

September 19th, 2013

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

Dear Commissioner,

On behalf of the Match Charter Public School and Match Community Day Charter Public School Board of Trustees, I respectfully request your approval of an amendment to consolidate our two separate charters. These changes to our charter will be effective on July 1st, 2014, pending approval by the Board of Elementary and Secondary Education.

The Trustees of the Match Charter Public School and Match Community Day Charter Public School wish to make this change because we believe that the consolidation of our charters will result in increased academic leadership quality, improved opportunities for students across our schools, and increased operational efficiency. Ultimately, we believe that this change will allow us to better serve our students and communities. Please see section D of Part 1 for more information.

The Match Charter Public School and Match Community Day Charter Public School Board of Trustees voted to approve this request on September 11th, 2013 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, s. 11A1/2. At that meeting, the Board of Trustees authorized me to submit this request on their behalf.

Both the Match Charter Public School and the Match Community Day Charter Public Schools are academically successful, are viable organizations, and are faithful to the terms of their charters. Both schools have achieved strong results for their students based on a variety of measures, including the MCAS exam. The Match Charter Public School received its charter renewal for 2010-2015 without conditions in 2009, and the Match Community Day Charter Public School completed its Year Two Site Visit Report conducted by the Department of Elementary and Secondary Education with no issues. For more evidence supporting the success of both charters, please see section A of Part 1.

The Match Charter Public School and Match Community Day Charter Public School Board of Trustees requests your approval of this amendment as soon as possible.

Please contact Stig Leschly at stig.leschly@matcheducation.org and 617-480-3118 if you have any questions about this request.

Sincerely,

Stig Leschly
Chief Executive Officer

cc. Jamie Goldstein, Board Chair
Mike Larsson, Chief Operating Officer

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A. PROVIDE EVIDENCE OF THE BOARD’S EFFECTIVENESS THUS FAR IN OVERSEEING MULTIPLE CHARTER SCHOOLS. EVIDENCE SHOULD INCLUDE SUCH FACTORS AS STUDENT PERFORMANCE; FISCAL HEALTH; STUDENT ENROLLMENT AND RETENTION; FACILITY ACQUISITION; AND FACULTY QUALITY AND RETENTION.

Match Charter Public School and Match Community Day Charter Public School share a Board of Trustees. The Board of Trustees for both schools has been effective in managing and overseeing the multiple charters. The first charter for the Media and Technology Charter High School (later renamed Match Charter Public School) was approved by the Board of the Massachusetts Department of Secondary and Elementary Education in 2000. In the ensuing 13 years, the Board of Trustees has led a process of improvement and growth. It has, prudently, added a middle school, a teacher residency program, and most recently, a second charter named Match Community Day Charter Public School (hereinafter “Match Community Day”). It has done so while still consistently improving the academic performance of its students, meeting all terms of the original charter, managing a fiscally stable organization, and helping solve difficult real estate scenarios. A more in-depth review of the Board’s effectiveness is as follows.

STUDENT PERFORMANCE

Under the leadership of the Board of Trustees, the Match Charter Public School and Match Community Day have demonstrated an approach that has led to improved student performance and academic success.

Both charters are data driven organizations. The key academic performance metrics for both charters vary by age level. The academic performance data from the previous five years is set forth in Appendix A.

Most recently, in 2012-2013, Match 10th grade students achieved 100% passing rate in ELA, 93% passing in math, and 98% passing in biology on the MCAS exams. In addition, the 8th grade students had the highest ELA and math passing rates in the history of Match Charter Public School.

In addition to the above-mentioned success on the MCAS exams, Match Charter Public School students have achieved impressive results on other rigorous standardized tests. In 2013, passing rates in five out of six of the offered Advanced Placement exams were the highest that they have ever been, and all indications are that these trends will continue. On the SAT, Match Charter Public School students achieved the highest SAT scores in the school’s history.

Although the data is still young for the elementary students at Match Community Day, the initial results have been strong. On the 2012-2013 MCAS exam, 90% of the 3rd grade students achieved proficient or advanced on the math section of the exam. On the ELA section of the exam, 53% of students received proficient or advanced.

(Please see Appendix A for Student Performance Data)

FISCAL HEALTH

The Board of Trustees is effective at overseeing the fiscal health of the two charters. The goals of the Board include promoting prudent growth, saving and fundraising for equity payments for real estate, holding management to a stable budget that, after all equity payments are made, does not depend on private fundraising, and holding a small cash reserve that can be used for a short period to weather the shock of a significant drop in public funding. The Board measures its effectiveness in the following four ways:

1. External Audits and Reviews

Financial statements of Match Charter Public School and the Match Community Day, as well as The MATCH School Foundation, Inc., a Massachusetts not-for-profit corporation and 501(c)(3) tax-exempt organization (the “Foundation”), are

audited annually by certified public accountants independent of the schools and Foundation. The auditors, for the past seven consecutive fiscal years, have issued an unqualified opinion on these year-end statements.

Separately, due to the amount of federal support received, each school is also subjected annually to a compliance audit conducted under provisions of OMB Circular A-133. Reports issued as a result of this work for the past five consecutive fiscal years for which this work has been completed have identified no findings and questioned costs for federal awards, and no financial statement findings in accordance with government auditing standards. Match Charter Public School and Match Community Day both qualify as low-risk auditees under Circular A-133.

In summary, for the past five years, there has been an absence of audit findings in the annual financial statement and compliance audits of the Match Charter Public School, Match Community Day and the Foundation.

2. Budget to YTD Actuals and Projections

Throughout the fiscal year, the Board reviews year-to-date spending relative to budget and projections, and holds management accountable for meeting net spending goals that were approved by the Board before the fiscal year began. This comprehensive monthly reporting began with the opening of Match Community Day in 2010. Since that time, the management team has consistently met or surpassed net spending goals, as set by the Board.

3. Long-term Financial Model Projections

The Board holds the management team accountable for consistently updating long-term financial projections so the annual budget cycle can be approved within a multi-year context. The goal of the Board for Match Charter Public School and Match Community Day is for the schools to sustain themselves on enrollment-driven public funding. Specifically, the schools will eventually pay for all of their annual expenses, including expenses related to facilities and centralized administration, from public revenue. Reaching sustainability on public funding is essential to the long-term stability of the schools. The Board of Trustees and management expect to reach full break-even on public revenue after the last permanent facility is financed (i.e. Match Charter Public School has fully-owned facilities for its 6-12 charter, and is in the process of completing a real estate transaction for Match Community Day).

4. Private Fundraising

The Board holds the management team accountable for raising sufficient funds for three main bodies of work:

- **Growth:** The Board is committed to not cannibalizing public funds meant for an existing part of its program in an effort to grow. Therefore, it successfully raised private funds to begin the operations of Match Teacher Residency, the middle school of Match Charter Public School, and Match Community Day
- **Real Estate:** The Board is committed to raising funds to support equity payments for real estate, so that annual debt payments are at a size that can be paid for by the tuition payments of the schools. The Board has successfully raised private funds to purchase and renovate 1001 Commonwealth Ave. for the high school, and 215 Forest Hills Street for the middle school, in both cases for Match Charter Public School. It is currently in the process of raising the funds needed to purchase and renovate a permanent home for the 700 students of Match Community Day. Specifically, Match Community Day has executed a purchase and sale agreement to acquire undeveloped land located in Hyde Park, and it is in the process of filing for permits to construct a 700-student facility on this site. When this work is complete, the Board estimates that no more than 15% of all annual per-pupil funding will be used on real estate expenses, including debt payments.
- **Cash Reserves:** The Board is committed to raising funds to keep on hand in the event that a significant decrease to public funding should occur mid-year. Under this scenario, the management team would have

enough funds on hand to continue operations in the status-quo throughout the remainder of the fiscal year so as to minimize any intra-year cuts to program and staffing of the schools. The Board has successfully reached this above-stated goal.

STUDENT ENROLLMENT

Student enrollment at Match Charter Public School has historically been strong, as evidenced by the numbers of parents and students that have applied for enrollment at the entry points for the schools.

At Match Community Day, which is the elementary school with a focus on preparing English Language Learners for success in college and beyond, recruitment efforts have focused heavily on targeting LEP populations. This effort is measured by the percentage of applicants who represent that they speak another language at home other than English.

In addition to the number of student applications, the schools have also succeeded in maintaining a diverse student body across an array of selected student populations. In 2012-2013, the combined populations of low-income, special education and limited English proficient students at Match Charter Public School and Match Community Day were within five percentage points or above the average enrollments of Boston Public Schools. Of the 200 students that were enrolled at Match Community Day in 2012-2013, 85.9% were classified as LEP as per the school's stated mission.

(Please see Appendix B, C and D for Student Enrollment Information)

STUDENT RETENTION

Retention of all students, regardless of background or selected population, has always been an important goal. Both Match Charter Public School and Match Community Day have set their retention goals to have all students remain enrolled through grade 12 (with the exception of transfers due to family relocation).

To meet these goals, the schools have developed a variety of initiatives (outlined in the retention plan) to ensure that its students are receiving the support they need to feel safe and academically successful. These initiatives vary, and include, but are not limited to: additional special education staff and tutoring support for special education students, intensive communication with families of all students by phone (including calls in another language for families who require them), a safe school environment upheld by a strong discipline system and a bullying prevention plan (including online bullying).

Although the numbers are still pending, as summer withdrawals are still possible, the attrition numbers for the Match Charter Public School at the end of this last year were low, at 11%. At Match Community Day, the attrition rate was 1%.

The Board and management firmly believe that these results are a result of changes that have been made to address the attrition of individual students, as discussed above.

(Please see Appendix E for Attrition Data)

FACILITY ACQUISITION

The Board of Trustees has effectively acquired real estate for Match Charter Public School and Match Community Day.

The Board has a strong track record of supporting management to seek and secure short-term leases for schools in their first years, and ultimately acquire, finance, and develop permanent facilities that the students and teachers and families deserve. The Board successfully acquired and renovated a permanent home for the high school of Match Charter Public School in Brighton and a permanent home for the middle school of Match Charter Public School in Jamaica Plain. It currently has a permanent home for Match Community Day located in Hyde Park under agreement and is in the process of conducting due diligence. Under the current timeline, the acquisition of the land in Hyde Park is scheduled to close at the end of January 2014.

The Board's success in facility acquisition is a result of two key pieces of action:

1. Building a strong real estate team.

The Board has developed a strong team of outside consultants that each, in their own way, supports the difficult and complex work of facility acquisition. This team has worked on real estate acquisition for the schools for the past ten years. The team consists of:

- Bob Baldwin, Director of Real Estate: Bob works part-time for the schools. He has a long history of helping charters acquire and develop facilities in Boston.
- Krokidas & Bluestein LLP: The law firm, Krokidas & Bluestein, supports the purchase and renovation and financing of the facilities.
- McDermott, Quilty & Miller LLP: The law firm, McDermott, Quilty & Miller LLP helps to navigate the often difficult city permitting process.
- Dwight Berg: Dwight Berg of Public Economics Inc. represents the schools or the Foundation in their financings. Dwight has helped Match secure significant Qualified Zone Academy Bonds and New Market Tax Credits that have significantly lowered the cost that the schools spend on financing costs per-pupil.

2. Rigorous evaluation of real estate decisions.

At the start of each real estate acquisition, the Board of Trustees forms a Real Estate Committee that meets regularly to vet key, complex decisions and ultimately recommend a course of action to the Board for approval regarding decisions.

FACULTY QUALITY

The success of the Match students is directly related to the quality of teachers that lead the classrooms every single day. The Board has effectively held the management team accountable for recruiting and growing high-performing faculty and created a budget that allows the Chief Academic Officer and principals to focus on every aspect of recruiting, supporting, and growing faculty.

The school leaders focus on teacher quality in the following ways:

To begin, the schools have a rigorous screening process for the hiring of teachers and academic staff. Prospective teachers who are interested in a role at either of the schools undergo a four step process. Candidates (1) fill out an online application with written responses, (2) undergo a phone interview, (3) lesson plan for and teach a sample lesson, then (4) interview with the school leader. Intensive reference checks with former teacher leaders and principals are also an important part of the process. This screening process has allowed the schools to ensure that faculty is of the highest quality with regards to their former teaching backgrounds, mindset, fit, and potential for growth.

In addition to the rigorous selection process, the schools also ensure the quality of their faculty by investing heavily in their teachers. All new teachers receive a minimum of two weeks (often four weeks) of training and orientation prior to the beginning of every school year. Throughout the school year, school leaders observe and meet with classroom teachers at least once per week in order to help teachers identify areas in their practice where they could continue to improve their practice. In addition to these formal meetings, teachers also receive four hours of professional development each week at the Match Charter Public School, and every other week at Match Community Day. Lastly, teachers are reviewed formally via a 31 point rubric on a semiannual basis.

FACULTY RETENTION

Faculty retention is a key part of Match Charter Public School and Match Community Day's strategy to provide high-quality teachers in all classrooms. The most important factor regarding teacher retention is a strong and fair leadership team at each school that puts each teacher in a position to grow and feel successful.

Beyond that factor, the schools employ retention strategies for each teacher instead of one or two broad retention strategies. Every teacher is different and what may influence one teacher to spend one or two extra years teaching may not be what influences another to do the same. Examples of these strategies include giving the teacher opportunities to learn about new aspects of the school, or, allowing a teacher to have a more flexible schedule that allows him or her to pick up his or her child.

Going into the 2013-2014 school year, 86% of teachers from the 2012-2013 academic year at Match Charter Public School and Match Community Day will be returning. Of the six teachers who left one of the schools at the end of this past year, two will be transitioning to a teaching role at another charter school in Boston, two have moved out of state, one was dismissed due to performance reasons, and one has transitioned to a non-teaching role in Massachusetts.

B. DESCRIBE HOW THE BOARD CURRENTLY OVERSEES A NETWORK OF CHARTER SCHOOLS. DESCRIBE HOW THE BOARD WILL GOVERN ONE LARGE CHARTER SCHOOL WITH MULTIPLE CAMPUSES AND HOLD THOSE CAMPUSES ACCOUNTABLE TO RIGOROUS GOALS.

The Board currently manages and oversees both Match Charter Public School and Match Community Day Charter School. The Board meets ten times per year. In addition, throughout the year, the Chief Executive Officer of the schools, Stig Leschly, meets informally every quarter with the Chairman of the Board.

On a monthly basis, the management team produces key metrics prescribed by the Board that reflect the health of both charters. These metrics are reported monthly before each Board meeting, and a Question & Answer session with the management team regarding these metrics is a Board meeting agenda item each month. These Question & Answer sessions are often rigorous and demanding.

The key metrics reported monthly by the management team and reviewed by the Board address the following areas:

1. **Academic Performance.** The Chief Academic Officer reports out academic metrics by each unique campus level. There are currently three campuses: (1) Match Middle School, (2) Match High School, and (3) Match Community Day Elementary School. The metrics are specific to the grade span of each campus. They project failure rates, honor roll rates, attrition rates, data on interim assessments, and data on reading level growth.
2. **Financial Performance.** The Board reviews a monthly line-item cash flow statement, produced every 30 days by the management team, that reports all YTD salary and non-salary spending, budget to actual reporting, and projections for the year.
3. **Real Estate.** The board reviews both a qualitative report on the efforts to secure and develop permanent real estate solutions for all 1250 students in the schools, and a quantitative accounting of development costs and pre-development costs related to active and future projects.
4. **Fundraising.** The Board reviews an accounting report of all year to date fundraising by the foundation, including cash received and committed.
5. **Operational Performance.** The board reviews a qualitative report on the operational performance of the schools. Topics covered are seasonal and regularly include hiring data, compliance with state and federal regulations, and external relations.

