCH are not drop-outs, they are transfers. As shown in the table below, the MATCH dropout rate is lower than the state rate during the last two years and in the last two years the dropout rate at MATCH has been zero.

Dropout Rates, % of students	MATCH	State
2008-09	0	2.9
2007-08	0	3.4
2006-07	1.9	3.8

Note: A 0% drop-out rate does not mean that no students who attend MATCH eventually drop out of school. Of the students who have left MATCH to attend open-admission schools, 85% have graduated or on track to graduate. This means that, according to our own past tracking, 15% of students who have attended MATCH and then left to attend a district school have dropped out.

The following data is for our “proven partner” – Community Day Charter Public School in Lawrence (CDCPS). Since MATCH Charter School is proposing to replicate as a preK-12 school and is currently just a middle and high school, and because we are proposing to focus on English language learners (ELLS) but currently serve few, we have partnered with Community Day Charter – which has proven itself both with elementary school students and with ELLs.

Technical note: We tried to break out the data on limited English proficiency students as a subgroup. However, DESE does not report MCAS scores for subgroups with fewer than 10 students. Because CDCPS is a very small school with 25 to 50 students per grade, and because their highest concentration of LEP/FLEPs is in grades K-2 (for which there are no MCAS exams), our tables do not show specific LEP/FLEP data.

However, in the handful of grades where there is available information, the LEP students tend to track closely with the overall Latino student performance (that is, CDCPS is 30% ELL and 88% Latino). For example, on the 2010 MCAS, the ELA CPI for 7th grade students is 92.3 for LEP/FLEPs and 97.3 for Latino; the math CPI for these students are 92.3 and 94.6 respectively.

6th Grade ELA MCAS	2007		2008		2009	
	CDCPS	State	CDCPS	State	CDCPS	State
% Proficient or Advanced						
Hispanic/Latino	75	38	94	40	73	40
All Students	76	67	92	67	76	66

6th Grade Math MCAS	2007		2008		2009	
	CDCPS	State	CDCPS	State	CDCPS	State
% Proficient or Advanced						
Hispanic/Latino	80	25	96	30	89	29
All Students	81	52	95	56	90	57

Community Day Charter School: Cohort Growth for Latino Students

ELA - % of students earning Proficient or Advanced from 4th grade to 6th grade	CDCPS	State Latino
Sixth Grade - 2009	73	40
Fifth Grade - 2008	44	32
Fourth Grade - 2007	33	28

Math - % of students earning Proficient or Advanced from 4th grade to 6th grade	CDCPS	State Latino
Sixth Grade - 2009	89	29
Fifth Grade - 2008	49	27
Fourth Grade - 2007	43	24

ELA - % of students earning Proficient or Advanced from 6th to 8th grade	CDCPS	State Latino
Eighth Grade - 2009	100	56
Seventh Grade - 2008	100	42
Sixth Grade - 2007	75	38

Math - % of students earning Proficient or Advanced from 6th to 8th grade	CDCPS	State Latino
Eighth Grade - 2009	79	22
Seventh Grade - 2008	63	19
Sixth Grade - 2007	80	25

Other Data About Community Day Charter Public School

CDCPS Attendance Rates

%	CDCPS	State
2008-09	95.7	94.6
2007-08	95.4	94.6
2006-07	95.7	94.6

CDCPS Retention Rates

%	CDCPS	State
2007-08	0.4	2.4
2006-07	0.9	2.4
2005-06	0.0	2.5

B. Provide evidence that the school(s) or program(s) for which the proposed proven provider was responsible:

- serves a student population similar to the population to be served by the proposed charter;
- that the program to be offered at the proposed charter school is similar to the successful school or program;
- or the program represents a reasonable modification of the successful school or program, including details of what is proposed as a reasonable modification.**
- If the grade span served by the school(s) or program(s) differs from the proposed charter school, please explain the applicant group's capacity to serve the proposed grade span.

B1. Student Population:

MATCH Charter School currently serves a student population that is approximately: 76% low-income, 60% black, 31% Latino, 14% special needs.

The proposed MATCH Community Day school would also serve low-income students, Latino students, and black students. However, it is *precisely targeted* to Boston's LEP population: about 16,000 children, or 20% of the district's total enrollment, according to DESE 2010 data.

We submit that this represents a *reasonable modification* of our existing school's demographics as MATCH currently serves few LEP students. While 19% of our students are "First Language not English" group as defined by DESE, almost no students are currently classified as Limited English Proficient (LEP) or Formerly Limited English Proficient (Indeed, no Boston charter school serves an LEP population greater than 4%).

Therefore, we have partnered with Community Day Charter Public School (CDCPS) to provide us with precisely the expertise we need to succeed with LEP elementary students at the highest levels. CDCPS results with ELLs have been stellar, as indicated above. Indeed, they are *the highest performing public school in Massachusetts with large LEP enrollment*. Their demographics: 74% low-income, 19% special needs, 30% Limited English Proficient, 88% Latino.

2010 Demographic Subgroups (%)	CDCPS	MATCH	Boston	State
Minority	91	97	87	30
First Language Not English	80	19	39	16
Limited English Proficient	30	0	20	6
Low Income	74	78	76	33
Special Education	19	14	20	17

B2. Grade Span

MATCH is proposing to replicate its successful Grade 6 to 12 school – and to add an elementary school component. We submit that this is a *reasonable modification*.

Again, we have partnered with CDCPS in to provide us with precisely the expertise we need to succeed elementary students at the highest levels. CDCPS results, shown earlier in this section, have been very strong.

Elsewhere in our application we describe that the academic program of MATCH (outstanding teaching, individualized daily tutoring, a longer school day, relentless and ongoing outreach to parents, and quality standards-based curriculum) fits well with elementary children; and that the curriculum and testing/data approach for elementary school students from our CDCPS partner creates a strong elementary school.

MATCH aims to operate a Boston network of two charter schools. This network will include MATCH's current 6-12 school and, if approved, the proposed MATCH Community Day preK-12.

