

**Media and
Technology Charter
High (MATCH)
School**

Annual Report
2000-2001 School Year

www.matcheschool.org

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Mission

The Media and Technology Charter High (MATCH) School prepares Boston students to succeed in college and beyond, including and especially those students who have not been led to expect a university education. The college graduation rate among inner-city students nationally is below 10%. Our mission is to reverse that underachievement.

Serving 9th through 12th graders in Boston, the MATCH School is a collaboration of educators, media practitioners, business leaders, parents, and community members. Our ambition is to fulfill traditional notions of a high school graduate, one fluent in math, English, science, and history. To do this we will supplement traditional learning strategies – including a heavy load of reading, writing formal essays, building vocabulary and study-skills, and solving math problems – with hands-on projects using various media.

In addition to better engaging students in their core subjects, we think that the more integrated use of media will:

1. Allow students with *different learning styles* to excel;
2. Create extraordinary opportunities for *persuasive and analytical writing, critical thinking, creativity, and collaboration*;
3. Require students to create media projects which can be shown to (and evaluated by) parents, other students, mentors, the community (knowing one's work will be *exhibited publicly* is a powerful incentive to strive) – as well as to their classmates. We envision student-created media projects becoming part of the curriculum itself, where students learn important concepts of history and science from each other's work.

The school is not:

1. A vocational-ed program for media or technology fields.
2. An attempt to replace rigor (great books, hard science, etc) with sound bites.
3. The study of media. Media is the means to better understand and to demonstrate mastery of core subjects.

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Executive Summary 2000-01

Our Mission

The MATCH School prepares disadvantaged Boston students to succeed in college and beyond – including and especially students who have not been led to expect a university education.

Results from 2000-01

Students gained an average of 1.5 grade levels in reading as measured by the DRP test; parents reported overwhelming satisfaction in two independently conducted surveys; the school maintained its commitment against social promotion; the school acquired a safe, accessible permanent facility to be renovated; the Board oversaw fundraising and fiscal controls that led to a stable first year of operation.

Background

The Media and Technology Charter High (MATCH) School opened September 7, 2000, one of five schools to win a charter from the Commonwealth of Massachusetts in 1999, out of 31 applicant teams statewide. Its innovative approach to education has been chronicled by media outlets including CNN, NPR, the *Wall Street Journal*, *Boston Globe*, *Boston Phoenix*, *New York Times*, *Boston Business Journal*, and *Boston Globe Magazine*.

As a charter school, the MATCH School:

- Is a tuition-free, independent public school and open to all students in the district of Boston
- Has no entrance exams: 80 interested 9th graders were selected by random lottery from 240 applicants for 2000-01

Our student body:

- Is 64% African-American and Caribbean-American, 28% Hispanic, and 5% white and 3% Asian (fewer than 10% of African-American and Hispanic students nationally ultimately earn a four-year university degree)
- Lives mostly (78%) in poverty and in single-parent or non-parent households
- Arrives at MATCH on track to fail the 10th grade MCAS exams without strong academic intervention (like the vast majority of entering Boston high school students).

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What makes the MATCH School different?

- **Small Size.** We've created one of the smallest college-prep Boston high schools to engender a "family" feel, where every student is known. For example, on a typical day the principal greets each student, and each week he calls every parent in the school to check-in.
- **Bridging the Digital Divide.** Technology is not taught as a separate subject, but directly integrated into math, English, science, history. For example, students studying the presidential election have filmed public service announcements about federal policy issues, produced personal radio diaries exploring character, and conducted telephone polls about the Presidential debates – all in addition to, not instead of, traditional debates, essays, and readings.
- **Experienced faculty.** Led by a former Massachusetts Teacher of the Year, experienced teachers focus not just on instruction, but on connecting with each student as an individual.
- **Leveraged Collaborations.** We partner with students and staff from colleges (Boston College, Harvard, MIT, Boston University) and nonprofits (Home For Little Wanderers, Tech Foundation). We are supported both by individual executives (from Fidelity Investments, Akamai Technologies, Broadview, etc) and by charitable foundations (Walton Family Foundation, Mifflin Foundation, Harbus Foundation, Nellie Mae Foundation, Fidelity Foundation, and others.)
- **Student Support Team.** Our most at-risk students, suffering from clinical depression, homelessness, extreme aggression, and acute special needs, are served by a student support team including our Director of Special Needs, the principal, 2 part-time social workers, and 20 volunteer mentors.
- **Extended School Day and Year.** For example, our 2000 Summer Academy, sponsored by MIT and the Nellie Mae Foundation., served the most at-risk incoming students. In 2000-01, school ran 4.30pm on most days.