In addition to the monthly metrics report, the Board has annual agenda items. These are:

- **Annual Academic Performance Data.** This annual agenda item, which occurs in September, is a comprehensive accounting of all external assessment data points (MCAS, SAT, AP, STEP) and an accounting of annual attrition data.

- **Annual Audit Review.** The finance committee meets annually with independent auditors to review the Match Charter Public School and Match Community Day audits. The finance committee presents its findings, and the result of the audit, at the following Board meeting.
- **Semi-annual Long Term Performance Data.** Twice a year, in the fall and in the late spring, the management team reports the comprehensive student alumni data. This includes college persistence and graduation rates.
- **Annual Budget Process.** Each May or June, the Board spends an entire meeting discussing in-depth and approving the budget for the coming fiscal year.
- **Annual Evaluation of the Chief Executive Officer.** The compensation committee, comprised by the Chairman of the Board, leads an evaluation of the Chief Executive Officer. The data reviewed includes full 360 feedback from the Chief Executive Officer by all of the leadership team, as well as all material data on organizational performance.

C. DESCRIBE THE PRIMARY CHALLENGES OF OPERATING AS A NETWORK VERSUS A SINGLE SCHOOL AND HOW THESE CHALLENGES WERE IDENTIFIED. SUMMARIZE HOW CONSOLIDATION PROVIDES SOLUTIONS TO THESE CHALLENGES.

The Board, with significant help from the management team, has identified four primary challenges of operating as a network versus a single school, as set forth below. These challenges were identified over time, first as the management team began to operate two charters and, second, as planning began for the middle school years of Match Community Day. Consolidation provides solutions to each of these four challenges.

1. **Academic Leadership Quality.** Under the current scenario, Match Charter Public School and Match Community Day would oversee five distinct operations. This scenario would cause the Board to manage five distinct leadership teams (Match Community Day Elementary School, Match Community Day Middle School, Match Community Day High School, a Middle School campus for Match Charter Public School and a High School campus for Match Charter Public School). By merging the charters, the Chief Academic Officer would only need to hire and manage one high school leadership team, one middle school leadership team, one upper elementary school leadership team and one lower elementary school leadership team. In short, by merging the charters, the management team would be able to run a single high school (rather than two distinct high schools) and would avoid running parallel middle schools (instead of one continuous enrollment model that spans an elementary school, early middle school, late middle school, and high school.)
2. **Grade Level Efficiency and Improved Opportunities for Students.** Without consolidation, Match Charter Public School and Match Community Day Charter will not be able to use many of the natural efficiencies available to single schools, or schools within a district, that significantly enhance opportunities for students and families. A small base of students within a grade span restricts potential class offerings, extracurricular class offerings, and social and emotional support. Under a consolidated charter, the students will be able to experience many more of the opportunities experienced by their suburban peers, including a wider range of athletics, a range of classes to select from in the high school years, a wider range of clubs and extracurricular activities throughout the middle and high school grades, and a wider breadth of social and emotional wrap-around support.
3. **Real Estate.** Suitable real estate options for charter schools in Massachusetts are scarce, and financing for such large scale projects is notoriously complex and difficult. Consolidation of the charters would allow the schools to best utilize the scarce real estate solutions that are available to Boston charters by making efficient use of real estate, and increasing real estate flexibility. For example, under consolidation, Match would need to manage one high school facility instead of two.
4. **Administrative Efficiency and Clarity.** One board operating two distinct charters presents administrative challenges. For example, there are two sets of books, two payrolls, and two sets of federal grant programs and, in each case, they must be treated as completely distinct and separate entities. While this is a challenge that can be addressed without consolidation,

consolidation will create a significantly more efficient administrative operation at Match that will only improve the outcomes for students by saving money and staff time that can be used for direct service of students.

D. DESCRIBE HOW THE CONSOLIDATION OF THE EXISTING SCHOOLS RELATES TO THE NEEDS OF THE COMMUNITY(IES) TO BE SERVED.

The consolidation of existing schools relates to the needs of the community served in the following ways:

1. The efficiency created across grade spans will allow the schools to be led by four distinct leadership teams instead of five. This means that students will have stronger leadership teams that lead better schools. Strong leaders are the key to having strong schools with impressive results. And in this regard, the Board and the management team believe that less is more. By not spreading the team too thin across five different leadership structures, the principals and executive directors will be stronger, and so will the assistant principals, Match Corps Directors, Directors of Operations, and Deans.
2. The efficiency created across grade spans will allow Match students to experience a more robust middle school and high school experience. Match will be able to offer a greater variety of classes, a greater variety of extracurricular classes, and a greater variety of social and emotional support.
3. The efficiency created by consolidating administrative functions and the real estate needs of Match Charter Public School and Match Community Day will increase the percentage of public tuition dollars that can be spent on direct service to students.

E. EXPLAIN ANY PROPOSED CHANGES TO THE BOARD’S ORGANIZATIONAL STRUCTURE, DECISION-MAKING PROCESSES, AND/OR MODIFICATIONS OF THE EXISTING BOARD’S MEMBERSHIP TO HELP OVERSEE AND SUPPORT THE BOARD’S PLANS TO CONSOLIDATE.

Upon consolidation, the Board does not plan to change its existing structure. The consolidation of its two charters will allow the Board to continue to manage the unique campuses and overall financial and operational health of the schools in a rigorous way. Under the consolidation scenario, the Board will manage the academic performance of four leadership teams (via the Chief Academic Officer) instead of the five it would manage under a two charter scenario.

F. DESCRIBE AND EXPLAIN THE CURRENT REPORTING STRUCTURE BETWEEN THE BOARD OF TRUSTEES, NETWORK LEADERSHIP, AND SCHOOL (CAMPUS) LEADERSHIP. DESCRIBE THE ROLES AND RESPONSIBILITIES OF KEY LEADERSHIP POSITIONS. DESCRIBE THE PROPOSED CHANGES TO THESE STRUCTURES AND/OR RESPONSIBILITIES OF KEY STAFF. INCLUDE THE CURRENT AND PROPOSED NETWORK-LEVEL AND SCHOOL-LEVEL ORGANIZATIONAL CHART(S), IF CHANGES ARE REQUIRED UNDER CONSOLIDATION.

The Board of Trustees and leadership positions will stay in place if the charters are consolidated. The key roles and responsibilities and reporting relationships are listed below:

“NETWORK” LEADERSHIP TEAM:

- **Chief Executive Officer (CEO):** The CEO reports directly to the Board of Trustees and is responsible for leading every aspect of the Match Schools. The CEO is also responsible for private fundraising.
- **Chief Academic Officer (CAO):** The CAO reports to the CEO and is responsible for all academic goals across the institution. This includes curriculum, assessment, teacher growth and evaluation, data, and strategic academic planning.

- **Chief Operating Officer (COO):** The COO reports to the CEO and is responsible for all operational aspects of the schools. These include teacher and tutor recruitment, state and federal regulations and compliance, relationships with external stakeholders, real estate, budgets, finance, enrollment, and the day-to-day operations of the schools.

“CAMPUS LEVEL” LEADERSHIP TEAMS:

Each campus, when complete, will have a leadership team as outlined below. Match Community Day currently has a slightly different model, with a Principal and Assistant Principal instead of a Principal and Executive Director. This is predominately due to the particular background and skills of our current Match Community Day leaders. In the future, we expect the leadership team structure at Match Community Day Elementary School Campus to mirror more closely the structure that we currently have at the middle and high school campuses.

- **Principal:** The Principal reports to the CAO and works closely with both the COO and Executive Director. The Principal is responsible for all aspects of the school’s operations and responsible for meeting annual academic and persistence goals. The Principal is primarily responsible for managing the teachers, curriculum, assessment, and pedagogy in the classroom and in tutorial.
- **Executive Director (ED):** The ED reports to the CAO and, with the Principal, is responsible for all aspects of the school’s operations and responsible for meeting annual academic and persistence goals. The ED is primarily responsible for managing school culture, parent relationships, the school-level budget, and day-to-day operations of the schools.
- **Director of Operations (DO):** The DO reports to the ED and works closely with the COO and is responsible for all operational functions and needs of the school, including transportation, facilities, schedules, and logistics.
- **Match Corps Director (MCD):** The MCD reports to the Principal and is responsible for all aspects of the Match Corps program. The Match Corps are a select group of recent college students who complement the teaching at the schools by providing every Match student with two hours of tutoring every day.
- **Dean:** The Dean reports to the ED and is responsible for a positive school culture that focuses on learning, both through proactive and reactive actions.

G. DESCRIBE AND EXPLAIN THE SUCCESSION PLANNING FOR BOARD MEMBERS, INCLUDING BOARD OFFICERS, NETWORK LEADERSHIP POSITIONS, AND SCHOOL LEADERSHIP POSITIONS.

The members of the Board of Trustees and school leaders are committed to having open and honest discussions about how long they plan on remaining in their positions and the succession plans that need to be in place in order to address open positions as they arise. Succession planning is approached in a different way for each layer of leadership:

- **Board Members:** The Nominating Committee proposes new board members and vets proposals from outside of the Nominating Committee. The Board’s goal is to replace all resigning Board members on a timely basis and add additional Board members as unique candidates who can contribute a specific skill or expertise to the Board.
- **Board Officers:** The officers of the schools, including the CEO, the Treasurer and the Secretary, are annually elected by the Board. The Board re-elects and/or replaces each officer at the end of his or her term and examines the composition of the officers each year in advance of its annual meeting. See below for more discussion relating to the succession planning of the CEO.
- **Network Leadership:** The Board Chair makes succession planning a common discussion point with the CEO. A key piece of the succession planning is developing a thoughtful timeline for the CEO’s commitment to remaining in the position such that succession planning can occur in a smart way. There is an internal back-up plan in place in case succession needs to happen unexpectedly. Other network leaders (the Chief Academic Officer and the Chief Operating Officer) have committed to remaining in their positions for a set number of years. This allows the CEO the opportunity to create succession plans as these timelines mature. The CEO discusses these timelines and internal emergency succession plans in his semi-annual reviews with both the COO and CAO.

- **School Leadership:** The Chief Academic Officer is responsible for both determining the timelines committed by school leaders and the unique succession plans that need to be in place for each position. These timelines are often more fluid than the network leadership and board commitment timelines and are a regular topic with all school leaders.

H. PROVIDE INFORMATION REGARDING THE BOARD’S PROCESS FOR AND EXPERIENCE WITH EVALUATING ITSELF AND THE SCHOOL LEADER(S). DESCRIBE THE BOARD’S PROCESS FOR DEVELOPING THE ANNUAL BUDGETS, MONITORING THE SCHOOLS’ FINANCES, AND CONDUCTING LONG-TERM FINANCIAL AND STRATEGIC PLANNING FOR THE NETWORK.

BOARD AND SCHOOL LEADER EVALUATION

The Board and the Compensation Committee evaluates the CEO annually. The evaluation consists of a review of key academic, financial, and operational metrics as well as a 360 evaluation process.

The Board holds an annual retreat, which includes an overall evaluation and discussion of the Board’s own performance and goals for the following year.

DEVELOPMENT OF ANNUAL BUDGETS

The Board has set a key budgetary goal, which is that after the real estate acquisition for Match Community Day is complete, each school will be able to exist and be successful without private financial support. The management team discusses their progress towards the goal with the Board on a regular basis, and it drives their decision making as it works with school leaders to develop annual budgets.

The development of the annual budgets begins in early January. During this time, positions and salaries for the following year are determined. Throughout the winter and early spring, the CAO and COO use one of their weekly check-ins with school leaders each month to review the progress for developing the school level budgets. School leaders have significant flexibility when determining their school budgets. The CAO and COO test the school leaders’ spending decisions and projections for reasonableness and, together with the CEO, determine the net spending that each school must meet in the context of the broader Board goal to create a long-time financial model that does not require private fundraising.

Concurrently, network level staff use the late winter and spring to develop the “home office” budget, real estate budget, and project state, federal, and private revenues for the following year. During this time, network level staff update projections for the school’s long-term financial model.

In April, network level staff develop a comprehensive, cash-based, line-item budget, incorporating decisions from school leaders.

In May, the budget is shared with all Board members. The CEO follows up individually with the Board Chair and members of the finance committee to discuss the proposed budget and the school’s long-term financial model.

In the May or June board meeting, the entire Board intensively walks through and discusses the budget. After discussions and any final adjustments, the Board votes to approve the budgets for the following fiscal year.

MONITORING OF SCHOOL’S FINANCES

The schools are fortunate to have board members who are versed in all levels of financial reporting and the types of complex financing that are needed to allow Match to buy and develop needed real estate.

The Board of Trustees monitors the schools’ finances in four concrete ways. The Board (1) reviews and discusses monthly line-item cash flow statements prepared by the management team, (2) reviews and discusses the annual audit after an in-depth review by the

finance committee, (3) reviews and approves the annual budget of the schools, and (4) engages in significant and rigorous oversight of all real estate transactions and development.

CONDUCTING LONG-TERM FINANCIAL AND STRATEGIC PLANNING FOR THE NETWORK

The Board reviews and discusses the long-term financial projections, which are updated on an annual basis, at three key times:

- During the approval process for the annual budget for the schools;
- The Board reviews and discusses long-term financial projections while discussing and approving capital needs, and real estate pre-development and development costs.
- The Board reviews and discusses the long-term financial projections while discussing programmatic growth that would cause the schools to need private fundraising before the program could operate on public revenues.

With regards to strategic planning, the Board conducts strategic planning in close concert with the network management team. At this time, strategic planning is focused on improving the day-to-day experience of our students and the long-term college persistence results of our alumni.

PART 2: MANAGEMENT

A. DESCRIBE HOW NETWORK LEADERSHIP CURRENTLY OVERSEES A NETWORK OF CHARTER SCHOOLS AS IT RELATES TO KEY ORGANIZATIONAL DECISIONS, INCLUDING CURRICULUM, PROFESSIONAL DEVELOPMENT, CULTURE, STAFFING, FINANCIAL MANAGEMENT, AND OPERATIONS. DESCRIBE HOW THE LEADERSHIP WILL GOVERN ONE LARGE CHARTER SCHOOL WITH MULTIPLE CAMPUSES AND HOLD THOSE CAMPUSES ACCOUNTABLE TO RIGOROUS GOALS.

The merger of the charters of Match Charter Public School and Match Community Day Charter Public School would simplify and focus all management responsibilities of the Network Leadership team. This is discussed in further detail in the following ways:

CURRICULUM, PROFESSIONAL DEVELOPMENT, AND CULTURE

Key decisions around curriculum, professional development, and culture are made by school leadership (the school principal and school executive director) in tandem with network leadership via the CAO. The CAO is in contact with school leadership on a daily basis, but also meets with school leaders at a weekly check in to discuss topics ranging from school progress, decisions around curriculum, development of a positive adult culture, development of procedures to ensure a safe and nurturing school environment, etc.

STAFFING

The schools employ a full-time Director of Teacher Recruitment. This person manages a smaller team that recruits for school and network level talent year round. This recruitment director is overseen by the COO, who works with the team to ensure that the schools are able to build a strong applicant pool for both full-time teachers and employees.

The Director of Recruitment also works with school leadership staff to develop a comprehensive screening process for prospective teachers and staff in order to ensure faculty quality.

Hiring decisions are made by the direct manager with significant contribution from the CAO and/or COO. Leadership-level decisions are made with significant contribution from the CEO as well.