Both schools will be governed by the current MATCH board of trustees and supported by a shared administrative staff.

The board of trustees and leadership team at MATCH believe that they are well prepared for the organizational challenges that will come with operating two charters with a shared board and a common back-office.

Central Office Staff

MATCH has invested significantly in administrative capacity over the past three years, in support initially of its middle school (which has grown nearly to its full capacity over the last three years) and in preparation for a potential new school.

Specifically, between 2008 and 2010, MATCH hired two deputy executive directors, hired a full-time controller with a CPA, and a full-time bookkeeper (to replace a former, part-time accounting manager), and hired its first full-time human resource administrator.

These recent additions to MATCH's already strong and stable administrative team have created a high-performing back-office team that continues to be led by Alan Safran, MATCH's long-time executive director.

Recent accomplishments by MATCH's central office include the following:

- MATCH is currently working on a promising facilities project for its middle school that will result in a building that rivals MATCH's current high school building. MATCH's administrative team and consultants have deep expertise in all aspects of identifying, financing, and developing school facilities.
- MATCH has received three consecutive unqualified audits both for its regular program as well as separate audits under A-133 guidelines pertaining to the receipt of federal grants. MATCH's 6-12 charter was renewed by DESE in 2010.

In short, MATCH has a skillful, proven central-office staff that is well-positioned to take on the added administrative work that will come with operating a second school.

Teachers, Tutors, and School Leadership

MATCH has a clear, actionable plan to staff its new school with superb teachers, tutors, and instructional leaders.

- MATCH currently trains and certifies 20-30 teachers annually via its in-house teacher residency program. This program is a DESE-approved teacher licensure program, and it feeds new teachers to MATCH's 6-12 charter. It will also provide a rich, reliable supply of new teachers for the proposed MATCH Community Day school if approved to certify elementary teachers.
- MATCH has identified an outstanding instructional leader to lead the proposed new school, and MATCH has a strong track-record over the last decade in instructional leadership at its current 6-12 school.
- MATCH will create a MATCH Corps tutoring program in its new school that is identical to the one that functions in its current 6-12 charter. The MATCH Corps creates enormous capacity for individualized learning and relationship-building among students, families and staff.

Partnership with Community Day Public Charter School

MATCH is proposing its second charter in close partnership with Community Day Charter Public School (CDCPS) of Lawrence. This partnership will contribute substantially to the success of MATCH's second charter school over the next five years.

Specifically, MATCH will learn from CDPCS's expertise with ELL students (CDPCS is the highest performing charter school in the state with an ELL population of at least 20%) and with elementary school students.

MATCH has signed a partnership agreement with CDPCS by which MATCH will license instructional materials from CDPCS and gain access to consulting advice from CDPCS staff and faculty. CDPCS will also take two board seats on MATCH's board of trustees.

Board and Founding Group

MATCH has a strong, committed board of trustees and founding group. They are completely supportive of the proposed second charter and enthusiastically support operating a network of two Boston charters.

Important members of MATCH's board and the founding group for the new charter are the following:

- *Expertise in Charter School Growth.* MATCH's board chair, **Stig Leschly**, has extensive experience with charter school growth and scale. From 2007 to 2010, Stig founded and managed the Newark Charter School Fund, an operating foundation financed by national philanthropies to support charter school growth in Newark, NJ. Formerly, Stig was a lecturer at Harvard Business School where his research and teaching focused on entrepreneurship in school reform. Stig has written numerous case studies on successful charter school networks.
- *Expertise in Organizational Management.* Two board members at MATCH (**Jamie Goldstein and Paul Deninger**) are experts in organizational management. Jamie is a leading Boston venture capitalist. Paul is an accomplished investment banker. Both have worked extensively with organizations at various stages of growth. Further, several MATCH board members – including **Charlotte Hart and Denise Blumenthal** – have helped lead or govern successful nonprofits.
- *Expertise in Teaching and Learning.* MATCH will add **Sheila Balboni** (executive director of CDPCS) and another CDPCS delegate to its board if its proposed charter is approved. The proposed principal of the new school and one of the authors of this application, **Kate Carpenter Bernier**, is a former teacher and preK-8 school administrator in Boston. These appointments add deep educational expertise to MATCH, especially at the preK-5 level, and in particular with English Language Learners.
- *Community Relations.* The MATCH board has strong ties to its Boston community. For example, **Reverend Ray Hammond** is a MATCH board member. Reverend Hammond is Pastor of Bethel AME Church, a cofounder of the Ten Point Coalition, and a former chair of The Boston Foundation.
- *Founder.* MATCH was founded by **Michael Goldstein** in 1999, and Michael has been an employee of the school since then. Michael currently oversees teacher training at MATCH. He is a recognized leader in the national charter school movement. He regularly advises, and has close collegial relationships, with leading charter school networks, including KIPP, Achievement First, Uncommon Schools, Harlem Success Academy, and Aspire.
- *Executive Director.* **Alan Safran** has been MATCH's executive director for the past 8+ years. He helped establish the MATCH weekend tutoring program (2002), the MATCH Corps (2004), and the MATCH Middle School (2008). He oversees MATCH's high school and middle school principals, and the facility challenges at both sites, and has extensive experience in facilities finance, including the use of QZABs and New Market Tax Credits (2002 and 2005). Prior to MATCH, Alan worked for nine years at DESE in 5 leadership roles affecting state education policy and administration.

In conclusion, MATCH has considered carefully its plans to build a small, Boston network of schools. MATCH is confident – because of its sophisticated central office, its concrete plans for hiring a faculty, its partnership with CDPCS, and its strong board and founding group – that it can meet the challenges that will come with opening and operating a second school that will start small (100 students) and grow thoughtfully over time.

**Agreement between Community Day Charter Public School (CDCPS)
and MATCH Charter School**

A new charter school will be proposed called MATCH Community Day Charter Public School. If the proposal to open MATCH Community Day Charter Public School is approved by the MA Board of Elementary and Secondary Education, this agreement shall be in effect for five years; should the proposal not be approved, this agreement will be null and void.