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Letter from the Board Chair and the Executive Director

To the Reader of our Inaugural Annual Report:

Thank you for taking the time to read our report. We will always endeavor to provide clear, unvarnished information about this public school.

In our first year, we accomplished many goals. Teachers led our students to significant gains, both in standardized tests of reading and math, and in other, harder-to-measure, ways. By attending to thousands of details, our staff created a safe, stable, warm, disciplined environment. Our parents were, by every possible measure, pleased. We purchased a permanent facility to be renovated during the coming year.

We hope to continue our progress during our coming second year of operation.

The MATCH School was chartered in 1999 with a dream of what high school education in Boston could be for kids who have been essentially written off by the system.

Our students dress neatly but many live in poverty, come from single or no-parent households with few books or quiet places to study, enter 9th grade with academic skills at the 5th grade level, and generally lack any sort of study skills or habits. Many don't know how to take notes – “How do you know what to write when the person is talking that fast?” Many don't know how to study – “What do you do besides look at the book?” They aspire to college but no one has ever made them do homework – let alone do it well. They're smart – many discuss complex ideas quite well, like what caused World War II. But even the best of the incoming students write paragraphs that need gallons of red ink to correct.

In these ways – MCAS scores, poverty levels, racial composition, Special Ed populations – our incoming students are almost a perfect statistical representative cross-section of the Boston Public School system as a whole. And because we make sure our recruiting reaches children directly, especially those whose parents may not be engaged in their academic careers, we serve among the highest percentage of children in poverty of all charter schools in Massachusetts, if not the highest.

Behind genuine, warm smiles, our students struggle with many social issues: crime, lack of health care, sub-standard housing, discrimination. Despite it all, almost half are statistically likely to begin college, but fewer than 10% are likely to graduate from a 4-year college without some sort of positive life-altering experience. Most are statistically likely to drop out during their first year.

Our mission is create that life-altering experience to ensure our students graduate from a 4-year college.

How?

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Year 1

1. Culture

First, we need to lift a page from every successful inner-city school, whether public or Catholic or pilot or charter, and create a small, warm, safe, disciplined environment. We need to win the trust of parents and engage them; we need to feed kids breakfast and lunch and snack; we need to buy them books to read for pleasure; we need to identify the most acute social needs of kids and provide counseling and support. We need to fracture the low expectations of kids about what school is, and to impress upon them the importance of learning. We need to provide a longer school day and school year where every day is steeped in a palpable culture of academic achievement.

Year 2

2. Stability

Second, we need institutional stability as measured by balanced budgets, a permanent facility that reflects our culture, “proper” student attrition (not too low or too high), heavy volunteer involvement, active Board governance, high demand (parent applications), positive press and community recognition.

Year 3

3. Teaching and Measurement

Third, we need to support strong traditional instruction in the core of math, English, science, and history. The School needs to provide teachers with small class sizes, professional development, college students and retirees who can tutor their most struggling students, and whatever books and laptops and cell phones and resources they need. The School must also provide clear expectations to kids and teachers, then measure everything that we do in order to provide accurate, precise information about the needs of each student— who needs constant encouragement and who responds to challenge and competition, who needs to focus on clear topic sentences and who needs more practice at writing paragraphs. In return, leaders must hold teachers accountable for student success; Trustees must demand similar accountability from school leaders.

4. Technology

Fourth, we need to integrate technology into the core curriculum, both to improve traditional instruction and to extend it – to provide constant opportunities for kids to create time-consuming but valuable media projects that extend their understanding of key ideas. We reject the “window-dressing” strategy that most schools adopt towards technology. Instead we feel that as students learn to write clear, persuasive, grammatically correct 5-paragraph essays and 10-page term papers, so too should they learn to create high quality radio and video documentaries and websites, held to the same high standards.

