

# ANNUAL REPORT

## 2022-23



### **MATCH COMMUNITY DAY (PK-5)**

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JULY 28, 2023

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## *INTRODUCTION TO OUR SCHOOL*

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<b>MATCH CHARTER PUBLIC SCHOOL</b>			
<b>Type of Charter</b>	Commonwealth	<b>Location</b>	Boston
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b>	N/A
<b>Year Opened</b>	2000	<b>Year(s) in which the Charter was Renewed</b>	2005, 2010, 2015, 2020
<b>Maximum Enrollment</b>	1,250	<b>Enrollment for 2022-23</b>	1,186
<b>Chartered Grade Span</b>	PK-12	<b>Grade Span for 2022-23</b>	PK-12
<b># of Instructional Days per School Year (as stated in charter)</b>	180	<b>Students on Waitlist for 2022-23</b>	1,801
<b># of Instructional Days during the 2022-23 School Year</b>	180		
<b>School Hours</b>	Elementary: 7:40 a.m. – 4:00 p.m. (Fridays: 7:40 a.m. – 12:00 p.m.) Middle: 7:30 a.m. – 4:02 p.m. (Fridays: 7:30 a.m. – 12:00 p.m.) High: 8:20 a.m. – 3:29 p.m. (Fridays: 8:20-1:46)	<b>Age of School in 2022-23</b>	23 years
<b>Mission Statement:</b> The mission of the Match Charter Public School is to prepare students 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.			

## *FAITHFULNESS TO CHARTER*

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### *Mission and Key Design Elements*

The mission of Match Charter Public School is to prepare students 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. We have four Key Design Elements that guide our work toward realizing this mission:

- Serve large numbers of English Language Learners
- Consistent family communication and involvement
- Rigorous college preparatory curriculum
- Personalized academic support to meet students where they are throughout the PK-12 experience

We continue our work of implementing these Key Design Elements to attain our mission. We work to ensure the percentage of EL students we serve stays high by targeting multilingual families in a city-wide recruitment campaign. In 2022-23, 17.5% of Match students were classified as English Learners, which was in the top 12% among the 399 districts in Massachusetts. Multilingual learners, both those currently classified as EL and those with other multilingual backgrounds, receive ongoing support to master English reading, writing, listening and speaking. Parents of Match students are contacted frequently by Match staff throughout the school year. Through parent nights, workshops and more, we work with our parents to ensure that the learning for our scholars doesn't stop when the bell rings at the end of the day. We work relentlessly to prepare our graduates

for the rigors of college. Match students accumulate credits beyond what Massachusetts requires to graduate. Our college preparatory curriculum is taught in a highly supported environment, where all courses are taught at an Honors level and rigorously graded by the Common Core, Next Generation Science and College Board standards. Our teachers are committed to excellence and continually strive to collaborate, share practices and improve their instruction. In addition to a full academic schedule, all students in grades 6-12 – regardless of skill level – have access to Match Corps tutors. Match Corps members are recent college graduates recruited from the nation’s best universities who make a commitment to one year of service at our school.

### Amendments to the Charter

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
April 14, 2023	Minor amendment to revise Enrollment Policy to expand backfill through 10 <sup>th</sup> grade (previously Match backfilled through 9 <sup>th</sup> grade).	Approved May 2, 2023

### Access and Equity

#### Discipline Data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04690000&orgtypecode=5&=04690000&>

2021-22 Student Discipline*					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,257	127	2.9%	8.0%	0.6%
English Learner	218	18	3.2%	6.0%	0.9%
Economically Disadvantaged	1,022	111	3.2%	8.8%	0.4%
Students with Disabilities	289	46	4.5%	13.5%	1.7%
High Needs	1,113	118	3.1%	8.4%	0.6%
Female	645	57	1.7%	7.3%	0.6%
Male	612	70	4.2%	8.7%	0.7%
American Indian or Alaska Native	3				
Asian	8	0			
African American/Black	605	72	3.5%	9.4%	0.8%
Hispanic/Latino	592	51	2.5%	6.6%	0.5%
Multi-race, Non-Hispanic/Latino	29	2			
Native Hawaiian or Pacific Islander	3				
White	17	1			

\*The data included here suppresses details about the types of discipline used due to student groups of fewer than six students.

We believe school culture and discipline are a larger system for teaching students acceptable behavior and how to make good choices through warmth, structure, and appropriate consequences. We seek to develop good relationships and restore a sense of community.

Our disciplinary policies have been refined in recent years to allow for quicker interventions and increased support systems, with an intentional focus on the social-emotional skills that govern students’ behavior and improve their capacity to succeed in school. Overall staffing has been increased to address social-emotional learning needs, including deans and social workers. We continue to work to ensure a physically and emotionally safe learning space for students by responding with a restorative approach, as opposed to a punitive one. Additionally, in compliance with changes to student discipline laws in November 2022 designed to decrease suspension rates, we have adjusted our approach to implement alternative remedies and re-engagement in the learning process. As we refine and implement these new processes, our expectation is that our student discipline data will show a reduction in suspension rates in future years.

Three subgroups—students with disabilities, males, and African American/Black students—have had higher rates of suspension historically. We will continue to monitor these trends. As we continue to refine our disciplinary approach to support the development of students’ social-emotional skills as well as the implementation of alternative remedies, we trust that we will see a further reduction in these disparities.