A Director of Match Corps recruiting and a complementary small team works for the Foundation. This team recruits recent college graduates to work as Match Corps Tutors in the schools as well as Match Corps Tutors who tutor within districts as part of partnership contracts. The selection of Match Corps members takes place at the campus level by Match Corps Directors - and in some cases Match Teacher Residency Staff - after an initial pre-screen by the Tutor Recruiting Team.

This systems and staffing around staffing the Match Schools would stay consistent in a consolidated charter.

FINANCIAL MANAGEMENT AND OPERATIONS

The COO and CAO from the network staff are in daily contact with school leadership to oversee the financial management and operations of each of our schools. In addition to daily check-ins, the COO and CAO meet with school leadership on a weekly basis to guide the school leadership through financial decisions that they make throughout the year.

The COO also works closely with the school Executive Directors and Operation Directors for more targeted operational support around building usage, real estate, compliance, external stakeholders and public relations, and outward facing recruitment.

This systems and staffing around the financial management of Match Schools would stay consistent in a consolidated charter.

B. DESCRIBE THE NETWORK’S EFFORTS TO BUILD ORGANIZATIONAL CAPACITY, SHARE RESOURCES AND BEST PRACTICES, AND IMPROVE CONSISTENCY AND PRODUCTIVITY ACROSS SCHOOLS, WHILE IMPROVING EDUCATIONAL OUTCOMES AND ENSURING ACADEMIC RESULTS.

The Match Network’s efforts to build organizational capacity are as follows:

1. **Increased staffing and organization.** Match has added a number of new positions by building out its network staff into more specialized roles, and creating a co-leader model at the school level. Over the past three years, Match has added staff members specializing in staffing, development, compliance, enrollment, accounting and more to support the schools staff. To support the school principal, and as a result, school faculty, an executive director position was created to co-lead the school in tandem with the school principal. By allowing the executive director to take on matters related to school culture, discipline issues, extracurricular activities, operations, and compliance the school principal can focus solely on academics, and, as a result, ensure the academic success of our students.
2. **Continued professional development of internal talent.** The Match network staff works relentlessly with current school leaders to continue to develop internal talent (in both academic and operations roles). Staff who have demonstrated a commitment to growth and have received strong results on their evaluations are offered additional job responsibilities, leadership retreats and professional development opportunities (e.g., mentorship from senior staff, outside professional development and training) in order to further develop their capacity.
3. **Match-wide initiatives.** In order to improve consistency at each of our schools, network staff has worked with school leaders to develop network wide initiatives aimed towards improving both teacher and staff performance. Examples include:
 - **Use of student data to drive instruction.** Match has begun to roll out a student assessment system that utilizes ‘Kickboard,’ an educational software system that tracks student achievement. As a result of this system, teachers and staff are able to input assessment data from daily assessments (ticket to leave/exit tickets), internal assessments and unit tests that identify the areas where students need to continue to improve. This assessment data is not limited to assessments conducted by Match schools staff itself, but also third party assessments such as the Achievement Network, which are utilized at each of the schools.

- **Teacher evaluations and rubrics.** In order to improve instructional consistency, the Chief Academic Officer has worked with school academic leadership to develop a 31 point teacher rubric to evaluate instructional quality and achievement. These teacher rubrics are then used as part of a semiannual review of teaching staff.

C. SUMMARIZE FINANCIAL FORECASTS FOR FY14 THROUGH FY18. FINANCIAL FORECASTS MUST INCLUDE TOTAL EXPECTED REALISTIC SOURCES OF REVENUE—INCLUDING TUITION AND OTHER GRANTS (FEDERAL, STATE, AND PRIVATE), AND FUNDRAISING—AS WELL AS ALL EXPENDITURES, THE TIMEFRAME FOR A POSITIVE CASH BALANCE, AND THE ANTICIPATED ENROLLMENT GROWTH OF THE CONSOLIDATED SCHOOL.

(Please see Appendix F for the Summary of Financial Forecasting.)

D. DESCRIBE HOW THE BOARD WILL INCREASE EFFICIENCY RELATED TO THE MANAGEMENT AND USE OF FINANCIAL RESOURCES VIA CONSOLIDATION. THE NARRATIVE SHOULD REFLECT THE ISSUES POSED WHEN OPERATING A CONSOLIDATED SCHOOL WITHIN ONE MUNICIPALITY OR MULTIPLE MUNICIPALITIES.

The Board will create efficiency related to management and use of financial resources via consolidation in a number of ways that will also, most importantly, improve the day-to-day experience of students at Match. These include:

- **Consolidated leadership structure:** Under the consolidation scenario, the schools will have a 20% decrease in the required academic leadership level staff. This will keep the quality of the leadership staff across the schools high. Notably, under a consolidated charter, Match will be able to operate with one high school rather than two.
- **Real Estate Usage and Efficiency:** Under consolidation, Match will be able to operate one extra-efficient high school instead of one slightly inefficient high school and one very inefficient high school. In the long run, a consolidated model will help to save significantly on real estate costs, as the organization will no longer be in the market to develop a second high school.
- **School-level operational efficiency:** Under consolidation, school leaders will have more discretionary revenue per student on their campus. This will allow them to offer a greater class selection, more extra-curricular classes, and more social and emotional support of students. This will also allow school leaders to create more efficiency around special education services at each grade span.

E. DESCRIBE THE SCHOOL’S FACILITY AND TRANSPORTATION PLANS FOR THE CONSOLIDATED CHARTER SCHOOL, THE PROPOSED CAMPUS CONFIGURATION, AND ANY CHANGES OR IMPROVEMENTS TO THE TRANSPORTATION SERVICES AS A RESULT OF CONSOLIDATION. FACILITY PLANS SHOULD BE APPROPRIATE AND ADEQUATE FOR FUTURE ENROLLMENT.

Match Charter Public School and Match Community Day Charter Public School have either under ownership or under agreement, school space for 1,250 students.

The facilities, either owned, under lease, or under agreement, are as follows:

1. Owned Real Estate Assets:

- 1001 Commonwealth Avenue: This is a facility located in Brighton that is owned by the Foundation and holds up to 250 students. In addition to school space, 1001 Commonwealth Ave. holds office space and housing for its tutors on its third floor. If necessary, this third floor space – about 10,000 square feet - could be converted into multiple classrooms and workspaces for teachers. In this scenario, we would work with local realtors to find tutor housing

in apartments near to our high school (similar to our current setup at Match Middle School and Match Community Day).

- 215 Forest Hills Street: This is a facility located in Jamaica Plain that is owned by Match Charter Public School and can hold up to 400 students. It also includes a gym. It is newly renovated.

2. Leased Real Estate:

- 86 Wachusett Street: This facility and its adjacent property, both located in Jamaica Plain, hold up to 200 students. The Match Charter Public School has leased this space for six years and currently holds leasing options through the 2015-2016 school year.

3. Property Under Agreement:

- Poydras Street Campus: The Foundation has executed a purchase and sale agreement with respect to a site located in Hyde Park/Mattapan, scheduled to close in January 2014. The agreement is for two parcels of land on the Hyde Park/Mattapan line. A permitting process is currently under way with the city to build a 68,000 square foot facility (including a gym and a playing field) for 700 students at Match Community Day. Under the current timeline this site would open in September 2015. Under the scenario where this project falls through, Match will search for short-term real estate solutions, as necessary, until a new permanent solution can be identified.

In a consolidated charter, the facilities usage would be as follows:

Secondary School Name	Campus Location
Match Community Day Lower Elementary School (K1-3 rd)	Poydras Street Campus
Match Community Day Upper Elementary School (4 th -5 th)	Poydras Street Campus
Match Middle School (6 th -8 th)	215 Forest Hills Street
Match High School (9 th -12 th)	1001 Commonwealth Avenue

As a result of new configuration, the leadership team expects a more streamlined transportation process as it will be managing transportation for three locations instead of four. The team expects there to be significant savings for Boston Public Schools. As the number of buses is driven by drop-off point, not by number of students, we expect that a consolidated charter will require approximately 15 fewer buses per year because there would no longer be two separate middle school campus sites.

PART 3: NETWORK STRUCTURES AND OTHER AFFILIATED ENTITIES

A. IDENTIFY THE EXISTENCE OF ENTITIES OTHER THAN THE BOARD OF TRUSTEES AND THE CHARTER SCHOOLS THAT MAY HAVE A CONNECTION OR RELATIONSHIP WITH BOARD OF TRUSTEES OR SCHOOLS WITHIN THE NETWORK. SOME EXAMPLES INCLUDE A FOUNDATION TO SUPPORT FUNDRAISING ON BEHALF OF THE SCHOOLS, A CENTRAL OR NETWORK OFFICE EMPLOYED BY THE BOARD TO SERVICE SCHOOLS IN THE NETWORK, A MANAGEMENT ORGANIZATION AND/OR A SCHOOL SUPPORT ORGANIZATION THAT PROVIDES SERVICES TO THE SCHOOL OR OTHER SCHOOLS, AND AN OFFSHOOT PROGRAM THAT HAS ITS ORIGINS IN THE ORGANIZATION. DESCRIBE THE LEGAL STATUS OF THE ENTITY, IF APPLICABLE, AND THE NATURE OF THE RELATIONSHIP WITH THE BOARD AND/OR THE SCHOOLS, INCLUDING OVERLAP OF BOARD MEMBERSHIP OR EMPLOYMENT, AND DISCLOSURE OF ANY FINANCIAL INTEREST BOARD MEMBERS OR SCHOOL EMPLOYEES MAY HAVE IN THE OTHER ENTITY. DESCRIBE HOW THE RELATIONSHIP MIGHT CHANGE IF THE SCHOOLS CONSOLIDATE.

The Board of Trustees of Match Charter Public School and Match Community Day has a connection with two other distinct legal entities. Each legal entity and its relationship to one another are discussed below.

The four entities, Match Charter Public School (“MCPS”), Match Community Day Charter Public School (“MCDPCS”), The Match School Foundation, Inc. (the “Foundation”) and The Charles Sposato Graduate School of Education, Inc. (“SGSE”) share one common brand name, Match Education. While the four organizations share a brand and often collaborate, they are unique legal entities, each governed by independent boards. The Foundation and SGSE each have a “financial interest” in MCPS, as defined in M.G.L.c. 268A, §6(a), as both entities share a facility with MCPS at 1001 Commonwealth Avenue in Boston, share certain back office resources with MCPS and receive other in-kind benefits from MCPS, as described below and on the attached organizational charts.

(Please see Appendix G for complete Legal and Employee Organization Charts)

MATCH CHARTER PUBLIC SCHOOL (MCPS) AND MATCH COMMUNITY DAY CHARTER PUBLIC SCHOOL (MCDPCS):

Match Charter Public School and Match Community Day Charter Public School are distinct charter public schools.

As such, these charters are public entities and each charter is its own local education agency (LEA) (i.e. a school district). The charters receive public funding from both the state and federal governments, and they are free and open to any resident of Boston. The Massachusetts Board of Elementary and Secondary Education (DESE) grants and ultimately reviews these charters. The Massachusetts Department of Elementary and Secondary Education regulate and monitor the charters on an ongoing basis.

MCPS and MCDPCS share a Board of Trustees. The trustees who oversee MCPS and MCDPCS do not serve on the boards of the Foundation or SGSE, each as discussed in greater detail below

It is important to note that the two charters do not operate together as a “charter management organization.” Rather, they operate under the “one board, two charters” arrangement, which is common in Massachusetts. Under this arrangement the trustees of an original charter school (in this case, MCPS) sought a second charter (MCDPCS).

Under this “one board, two charters” model, MCPS serves as the “flagship” charter and, in that capacity, employs certain administrative and general leadership staff who serve both charters. These shared staff work across both charters on general administration (human resources, facilities management, fundraising, data systems, legal, compliance, and marketing), academic leadership common to both charters (for example, our Chief Academic Officer, who oversees the academic direction of both charters, is employed by the flagship charter), teacher training (for example, the flagship charter employs a half-dozen employees who operate the Match Teacher Residency, a teacher training program that functions in both charters and collaborate with SGSE to train teachers for entry into urban schools), and dissemination (for example, several employees at the flagship charter share the work of disseminating the knowledge and new practices that are generated in our day-to-day work in both charters and, in doing so, collaborate closely with staff in the Foundation).

Both charters operate on multiple, physically distinct campuses, each of which has a working name.

Specifically, MCPS operates on two campuses, which we refer to as “schools.” Specifically, MCPS consists of the Match Middle School (6-8) and Match High School (9-12). Students from the Match Middle School have access to the Match High School.

Similarly, MCDPCS will eventually operate on multiple campuses, as it expands, as discussed in greater detail above in Part 2.

THE CHARLES SPOSATO GRADUATE SCHOOL OF EDUCATION

The Charles Sposato Graduate School of Education, Inc. (SGSE) is a fully-sanctioned graduate school of education that was incorporated and approved by the Massachusetts State Board of Higher Education on March 7, 2011. SGSE issues a Masters in Effective Teaching degree. The graduate school is named after the late Charles Sposato, MCPS’s founding principal.

SGSE is a Massachusetts not-for-profit corporation and is currently applying for tax-exempt 501(c)(3) status with the Internal Revenue Service. SGSE is regulated by the Massachusetts Board of Higher Education. It has an independent board of directors with no overlapping board members on the boards of the charters and the Foundation.

SGSE only admits students who are master’s candidates. The candidates simultaneously are employed as tutors at one of the Match schools and are enrolled in the Teacher Residency, which is the first year of the two-year master’s degree program. These graduate students are coached and trained by the faculty of SGSE over a two-year period, culminating in the awarding of a degree.

While legally distinct and while governed autonomously, SGSE collaborates closely with the staff of MCPS and MDCDCPS as all of its graduate students are, for the first year of the two-year program, employees of one of Match’s charters in their capacities as tutors.

THE MATCH SCHOOL FOUNDATION

The Match School Foundation, Inc. is a Massachusetts not-for-profit corporation and 501(c)(3) tax-exempt entity. It was incorporated in 1999, and it is governed by a board of directors that has no overlap with any other Match entity. The Foundation does not manage nor does it oversee any aspect of MCPS, MDCDCPS or SGSE.

The Foundation has three primary roles.

First, the Foundation raises money for the Match charters and for SGSE and, in particular, helps to structure and fund the real estate transactions that provide facilities for Match charters.

Second, the Foundation employs a small number of finance, marketing and development staff who, in addition to serving the working needs of the Foundation, provide services free of charge for the Match charters and SGSE.

Third, the Foundation employs staff who disseminate the knowledge and practices that originate in the work of the Match charters and SGSE. The body of work is referred to as Match Export. This body of work includes the consulting to districts that are interested in replicating the Match tutoring model, the consulting work done with charter networks that are interested in replicating Match’s teacher training model, and the work done to publish Match’s knowledge (in blogs, books, and journals).