5. College-level Challenges

Fifth, we need to dramatically expand our capacity, and take advantage of our new facility. We hope to extend the basic curriculum so that each student does advanced, college-level and college-style work in some discipline for dozens of additional hours per week. Whether biology or film or African studies or Visual Basic, we need to create small, nimble, semi-autonomous After-School/Weekend Academies. We need extra curricular activities and foreign languages and elective classes, not just because we want kids to have balanced lives, but because colleges require them. We must provide SAT coaching and college counseling – not just for students, but for parents, who may have little experience in this regard.

I hope you will join our students, parents, staff, and Trustees in our effort to realize this plan.

Sincerely,

Michael Duffy
Chairman of the Board

Sincerely,

Michael Goldstein
Executive Director

A. School Performance 2000-01

Student Performance Objective 1

All students will read at or above grade level by the end of their senior years. This is a special, urgent goal. We will prioritize resources – tutors, time, books, funds – to attain this.

Measurement

Since average student arrives at the 6th grade level, each must gain an average of 1.5 grade levels per year over 4 years on the DRP exam. By comparison, our average student has gained only three-quarters (0.75) of a grade level per calendar year in their various former schools.

Outcome for 2000-01

Overall, our students gained an average of 1.5 grade levels, which means our staff and students combined to double their previous rate of reading.

The school wide results of the DRP test seems to indicate that our instructional program has been effective and that our students are working hard on improving their reading skills. Yet these tests are imperfect: several factors could interfere with the precision with which the DRP measures literacy.

The DRP scores are appended on page 53.

Student Performance Objective 2

All students will develop proficiency in math and English.

In math, all MATCH students will learn algebra, geometry, trigonometry, and statistics. Many students will learn calculus in their senior years. In English, students will read and understand classic and contemporary literature; write essays, reviews, fiction, and drama; develop college-level vocabularies; and use various media both to obtain information and to communicate.

Measurement

All students will pass the 10th grade math and English MCAS exams as required by DOE.

Outcome for 2000-01

Our students arrived in September 2000 from over 20 middle schools in Boston -- their incoming 8th grade MCAS scores served as a baseline for us. In May 2001 we gave the 8th grade MCAS again (even though they were finishing 9th grade) to measure our progress.

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The results were very encouraging -- but we provide them with many caveats: we graded them ourselves (Massachusetts does not offer a 9th grade MCAS); the 10th grade exam will be much tougher than the 8th grade exam; students were more familiar with the test format; they had more incentive to try their best at MATCH; they were taking the "8th grade test" at the end of 9th grade; etc. So we do NOT offer these results as having what the statisticians call "external validity."

But the inescapable conclusion is still progress.

The MCAS scoring groups students into 1 of 4 categories: Failing, Needs Improvement, Proficient, Advanced. Most teenagers in the Boston Public School system are failing.

English May 2000 (before MATCH)

Only 17 incoming students out of 50 had scored at least "Proficient" on the 8th grade English MCAS. [Baseline scores were not available for the 30 additional entering students: some came from parochial schools which don't offer MCAS; others came from schools with poor record-keeping]

English May 2001 (after 9 months at MATCH)

43 students out of 76 scored at least "Proficient" on the 8th grade English MCAS

Math May 2000 (before MATCH)

Only 7 students out of 53 scored at least "Needs Improvement" or "Proficient" on the 8th grade math MCAS

Math May 2001 (after 9 months at MATCH)

64 students out of 76 scored at least "Needs Improvement" or "Proficient" on the 8th grade math MCAS.

Again, we share these results to show the upward trend of students, while emphasizing the lack of external statistical validity. Our first real metric of student progress will be the 10th grade MCAS in May 2002. Ultimately we hope to be measured by our students' college success.

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School Performance Objective 1

All staff shall improve each year.

Measurement

All teachers will be thoroughly evaluated by the Principal;
Principal will be thoroughly evaluated by the Executive Director;
Executive Director will be thoroughly evaluated by the Board of Trustees

Outcome for 2000-01

Staff who felt they had improved remained at MATCH; those who did not departed. In 2001-02 we will have a measurement system that is more clear. See “Teacher Letter” in Appendix 1.