Terms of Agreement:

- I. **Board of Trustees** – On approval of the charter by the MA Board of Education, Sheila Balboni and an additional representative of CDCPS will join the board of MATCH, a board that currently governs all aspects of MATCH-related work, including the existing MATCH 6-12 charter school and the MATCH teacher training program. If the MATCH board, at some point in the future, elects to reorganize MATCH such that distinct governing boards are created for distinct charters (i.e. one board of the current MATCH 6-12 school and one board for the MATCH Community Day school) and for other aspects of MATCH-related work (i.e. the MATCH teacher training program), then Sheila and the second CDCPS delegate would serve on and help govern the board for the MATCH Community Day Charter Public School.

- II. **Curriculum and Assessment** – MATCH Community Day Charter Public School will license curriculum and assessment, as well as technical assistance, for grades K-5 from CDCPS over a term of 5 years for a flat fee at the following rates: Year 1-\$75,000; Year 2-\$75,000; Year 3-\$75,000; Year 4-\$50,000; Year 5-\$25,000.

The principal of MATCH Community Day Charter Public School will decide what blend of CDCPS curricula/assessment and other curricula is most effective and should be implemented given the needs of the school’s population. Over the course of the agreement, MATCH Community Day Charter Public School teachers may freely exchange ideas and curriculum with CDCPS teachers.

- III. **CDCPS Access to Teachers Trained by MATCH Teacher Residency** – CDCPS school heads may visit the MATCH Teacher Residency program at the beginning of April each year for the purpose of recruiting teachers, with no requirement that CDCPS offer any positions to MATCH Residents nor that MATCH Residents accept any offers from CDCPS.

- IV. **Good Faith Response to Changing Conditions** – Both parties pledge to work together in the spirit of collaboration and good faith to resolve any unanticipated issues that may arise and need to be addressed.

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V. **Dissolution** – This agreement may be severed at any time by CDCPS without penalty. The option to sever the agreement includes a requirement that MATCH Community Day Charter Public School take the “Community Day” out of the school name.

During the duration of this agreement, MATCH Community Day Charter Public School may not alter the name of the school. Agreed upon fees for payment to CDCPS by MATCH Community Day Charter Public School are irrevocable and must be paid to CDCPS regardless of CDCPS exercising the option to dissolve any or part of the agreement.

Accepted and Agreed:

Alan Safran
Executive Director
MATCH Charter School

Date

Sheila Balboni
Executive Director
Community Day Charter Public School

Date

Stig Leschly
Trustee and Chair of Board of Trustees
MATCH Charter School

Date

OFFICE FOR REFUGEES AND IMMIGRANTS, RICHARD CHACÓN

Mitchell Chester
Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 15, 2010

Dear Commissioner Chester,

I am pleased to submit this letter in support of the MATCH School's application to open a new K-12 charter school that serves Boston children from low-income backgrounds, and particularly English Language Learners, in partnership with the Community Day Charter Public School of Lawrence.

As you may know, the Massachusetts Office for Refugees and Immigrants (MORI) was created by state law to administer the state's Refugee Resettlement Program and to be the lead state agency that coordinates policies and programs that affect and serve immigrant communities across the Commonwealth.

MORI's mission is to support the effective resettlement of refugees in Massachusetts; to promote the full participation of foreign-born residents in the economic, civic, social, and cultural life of the Commonwealth, and to foster a public environment that recognizes and supports the ethnic and cultural diversity of the state. This agency achieves those goals by funding a comprehensive range of services to refugees in Massachusetts – including refugee cash and medical assistance, case management, employment services, English language training for employment, citizenship assistance, youth services and interpretation.

Through our work in developing and implementing the state's *New Americans Agenda*, which began with an Executive Order signed by Governor Deval Patrick in July 2008, we have identified English language proficiency as the greatest barrier to the effective integration of immigrants for whom English is not their first language. Supporting efforts that promise greater access to quality education for all of our youth, especially those identified as English Language Learners, has been a priority in our work.

I believe that the combination of Community Day Charter Public School's expertise with ELLs and early grade levels and MATCH's success with older Latino and African-American students will provide a powerful pathway to achievement at the proposed MATCH Community Day Charter Public School.

I anticipate the proposed MATCH Community Day model of intensive literacy development and individualize tutoring in a culturally respectful environment will be in high demand among parents of ELLS. Already the staff of the MATCH School has been actively reaching out to our vibrant network of community-based organizations with whom we work closely.

I believe that the particular focus of this proposed school to address the needs of English Language Learners combined with the MATCH's demonstrated success at rigorous standards and outcomes could offer much needed promise and support to help close the achievement gaps that we know currently exist between students of different racial, cultural and economic backgrounds in Boston. Many thanks for your consideration of their vision and proposal.

Sincerely,

Richard Chacón
Executive Director

BOSTON PUBLIC SCHOOLS, MICHAEL J. GOAR

Mitchell Chester
Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

Dear Commissioner Chester,

Boston Public Schools (BPS) is deeply committed to providing a high quality education for the more than 15,000 English Language Learners (ELL) attending our schools. Our goal is to ensure that our ELL students achieve proficiency on the MCAS; graduate from high school prepared for college completion and career success; and have access to high quality programs and schools.

With the population of school-age children whose first language is not English projected to increase in Boston, we are pleased to see charter organizations propose schools, such as MATCH International, to serve this population. Even though there have been disagreements on policy, and our concerns about the funding mechanism of and student population served by charter schools, one of the things that we have asked is for charter schools to serve more Limited English Proficient students. While we take no formal position on the MATCH International application, we do support the notion of charter schools with demonstrated success establishing schools and programs to serve ELL students and families.