### Dissemination Efforts

We were able to share our innovative models and best practices with other districts, schools and educators in the following ways:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Curriculum and Instructional Materials	Fishtank Learning	Sharing resources through partnership	<ul style="list-style-type: none"> <li>Teachers and Administrators who visit the website can access the instructional materials we use in our schools</li> </ul>	<a href="http://www.fishtanklearning.org">www.fishtanklearning.org</a>
Curriculum and Instruction	School Tour and Classroom/ Tutorial Observations	Various school teachers and staff	<ul style="list-style-type: none"> <li>MA State Representative and State Senator</li> <li>Harvard Professor with NBC News crew</li> <li>Saga Education co-founders with film crew</li> <li>4 prospective/ current trustees</li> <li>6 teachers from Sir George Monoux College (UK)</li> <li>KIPP Director of Multilingual Learners</li> <li>5 Special Education Teachers from Neighborhood House Charter School</li> <li>11 teachers from Chicago, IL</li> <li>2 teachers from Phillip's Academy Charter School (Newark, NJ)</li> <li>10 teachers from Education for Change (Oakland, CA)</li> <li>5 teachers from Phillip's Academy Charter School (Patterson, NJ)</li> </ul>	Visitors to our school take back to their home organizations insights about our programs and practices.

## *ACADEMIC PROGRAM SUCCESS*

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### *Student Performance*

**MCAS Data, 2022 School Report Card on DESE Website:**

<https://reportcards.doe.mass.edu/2022/04690505>

### *Program Delivery*

In 2022-23 we continued to deliver a rigorous academic program, with adaptations to instruction, assessment methods, and support to meet students where they are. Our academic priorities:

1. Foster a community of children and adults that is safe, joyous, and focused on learning.
2. Implement curriculum with fidelity.
3. Assess student learning consistently, analyze data, and use it to inform classroom instruction and intervention.

Scope and sequences are based on Fishtank curriculum or other pre-approved curriculum in content areas that are not on Fishtank. Target tasks assess student learning during a specific lesson, quizzes/essays/projects measure progress within units and inform instruction, and unit assessments are given at the end of every unit to assess what students learned. All unit assessment data is analyzed using Illuminate, and teachers and instructional leaders use results to plan for future instruction. We use in-class small group instruction, tutorials, and teacher-led interventions to meet the needs of students so they can access grade level content.

Students are assessed with the use of the iReady (Diagnostic, Standards Mastery, Early Reading Tasks, and Fluency Assessments). iReady data is used to implement a strategy of Learning Acceleration by planning scaffolds to help students access grade-level content and providing a system for skill intervention for individual students.

*Budget and Finance*

**Statement of Revenues, Expenses, and Changes in Net Assets  
For the Twelve Months Ended June 30, 2023  
*Preliminary and Unaudited***

		<b>Revenue</b>
Tuition		\$ 29,297,246
Federal and state grants		6,139,659
Federal and state school lunch program		562,259
Federal bond interest subsidy		368,983
Interest		226,483
Miscellaneous		202,581
	Total revenue	<u>36,797,211</u>
		<b>Expenses</b>
Salaries		22,305,674
Employee benefits and payroll taxes		2,452,349
Instructional and pupil services		2,321,471
Facilities operations		2,007,648
Depreciation and amortization		1,556,064
Debt service		1,432,504
Administration		1,177,627
Food service		1,125,341
Student transportation		888,922
Professional development		262,039
Fringe benefits		239,665
Insurance		219,077
	Total expenses	<u>35,988,381</u>
		<u>808,830</u>
Change in unrestricted net position		808,830
Net position, beginning of year		17,446,327
Net position, end of year		<u><u>\$ 18,255,157</u></u>

**Statement of Net Assets**  
**June 30, 2023**  
***Preliminary and Unaudited***

**Assets**

***Current Assets***

Cash	\$	9,022,614
Short-term investments		9,000,000
Due from The Match Foundation		173,071
Grant and other receivables		103,865
Prepaid expenses and deposits		575,103
		18,874,653

total current assets

***Non-Current Assets***

Bond proceeds restricted to capital projects		133,646
Right-to-use assets, net		25,621,379
Capital assets:		
Building and land		15,096,958
Building improvements		3,404,637
Furniture and equipment		391,162
		18,892,757
less: accumulated depreciation		(4,625,872)
Capital assets, net		14,266,885
		40,021,910

total non-current assets

**Total assets**

\$ 58,896,563

**Liabilities and Net Position**

***Current Liabilities***

Accounts payable		515,295
Accrued expenses		658,731
Other liabilities		192,642
		1,366,668

total current liabilities

Facility leases payable		19,128,541
Bonds payable		20,146,197

**Total liabilities**

40,641,406

**Net assets**

18,255,157

**Total liabilities and net position**

\$ 58,896,563



**Approved School Budget for FY24**  
**Approved by the Board of Trustees on June 7, 2023**

<b>Revenue</b>	
Per-pupil tuition	\$ 31,249,940
Grants and contracts – govt and other	8,010,322
Other income	24,624
<b>Total operating revenue</b>	39,284,886
<b>Expenses</b>	
Wages, benefits & taxes	29,176,935
Administrative expenses	1,450,526
Instructional/program expenses	2,878,739
SPED contracted services	450,000
Food for students	1,089,858
Operations and maintenance	1,771,869
Match More summer camp	300,000
Contingency	1,100,000
Debt service & capital lease	1,681,109
<b>Total operating expenses</b>	39,899,036
Changes in net cash from operations	-614,150
<b>Capital expenditures</b>	
Interest income	1,200,000
Total capex	1,200,000
Changes in net cash after capex	-1,814,150
<b>Non-operating items</b>	
Interest income	314,150
Total non-operating items	314,150
<b>Changes in net cash</b>	-\$1,500,000