School Performance Objective 2

Stop Social Promotion (where students are routinely promoted from grade to grade even without having necessary academic skills for that grade level).

Measurement

Do not promote any 9th grade students who cannot pass the 8th grade English and math MCAS and who have not passed at least 3 of 4 core classes with a “C” average (“D” does not count as passing). Communicate high standards to parents all year so that no parent is surprised by a failure of their child to be promoted (as measured per parent survey).

Outcome for 2000-01

32 (40%) were not promoted to Grade 10 and instead diverted into the 9x/9y support program for 2001-02. Parents of non-promoted students remain very positive about the school (see Appendices).

Performance Objective 3

Provide specific, useful, timely information to **parents** about their children’s academic improvement, strengths, and weaknesses.

Measurement

Annual surveys of parents, where they rate their satisfaction with information about their child on a 1 – 4 scale, with a score of 3 being “satisfied” and 4 being “extremely happy.” MATCH will achieve 100% of both parties choosing scores of “3” or “4”.

Outcome for 2000-01

97% of parents surveyed by independent graduate student (92% of parents reached) scored communication a 3 or 4 out of 4 possible points (3.5 average)

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Performance Objective 4

Create an ideal environment for learning. These would include: five or fewer fights all year; a 50% decline of those sent to “Planning Room” for behavior reasons from the first half of the school year to the second half; no weapons, drugs, vandalism; 95% daily attendance.

Measurement

We will track and report to parents annual statistics on the above indicators.

Outcome for 2000-01

2 fights

3 weapons violations

4 minor vandalism violations

No drugs, alcohol, tobacco violations

95% daily attendance

Roughly 40% decline in Planning Room admissions from first half of year to second half

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Summary of official complaints received by the Board of Trustees:

None

Total number of student applications received:

240 for 80 spots for 2000-01

165 for 55 spots for 2001-02

Student turnover data: 13 departures during the school year (and 6 new students added)

3 students

parent/psychological: DSS involved

parent/psychological: depression, parent refusal of counseling for child

parent/psychological: severe aggression (among other issues), parent refusal of counseling for child:

1 student

academically "too hard"

2 students

academically too easy/no sports

3 students

severe misconduct

4 students

"didn't like the school culture"/general misbehavior

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B. School Program: General Information

Media and Technology Charter High (MATCH) School
1187 Beacon Street Brookline MA 02446
617.232.0300/617.232.2838 fax
info@matchschool.org
www.matchschool.org

Address for 2002-03 and beyond:
1001 Commonwealth Avenue Boston MA (under renovation)

The MATCH School served all 9th grade students in its first year of operation, 2000-01. The School will ultimately serve students in grades 9 – 12. New students are accepted only at the 9th grade level.

Enrollment Process

The MATCH School gained visibility through a number of marketing tools:

- Public meetings for teens and parents
- Website
- Brochures
- Visits to all area middle schools possible, both public and private, especially middle schools serving most at-risk students...going classroom to classroom to present information
- Ads in community newspapers

The *Lottery* was held on March 30, 2001, overseen by a religious chaplain. Only Boston students currently in 8th grade were eligible to apply for 9th grade for the 2001-02 school year. For final 9th grade admission into the MATCH School in September 2001, each student must have successfully completed 8th grade. We do not accept new 10th grade students.

Lottery Process

Each name was written on an index card and pulled at random from a covered container. All cards were drawn. The first 55 students selected were considered “admitted” and were called immediately. All other students were placed in order on a waiting list.

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In mid-May and mid-August the MATCH School called every admitted student to confirm their expected attendance in September. We expect that some students decline to attend the MATCH School, which generates spots to be drawn from the waiting list. Parents are called, in order, to offer them those spots from the waiting list. If they do not accept, then they are eliminated from the waiting list and having no further special standing.

Any eligible parent who was not in the lottery may still add their name to the waiting list at any time; their names are added, in order, to the end of the list. We only keep the list for 9th grade.