If MATCH International were approved, BPS would propose to expand our partnership with MATCH. Currently MATCH has extensive tutoring programs in two BPS schools, with impressive results. MATCH has reached out to BPS leadership and expressed a desire to be “good faith collaborators” with BPS—where MATCH can learn from BPS experts in ELL education and BPS can learn from MATCH’s success. We appreciate the current relationship between BPS and MATCH and hope to foster a long-term and closer collaboration in the future.

Sincerely,

Michael J. Goar
Deputy Superintendent

BOSTON PLAN FOR EXCELLENCE, ELLEN GUINEY

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

October 25, 2010

Dear Commissioner Chester:

I am writing to express my support for the application of the Match Charter School, in partnership with the Community Day Charter School, to open a new school in Boston, K-12, that will extend the MATCH model and Community Day's best practices to students whose first language is not English. As a person deeply familiar with K-12 education for Boston schoolchildren, I applaud these schools' willingness to take on the problem of educating these students. While there are pockets of good work here and there within and without the district schools, and some excellent teachers, there is no school with a great percentage of these learners succeeding with all of them. It is going to take an all-out approach, extra time and energy, and great expertise, qualities I think both MATCH and Community Day have amply demonstrated.

Kate Carpenter Bernier has on-the ground Boston experience that will serve her well; she understands the issues, has a good grasp on potential solutions, and proven leadership. Mike Goldstein is a member of the Boston Schoolchildren's Consortium, and has proven his ability to work with and learn from others, including leaders in the BPS. I also know several members of the MATCH board, and am impressed with their commitment. This is an application that should be approved.

Sincerely,

Ellen Guiney
Executive Director

DUDLEY STREET NEIGHBORHOOD INITIATIVE, JOHN F. BARROS

October 30, 2010

Commissioner Mitchell D. Chester
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

Dudley Street Neighborhood Initiative (DSNI) is pleased to support the MATCH School's application to open a new K-12 charter school that serves low-income Boston children and, in particular, English language learners. Their mission of preparing Boston children who would be the first in their families to earn a college degree is vital to our children and their families breaking the cycle of poverty.

DSNI is one of the 21 organizations in the country and one of the 3 in Massachusetts who have been selected for a Promise Neighborhood planning grant by the U.S. Department of Education. Since 1984, DSNI has made tremendous strides as a model of engaging the community in the physical revitalization of our area; this opportunity allows us to mobilize 26 years of effective social capital and resident leadership to fundamentally change the systems that impact the educational and developmental outcomes of our children. With the continued challenge of underperforming schools and the widening of the achievement gap, we have learned that working to strengthen schools alone will not create the impact needed for improved academic outcomes. Today, Boston has aligned all efforts to remove barriers to graduating from college and succeeding in life for students in its most distressed communities. The Boston's Promise Initiative provides an unprecedented platform to leverage the capacity we have built to date and coordinate the resources and policies that support evidence-based programs and practices to make a significant difference for students and our communities.

We believe that MATCH and their partner, Community Day Charter Public School which is also a Promise Neighborhood planning grantee, bring the experience and passion to put our young children on the path to success. We understand that it takes a great deal of individual attention to address every child's needs. The MATCH Community School's model of providing 2 hours of daily tutoring is an excellent way to map to the child's cognitive development. We understand that the tutors, teachers, and other faculty will also diligently develop culturally sensitive relationships with the families, as is the practice in the existing schools. MATCH has experience providing needed tutoring at 2 schools in the Dudley neighborhood: Orchard Gardens Pilot School, a turn around school with a large part of the student body speaking English as their second language and Emerson Elementary School, a level 3 school with the only SEI Cape Verdean program in Boston.

The MATCH team has conducted meetings with immigrant, refugee, cultural and community organizations to solicit feedback and establish the outreach network for student recruitment. They have met with non- and limited-English speaking parents to clarify what a charter school is, what specifically their school will offer, and increase familiarity with applying for the lottery, if the school is approved.

MATCH has also reached out to Boston Public Schools (BPS) to forge learning relationships between the adults responsible for educating Boston's children. The school's proposed leader Kate Carpenter Bernier, a former BPS teacher and administrator, is committed to collaborating with BPS at the school and central office levels. This sort of information and practice sharing is important to improving educational performance in the city as a whole.

If approved, we plan to collaborate with the new MATCH Community School in outreach to families in our community to ensure that non- and limited-English speaking families apply for this new school. Families in our community are seeking high quality educational opportunities. We thank you for your consideration of this proposal and encourage you to approve it for Boston's children.

Sincerely,

John F. Barros
Executive Director

HAITIAN AMERICAN PUBLIC HEALTH INITIATIVES, INC., JEAN MARC JEAN-BAPTISTE

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

October 25, 2010

Dear Commissioner Chester:

I am pleased to submit this letter in support of the MATCH School's application to open the MATCH Community Day Charter Public School and I look forward to our potential future collaboration. The MATCH mission of preparing Boston children to succeed in college and beyond particularly those from low-income families and those who would be the first in their families to earn a college degree fits well with our philosophy. We understand that this school would have a particular focus on English Language Learners, who are in great need of additional education services and options.

As we discussed, our agency is very supportive of efforts to expand opportunities for our youth to get a good education so that they can be successful in life and thus we are happy to serve on any capacity and to support MATCH's efforts. Some of the key elements in their application: 1) Increase parents' involvement in young people's lives to create a more supportive environment for growth. 2) Providing critical tutoring services that focus on individualized asset-building of young people and 3) creating culturally and linguistically sensitive activities to bring out values of art and culture within our youth will make learning easier for youth coming from immigrant and/or refugee families. Community Day's extensive work with English Language Learners and early grades will ensure that excellent instruction and curriculum is provided to the students at MATCH Community Day. We at HAPHI know how essential regular family engagement is to helping students stay on track. We share MATCH Community Day's vision of providing education and social services for disadvantaged children and adolescents, developing successful models of collaborations and creating an innovative program.