EMPLOYEE RELATIONSHIPS

In our organizational model, two employee situations are unusual: (1) the status of our CEO, Stig Leschly; and (2) a small number of employees who work exclusively for one entity and contribute time to the others.

a. Stig Leschly

Stig Leschly (CEO) is the only employee, in any of the four entities described above, who is employed by multiple organizations. Specifically, Stig Leschly is the paid Chief Executive Officer of Match Charter Public School. In addition, Stig also currently serves as the unpaid CEO of MDCDCPS, and the unpaid President and CEO of the Foundation and SGSE, and is not compensated by any of the foregoing entities in any respect. The Board of Trustees of MCPS and MDCDCPS considered its obligations under M.G.L. c. 268A (the conflict of interest statute) in this regard and, with counsel, voted on May 5, 2011, that as part of his job duties as CEO of MCPS, Stig would be permitted to serve, in an uncompensated capacity, in these additional roles, and that MCPS may require him to serve as an officer or director of other corporations in which MCPS has a distinct institutional interest, as part of his duties as CEO of MCPS. At this meeting, the Board of Trustees further voted and determined that Stig’s services to these foregoing entities was not so substantial as to be deemed likely to affect the integrity of the services which MCPS could expect from him, pursuant to M.G.L. c. 268A, §6(a). Further, Stig and MCPS have made all of the appropriate filings and disclosure regarding his positions with the State Ethics Commission pursuant to M.G.L. c. 268A, §6(a).

b. Other Employees

There are a small number of employees (7 in total), who work exclusively for the flagship charter but contribute a minority of their time to the foundation and/or SGSE. These employees help the foundation and or/SGSE with operations, legal, recruiting, finance, and dissemination support.

PART 4: MATERIAL TERMS OF THE CHARTER TO BE AMENDED

The following criteria require the board and school leadership to identify the areas of the school's charter that may require amendments as a result of charter consolidation. Please respond to the criteria in section 4 below **only** if it applies to your consolidation request.

A. SCHOOL NAME

- I. STATE THE OFFICIAL NAME OF THE PROPOSED CONSOLIDATED SCHOOL IF IT WILL BE DIFFERENT FROM THE EXISTING FLAGSHIP SCHOOL'S NAME. INDICATE IF EACH OF THE PROPOSED CAMPUSES WILL HAVE IDENTIFYING SECONDARY NAMES FOR SCHOOL COMMUNITY USE.

The proposed name of the school will be the Match Charter Public School. Each proposed campus will have identifying secondary names for school/community use. They are as follows:

Secondary School Name	Grades
Match Community Day Lower Elementary School	K1-3 rd
Match Community Day Upper Elementary School	4 th -5 th
Match Middle School	6 th -8 th
Match High School	9 th -12 th

B. MISSION

- I. DESCRIBE AND EXPLAIN ANY MODIFICATIONS TO THE MISSION STATEMENT OF THE PROPOSED CONSOLIDATED SCHOOL FROM THE MISSION OF EACH OF THE EXISTING SCHOOLS, IF APPLICABLE.

The mission of a consolidated Match Charter Public School will remain the same: to prepare students to succeed in college and beyond. Like the Match Community Day, the Match Charter Public School will focus on recruiting and serving ELL students in its lower elementary grades.

- II. IF APPLICABLE, INDICATE HOW UNIQUE ASPECTS OF THE EXISTING SCHOOLS' MISSIONS WILL BE MAINTAINED OR ELIMINATED UNDER CONSOLIDATION.

The college-prep mission will be maintained as it is the core driver of all decisions across the current two charter structure. All work is focused on preparing students to succeed in college and beyond.

The unique ELL-focus of Match Community Day will continue to be maintained. The consolidated charter is committed to maintaining the demographic goals around ELL students across both Match Community Day and Match Charter Public School. Match Community Day, when at full enrollment, anticipated an ELL rate of 25% to 30% with almost all students being ELL students in the lower elementary grades and almost all students after 4th grade being non-ELL students.

The consolidated charter is committed to continuing this rate of ELL students in essentially the same pattern; significant percentages of ELL students in the lower elementary grades will become proficient in English in the late elementary school grades.

C. DISTRICTS SPECIFIED IN CHARTER

- A. INDICATE IF THE CONSOLIDATION REQUEST INCLUDES A CHANGE TO THE DISTRICTS SPECIFIED IN THE CHARTER OF THE FLAGSHIP SCHOOL.

Not applicable.

D. ENROLLMENT POLICIES AND ADMISSIONS APPLICATIONS

- I. DESCRIBE AND EXPLAIN ANY MODIFICATIONS TO THE ENROLLMENT PROCESSES OF THE PROPOSED SCHOOL, INCLUDING THE APPLICATIONS AND LOTTERIES FOR ADMISSION. INCLUDE A DRAFT ENROLLMENT POLICY AND APPLICATION, IF POSSIBLE.

We anticipate very few changes to our enrollment policy upon consolidation.

(Please see Appendix H for a draft enrollment policy for the proposed consolidated charter.)

- II. EXPLAIN HOW EXISTING WAITLISTS FOR EACH OF THE SCHOOLS IN THE NETWORK WILL BE IMPACTED BY THE PROPOSED CONSOLIDATION.

Under the current enrollment policy, waitlists are refreshed every year, while a new lottery is run for existing seats. There will continue to be new waitlists created every year for each grade level.

- III. EXPLAIN HOW THE SCHOOL WILL ENSURE OPEN ACCESS FOR NEW STUDENTS TO THE SCHOOL'S EDUCATIONAL PROGRAM AT AS MANY GRADE LEVELS AS POSSIBLE.

Under a consolidated charter, the Match Charter Public School would be mandated by law to "backfill" students through the 5th grade. Further, the Match Charter Public School would commit to "backfilling" students through February of 9th grade.

E. ENROLLMENT GROWTH PLAN

- I. INDICATE, IN A TABLE, THE DISTRIBUTION OF STUDENTS IN THE CONSOLIDATED SCHOOL BY GRADE AND THE IMPLEMENTATION TIMELINE, PROJECTING THE ENROLLMENT PATTERN THROUGH FULL GROWTH.

The table below outlines both the steady state enrollment model for a merged charter and the six year plan to bring the current two charter model to the steady state model. This model was developed with two clear guidelines. These two guidelines are laid out below with explanations.

1. **ELL Rate Consistency:** Match Community Day was developed specifically to serve English Language Learners from the city of Boston. It pledged to do so by having a very high percentage of applicants in entry level grades who spoke another language at home besides English. In 2012-2013, 87% of the 200 Match Community Day families indicated a language preference other than English. This has led to an ELL rate at Match Community Day of 82%. The long-term goal at Match Community Day has always been to have a high rate of ELL students in grades K1-4 but a relatively low ELL rate in K1-12 overall, as students who have been with Match Community Day through 4th grade will have become proficient in English and no longer designated as LEP. Match believes that if the ELL rate remains high, it would be

failing its kids by not having them reach English proficiency. The model in this regard is Community Day in Lawrence. They have a very high ELL rate in the lower elementary grades (sometimes reaching 99%) but an overall ELL rate of 30% in grade K1-8. Since Match Community Day is chartered for grades K1-12 we anticipate an ELL rate of 20-25% overall with a high ELL rate in the lower elementary grades and a very low ELL rate in all other grades.

Under a consolidated charter, Match is committed to continuing this pattern of ELL rates across the enrollment span. While Match expects that there is a greater chance that non-ELL students in the existing Match 6-12 could receive a sibling preference in the elementary school grades, Match believes that this will be equaled out by siblings of ELL students in the lower elementary grades who are admitted in middle school grade entry points.

- Multiple Entry Points:** The Board and school leadership are committed to keeping a significant number of grade-level entry points available under a consolidated charter. Under a consolidated charter, Match would be required by state law to fill any open spots in a cohort through 5th grade. Match is committed to expanding the grade span of entry points significantly and filling any open spots through February of 9th grade. While the actual number of open spots will fluctuate annually because of the randomness of openings in each grade, Match projects that in addition to 95 new students take in each year in our standard entry level grades of K1 and 1, Match will also have spots for an additional 50 new students across other grade levels. Under Match’s current enrollment policy (which it is committed to keeping), there will be a new lottery each year for every grade from K1 through 9 to ensure that mobile families will be able to apply for a spot at Match.

The enrollment plan for the next seven years of a consolidated charter is laid out in the table below. It has the following important assumptions and timelines:

- “Backfill” takes place from grades K1 through February of 9th grade.
- In 2014-2015, Match’s entry grades will be 6th grade and K1.
- From 2015-2016 to 2019-2020, Match’s entry grade will be K1. In addition to any backfill that takes place, Match will add an additional 24 students to the rising cohort of 1st grade students in each of these years, and an additional 46 students to the rising cohort of 6th grade students in each of these years.
- In 2020-2021, we expect to meet our average daily enrollment maximum of 1250. In the steady state enrollment model that we will reach under a consolidated charter, each year, we will enroll 72 students in K1, 24 students in 1, and approximately 50 students grades 1-9 as a result of our backfill policy.

GRADE	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
K1	50	50	72	72	72	72	72	72
K2	50	50	72	72	72	72	72	72
1	50	50	96	96	96	96	96	96
2	50	50	50	96	96	96	96	96
3	50	50	50	50	96	96	96	96
4	50	50	50	50	50	96	96	96
5		50	50	50	50	50	96	96
6	90	96	96	96	96	96	96	96
7	90	90	96	96	96	96	96	96
8	70	90	90	96	96	96	96	96
9	90	78	88	88	94	94	94	94
10	58	82	68	77	82	87	86	87
11	48	53	74	63	70	76	80	81
12	38	46	50	70	59	66	72	76
TOTAL AVD	784	885	1002	1072	1125	1189	1245	1250

To create the table above, we used current attrition numbers to estimate our enrollment as we move to a steady state model. In the event that our actual attrition numbers are lower than what we initially predicted, and the Match High School has a higher enrollment than anticipated, fewer students will be taken in at the lower grades. In this scenario, these smaller lower elementary grade cohorts will be increased as the high school enrollment evens out.

II. FOR REQUESTS THAT WOULD RESULT IN A SINGLE REGIONAL SCHOOL, EXPLAIN HOW THE ANTICIPATED PROPORTION OF STUDENT ENROLLMENT FROM THE DISTRICTS IN THE REGION MAY CHANGE UNDER CONSOLIDATION.

Not applicable.

III. IF A SCHOOL IN THE NETWORK PRESENTLY OPERATES UNDER AN ENROLLMENT CAP AS A CONDITION ON ITS CHARTER, DISCUSS HOW THIS ENROLLMENT CAP MAY IMPACT SOME OF THE ANTICIPATED CHANGES UNDER CONSOLIDATION.

Not applicable.

F. SCHOOL DESIGN

I. IF APPLICABLE, SUMMARIZE AND EXPLAIN THE ELIMINATION OR TRANSFER OF ANY ASPECT OF SCHOOL DESIGN UNIQUE TO A SINGLE SCHOOL WITHIN THE NETWORK TO THE CONSOLIDATED SCHOOL.

Currently, Match's three existing "schools" -- Match Community Day, Match Middle School, and Match High School -- share overwhelmingly the same design priorities. They are extended day schools, focused on college success and mastery of traditional academic skills. All schools offer students 2 hours of 1-on-1 tutoring per day. The variations between these schools are modest. For example, Match Community Day obviously specializes in meeting the needs of ELL students, and Match High School offers all manner of programming appropriate to secondary schooling

In the consolidated charter, Match will reach full enrollment in a K1-12 charter that we will organize into four campuses and leadership teams. These campuses will not deviate from the core design features described above.

As the charter school office is aware, Match recently received funding from the Gates Foundation to pilot a design project in hybrid schooling that is called "Match Next." Over the next three years, the "Match Next" design project involves piloting and evaluating in the 4th, 5th, and 6th grades associated with Match Community Day a hybrid design that exposes students to increased levels of tutoring overseen by master teachers, exposes students to extensive silent reading in an effort to drive ELA gains, and increased uses of technology in the classroom. Over the next 3 years, and as Match learns whether the revised tutor staffing pattern, increased reading time, and expanded technology use drive superior academic results, Match will evaluate whether and how to make the design elements of Match Next a permanent fixture in its early and late middle schools. Again, this plan for piloting and evaluating the design features of Match Next does not change with consolidation, nor does it alter the core Match design principles that we describe above.

G. BOARD BYLAWS

- I. IF APPLICABLE, SUMMARIZE ANY CHANGES TO THE BYLAWS AS A RESULT OF CONSOLIDATION. INCLUDE A DRAFT OF AMENDED BYLAWS, IF POSSIBLE.

We do not anticipate any changes to the current bylaws approved by the Massachusetts Department of Elementary and Secondary Education on October 26th, 2012, with the exception, if approved, of the charters being consolidated as one in where they are currently referred to as two separate charters.

PART 5: CONSOLIDATED ACTION PLAN

A. CONSOLIDATION WILL REQUIRE THE BOARD AND SCHOOL LEADERSHIP TO DEVELOP A PLAN TO ADDRESS THE REQUIRED CHANGES CAUSED BY CONSOLIDATION. EACH REQUEST MUST CONTAIN A DETAILED ACTION PLAN WITH ANTICIPATED STEPS FOR SUCCESSFUL CONSOLIDATION. THE ACTION PLAN SHOULD BE SPECIFIC AND CONSISTENT WITH THE SCHOOL'S MODEL AND CONSOLIDATION'S OBJECTIVES. THE ACTION PLAN PROVIDES A CLEAR SENSE OF BOTH THE INSTITUTIONAL KNOWLEDGE AND THE RESOURCES AVAILABLE TO SUPPORT SUCCESSFUL CONSOLIDATION.

- I. IN A CHART, DESCRIBE THE FOLLOWING, AT A MINIMUM:
- A. ACTIONS TO BE TAKEN;
 - B. INTERIM BENCHMARKS TO MONITOR IMPLEMENTATION OF ACTIONS;
 - C. DESIGNATED POINT PERSON; AND
 - D. START DATE AND PROJECTED COMPLETION DATE FOR EACH TASK

We anticipate that the vast majority of our current plans relating to staff, transportation and facilities will remain regardless of whether the consolidation request was to be successful. Major action plans steps that require involved communication are listed below.