Parents from the waiting list who have declined an offered slot, and later (including mid-school-year) decide they want to enroll their child in the school, can add their name to the *end* of the current waiting list, and was treated like any other eligible parent, as above.

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Curriculum and pedagogy

In math, all students will learn algebra, geometry, statistics, and trigonometry; many will learn introductory calculus as well. In **science**, students will use an engineering framework – building things, taking them apart, working with sensors, probes, modeling materials, computers, wind-tunnels, media tools, and household items – to learn the concepts and questions of biology, chemistry, and physics. Students will master **English** literature, language, and composition in many media. They will learn American and world **history** with an unrelenting emphasis on connecting the past to the present.

Traditional teaching methods, homework, and exams will be supplemented with media projects to demonstrate learning of core subjects. Students design web pages, shoot photo essays, and create radio and video documentaries that connect back to the core ideas taught by their regular science, math, English, and history teachers.

The technology plan is attached as an appendix. Our pedagogical beliefs include:

1. Technology is not a panacea but it is an enabler.
2. MATCH uses both collaborative and project-based learning, as well as more traditional strategies. Either tactic alone is likely to be insufficient to achieve our mission.
3. While there is still no consensus among psychologists and neurologists about how people learn, there is general agreement that there are multiple learning styles. Supplementing traditional instruction with student-created projects in different media will ensure each student has ample opportunities to work with his or her strongest learning style.
4. Students learn best in small *schools* with individual attention.
5. Students must learn how to ask “good questions,” and many sorts of media projects, by their very nature, force students to ask:
 - How do I know this information is correct?
 - How can I find out for sure? Where could I find another point of view?
 - Who gains or loses if I believe it?
6. At the MATCH School, a good-faith effort is acknowledged but standards aren’t lowered. *A poor result is called poor – and students and teachers together determine what went wrong.* Then, when the student is assigned new projects, she must reflect on previous ones, and demonstrate plans to avoid the same pitfalls.

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Certainly students learn how to ask good questions without media – writing a decent research paper involves all these questions, and our students do lots of traditional writing – but using varied approaches, we believe, helps ensure *all* students can master this skill.

2000-01 Ninth Grade Core Curriculum

Math: Pre-algebra and algebra

Science: Physics (project-focused)

History: In-depth study of the Presidential election, World Wars I and II, Cold War.

English: Novels, poetry, and non-fiction that connected with the history curriculum (e.g., *Hiroshima* by John Hersey) as well as teenage coming-of-age *fiction* (*Catcher in the Rye*).

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Code of Conduct

The entire MATCH School code of conduct (24 pages) is available on our website. Here is the big picture. There are three major rules:

1. Follow Directions
2. Respect yourself, fellow students, all staff, and property
3. Arrive on time, in appropriate dress, prepared to learn

Misbehavior fits into three categories:

1. Basic – Late, Inappropriate dress, Disrespect, Disruption, Lack of Preparation, etc.
2. Severe – teasing, walking out of class, arguing with a teacher
3. Crisis – arson, weapon to school, drug possession

There are also four basic categories of consequences

1. Teacher action at his/her discretion (extra work, stay after class, etc)
2. Teacher sends to Planning Room, which includes a call to parents, loss of privileges, detention, etc.
3. Suspension
4. Expulsion

Most of the misbehavior our students typically commit is considered “Basic” – students are late, don’t follow the dress code, bring an inappropriate non-threatening item to school (like a pager or a walkman), etc. Our goal is to stop repeat offenses.

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Letter to Parents August 20, 2000 Explaining Code of Conduct

Dear Parents and Students,

As you know, all high schools have rules.

Some schools have strict rules and enforce them. The advantage is that kids are orderly, safe, and have the maximum opportunity to learn without too much distraction. The downside is that the atmosphere, from the teenager's point of view, can sometimes be dull.

Some schools have easygoing rules and are laid back about enforcing the rules they have. The intent is good – teachers want to know students better and create a warm, vibrant atmosphere. The consequence, though, is that when students goof off and disrespect others, those students undermine the very atmosphere and warmth that the teachers had hoped to create.