HAPHI is a community based, non-profit organization offering education, outreach and direct services to Haitian-Americans since its inception in 1989. HAPHI is dedicated to providing members of the Haitian community with health, service and skill-building information that will assist them in improving their physical and mental well-being. One of our goals is to provide culturally sensitive, factual information to Haitians about general health issues. We also aim to improve access to services and economic opportunities that address the health and social needs of Haitians. HAPHI's programs incorporate a range of service delivery strategies to increase their effectiveness within the Haitian community, including peer leadership training, youth after school, youth violence prevention, community outreach, and outreach and education through community media.

Thank you for your consideration of MATCH Community Day's application. I encourage you to approve this charter.

Sincerely,

Jean Marc Jean-Baptiste
Executive Director

VIET-AID, PHUONG DAO

Mitchell Chester
Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

November 1, 2010

Dear Commissioner Chester,

I am pleased to support the MATCH School's application to open a new K-12 charter school that serves Boston students and, in particular, English language learners. The MATCH mission of preparing Boston children to succeed academically and continue their education beyond high school is essential to our children's future.

The MATCH School's model provides two hours of tutoring assistance daily to the students and empowers parents to get involved with their children's education. The long school days are especially helpful to our parents who are working extra hours. MATCH will be offering parents ESL classes, which will support them professionally and in their work with their children at home. Furthermore, we believe their partnership with the Community Day Charter School in Lawrence will inform their teaching with elementary children and immigrants and go well with MATCH's Boston track record of high student performance, student inclusion and effective community engagement. MATCH understands the students' needs to succeed in school.

Founded in 1994, Viet-AID is the first community development corporation founded and operated by Vietnamese refugees and immigrants in the U.S. Located in the Dorchester neighborhood, Viet-AID's mission is to help build a strong Vietnamese American community in Boston and a vibrant Field's Corner neighborhood.

Once again, I hope that you will approve MATCH's School application as it will provide quality education to English language students in Boston.

Sincerely,

Phuong Dao
Director of Family & Youth Programs

MASSACHUSETTS ALLIANCE FOR PORTUGUESE SPEAKERS, PAULO PINTO

October 20, 2010

Dr. Mitchell Chester, Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

Dear Commissioner Chester:

The Massachusetts Alliance of Portuguese Speakers (MAPS) is pleased to submit this letter of support for the MATCH School's application to open a new K-12 charter school that serves Boston children from low-income backgrounds, particularly English Language Learners. The MATCH mission of preparing students to succeed in college and beyond, particularly those who would be the first in their families to obtain a college degree, aligns with our organization's commitment to increasing access and removing barriers to health, education and social services in Portuguese- and Cape Verdean Creole-speaking communities in Boston. We are excited about the partnership with the Community Day Charter Public School of Lawrence, another existing charter school that brings extensive experience with the elementary grades and low-income ELLs. Parents who we work with in our many different programs will be eager to apply for this school because of the community needs that it truly addresses.

MAPS is celebrating its 40th anniversary of providing linguistically and culturally competent health and social services for Portuguese-speaking communities throughout greater Boston, including Brazilian, Cape Verdean and Portuguese. MAPS has also served greater Lowell and the MetroWest area for many years. We strive to overcome barriers our clients face in accessing health, education and social services by providing direct services, advocacy, leadership and community development. We serve as a neighborhood resource center in the areas surrounding each of our six offices, including Allston and Dorchester.

Our organization supports all efforts to expand educational opportunity for our youth and put them on a college track. Some elements of the proposed MATCH Community Day School that reflect a similar mission and that we see as essential to success are: 1) Daily tutoring focusing on individual student needs; 2) An intense focus on literacy and the needs of students learning English as a Second Language; 3) High family engagement, including providing ESOL classes for adult family members; 4) The longer school day, which tends to students' academic needs and parents' work demands; and 5) A structured, college preparatory environment. We believe these approaches will effectively facilitate learning for youth from immigrant, refugee and limited- or non-English speaking families.

The MATCH 6-23 School has shown success with students from low-income neighborhoods in Boston and LEP or FLEP students, and we anticipate this new school will provide a similar pathway to achievement for elementary children. If approved, we plan to collaborate with and assist the new MATCH Community Day School in outreach to families to ensure high numbers of limited and non-English speaking families apply for the lottery and enroll in the school. Thank you for considering their proposal; we encourage you to approve their charter.

Sincerely,

Paulo Pinto, MPA
Executive Director

DORCHESTER HOUSE, IRA SCHLOSSER

October 21, 2010

Dr. Mitchell Chester, Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

Dear Commissioner Chester,

I am pleased to submit this letter in support of the MATCH School's application to open a new K-12 charter school that serves Boston children from low-income backgrounds, particularly English Language Learners. The MATCH mission of preparing students to succeed in college and beyond, particularly those who would be the first in their families to obtain a college degree, aligns with our organization's commitment to the health, economic and social well-being of our community in Dorchester. We applaud the partnership with the Community Day Charter Public School of Lawrence, which has achieved great success with low income ELLs. Our parents will be eager to apply for this school that brings together the educational assets needed in our community.

At Dorchester House, we strive to be the best community-based health and social services organization in the City of Boston, providing affordable, accessible and exceptional health care and other essential services. We serve as a neighborhood resource center in Fields Corner, Dorchester, the heart of Boston's Vietnamese community. Our clinics serve the area's Vietnamese population, among others, especially through our parenting programs and support groups.

Our organization is very supportive of efforts to expand educational opportunities for our youth and put them on the track to college. Some of the elements of the proposed MATCH Community Day School that we see as integral to success are: 1) The provision of daily tutoring that hones in on individual student needs; 2) An intense focus on literacy and particularly the needs of students for whom English is their second language; 3) high family engagement, including the provision of ESL classes for adult family members; 4) The longer school day, which both tends to students' academic needs and parents' work demands; and 5) a structured, college preparatory environment. We believe that these approaches will effectively facilitate learning for youth coming from immigrant, refugee, and limited- or non-English speaking families.

