

## **MATCH Community Day Charter Public School Executive Summary**

*This was prepared by the founding group of the MATCH Community Day Charter Public School.*

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 11<sup>th</sup> year and our middle school its 3<sup>rd</sup> 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 10<sup>th</sup> 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.