Some schools have strict rules and don't enforce them consistently. These are the worst schools. Students and parents never know what to expect. If a student is wandering the hall, she might be suspended or might get detention or might be ignored, depending on the whim of a teacher or administrator. Students naturally become upset because they don't feel they're treated fairly – one teenager "gets away with" more than another.

The MATCH School wants the best of all possible worlds: a place where students are orderly and feel safe, where the atmosphere is pleasant, cheerful, clean, exciting, and intellectually alive, and where students – even when they are punished – feel that they've been treated fairly.

The code of conduct is based on a bargain. The MATCH School provides three things in this bargain:

1. Clear, specific rules
2. Clear consequences when those rules are broken
3. As many POSITIVE rewards and situations for students as we can think of!

In return, we ask parents for three things:

1. Know the rules and make sure your child does, too
2. MAXIMUM SUPPORT for our principal and staff when we require consequences and punishment when rules are broken
3. MAXIMUM SUPPORT to reward and honor your child's accomplishments when GOOD THINGS HAPPEN.

WHAT DOES MAXIMUM SUPPORT MEAN?

Kids are kids. When they get in trouble and a parent asks "What happened?" their first instinct is to say "It wasn't my fault" or "I didn't do it." Occasionally that's true. Often they're ducking responsibility. Maximum Support means parents back up the MATCH School teachers and principal.

A POSITIVE ATMOSPHERE THAT RESPECTS TEENAGERS

The rest of this code of conduct talks about rules and consequences. But we want to make sure we emphasize rewards and opportunities.

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For example, our students told us they hate the cafeteria food; we provide them the opportunity to go out for lunch to nearby restaurants and sandwich shops. Many students told us they are too tired to learn well when at 7.20am (confirmed by many research studies) which is when many high schools begin. Therefore, we begin school at 8.30am. But some students told us they're at their best in the morning, so we open our doors at 7.30am, providing opportunity for extra help or elective classes, or just the chance to hang out with friends. We want to share good news, too: our teachers call home not just to condemn but also when things go well!

To achieve our mission of college success for every student, we need the best teachers – not just smart and hard-working, but interesting ones who connect well with teenagers. Therefore, we include our students in the teacher hiring process, watching how well teachers and students connect during sample lessons, and asking students to evaluate these potential teachers. We take students on trips, not just as a rarity, but as often as possible – like this summer, when various kids in our MIT Extra Help Academy went to a local company for an Internet design workshop, to an amusement park, to see movies, to bookstores where we bought them books just for pleasure reading, and to New York City for a museum tour, a CNN tour, and a Broadway show.

These are just a few of the things we do that reach out to students in a positive manner. If we want this positive, warm atmosphere to keep growing, we need to have clear rules and clear, consistently enforced consequences so that this learning time is protected for all students.

We expect our students to test the rules. They push, they probe, they see what they can get away with. Breaking rules doesn't mean a student is bad, it means he or she made bad choices. But let us be very clear on this: we will be strict about enforcing the rules you see here. The staff will need to create an environment where students' first impulse is to pay attention, to work hard, to ask good questions, to learn. If we succeed at creating a culture like that this first year, that environment will be passed down from older students to new students.

We hope you'll join us in this effort!
With warm wishes,
The MATCH Staff

Summary of the charter school's graduation/promotion requirements for 2000-01:

To be promoted from 9th grade to 10th grade, all students must achieve a "C" or higher in 3 of 4 core subjects (math, English, science, history) and pass the 8th grade MCAS exam in English and in math.

We realize that some of our students have been socially promoted in previous schools. For example, in 2000-01, 93% of our incoming students had failed the math or English 8th grade MCAS in their previous middle schools. Yet the MATCH School prepares parents from the first day of school for the possibility that their child – even if engaged and working hard – may not pass into 10th grade after one year. Indeed, we are proud that we held to our high standards: only 54% of students were promoted to 10th grade during our first year of operation. We feel our staff shows its caring about students by breaking the cycle of social promotion.

Unlike some other schools, we do NOT like the idea of requiring failing students to do the exact same work they did in the previous year – which is sometimes what happens when students are held back. Instead, we have created 2 programs, 9x and 9y, for students who did not achieve the standard to be promoted into 10th grade. The 9Y program serves students who were not promoted to tenth grade, but who HAVE, during our 2001 Summer Academy, demonstrated that they can successfully handle a curriculum that required them to work much faster and to probe much deeper. The 9X program is specifically designed to give extra support for those students who have not proven their competencies in English and / or math.