The MATCH 6-12 School has shown success with students from the neighborhoods we serve, and we anticipate this new school will provide a similar pathway to achievement for elementary children. If approved, we plan to collaborate with and assist the new MATCH Community Day School in outreach to families to ensure high numbers of families apply for the lottery and enroll in the school. Thank you for considering their proposal; we encourage you to approve their charter.

Sincerely,

Ira Schlosser
Director of Community Affairs

ASSOCIATED EARLY CARE AND EDUCATION, WAYNE YSAGUIRRE

Mitchell Chester
Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

October 15, 2010

Dear Commissioner Chester,

Associated Early Care and Education enthusiastically endorses the MATCH School's application to open a new k1-12 charter school that serves low-income Boston children and, in particular, English language learners.

Associated believes that high quality early education programs are crucial for school readiness and lasting educational success. Children participating in our early education programs are primarily EEC subsidized. Associated's children come from low-income working families living in Boston's inner city and the cities of Cambridge, Chelsea, and Revere. Three of our six centers are located in public housing developments. In the Associated system, 74% of the parents are single; 81% of them are single mothers, 73% of these young students are low-income and over half are living below the poverty level; and 15% of the children have been identified by the Department of Social Services as having been abused and/or neglected. Our population is diverse: 51% Latino; 28% African American/Black; 11% biracial; 1% Asian and Southeast Asian; 3% White; and 7% unknown. Languages spoken in the families of our children include: Spanish, French, Portuguese, and Haitian Creole. Associated's staff reflects its student population.

Match's mission of preparing Boston children who would be the first in their families to earn a college degree is vital to our children breaking the cycle of poverty. Associated's mission is to give Greater Boston's youngest children in need, birth to age 5, the opportunity to reach their full potential by investing in school readiness, promoting healthy development, and strengthening families. We believe that MATCH and their partner, Community Day Charter Public School, bring the experience and passion to put our young children on the path to success.

We understand that it takes a great deal of individual attention to address every child's needs. The MATCH Community School's model of providing two hours of daily tutoring is an excellent way to map to the child's cognitive development. We understand that the tutors, teachers, and other faculty will also diligently develop culturally sensitive relationships with the families, as is the practice in the existing schools. Community Day's expertise developing curriculum and meaningful assessments with very young students – four years olds – bodes well for effective early literacy development. We believe these approaches within the context of a longer school day and a very structured environment will make learning a positive and strengthening experience for children coming from our early care and education centers and our day cares.

If approved, we plan to collaborate with and assist the new MATCH Community School in outreach to families and to ensure that high numbers of non- and limited-English speaking families apply for enrollment in this new school. We thank you for your consideration of this proposal and encourage you to approve it for Boston's children.

Sincerely,

Wayne Ysaguirre
President and CEO

MATSOL, LINDA FOLEY-VINAY

Dr. Mitchell Chester
Commissioner of Elementary and Secondary Education
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148
Oct. 13, 2010

Dear Commissioner Chester,

The Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) is a 501C3 not-for-profit organization whose mission and activities focus on advocating for the educational opportunities of English language learners and their families, and teachers, and providing professional development and support to educators of English language learners. This mission crosses sectors of PK-12, Adult Education, Higher Education and the workplace, both public and private. This mission crosses any and all program models, organizations, community centers, businesses and institutions where English language learners are placed or choose to study.

Upon request from the MATCH International Charter School committee to review their proposal for a charter to the Commonwealth of Massachusetts, MATSOL can provide the following feedback at this time.

This proposal has major strengths that could affect English Language Learners positively if the charter were approved, including:

- Intensive tutoring and differentiated instruction to facilitate students becoming proficient in English for social and academic purposes through Structured English Immersion (SEI).
- The development of a faculty of highly qualified teachers and bilingual tutors, who have knowledge and language acquisition and best instructional practices for English language learners.
- Focused programming and outreach to engage parents, including adult ESL instruction and weekly telephone calls from teachers, administrators and bilingual tutors.

MATSOL also recommends that the committee formulating the plan for the MATCH International Charter further define the differentiation of curriculum for the target initial groups of K1-2nd grade, as well as future grades.

As the professional association for educators of English language learners in Massachusetts, and in light of the data and research showing a gap in achievement for English language learners, we recognize a need for programming that addresses their unique needs. We support programs that provide students with high quality services, including one-to-one tutoring and access to instructors/tutors who speak their home language. We believe the program proposed by the MATCH International Charter School reflects these needs, and wish them success in this endeavor.

On behalf of the MATSOL Board of Directors,

Linda Foley-Vinay,
MATSOL President

BOSTON CITY COUNCIL, COUNCILOR JOHN CONNOLLY

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

I am writing in support of the MATCH Charter Public School's application to open the MATCH Community Day Charter Public School in Boston.

The MATCH mission is to provide their students with the skills to achieve not only admission, but also success, in college and beyond. The school specifically focuses on those students who would be the first in their families to graduate from college, and those who come from low-income families. The MATCH Community Day Charter Public School will benefit from a strong partnership between MATCH school and Community Day Charter Public School (CDCPS), a school based in Lawrence that has been educating students since 1995. The MATCH Community Day Charter Public School will have a particular emphasis on students learning the English Language, as there is a great need for additional educational services and options in Boston for ELL students. The CDCPS has an excellent record of success serving English Language Learners and brings to the MATCH school strong instructional practices that have been successfully implemented in their school since 1995.

The MATCH school's unique approach to learning consists of small class size, a network of full-time tutors, partnerships with local universities such as Boston University and MIT, and an extended school day and year. Community Day will follow a school curriculum that is a blend of commercial programs refined and augmented by their own teachers to align with state standards and the developmental needs of the children, particularly ELL students and early grade levels. These elements have contributed to the success of thousands of past and present students, and would also benefit students of the MATCH Community Day School by putting them on track to meet – and exceed – state requirements. In addition, MATCH Community Day will offer ESL classes to parents so that they can better support their children and expand their opportunities and potential in the work place.