Action To Be Taken	Interim Benchmark to Monitor Implementation	Designated Point Person	Start Date and Projected Completion Date
Communication with School Leaders	N/A	Tobey Jackson	Upon approval
Communication with School Teachers	N/A	Respective School Leadership Teams	Upon approval
Updating of School Marketing Materials	N/A	Mike Larsson	Upon approval
Website update to reflect consolidation	N/A	Mike Larsson	Upon approval
Communication with Families	N/A	Mike Larsson	Upon approval
Communication with DESE to align federal grants	N/A	Mike Larsson	Upon approval
Communication with DESE to align charter accountability measures	N/A	Mike Larsson	Upon approval
Communication with DESE to align enrollment plans and procedures	N/A	Mike Larsson	Upon approval

APPENDIX A: STUDENT PERFORMANCE DATA

SAT SCORES, MATCH CHARTER PUBLIC SCHOOL (CLASSES OF 2010-2014)

Critical Reading			
	Average Baseline PSAT Score (x10)	Average SAT Score	Average Increase: PSAT to SAT
Class of 2014	400	460	60
Class of 2013	380	400	20
Class of 2012	390	420	30
Class of 2011	380	420	40
Class of 2010	360	430	70

Mathematics			
	Average Baseline PSAT Score (x10)	Average SAT Score	Average Increase: PSAT to SAT
Class of 2014	430	520	90
Class of 2013	420	480	70
Class of 2012	440	500	60
Class of 2011	460	520	60
Class of 2010	430	490	60

Writing			
	Average Baseline PSAT Score (x10)	Average SAT Score	Average Increase: PSAT to SAT
Class of 2014	400	460	60
Class of 2013	360	420	60
Class of 2012	380	420	40
Class of 2011	380	440	60
Class of 2010	380	430	60

Overall			
	Average Baseline PSAT Score (x10)	Average SAT Score	Average Increase: PSAT to SAT
Class of 2014	1220	1430	210
Class of 2013	1150	1300	150
Class of 2012	1210	1340	130
Class of 2011	1220	1380	160
Class of 2010	1170	1350	180

AVERAGE ADVANCED PLACEMENT SCORES, MATCH CHARTER PUBLIC SCHOOL (2009-2013)

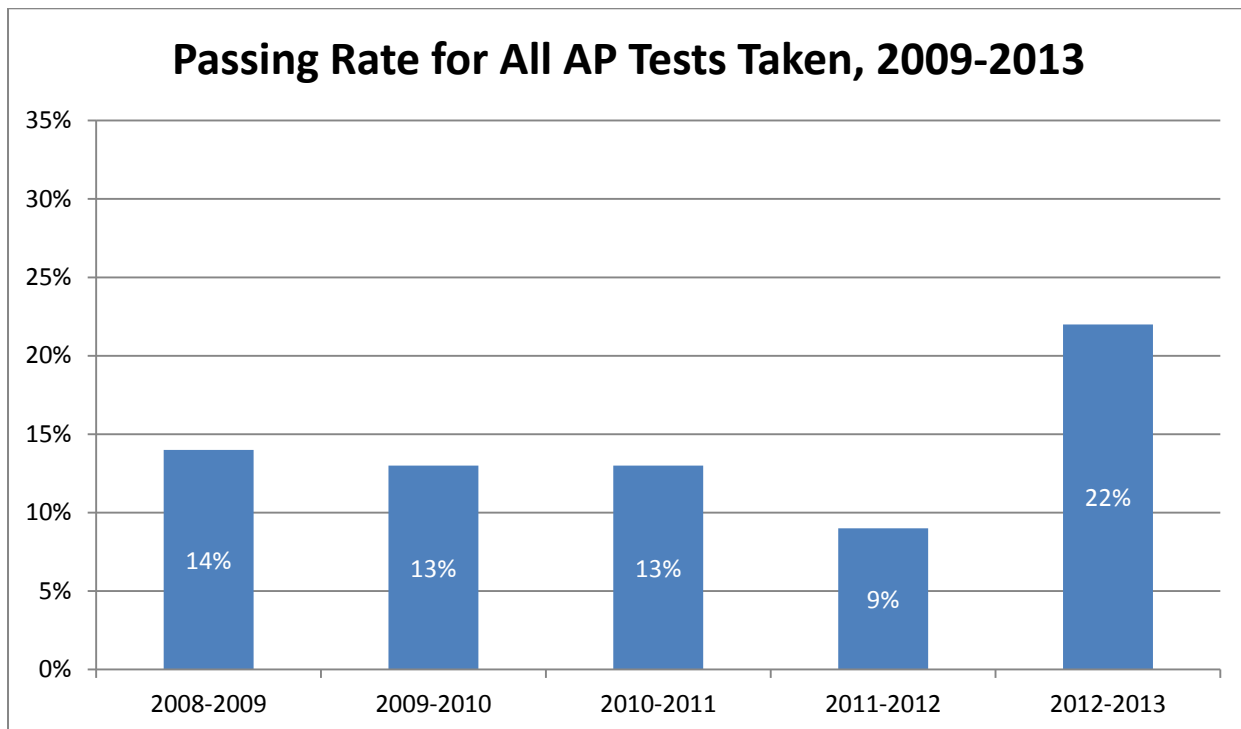
Exam	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
AP World History				1.2	1.7
AP Language		1.7	1.5	1.7	1.8
AP Literature	2.2	1.7	1.7	1.9	1.7
AP Chemistry			1.2	1.3	1.7
AP Calculus AB	2.3	1.8	2	1.6	2.5
AP Spanish Language				3.3	2.3
AP Spanish Literature				1.7	3.0

NUMBER OF ADVANCED PLACEMENT TESTS TAKEN (2010-2013)

Exam	2009 -2010	2010 - 2011	2011 - 2012	2012 -2013
AP World History			38	37
AP Language	38	51	29	36
AP Literature	22	16	12	15
AP Chemistry		21	14	14
AP Calculus AB	32	37	32	20
AP Spanish Language			4	6
AP Spanish Literature			7	1

AP COURSE PARTICIPATION RATES (2010-2013)

Exam	2009 -2010	2010 - 2011	2011 - 2012	2012 -2013
Number of Juniors and Seniors Enrolled	86	91	102	95
Zero AP Courses	3%	2%	17%	21%
One AP Course	17%	9%	21%	25%
Two AP Courses	58%	68%	46%	46%
Three AP Courses	21%	18%	17%	7%
Four AP Courses	-	3%	-	-



MCAS RESULTS (2009-2013)

(MCAS Data compiled from Massachusetts Department of Elementary and Secondary Education Statewide Report:
http://profiles.doe.mass.edu/state_report/)

Match Community Day Charter Public School (% Passing)						
Grade	Subject	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
3	ELA	-	-	-	-	53
3	Math	-	-	-	-	90

Match Charter Public School (% Passing)						
Grade	Subject	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
6	ELA	61	57	43	53	49
6	Math	54	68	70	75	74
7	ELA	-	73	67	52	68
7	Math	-	61	76	59	70
8	ELA	-	-	82	81	83
8	Math	-	-	71	59	75
8	Science	-	-	66	33	47
10	ELA	98	100	98	100	100
10	Math	100	99	96	100	93
10	Biology	95	91	89	96	98

APPENDIX B: LOTTERY INFORMATION

MATCH COMMUNITY DAY CHARTER PUBLIC SCHOOL:

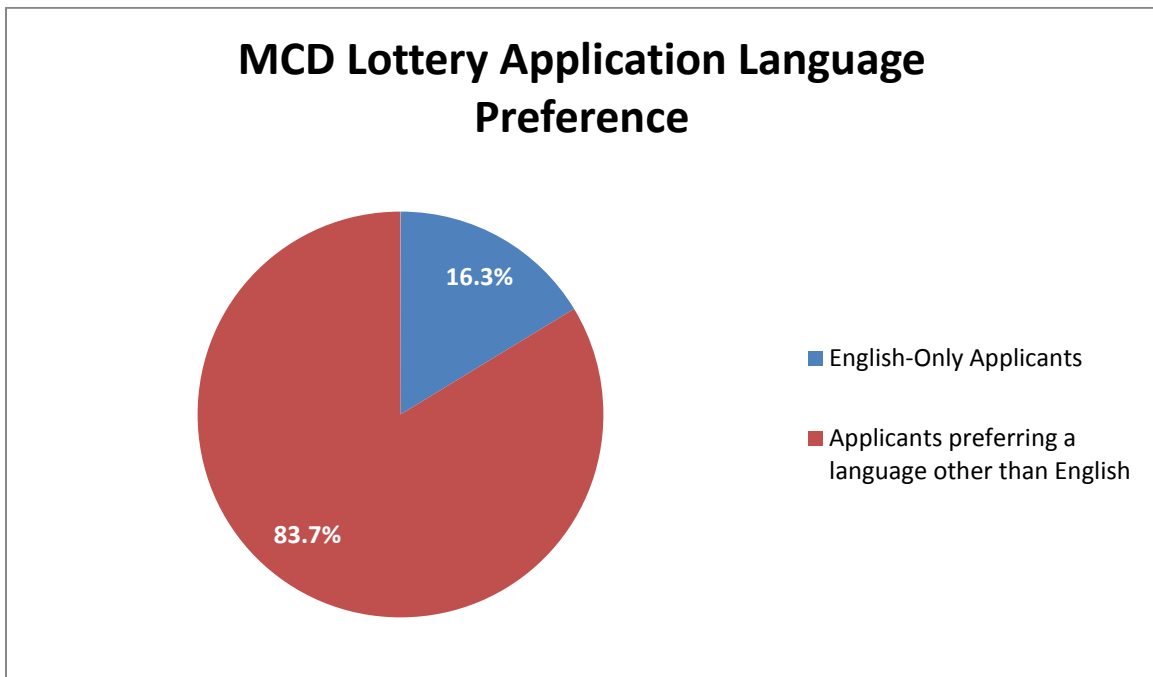
Year of Admission	Grade Level	# of Applications	# of Openings	Admission Rate
2011	Pre-K (K1)	180	50	28%
2012	Pre-K (K1)	249	50	20%
2013	Pre-K (K1)	187	50	27%
2011	2 nd	322	50	16%
2012	2 nd	259	50	19%
2013	2 nd	207	50	24%

MATCH CHARTER PUBLIC SCHOOL:

Year of Admission	Grade Level	# of Applications	# of Openings	Admission Rate
2009	9 th	661	75	11%
2009	6 th	340	93	27%
2010	9 th	651	70	11%
2010	6 th	310	80	26%
2011	9 th	407	23	6%
2011	6 th	630	75	12%
2012	6 th	611	70	11%
2013	6 th	645	70	11%

APPENDIX C: NON-ENGLISH LANGUAGE PREFERENCE APPLICATIONS TO MATCH COMMUNITY DAY

The chart below is a visual representation of applications for entry at Match Community Day from parents who identified preferring language other than English only. Of 1404 total applications between 2011-2013 at both the pre-K and 2nd grade level, 1175/1404, or 83.7% of applying families preferred a language other than English.

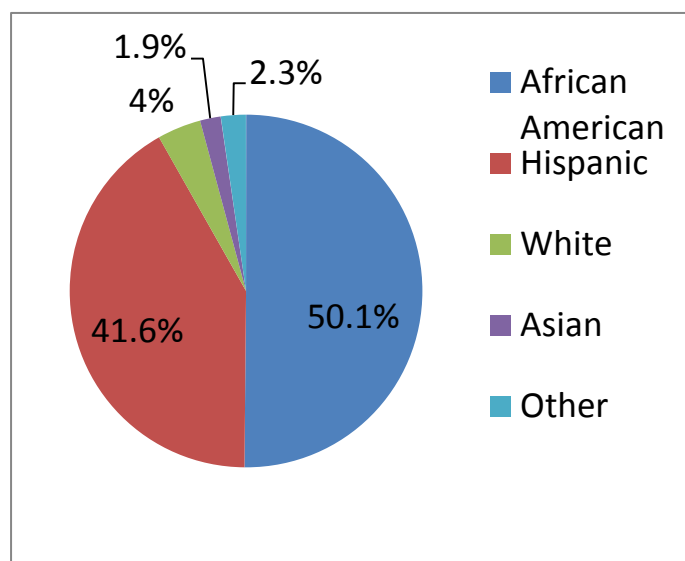


APPENDIX D: STUDENT DEMOGRAPHICS

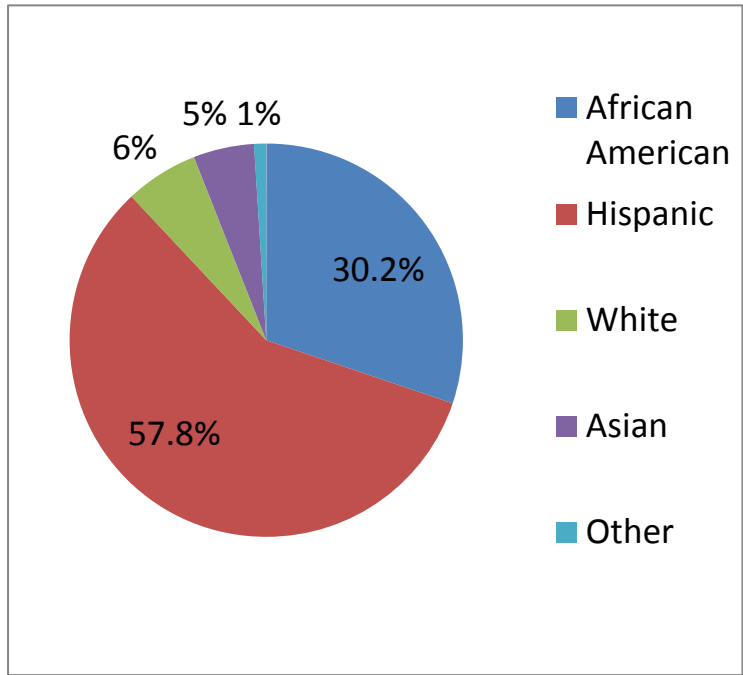
The 2012-2013 data below was compiled from the Massachusetts Department of Elementary and Secondary Education (http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx).

ENROLLMENT BY RACE/ETHNICITY (2012-2013)

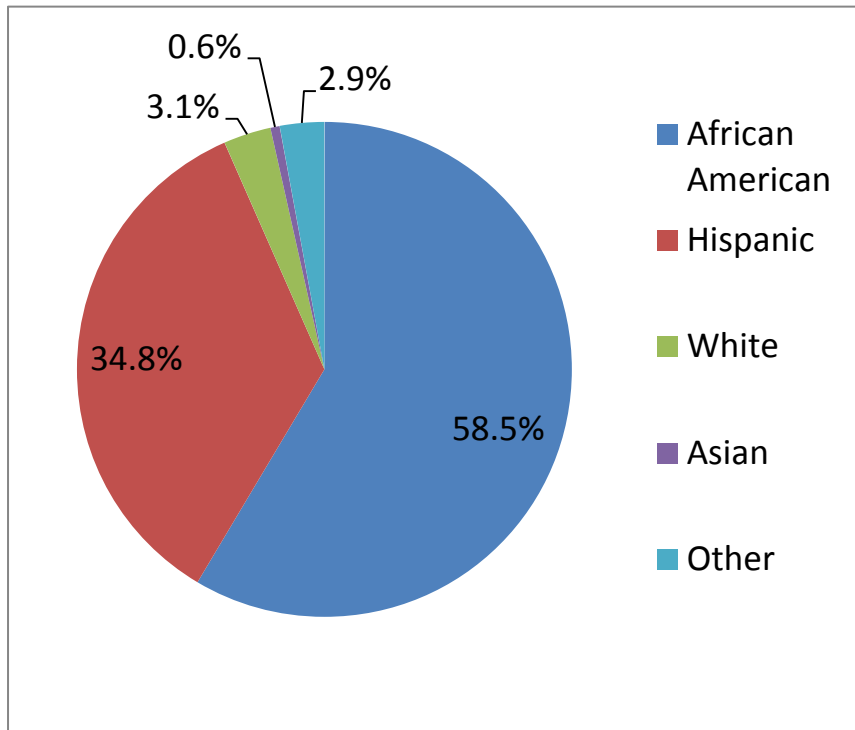
MATCH COMMUNITY DAY AND MATCH CHARTER PUBLIC SCHOOL (COMBINED)



MATCH COMMUNITY DAY CHARTER PUBLIC SCHOOL:

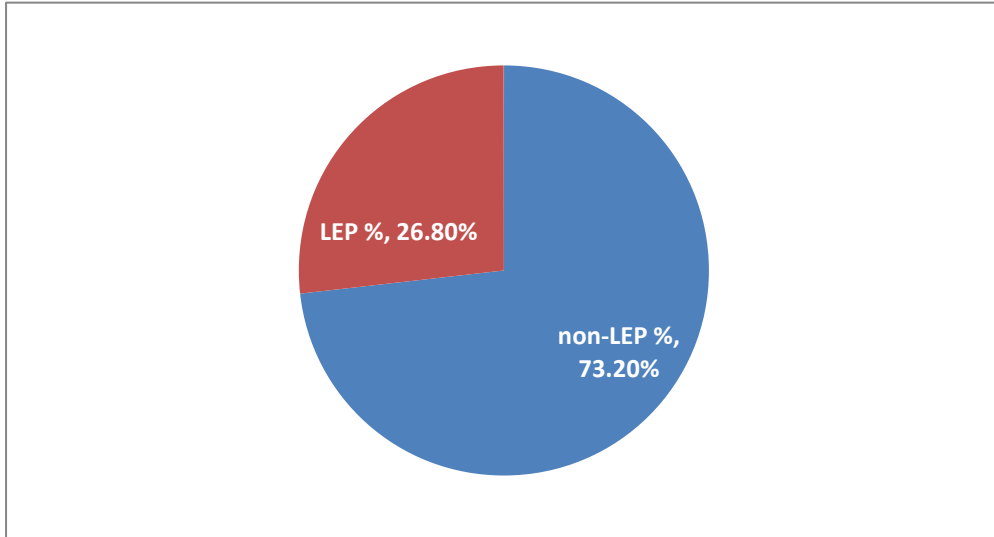


MATCH CHARTER PUBLIC SCHOOL:

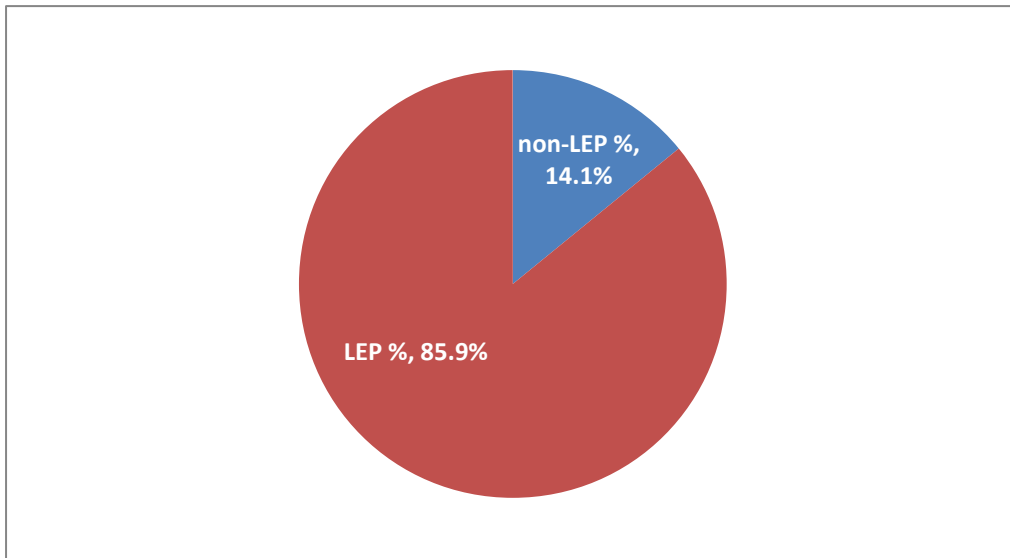


ENROLLMENT BY LIMITED ENGLISH PROFICIENT POPULATION

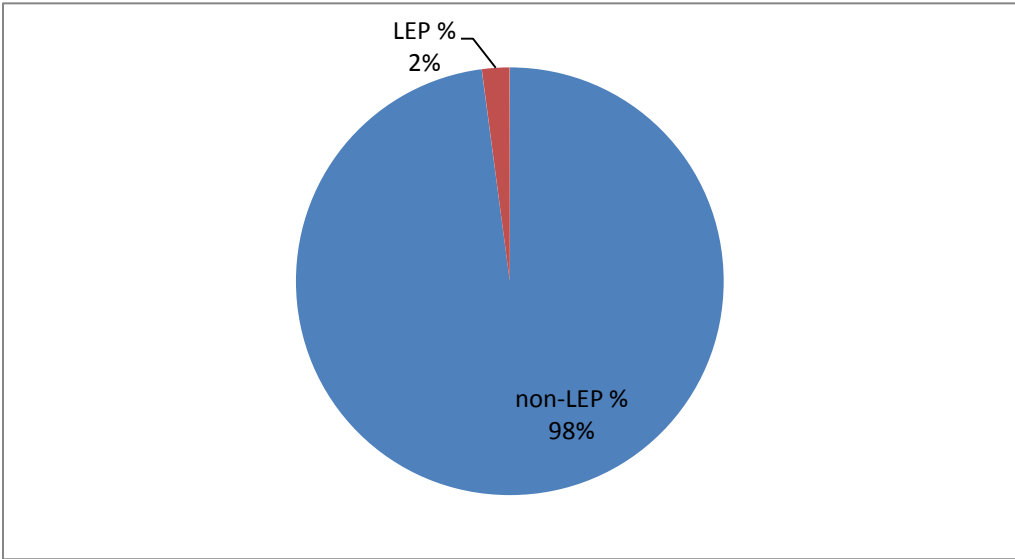
MATCH COMMUNITY DAY AND MATCH CHARTER PUBLIC SCHOOL (COMBINED)



MATCH COMMUNITY DAY CHARTER PUBLIC SCHOOL:

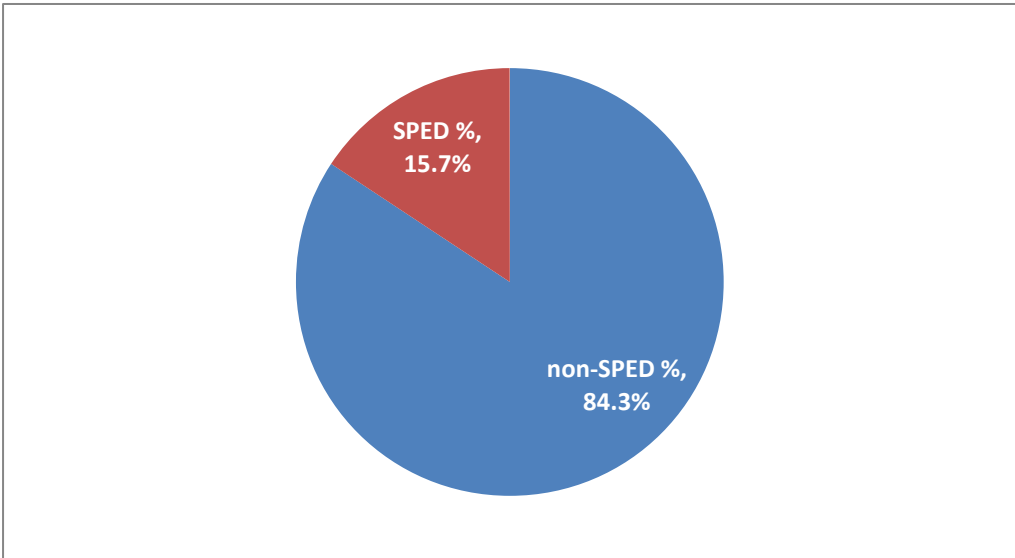


MATCH CHARTER PUBLIC SCHOOL:

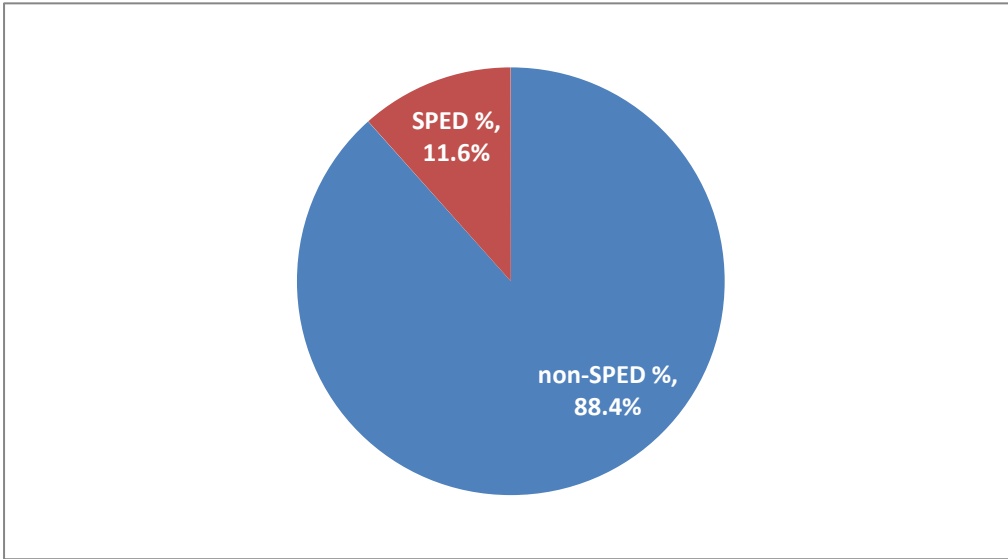


ENROLLMENT BY SPECIAL EDUCATION POPULATION:

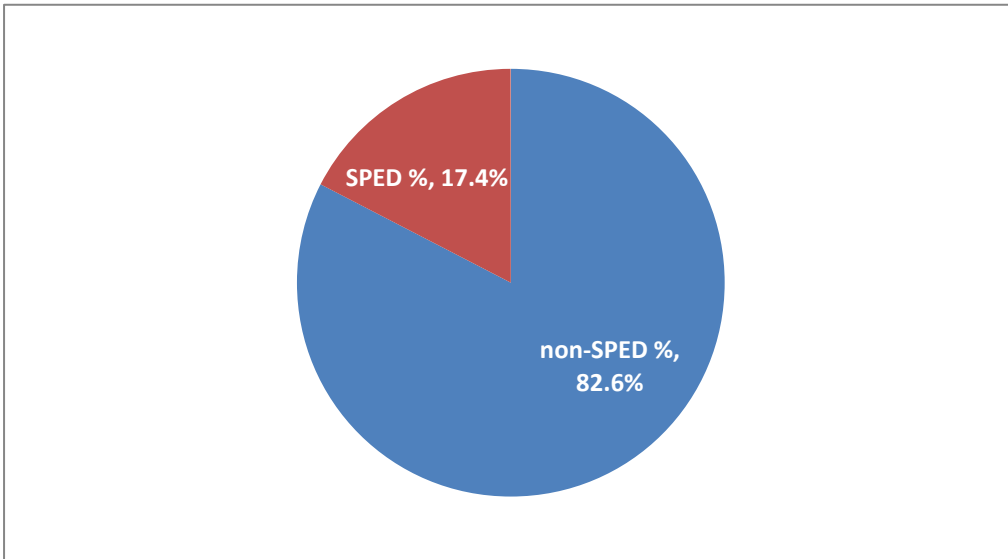
MATCH COMMUNITY DAY AND MATCH CHARTER PUBLIC SCHOOL (COMBINED):



MATCH COMMUNITY DAY CHARTER PUBLIC SCHOOL:



MATCH CHARTER PUBLIC SCHOOL:



APPENDIX E: STUDENT ATTRITION DATA

(Student Attrition Data compiled from Massachusetts Department of Elementary and Secondary Education Statewide Report: http://profiles.doe.mass.edu/state_report/)

MATCH COMMUNITY DAY:

School Year	Total Attrition
2012-2013	0%
2011-2012	N/A
2010-2011	N/A

MATCH CHARTER PUBLIC SCHOOL:

School Year	Total Attrition
2012-2013	11.5%
2011-2012	7.1%
2010-2011	5.0%
2009-2010	11.5%

COMPARISON OF MATCH CHARTER PUBLIC SCHOOL AND BOSTON PUBLIC SCHOOL ATTRITION/STABILITY RATES:

The following tables list state-reported student attrition and student stability rates for Match Charter Public School and for all BPS middle, middle-high, and high schools, including exam schools. Alternative schools in BPS are not included.

On both measures, Match Charter Public School outperforms almost all BPS non-exam schools.

State-reported data is reported here, as this data is from a neutral party and available for both Match and BPS schools. Both annual rates starting in 2010-2011 and the average of the rates since 2010-2011 are reported here, as rates at individual schools can fluctuate significantly from year to year. (Please see two pages.)

Attrition Comparison

School	Grades	2010-2011 Attrition	2011-2012 Attrition	2012-2013 Attrition	Average Attrition across 3 years
Boston Latin School (Exam School)	MSHS	1.7	1.9	2	1.9
Boston Latin Academy (Exam School)	MSHS	4.4	4.4	3.5	4.1
O'Bryant Math & Science (Exam School)	MSHS	4.2	4.8	3.2	4.1
New Mission High	HS	4.7	4.4	5.6	4.9
Fenway High	HS	4.1	7.9	5.8	5.9
Snowden International School	HS	4	7	8.7	6.6
Boston Community Leadership Academy	HS	6.4	7.1	9.5	7.7
Match 6-12	MSHS	5	7.1	11.5	7.9
Another Course to College	HS	6.3	9	9	8.1
Lyon Upper 9-12	HS	8	10.3	10.5	9.6
Boston Arts Academy	HS	11.6	7.1	10.3	9.7
Excel High	HS	6.1	14.3	9.1	9.8
East Boston High	HS	10.4	9.3	10.8	10.2
Frederick MS	MS	10.9	9.9	11	10.6
Madison Park Tech/Voc High	HS	13	9.1	9.6	10.6
Charlestown High	HS	13	14.8	13.1	13.6
Edwards MS	MS	12.5	13.8	15	13.8
Timilty MS	MS	17.6	13.7	14.2	15.2
Brighton High	HS	14.1	16.3	16.1	15.5
Burke High	HS	19	15.8	12.9	15.9
The English High	HS	16.1	14.2	18	16.1
Urban Science Academy	HS	17.4	14.8	17.2	16.5
Rogers MS	MS	17.5	21.2	19.9	19.5
Quincy Upper School	MSHS	19.9	21.8	18.8	20.2
Dearborn MS	MS	19.8	27.2	17.8	21.6
Harbor	MS	12.7	16.9	35.5	21.7
McCormack MS	MS	21.1	22.4	22.4	22
Dorchester Academy	HS	23.3	22.5	22.1	22.6
Community Sci/Health Acad	HS	21.4	25.3	23	23.2
Irving MS	MS	22.7	27.2	27.2	25.7
Boston International High	HS	32	26.9	28.9	29.3
Tech Boston Academy	MSHS	NOT LISTED	NOT LISTED	11.7	NOT LISTED
Brook Farm/Media High	HS	NOT LISTED	NOT LISTED	13.6	NOT LISTED

Stability Comparison

School	Grades	2010-2011 Stability Rate	2011-2012 Stability Rate	Average Stability Rate across last 2 years
Boston Latin School (Exam School)	MSHS	98.5	98	98.3
Boston Latin Academy (Exam School)	MSHS	97.7	97	97.4
O'Bryant Math & Science (Exam School)	MSHS	96	95.2	95.6
Quincy Upper School	MSHS	95.8	94.1	95
Match 6-12	MSHS	94	92.7	93.3
Fenway High	HS	94.1	91.3	92.7
Harbor	MS	88.3	89	88.7
Edwards MS	MS	88.7	87.2	88
Boston Community Leadership Academy	HS	87.4	87	87.2
Timilty MS	MS	88.9	84.6	86.8
Another Course to College	HS	86.1	86.5	86.3
Lyon Upper 9-12	HS	94.6	77.5	86.1
Snowden International School	HS	86	81.6	83.8
McCormack MS	MS	88.1	79.4	83.8
Frederick MS	MS	86.2	79.6	82.9
Rogers MS	MS	83.3	82.2	82.8
Boston Arts Academy	HS	70.2	89.7	80
Madison Park Tech/Voc High	HS	82.4	76.6	79.5
Excel High	HS	81.6	74.7	78.2
Dearborn MS	MS	78.9	75.5	77.2
Irving MS	MS	78.4	72.9	75.7
The English High	HS	73.5	67.5	70.5
New Mission High	HS	58.5	81.4	70
Urban Science Academy	HS	65.1	74.7	69.9
East Boston High	HS	64	71.3	67.7
Charlestown High	HS	61.5	71.2	66.4
Boston International High	HS	72.1	58.8	65.6
Community Science and Health Acad.	HS	52.8	64	58.4
Dorchester Academy	HS	63	45.8	54.4
Burke High	HS	43.5	60.4	52
Brook Farm/Media High	HS	NOT LISTED	71.2	NOT LISTED
Tech Boston Academy	MSHS	NOT LISTED	84.7	NOT LISTED