<b>FY24 Enrollment Table</b>	
Number of students pre-enrolled via March 15, 2023 submission	1,225
Number of students upon which FY24 budget tuition line is based	1,180
Number of expected students for FY24 first day of school	1,225
<i>We are doing everything we can to ensure we will have 1,225 students on the first day of school; however, we have based our budget on a conservative estimate of the number of students we will enroll in the fall.</i>	

*Capital Plan for FY24*

In FY24, the School plans to complete its upgrade of HVAC functionality in certain facilities. No other capital projects are planned at this time.

**APPENDIX A, ACCOUNTABILITY PLAN PERFORMANCE 2022-23**

*Faithfulness to Charter*

	<b>2022-23 Performance</b>	<b>Evidence</b>
<b>Objective 1:</b> Large numbers of English Learners will enroll at Match, and those students will be quickly equipped with the English language tools necessary to succeed in our rigorous college preparatory curriculum.		
<b>Measure 1:</b> Each year, the percentage of enrolled students classified as English Learners (EL) will be within 10 points of the percentage of Boston Public School students classified as EL.	Not Met	The percentage of enrolled students classified as EL in 2022-23 at Match was 14.4 percentage points lower than that of Boston Public Schools: Match: 17.5% BPS: 31.9%  <i>See our Recruitment Plan for details about our English Learner population and the strategies we employ to increase the percentage of enrolled students classified as English Learners.</i>
<b>Measure 2:</b> Each year, at least 80% of students who enrolled at Match in K1, K2 or 1 <sup>st</sup> grade and were classified as EL at any point while attending Match will be eligible to be FELd by the end of their 5 <sup>th</sup> grade year based on ACCESS scores.	Not Met	Among the cohort of students who completed 5 <sup>th</sup> grade in 2023, 45% of those who enrolled at Match in K1, K2 or 1 <sup>st</sup> grade and were classified as EL at any point while attending Match were eligible to be FELd by the end of their 5 <sup>th</sup> grade year.
<b>Objective 2:</b> Student and parent satisfaction with the school will remain high as a result of strong relationships between school and home and consistent family involvement.		
<b>Measure 1:</b> We participate annually in the Boston Compact Family Survey, through which families of our students are encouraged to complete an online survey to rate their experiences with our school.  A. Each year, at least 50% of families will complete the survey.  B. Each year, in response to the question, "On a scale of 1-10, with 10 being the highest score, how happy are you with Match High/Middle/Community Day school?", the mean overall rating will be at least 9.	A. Not Met  B. Not Met	A. 47% of families completed the survey.  B. The mean overall rating for this question was 8.0 out of 10.

<p><b>Measure 2:</b> On average, the family of each Match student will receive contact from the school at least twice each month from September through June. The target for the percentage of students that Match staff will contact at least twice each month will increase each year of the charter:</p> <ul style="list-style-type: none"> <li>• <b>2020-21:</b> 80%</li> <li>• <b>2021-22:</b> 85%</li> <li>• <b>2022-23:</b> 90%</li> <li>• <b>2023-24:</b> 95%</li> <li>• <b>2024-25:</b> 100%</li> </ul>	Not Met	<p>6.9% of students were contacted by Match staff at least twice every month enrolled from September 2022 through June 2023.</p> <p><i>The goal of reaching each student at least twice per month is important to us and is an area of improvement for our school. We are continuing to refine our systems for tracking this data and holding staff accountable for making and logging the contact.</i></p>		
<p><b>Measure 3:</b> Each school campus will hold a family council meeting during each month of each school year (September-June).</p>	MCD: Not Met MS: Not Met HS: Not Met	<p>MCD: 4 out of 10 months MS: 2 out of 10 months HS: 5 out of 10 months</p> <p><i>Includes Family Council/Parent Advisory meetings, Family Nights and Multilingual Parent Advisory Meetings.</i></p>		
<p><b>Objective 3:</b> The school will maintain a rigorous academic program focused on preparing students for college success.</p>				
<p><b>Measure 1:</b> 90% of graduating seniors each year will enroll in a two- or four-year college the following school year.</p>	Not Met	<p>79% of the Class of 2022 enrolled in a 2- or 4-year college during the 2022-23 school year.</p>		
<p><b>Measure 2:</b> Annually, average scores for the SAT taken in 11<sup>th</sup> grade will rise 50 points per subject (Evidence-Based Reading and Writing (ERW) and Mathematics) and 100 points overall from the PSAT taken in 10<sup>th</sup> grade.</p>	ERW: Not Met Math: Not Met Overall: Not Met	<p>Class of 2024 average increase from 10<sup>th</sup> grade PSAT to 11<sup>th</sup> grade SAT: ERW: 34.4 points Math: 31.4 points Overall: 65.8 points</p>		
<p><b>Measure 3:</b> Annually, average SAT scores (of 11<sup>th</sup> graders) will be within 30 points of or exceed the national average for each subject (Evidence-Based Reading and Writing (ERW) and Mathematics).</p>	ERW: Not Met Math: Not Met Overall: Not Met		National Average <sup>1</sup>	Match Average
		ERW	529	433
		Math	521	445
		Overall	1050	878

<sup>1</sup> The College Board’s most recently published SAT national average is from 2022:  
<https://reports.collegeboard.org/media/pdf/2022-total-group-sat-suite-of-assessments-annual-report.pdf>.