I ask you to give your full consideration to MATCH Community Day Charter Public School's charter application. Thank you for your time and attention to this matter, and please do not hesitate to contact me with any questions.

Sincerely,

John R. Connolly
Boston City Councilor At-Large

THE BOSTON FOUNDATION, PAUL S. GROGAN

October 22, 2010

Dr. Mitchell Chester
Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148

Dear Commissioner Chester,

I am writing to urge your support of the MATCH School's request to open a new K-12 charter school that serves Boston children from low-income backgrounds, particularly English Language Learners, in partnership with the Community Day Charter Public School of Lawrence. The MATCH mission of preparing students to succeed in college and beyond, particularly those who would be the first in their families to obtain a college degree, aligns with the Boston Foundation's devotion to building and sustaining vital, prosperous city and region, where justice and opportunity are extended to everyone.

From our years of experience, we can confidently say that a school like the proposed MATCH Community Day would be well-received by the parents of Boston. MATCH has an impressive record of success with students from the neighborhoods we serve due to their intensive teaching methods, culture of high expectations, frequent parent contact, and high-dosage individual tutoring. I also know that Community Day has achieved similar great success with low-income ELLs in earlier grade levels. Boston parents will be eager to apply for a joint MATCH Community Day that effectively facilitates learning for youth coming from immigrant, refugee, and limited- or non-English speaking families in a culturally respectful environment.

As an advocate of high quality schools, I strongly support MATCH School's request. Please do not hesitate to contact me with any questions. Thank you for considering their proposal; I encourage you to approve their charter.

Sincerely,

Paul S. Grogan

CAPE VERDEAN CREOLE

Somos pais de crianças, com a idade, frequentar a escola em Boston Falamos crioulo cabo-verdiano e muitas das nossas crianças são alunos que estão aprendendo Inglês como segunda língua. Estamos à procura de melhores oportunidades educacionais para as nossas crianças e apoiar a MATCH Community Day Charter Public School plano para iniciar uma faculdade preparatória K-12 escolas que incide sobre os alunos que estão aprendendo Inglês como segunda língua. A proposta de **MATCH Community Day Charter Public School** ajudará as nossas crianças, pois inclui: 1) ajuda diária para os alunos com necessidades individuais 2) um foco na leitura e escrita e necessidades dos alunos que estão aprendendo Inglês como segunda língua 3) um elevado nível de envolvimento da família Classes ESL inclusive para os membros adultos da família; 4) um ambiente seguro para as crianças.

Se for aprovada, gostaríamos de aplicar e tem a opção se matricular na escola. Obrigado por considerar a sua aplicação nós encorajamos você para aprovar seus projetos.

CHINESE

我们是住在波士顿学生的父母。我们都说中文，因此在我们的孩子中， 大部分都被认为英语作为第二语的孩子。为了孩子们我们在寻找最美好的教育机会；支持 MATCH 学校的计划来创建新的学校。一所把重点放在英语作为第二语学生的预备学效。

上面所建议的 **MATCH Community Day Charter Public School** 会给我们孩子很多帮助；其中原因包括：1) 个人每日的学习辅导；2) 把重点放在读写能力也放在英语作为第二语学生的需要；3) 鼓励家长都参与；4) 安全，有结构的环境。一旦我们的申请被接受，我们的孩子就有机会入学。谢谢考虑MATCH的申请；我们希望你们接受MATCH的申请。

HAITIAN CREOLE

Nou se paran timoun ki gen laj pou ale nan lekòl nan Boston. Nou pale kreyòl Ayisyen e anpil nan timoun nou yo se elèv ki ap aprann Angle kòm yon dezyèm langaj. Nou ap chache edikasyon ki pi bon opòtinite pou timoun nou yo e nou sipòte plan lekòl MATCH la kap kòmanse pwogram pweparatwa kolèj la de K-12 lekòl ki ap konsantre sou elèv ki ap aprann Angle kòm yon dezyèm langaj. Plan ki pwopozè **Jou Kominote Charter Lekol Piblik MATCH** yo ap ede timoun nou yo paske ladan li gen: 1) ed chak jou pou elèv ki gen bezwen endividyèl 2) yon konsantre sou lekti ak redaksyon pou elev ki ap aprann angle kòm yon dezyèm langaj 3) yon nivo wo pou patisipasyon fanmi, tankou klas ESL pou granmoun yo; epi 4) yon anviwonman san danje.

Si li apwouve, nou ta renmen aplike epi pou nou gen chwa a enskri nan lekòl la. Mèsi davans pou konsidere aplikasyon yo; nou ankouraje w pou apwouve pwòjè yo.

SPANISH

Nosotros, los suscritos, somos padres de niños de edad escolar en Boston. Somos hispanohablantes y muchos de nuestros niños son considerados estudiantes con dominio limitado del inglés. Buscamos las mejores oportunidades de educación para nuestros niños, y apoyamos el plan del MATCH School para el inicio de una escuela K-12 con un enfoque en estudiantes con dominio limitado del inglés. La escuela, que se llamaría '**MATCH Community Day Charter Public School**' ayudará específicamente a nuestros hijos porque incluye: 1) la tutoría diaria para diagnosticar y trabajar con las dificultades académicas de cada estudiante; 2) un enfoque en el alfabetismo y las necesidades específicas de estudiantes quienes hablan el inglés como segundo idioma; 3) la inclusión de las familias en la educación de sus niños, lo cuál incluye las clases de estudio del inglés como segundo idioma; 4) un ambiente estructurado y seguro para el aprendizaje.

Si la propuesta es aprobada por el estado, nos gustaría someter los nombres de nuestros niños en la lotería y tener la oportunidad de escoger esta escuela para ellos. Gracias por considerar la aplicación. Solicitamos su consideración en aprobar la propuesta sometida.