APPENDIX F: SUMMARY OF FINANCIAL FORECASTS FY14 THROUGH FY18

ACCRUAL BASED P&L (HISTORICAL AND PROJECTED) FOR COMBINED CHARTERS:

Match Education

Accrual based P&L statements (historical and projected) for combined charters

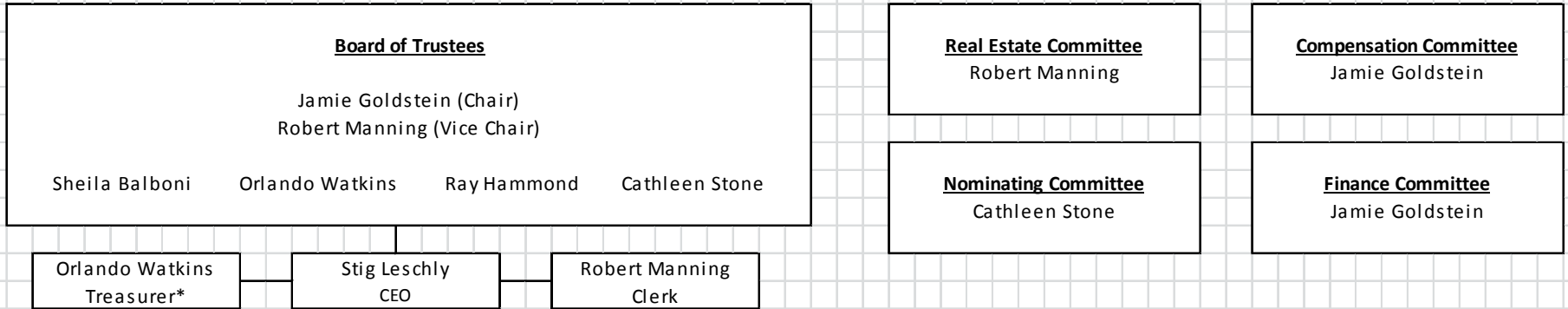
	FY 2014 (projected)	FY 2015 (projected)	FY 2016 (projected)	FY 2017 (projected)	FY 2018 (projected)
REVENUE					
Per-pupil tuition	\$ 11,620,247	\$ 13,236,941	\$ 15,146,343	\$ 16,357,852	\$ 17,339,312
Grants - government	\$ 1,490,856	\$ 1,681,460	\$ 1,904,958	\$ 2,036,960	\$ 2,137,798
Grant - foundation	\$ 450,000	\$ 300,000			
Student meals	\$ 215,512	\$ 245,496	\$ 280,908	\$ 303,377	\$ 321,579
Program fees	\$ 26,644	\$ 30,050	\$ 34,045	\$ 36,404	\$ 38,206
<u>Other income</u>	\$ 330,666	\$ 66,133	\$ -	\$ -	\$ -
Total Operating Revenue	\$ 14,133,925	\$ 15,560,080	\$ 17,366,253	\$ 18,734,592	\$ 19,836,894
EXPENSES					
Personnel related	\$ 8,330,561	\$ 9,123,901	\$ 10,023,632	\$ 10,586,920	\$ 11,042,187
Direct student costs	\$ 2,102,708	\$ 2,302,954	\$ 2,530,055	\$ 2,672,234	\$ 2,787,147
Occupancy	\$ 1,995,623	\$ 2,270,718	\$ 2,595,246	\$ 2,801,033	\$ 3,106,370
Other operating expenses	\$ 1,214,953	\$ 1,330,656	\$ 1,461,875	\$ 1,544,027	\$ 1,610,424
<u>Depreciation/amortization</u>	\$ 365,031	\$ 392,016	\$ 421,990	\$ 440,830	\$ 456,150
Total Operating Expenses	\$ 14,008,876	\$ 15,420,245	\$ 17,032,797	\$ 18,045,043	\$ 19,002,278
TOTAL CHANGE IN NET ASSETS	\$ 125,048	\$ 139,835	\$ 333,456	\$ 689,549	\$ 834,616

Any surplus will be used to pay down debt faster and maintain a cushion for unexpected changes to costs and/or revenue

APPENDIX G: LEGAL AND EMPLOYEE ORGANIZATIONAL CHARTS

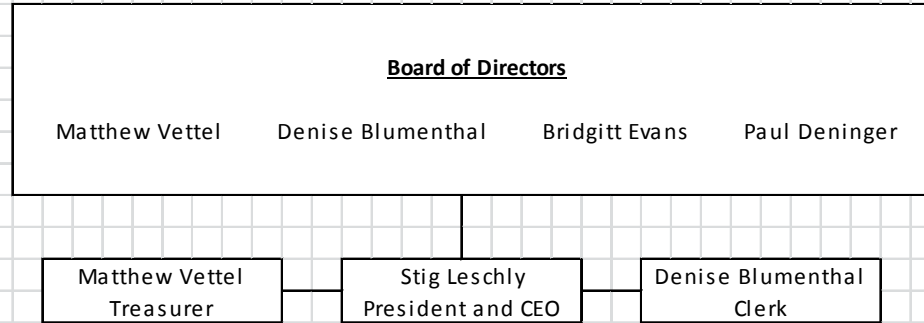
(Please see following attached pages.)

Match Charter Public School and Match Community Day Charter Public School
LEGAL ORGANIZATION CHART

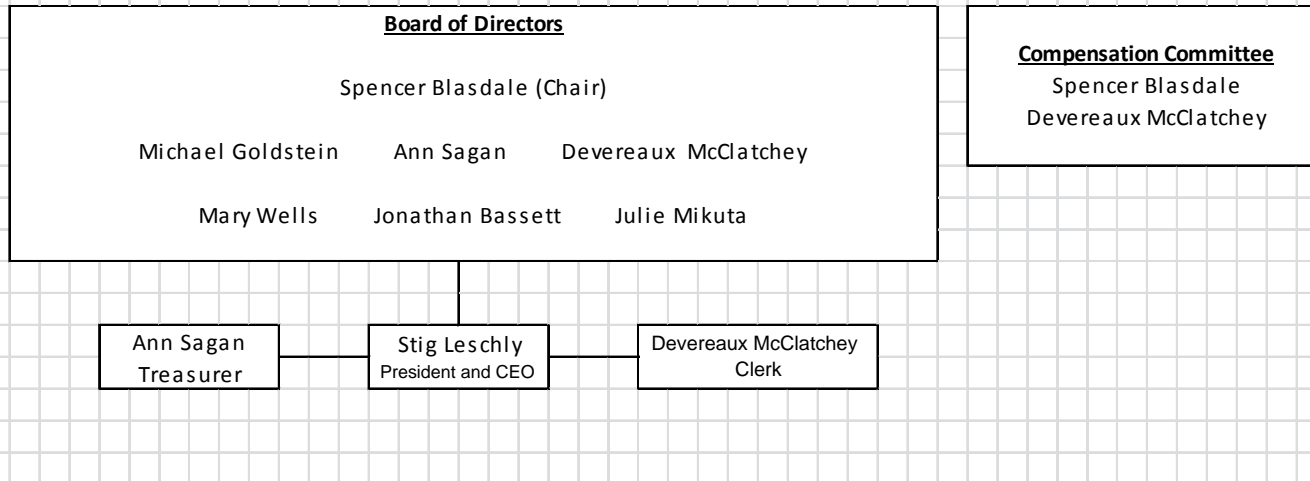


*Orlando Watkins to be approved as Treasurer at the September 2013 Board Meeting, pending final approval by DESE.

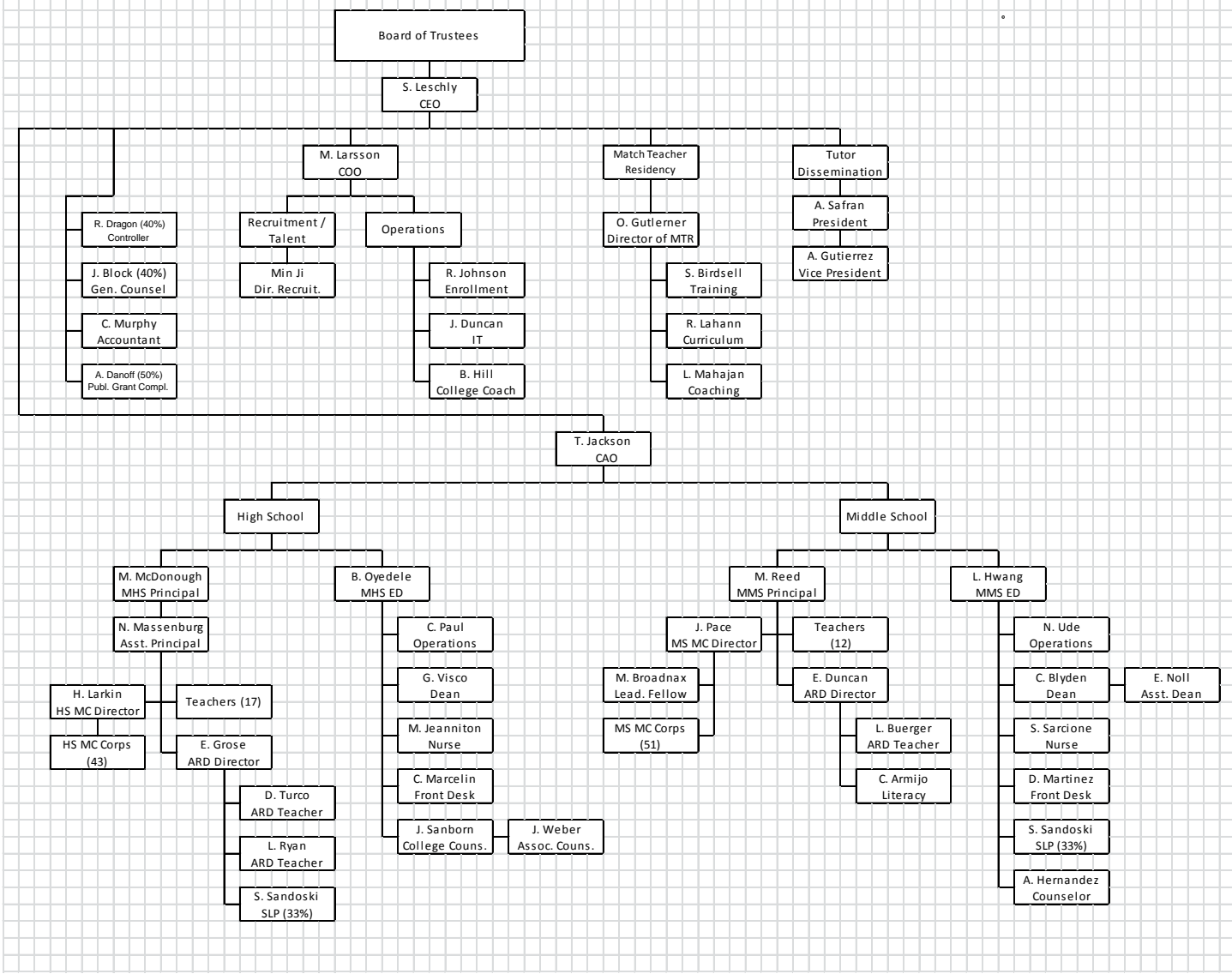
The MATCH School Foundation, Inc.
LEGAL ORGANIZATION CHART



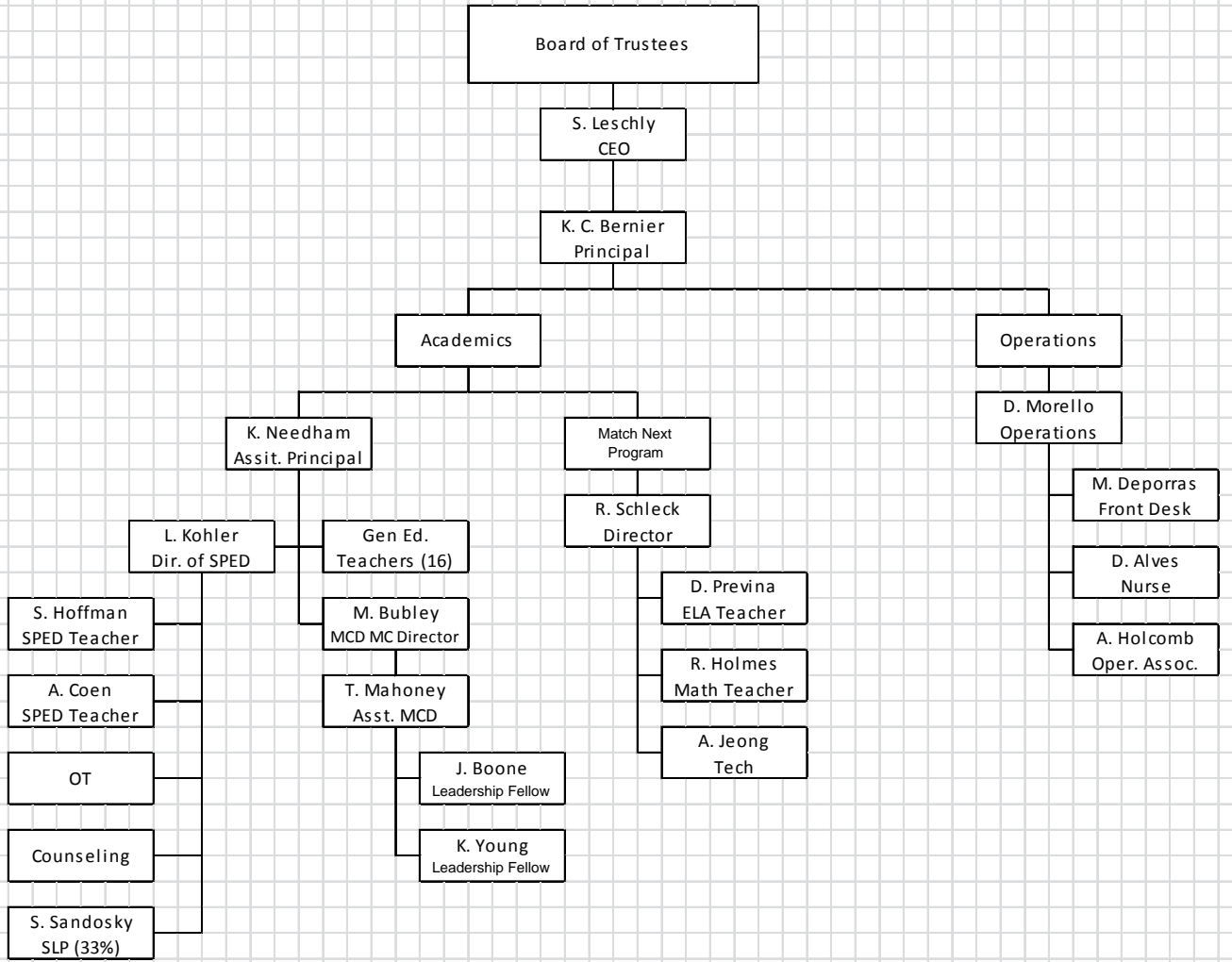
The Charles Sposato Graduate School of Education, Inc.
LEGAL ORGANIZATION CHART