<p><b>Measure 4:</b> Most Match students take at least one AP course in 11th grade and another in 12th grade.</p> <p>A. Each year, 80% of graduating seniors will have taken at least one AP course while in high school.</p> <p>B. Each year, the percentage of students earning a passing score of 3 or higher will meet or exceed the national passing rate for at least one AP course offered.</p>	<p>A. Met</p> <p>B. Not Met</p>	<p>A. 100% of students in the graduating Class of 2023 took at least one AP course. Graduating students took on average 5.7 AP courses while in high school.</p> <p>B. The passing rate for our students did not exceed the national passing rate for any AP courses offered at Match in 2022-23.</p> <p><i>See Attachments for details about AP exam performance.</i></p>
<p><b>Objective 4:</b> Students will receive personalized academic support to meet students where they are throughout the PK-12 experience.</p>		
<p><b>Measure 1:</b> All students in our middle school (grades 6-8) receive tutoring for math. Each year, at least 80% of students in our middle school will pass their math class with 70% or higher.</p> <p><i>Beginning in the 2021-22 school year, our middle school transitioned to a Standards Based Grading system. For this measure we used a letter grade of C- as the equivalent of a 70%.</i></p>	<p>Met</p>	<p>91.2% of students in grades 6-8 passed their math class with a letter grade of C- or higher.</p>
<p><b>Measure 2:</b> Each year, all PK-8 students participate in an intervention block as a part of their school day where they receive the support to meet them where they are academically. As a result of this support, 98% of our PK-8 students will meet all criteria for promotion to the next grade the following year.</p>	<p>Met</p>	<p>All PK-8 students participated in small group intervention blocks in 2022-23. 99.2% of PK-8 students met the criteria for promotion to the next grade the following year.</p>

## Dissemination

	2022-23 Performance	Evidence
<p><b>Objective 1:</b> The school will disseminate information about programs and best practices.</p>		
<p><b>Measure 1:</b> Each year, the school will host at least 100 visitors (in person or virtual) looking to learn about our programs.</p>	<p>Not Met</p>	<p>We hosted 52 visitors to our campuses during the 2022-23 school year.</p> <p><i>See full list of visitors <a href="#">here</a>.</i></p>
<p><b>Measure 2:</b> We will maintain a partnership with Match Fishtank to share the Curriculum and Instructional Materials used in our schools with teachers and administrators from around the world.</p>	<p>Met</p>	<p>We continued our partnership with Match Fishtank, now Fishtank Learning, to share Curriculum and Instructional Materials accessible here:</p> <p><a href="https://www.fishtanklearning.org/">https://www.fishtanklearning.org/</a></p>

<p><b>Measure 3:</b> Each year, members of the Match community collaborate with other Boston-area schools in a variety of ways to share best practices in the areas of curriculum and instruction, finance and operations.</p>	<p>Met</p>	<p>School staff in the areas of curriculum and instruction, operations and finance all collaborated with other Boston-area schools throughout the 2022-23 school year to share best practices.</p>
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**APPENDIX B, RECRUITMENT AND RETENTION PLANS**

*Recruitment Plan*

<p>School Name: Match Charter Public School</p>
<p>Date: August 1, 2023</p>

<p><b>2022-23 Implementation Summary</b></p>
<p>In the 2022-23 school year we implemented all recruitment activities as set out in the recruitment plan. We participated in the Boston Charter School Application, and information about that common application was mailed in home languages to families of all students enrolled in Boston Public Schools (BPS). We disseminated information about our school in person and virtually through social media and other mobile advertising. In addition, all of our recruitment and application materials are posted on our website.</p> <p>We work to ensure the percentage of EL students we serve stays high. Due to a decrease in the percentage of EL students enrolled at Match in recent years, we continued our city-wide recruitment campaign targeting multilingual families. The campaign included high-quality, eye-catching images and text in Spanish, Haitian Creole, Vietnamese, Somali, Portuguese and Arabic, and was used in both social media and in general google advertising, as well as advertised on the MBTA and at Bus Shelters in strategic locations around the city. We plan to continue these activities in 2023-24.</p> <p>We did not encounter any challenges in implementing the Recruitment Plan. We anticipate our incoming class of students, as captured in the October 2023 SIMS report, will meet the comparison index.</p>

<p><b>General Recruitment Activities for 2023-24</b></p>
<ul style="list-style-type: none"> <li>• Several mailings of recruitment materials to all families currently enrolled in Boston Public Schools, with a particular focus on families who speak languages other than English.</li> <li>• MBTA public transportation advertising campaign throughout the City.</li> <li>• Disseminated information about our school in person and virtually through social media and other mobile advertising.</li> <li>• Participate in city-wide Charter School Showcase</li> <li>• Make recruitment and application materials available on the school’s website.</li> </ul>