VIETNAMESE

Chúng tôi, ký tên dưới đây là cha mẹ của các học sinh đang đi học ở các trường trong khu học chánh Boston. Chúng tôi là những người nói tiếng Việt Nam và con em của chúng tôi đang học tiếng Anh. Chúng tôi đang tìm kiếm các cơ hội giáo dục tốt nhất cho con em của chúng tôi và ủng hộ kế hoạch của MATCH Community Day Charter Public School bắt đầu lớp mẫu giáo đến lớp 12, chương trình chuẩn bị vào đại học được tập trung cho các học sinh tiếng Anh.

Đề Xuất **MATCH Community Day Charter Public School** sẽ giúp con em của chúng tôi bởi vì: 1) dạy kèm học sinh hàng ngày cho các nhu cầu của học sinh; 2) tập trung vào đọc, viết và các nhu cầu của học sinh cho người mà tiếng Anh là ngôn ngữ thứ hai của họ; 3) Có sự tham gia nhiều hơn của gia đình, bao gồm các lớp học ESL cho người lớn và 4) một môi trường được kiến trúc an toàn. Nếu được chấp thuận, chúng tôi muốn áp dụng chính sách xô số và có sự lựa chọn đề ghi danh vào trường. Cảm ơn quý vị đã xem xét cân nhắc thỉnh cầu của họ, chúng tôi mong mọi quý vị nên chấp nhận đặc quyền dành cho trường.

East Boston Parents Support the Proposed MATCH Community Day Charter Public School

Dear Commissioner Chester,

October 21, 2010

We, the undersigned, are parents of school-age children in Boston. We are Spanish-speaking and many of our children are considered English language learners. We are seeking the best educational opportunities for our children and support the MATCH School's plan to start a college preparatory K-12 school focused on English language learners.

The proposed **MATCH Community Day Charter Public School** will help our children because it includes: 1) daily tutoring for individual student needs; 2) a focus on literacy and the needs of students for whom English is their second language; 3) high family involvement, including ESL classes for adult family members; and 4) a safe, structured environment.

If it is approved, we would like to apply for the lottery and have the choice to enroll in the school. Thank you for considering their application; we encourage you to approve their charter.

Sincerely,

Mairew Luna. Daughter. Emely Luna 6-year. ~~Amalia~~ Rosa Ramirez
Juana M Sanchez mi hija tiene 5 años
Rosa Ramirez - mis hijas tienen 5 y 4 años.
Sonia Salgado (son = Brian Mejia = 10 años) ~~JMS~~
Rina Rodriguez Lucy Batista = 6 años. ~~Rodriguez~~
Esperanza Caricido Juan Esteban Sepulveda = 8 años y Valeria Lopez 6 años
Erika Sanchez 3 kids 12/10/5 años
Vilma L Pineda a niño 7 años 9 x 12
Marta Merino I have 3 children They are 10, 9 and 5 years old
Maria Salvatierra I have 2 children age 16 and 8 year old
Elsa Jara I have 3 children → ages 11, 6 and 4 year old.
Hadis Arroxaue
Olga Teseo.
Clandia Suarez (2 niñas 4 - 13 años)

Haitian Parents in Boston Support the Proposed MATCH Community Day Charter Public School

21 Oktòb, 2010

Chè Komisyonè Chester,

Nou se paran timoun ki gen laj pou ale nan lekòl nan Boston. Nou pale kreyòl Ayisyen e anpil nan timoun nou yo se elèv ki ap aprann Angle kòm yon dezyèm langaj. Nou ap chache edikasyon ki pi bon opòtinite pou timoun nou yo e nou sipòte plan lekòl MATCH la kap kòmanse pwogram pweparatwa kolèj la de K-12 lekòl ki ap konsantre sou elèv ki ap aprann Angle kòm yon dezyèm langaj.

Plan ki pwopoze Jou Kominote Charter **Match Community Day Charter Public School** yo ap ede timoun nou yo paske ladan li gen: 1) ed chak jou pou elèv ki gen bezwen endividyèl 2) yon konsantre sou lekti ak redaksyon pou elev ki ap aprann angle kòm yon dezyèm langaj 3) yon nivo wo pou patisipasyon fanmi, tankou klas ESL pou granmoun yo; epi 4) yon anviwonman san danje.

Si li apwouve, nou ta renmen aplike epi pou nou gen chwa a enskri nan lekòl la. Mèsi davans pou konsidere aplikasyon yo; nou ankouraje w pou apwouve pwojè yo.

Sensèman,

1. *Shanne Denis*
2. *Saint Anne Gonfane*
3. *Jessica Francois*
4. *EODIE FRANCOIS*
5. *Anne Claude ^{Tehely} Marsan*
6. *Hugh Robert Marsan*
7. *Morie Etienne Maxon*
8. *Jean Pierre Livest*
9. *Yardley Jean Marie Fritz*
11. *A. Robert C. Rouché*

**Boston Parents Support the Proposed
MATCH Community Day Charter Public School**

Dear Commissioner Chester,

October 21, 2010

We, the undersigned, are parents of school-age children in Boston. Many of our children are considered English language learners. We are seeking the best educational opportunities for our children and support the MATCH School's plan to start a college preparatory K-12 school focused on English language learners.

The proposed **MATCH Community Day Charter Public School** will help our children because it includes: 1) daily tutoring for individual student needs; 2) a focus on literacy and the needs of students for whom English is their second language; 3) high family involvement, including ESL classes for adult family members; and 4) a safe, structured environment.

If it is approved, we would like to apply for the lottery and have the choice to enroll in the school. Thank you for considering their application; we encourage you to approve their charter.

Sincerely,



Children's Ages

Jacqueline Rosario	boy 9, 7girl	
Janette Wilk	girl 5, 9boy	
Ingrid Franco	4, girl.	
Phyllis Jarey	6, + 3	
Jesusina Barros	3	Capverdian criol
Yvica Stokes	3	
Jelena Rana	1	
Jessa Montano	1	
Josefina Bonilla	↑	18yrs.
Linda Lato	girl 3	
Jeri Robinson		