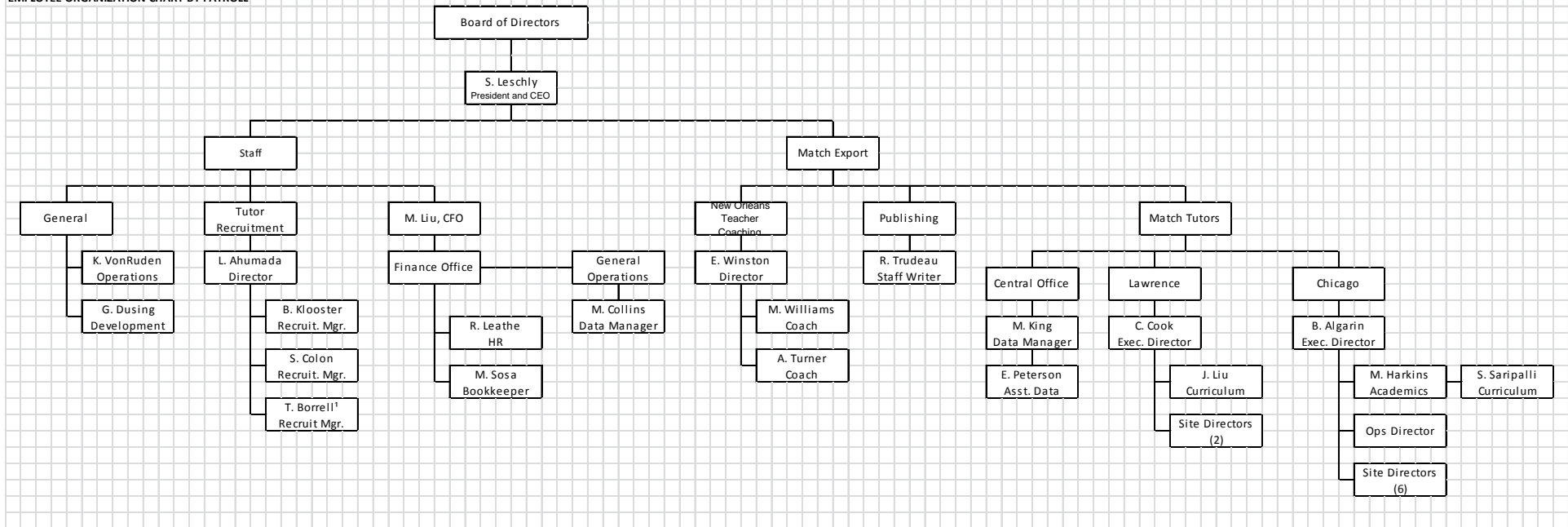


Match Charter Public School
 EMPLOYEE ORGANIZATION CHART BY PAYROLL

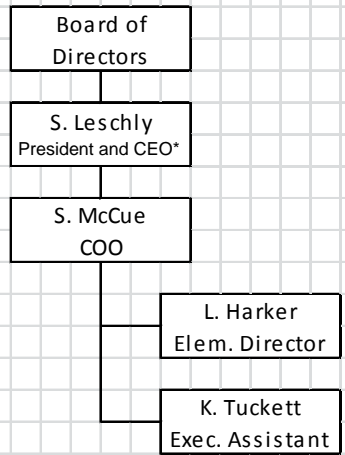


Match Community Day Charter Public School
 EMPLOYEE ORGANIZATION CHART BY PAYROLL



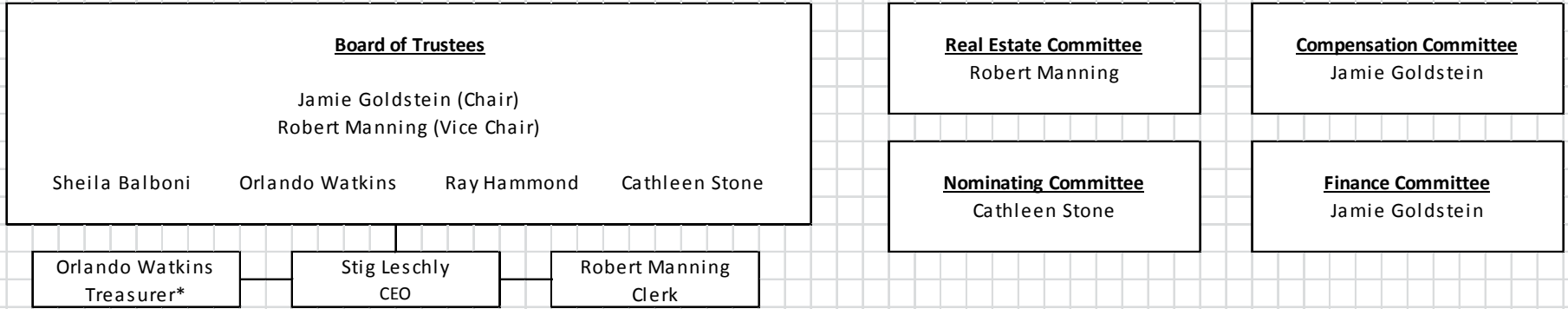


The Charles Sposato Graduate School of Education, Inc.
EMPLOYEE ORGANIZATION CHART BY PAYROLL



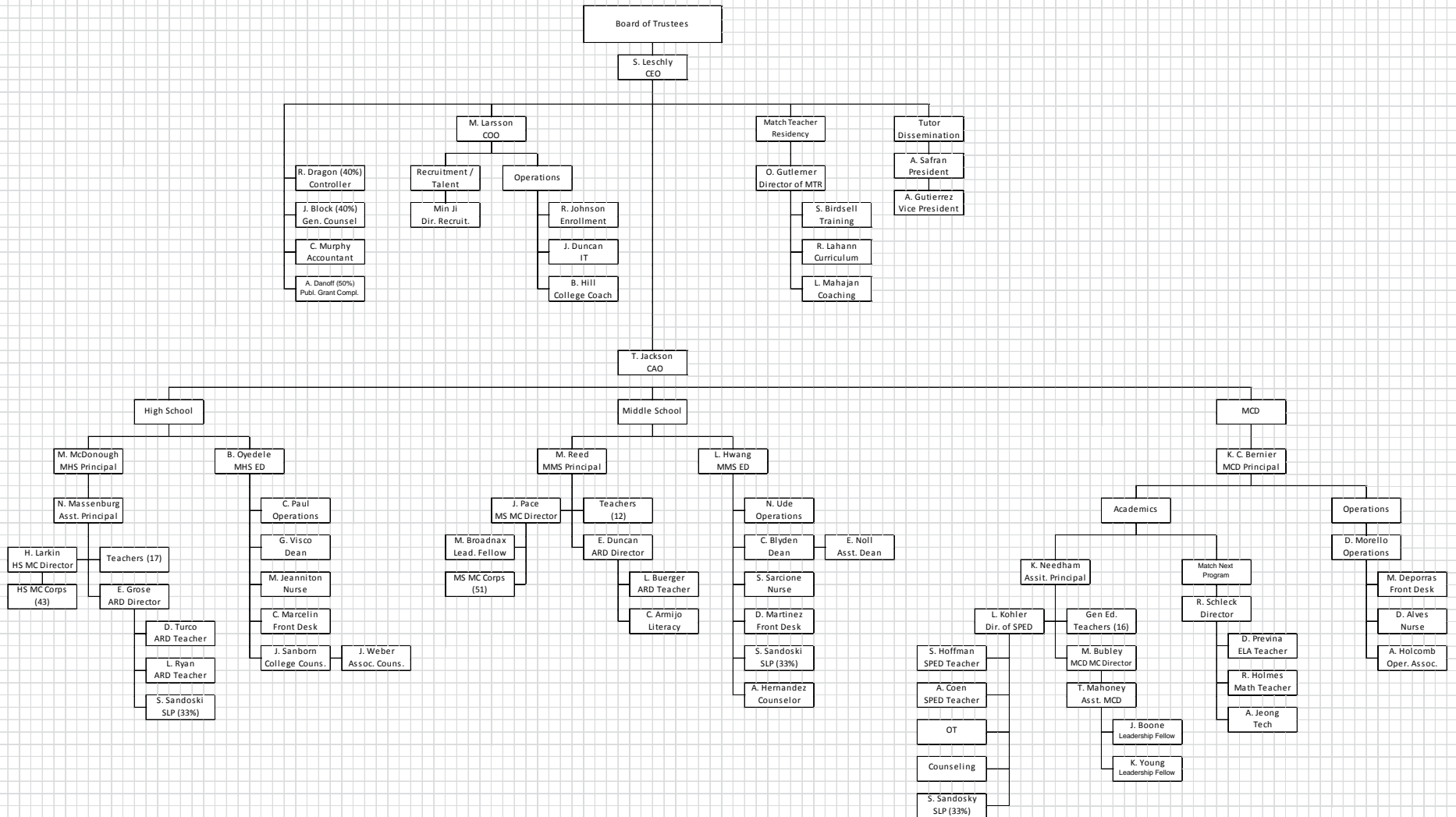
*Mr. Leschly will serve as President, effective upon the execution of a board written consent which is in process.

Match Charter Public School (Consolidated)
PROPOSED LEGAL ORGANIZATION CHART



*Orlando Watkins to be approved as Treasurer at the September 2013 Board Meeting, pending final approval by DESE.

Match Charter Public School (Consolidated)
 PROPOSED EMPLOYEE ORGANIZATION CHART



APPENDIX H: DRAFT ENROLLMENT POLICIES

Enrollment Policy and Procedures

Eligibility

Charter schools are public schools and therefore open to all Massachusetts students on a space available basis. The Match Charter Public School does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, 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 Charter Public School 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 Charter Public School 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.

Recruitment

The recruitment process is an extensive, citywide outreach effort that takes us to schools where prospective K1 and 1st graders are attending. We also participate in the annual, Boston-wide charter public school fair in a central location in Boston. Additionally, we conduct information sessions throughout the City in the languages that families speak, and at these sessions we 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.

Match 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 within Boston and mails/faxes lottery enrollment forms to any interested families. The lottery enrollment forms are also available on our website at www.matcheducation.org.

Match Charter Public School has and implements a student recruitment and retention plan.

Application Process

All applications need to be submitted by a date in early March that is annually determined. Notice of the application deadline will be provided at least one month in advance on our website. Applications are only accepted if hand-delivered or if sent by mail, and must be in hand by the deadline listed on the application. Match Charter Public School will not accept lottery applications that have been faxed to the school. 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. All applicants deemed ineligible or submitted after the deadline will receive a call and explanation from a Match Charter Public School staff member. An application containing false or inaccurate information may be considered void.

Match Charter Public 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; the only requirement is that applicants must be 4 years old by September 1 to be eligible. Students who turn 5 before September 1 will not be eligible for entry in K1.
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 Elementary and Secondary Education regulations.
4. Proof of residency for Boston residents, except in the case of homeless students; acceptable forms of proof include utility bills, signed leases, etc.

and **strongly advises and requests:**

5. Parents/guardians and students attend an informational session and orientation session prior to enrollment (attendance is not required as a condition of enrollment).

Match Charter Public 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).
4. Require dual parent/guardian signatures on the application.
5. Administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement.

None of the information requested in the application, such as language spoken at home or race/ethnicity is intended to or used to discriminate.

Lottery and Enrollment Process

The Match Charter Public School serves grades K1 through 12th, ages 4 to 21. New students are accepted through a lottery into our main entry points at K1 and 1st grade, and on a space available basis through 9th grade. The number of spaces for all of our grades is determined by the maximum enrollment target established in the charter: 1250 students pre-K through 12th. The number of spaces in grades K1-5th is determined annually based on backfilling requirements as per amended Massachusetts charter school regulations 603 CMR 1.06(f).

Each year, we will hold a lottery for grades K1-9th grade to fill any spaces that become available. Siblings of currently enrolled students will be given the opportunity annually to submit applications for K1 through 9th grade, and to be placed at the top of the appropriate waitlist. If the number of sibling applications for grades K1-9th exceeds the number of available spaces, a lottery drawing will be held. These students will be placed in order at the top of the appropriate waitlist.

The lotteries for admission are held in March of each year, on the same evening as other Boston charter schools. Notice will be provided at least one week in advance. The lottery drawing is conducted in public at the school. The lottery is overseen by a disinterested party. Each application is pulled at random from a container with applications facing down. As student names are drawn, applications are placed in order. Parents are notified on the lottery application that student names are publicly drawn, and they are given the opportunity to opt out through the use of a designated number.

The first accepted students will be siblings of current Match Charter Public School students. 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, followed by one for Boston residents. In the rare event that we receive applications from non-Boston residents, we will form a 3rd waitlist with the applications for those students, which will be after the waitlists for siblings and Boston residents. The students are placed in order on the appropriate waitlist, which is posted on our website shortly after the lottery drawing. Student names are posted on the website using first name and last initial. Per agreement of our Board of 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, but will remain on the waiting list. If this policy affects a sibling of a current Match Charter Public School student, the state may pay the tuition for that student, subject to appropriation.

After the Lottery, parents of admitted students are called and receive notification of acceptance by mail. Parents of all waitlisted students receive a letter stating their place on the waitlist. Students who wish to accept admission must return a signed acceptance form to us by April 1 in order to reserve a spot in the incoming class. 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 Match Charter Public School, and this will generate places to be drawn from the waitlist. Parents are called, in order, to offer admission from the waitlist for that grade until the vacant seat is filled. Parents are

given 1 week (from the date the offer is made) to accept admission by returning a signed acceptance form to us. If we are unable to reach a parent by phone, we will send a notice to the address listed on the application, offering admission and listing the one week deadline for response. No student will be admitted ahead of other eligible students on the waiting list unless said student is either a sibling of a currently attending student or a resident of Boston. If we do not hear back or if they do not accept, they are removed from the waitlist and have no further special standing.

As Match Charter Public School anticipates high application-to-slot ratios, once the application deadline is closed, no further applications will be accepted until the next school year.

Match Charter Public School is required to backfill students in K1 through 5th grade, and will electively backfill students in grades 6-9th as vacancies become available. When a student stops attending the school for any reason, the spot will be filled from the waitlist up to February 15. After February 15th, no further students will be admitted that same year, and the vacancy will be filled the following school year.

New waitlists for enrollment in grades K-9th will be created and refreshed every year alongside the lottery results.

If the principal enrollment process fails to produce an adequate number of enrolled students, or if the waitlist is exhausted through subsequent backfilling, the lottery process may be repeated. The required lottery process is strictly followed, including public notification and deadlines.

Disclosure

On the lottery application, parents/guardians are given the opportunity to consent to disclosure of student information. If consent is given, Match Charter Public School may:

1. Confidentially obtain, after enrollment, past and future academic records, test scores, attendance and other records of students who apply to and/or attend Match Charter Public School from the past or future schools of applicants by Match Charter Public School or its designated researchers. This information will in no way influence the lottery for admission, but will be used only to measure the progress of Match Charter Public School.
2. Post, with parent consent, each student's first name and last initial on the school's website before the lottery drawing in the list of applications that have been received and after the lottery drawing takes place in the acceptance list and waitlist.
3. Publicly announce, with parental consent, each student's full name at the public lottery drawing.

Upon request, Match Charter Public School will provide the names and addresses of students to a third party mail house for mailings unless the parent requests that the school withhold their child's information.