**Recruitment Plan – 2023-24 Strategies**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 20.8%</p> <p><b>GNT percentage:</b> 17.7%</p> <p><b>CI percentage:</b> 17.7%</p> <p>The school is <u>above</u> GNT percentage and <u>above</u> CI percentage</p>	<p align="center"><b>(b) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>• All materials mailed to BPS students say explicitly in the languages spoken by the families that “children with special needs are welcome at our school.”</li> <li>• At information sessions emphasize orally and in writing that all students are welcome at and will be served at our school, very much including students with IEPs and who otherwise have or will have special needs.</li> <li>• To retain and well serve children with special needs, we employ 20+ special education teachers to address the range of needs of our students.</li> <li>• We aim to maintain a Special Education enrollment rate within 5 percentage points of or above the median Special Education enrollment rate of BPS.</li> </ul>
	<p align="center"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p><i>Not Applicable</i></p>

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 17.5%</p> <p><b>GNT percentage:</b> 23.6%</p> <p><b>CI percentage:</b> 23.6%</p> <p>The school is <u>below</u> GNT percentage and <u>below</u> CI percentage</p>	<p align="center"><b>(b) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Met GNT: no enhanced/additional strategies needed</li> <li>• Make recruitment materials and simple applications in target languages for EL student recruitment: Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, Somali, Portuguese, Arabic, and Chinese.</li> <li>• Activate families of enrolled EL students to act as ambassadors in the community.</li> <li>• City-wide recruitment campaign targeting neighborhoods where multilingual families reside (based on census data), including MBTA public transportation advertisements for up to 8 weeks.</li> <li>• Social media and mobile advertising recruitment campaign targeting multilingual families, including high-quality eye-catching images and text in Spanish, Haitian Creole, Vietnamese, Somali, Portuguese and Arabic.</li> <li>• Increase in student recruitment budget to expand the reach of our student recruitment efforts and materials, in terms of duration and number of advertisements posted in the community.</li> <li>• Create and share high quality videos to help families learn more about Match Charter Public School.</li> </ul>
	<p align="center"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed</li> <li>• Due to our exceptional, dedicated Language Acquisition teams, students who are designated as English Language Learners often do not remain English Learners for long. As noted in Objective 1, Measure 2 of our Accountability Plan: among the cohort of students who completed 5<sup>th</sup> grade in 2023, 45% of those who enrolled at Match in K1, K2 or 1<sup>st</sup> grade and were classified as EL at any point while attending Match were eligible to be FELd by the end of their 5<sup>th</sup> grade year.</li> </ul>

	<ul style="list-style-type: none"> <li>• We enroll a large percentage of students whose First Language is Not English (FLNE): according to CHART, our percentage of FLNE in 2022-23 was 50.9%, well above the comparison index of 40.2% and GNT of 40.7%. Based on this data, it is apparent that our recruitment of students who come from families who speak languages other than English is quite strong.</li> <li>• We plan to continue all recruitment activities from 2022-23 listed above, and will continue to refine our efforts, but will not make any dramatic changes to our efforts.</li> </ul>
<b>Students eligible for free or reduced lunch (Low-income)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 75.3%</p> <p><b>GNT percentage:</b> 60.8%</p> <p><b>CI percentage:</b> 65.4%</p> <p>The school is <u>above</u> GNT percentage and <u>above</u> CI percentage</p>	<p style="text-align: center;"><b>(b) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>☑ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• At information sessions emphasize orally and in writing that all students are welcome at and will be served at our school, very much including students who are low income/Economically Disadvantaged.</li> <li>• We aim to maintain a low-income rate within 10 percentage points of or above the rate of Boston Public Schools (5.5% points above BPS (69.8%) in 2022-23).</li> </ul> <p style="text-align: center;"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;"><i>Not Applicable</i></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• At information sessions throughout the city emphasize orally and in writing that all students are welcome at and will be served at our school, regardless of academic skills.</li> <li>• Match works intensively with all families of our students, communicating with them at least weekly by phone. Close family relationships enable more effective problem solving and retention of students in our school, especially those who may be struggling.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• At information sessions throughout the city emphasize that Match provides a small, safe, caring environment where students feel a part of a community and where all students are held to high academic and behavioral expectations.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• At Match we backfill students through 9<sup>th</sup> grade (through 10<sup>th</sup> grade starting in 2023-24) and do not accept any new students after that point. Since students are required to be at least 16 years old to drop out of school, Match would generally not be an option for those students looking to return to school. We will maintain communication with the Boston re-engagement center in case a dropout might be eligible to enter the lottery to enter Match at one of our entry points.</li> </ul>

<b>OPTIONAL</b>	<b>(g) 2023-24 Strategies</b>
<u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<ul style="list-style-type: none"> <li>At Match we strongly believe all students can succeed, and we work to ensure that all students are held to high academic and behavioral expectations, regardless of background. The above subgroups are our major targets for eliminating the achievement gap, but all students receive the same high-quality education and supports.</li> </ul>

### Retention Plan

2022-23 Implementation Summary
<p>In the 2022-23 school year, we implemented all retention activities as set out in our retention plan. Our annual goal for student retention is that students who begin their school career at Match will remain at the school through their 12<sup>th</sup> grade year, and only transfer in the case of family relocation. We do not propose any changes to the plan for the 2023-24 school year, but plan to continue our work towards reducing all attrition due to reasons other than family relocation. See attachments for our historical attrition data.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	91%

Retention Plan –2023-24 Strategies	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 10.2%</p> <p><b>Third Quartile:</b> 19.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• Employ 20+ special education teachers, plus additional instructional aides to address the range of needs of our students</li> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> <li>• Behavioral and social-emotional support for all students and counseling as needed</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;"><i>Not Applicable</i></p>
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p>	<p style="text-align: center;"><b>(b) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> </ul>



<p><b>School percentage:</b> 15.0%</p> <p><b>Third Quartile:</b> 17.1%</p>	<ul style="list-style-type: none"> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> <li>• Behavioral and social-emotional support for all students and counseling as needed</li> </ul>
<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p align="center"><i>Not Applicable</i></p>

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 11.7%</p> <p><b>Third Quartile:</b> 20.1%</p>	<p align="center"><b>(b) Continued 2022-23 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> <li>• Behavioral and social-emotional support for all students and counseling as needed</li> </ul>
<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p align="center"><i>Not Applicable</i></p>

<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> <li>• Behavioral and social-emotional support for all students and counseling as needed</li> </ul>
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<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• Work intensively to learn about and understand each student's academic and school history and build a system that supports each student's individual needs and gaps in learning.</li> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> </ul>
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	<ul style="list-style-type: none"> <li>Behavioral and social-emotional support for all students and counseling as needed</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>Safe school environment upheld by a strong discipline system</li> <li>Strong consistent communication of college success mission</li> <li>Behavioral and social-emotional support for all students and counseling as needed</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>At Match we strongly believe all students can succeed, and we work to ensure that all students are held to high academic and behavioral expectations, regardless of background. The above subgroups are our major targets for eliminating the achievement gap, but all students receive the same high-quality education.</li> </ul>

### APPENDIX C, SCHOOL AND STUDENT DATA

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#### Department of Elementary and Secondary Education School Profile

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04690000&orgtypecode=5>

#### Enrollment (2022-23)

<u>Enrollment by Race/Ethnicity (2022-23)</u>	Percentage of Student Body
African American	49.0%
Asian	0.4%
Hispanic	46.5%
Native American	0.2%
White	1.3%
Native Hawaiian, Pacific Islander	0.3%
Multi-race, non-Hispanic	2.4%
<u>Selected Populations (2022-23)</u>	Percentage of Student Body
First Language not English	50.9%
English Language Learner	17.5%
Low Income	75.3%
Students with Disabilities	20.8%
High Needs	83.7%

*Administrative Roster for the 2022-23 School Year*

Name, Title	Brief Job Description	Start date	End date
<b>CENTRAL OFFICE</b>			
Nnenna Ude, Executive Director	Overseeing all aspects of charter	November 2017	
Michael Kerr, Chief Operating Officer	Overseeing all aspects of charter	November 2017	
<b>HIGH SCHOOL</b>			
Joey Gallagher, Principal	Overseeing academic aspects of the high school	November 2021	
Aldevino Lima, Assistant Principal	Overseeing academic aspects of the high school	July 2020	
Jermaine Hamilton, Assistant Principal	Overseeing academic aspects of the high school	July 2023	
<b>MIDDLE SCHOOL</b>			
Jacob Waites, Principal	Overseeing academic aspects of the middle school	June 2020	July 2023
David Robinson, Interim Middle School Principal	Overseeing academic aspects of the middle school	July 2023	
Jonathan Anderson, Assistant Principal	Overseeing academic aspects of the middle school	July 2021	
<b>ELEMENTARY SCHOOL</b>			
Alice Mitchell, Principal	Overseeing academic aspects of the elementary school	July 2021	July 2023
Judith Estime, Lower Elementary Principal	Overseeing academic aspects of the middle school	July 2023	
Gabrielle Jackson, Upper Elementary Principal	Overseeing academic aspects of the middle school	July 2023	
Nicole Osei, Assistant Principal	Overseeing academic aspects of the elementary school	July 2022	

*Teacher and Staff Attrition for the 2022-23 School Year*

	Number as of the last day of the 2022-23 school year	Departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	122	9	19	Non-renewal of employment contract: 6 Employee chose to end employment: 22
Other Staff	<b>Tutors / Associate Teachers: 17</b> --- <b>Other Staff: 145</b>	<b>Tutors / Associate Teachers: 6</b> --- <b>Other Staff: 12</b>	<b>Tutors / Associate Teachers: 13</b> --- <b>Other Staff: 7</b>	<b>Tutors/Associate Teachers</b> Completion of one year of service: 13 Non-renewal of employment contract: 1 Employee chose to end employment: 5 --- <b>Other Staff</b> Non-renewal of employment contract: 1 Employee chose to end employment: 18

## Board of Trustees

BOARD MEMBERSHIP FOR THE 2022-23 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served on the board	Length of each term
Benjamin Cabrera	Trustee	Academic	1 <sup>st</sup> year of 1 <sup>st</sup> term	-Elected on 10/19/22 -1 <sup>st</sup> term expires on 10/19/25
Amy Chen Kulesa	Trustee	Finance	1 <sup>st</sup> year of 1 <sup>st</sup> term	-Elected on 6/7/23 -1 <sup>st</sup> term expires on 6/7/26
Stesha Emmanuel Laborde	Trustee	Governance	2 <sup>nd</sup> year of 2 <sup>nd</sup> term	-Re-elected to 2 <sup>nd</sup> term on 5/2/22 -2 <sup>nd</sup> term expires on 5/2/25
Darcy Franklin	Trustee	Academic	1 <sup>st</sup> year of 1 <sup>st</sup> term	-Elected on 2/8/23 -1 <sup>st</sup> term expires on 2/8/26
Eric Leslie	Trustee and Clerk	Academic	1 <sup>st</sup> year of 2 <sup>nd</sup> term	-Re-elected on 10/19/22 -2 <sup>nd</sup> term expires on 10/19/25
JeanNate Lowe	Trustee	Academic	3 <sup>rd</sup> year of 1 <sup>st</sup> term	-Elected on 9/29/20 -1 <sup>st</sup> term expires on 9/29/23
Chanese Pearson	Trustee		2 <sup>nd</sup> year of 1 <sup>st</sup> term	-Elected on 6/27/22 -1 <sup>st</sup> term expires on 6/27/25
Elaine Saint	Trustee	Community & Family Engagement	3 <sup>rd</sup> year of 1 <sup>st</sup> term	-Elected on 9/29/20 -1 <sup>st</sup> term expires on 9/29/23
Katharine Schmitt	Trustee	Finance	2 <sup>nd</sup> year of 3 <sup>rd</sup> term	-Re-elected to 3 <sup>rd</sup> term on 6/2/21 -Resigned 2/9/23
Marvin Valdez	Trustee	Finance	2 <sup>nd</sup> year of 1 <sup>st</sup> term	-Elected on 6/27/22 -1 <sup>st</sup> term expires on 6/27/25
Mary Wells	Trustee, Chair and Treasurer		3 <sup>rd</sup> year of 2 <sup>nd</sup> term	-Re-elected to 2 <sup>nd</sup> term on 10/27/20 -2 <sup>nd</sup> term expires on 10/27/23

Board of Trustee and Committee Meeting Notices are posted on our website:

<https://www.matcheschool.org/about/board-of-trustees>.

## APPENDIX D, ADDITIONAL REQUIRED INFORMATION

### Facilities

Address	Dates of Occupancy
<b>MATCH COMMUNITY DAY (PK-5)</b> 100 Poydras Street Hyde Park MA 02136	September 2015 - present
<b>MATCH MIDDLE SCHOOL (6-8)</b> 215 Forest Hills Street Jamaica Plain MA 02130	September 2012 – present
<b>MATCH HIGH SCHOOL (9-12)</b> 1001 Commonwealth Avenue Boston MA 02215	September 2000 – present

## Enrollment

Action	2023-24 School Year Dates
Student Application Deadline	February 29, 2024
Lottery	March 6, 2024

## ***APPENDIX E, CONDITIONS, COMPLAINTS AND ATTACHMENTS***

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### *Conditions*

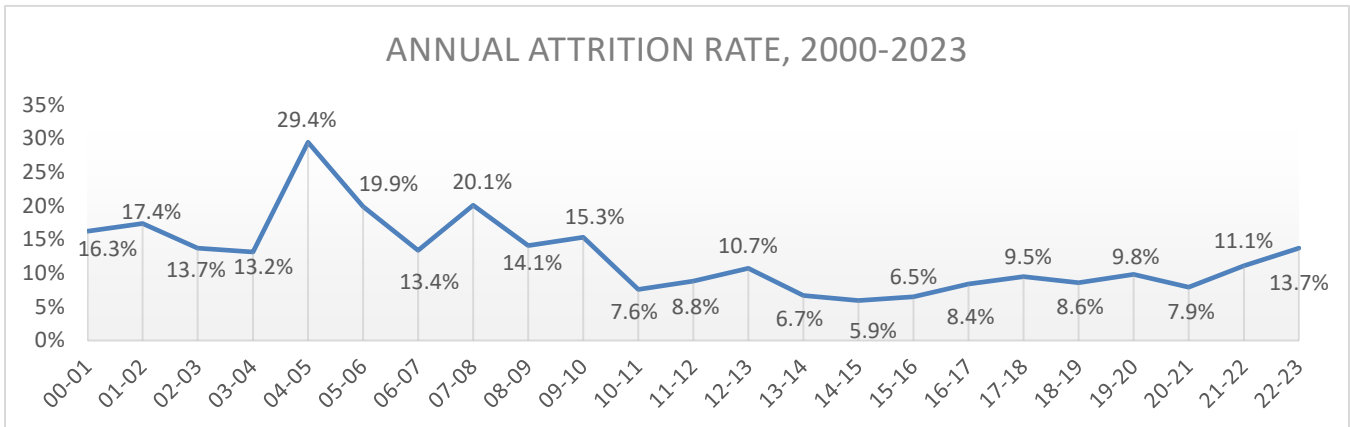
We have not been placed on any conditions by the Commissioner or Board of Elementary and Secondary Education.

### *Complaints*

There were no official complaints received by the Board of Trustees in the 2022-23 school year.

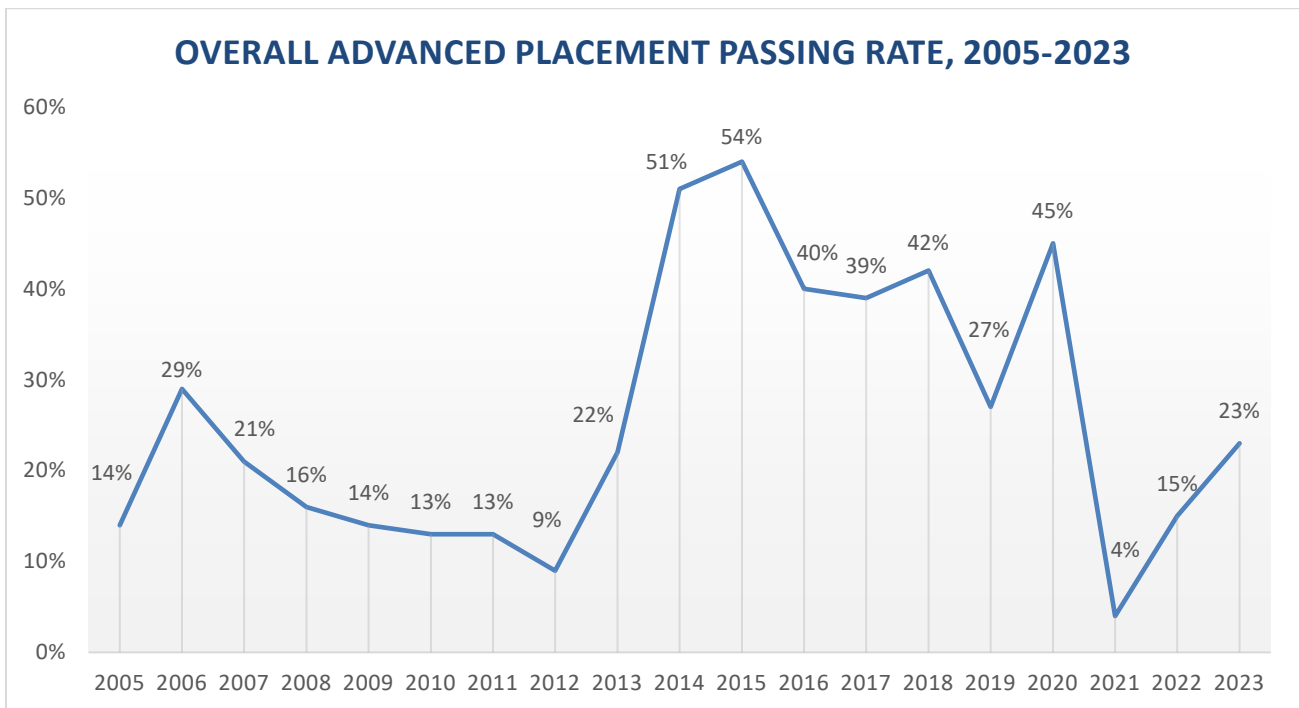
Attachments

ATTRITION														
School Year	Total # of Students Enrolled	Summer Withdrawals						School Year Withdrawals						Total Annual Attrition
		Elementary School (MCD)		Middle School		High School		Elementary School (MCD)		Middle School		High School		
		#	%	#	%	#	%	#	%	#	%	#	%	
2022-23	1346	41	6%	43	13%	33	10%	26	4%	19	6%	23	7%	13.7%
2021-22	1361	49	7%	19	6%	26	8%	24	3%	19	6%	14	4%	11.1%
2020-21	1320	32	5%	23	7%	20	6%	16	2%	8	3%	5	1%	7.9%
2019-20	1343	34	5%	29	9%	30	9%	17	3%	15	5%	7	2%	9.8%
2018-19	1331	36	6%	18	7%	21	7%	18	3%	16	6%	6	2%	8.6%
2017-18	1343	33	5%	31	11%	23	7%	15	2%	12	4%	14	4%	10.4%
2016-17	1186	12	3%	20	5%	20	6%	13	3%	23	6%	12	4%	8.4%
2015-16	1115	4	1%	20	5%	18	6%	10	2%	12	3%	9	3%	6.5%
2014-15	944	6	2%	23	8%	9	3%	4	1%	7	2%	7	2%	5.9%
2013-14	851	3	1%	15	6%	14	5%	2	1%	11	4%	12	4%	6.7%
2012-13	756	1	0.5%	31	11%	15	6%	2	1%	20	7%	12	5%	10.7%
2011-12	612			13	5%	10	4%	2	2%	14	5%	15	6%	8.8%
2010-11	463			7	3%	9	4%			8	4%	11	5%	7.6%
2009-10	417			10	6%	17	7%			18	10%	19	8%	15.3%
2008-09	355					28	11%			10	10%	12	5%	14.1%
2007-08	249					24	10%					26	10%	20.1%
2006-07	224					14	6%					16	7%	13.4%
2005-06	196					15	8%					24	12%	19.9%
2004-05	231					46	20%					22	10%	29.4%
2003-04	190					1	1%					24	13%	13.2%
2002-03	168					8	5%					15	8%	13.7%
2001-02	115					2	2%					18	16%	17.4%
2000-01	80											13	16%	16.3%



## Advanced Placement Scores

2023 AP SCORE DISTRIBUTION BY SUBJECT										
	Calculus AB	Comp. Science Principles	English Language	Environmental Science	Spanish Language	Statistics	U.S. Gov. & Politics	U.S. History	World History: Modern	OVERALL
1	6	6	41	33	6	23	26	18	5	164
2	8	6	15	2	5	1	14	10	15	76
3	6	3	4	0	9	0	5	4	17	48
4	8	1	2	0	2	0	1	3	4	20
5	2	0	0	0	2	0	0	1	0	5
<b>Match Pass Rate</b>	53%	25%	10%	0%	54%	0%	13%	20%	51.2%	23%
<b>National Pass Rate<sup>2</sup></b>	58%	67%	56%	53%	84%	60%	49%	48%	65%	-



<sup>2</sup> 2023 National AP Score Distributions: <https://apstudents.collegeboard.org/about-ap-scores/score-distributions>