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Student/teacher ratio:

10 to 1.

School calendar, hours of operation, and number of instruction days for the 2000-2001 school year and for the 2001-2002 school year.

2000-01

September 7 – June 30

180 Instructional Days

8.30am – 4.30pm Monday, Wednesday, Thursday

8.30am – 3pm Friday

8.30am – 12.30pm Tuesday/Staff development and meetings from 12.30pm – 4.00pm

2001-02

September 6 – June 28

180 Instructional Days

8.30am – 4.30pm Monday, Wednesday, Thursday

8.30am – 3pm Friday

8.30am – 12.30pm Tuesday/Staff development and meetings from 12.30pm – 4.00pm

Note: the majority of students also participate in a Summer Academy which runs for 5 weeks during July and August.

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C. Financials

MATCH School UNAUDITED Profit & Loss July 2000 through June 2001

Audit to be completed by October 2001

These numbers should not be used for anything but preliminary analysis.

Income		
Bank Interest		1,646.69
Grants-Private-Restricted	58,540.00	
Grants-Private-Unrestr.&Gifts	780.00	
Income-Donated Goods & Services	111,025.00	
MA DOE Grant 533	17,191.00	
MA DOE Grant 535 A&B	129,885.00	
MA DOE Per Pupil Payment	709,579.00	
MA DOE Student Meals Reimburse	13,573.35	
MSF Cash transfer	150,000.00	
MSF Non-cash transfer	6,384.37	
Total Income		1,198,604.41
Expense		
Student Supplies and Materials	34,402.70	
Bank Charges		146.96
Building		
Building - other costs		5,849.16
Custodial Costs	12,111.52	
Parking		13,240.00
Rents		64,886.00
Total Building		96,086.68
Depreciation Expense	20,081.95	
Donated Services Exp		102,400.00
Fundraising and Governance	5,417.14	
Furnit. & Fixt. below \$1,000		975.00
Insurance Expense	785.00	
MCSA (MA Ch Sch Assn)		1,023.93
Media&Tech Budget		
Internet & phone fees	11,876.97	
M&T-Hardware	38,987.95	
M&T-Other	3,036.02	
M&T-Software&Licenses	20,391.79	
Print&Copy-Leases	4,056.00	
Print&Copy-MachineSupplies	160.00	
Tech Devel'mt-Staff	63.78	
Total Media&Tech Budget		78,572.51
Non- Curric.		
Guidance & Social Work Budget	2,974.18	
Saturday Mentoring Expenses	885.60	
Staff Development	12,222.30	

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Student Support (SPED) Budget	7,145.50
Testing - Students	391.16
Volunteers Budget	1,651.62
Total Non- Curric.	25,270.36
Pay Exp & Dr's	
Contractors/1099 pay	93,851.00
Employee Life Insurance	3,295.32
Employee reimbursed medical ins	1,165.01
Payroll Service	1,398.50
Payroll Taxes	21,211.81
Salaries and Wages	552,247.88
Work- Study Payments	534.01
Total Pay Exp & Dr's	673,703.53
Recruit-staff	8,075.63
Recruit-students	2,979.74
Student Meals Expense	33,777.34
Student Opportunities	
School Events	4,161.16
Student Clubs,Sports, Other Exp	6,116.61
Total Student Opportunities	10,277.77
Summer Acad mt'l & costs	4,877.63
Supplies	13,081.80
Transportation	
MBTA - Student T Passes	9,356.00
Total Transportation	9,356.00
Uncategorized Expenses	0.00
Total Expense	1,121,290.67
Net Income	77,313.74

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Unaudited MATCH School Balance Sheet As of June 30, 2001

ASSETS

Current Assets

Checking/Savings	
Cash - Peoples Fed Savings Bank	200,811.59
Total Checking/Savings	200,811.59
Other Current Assets	
Accounts Receivable - Year End	4,751.55
Due From MSF	-1,155.00
Prepaid Rent	1,600.00
Total Other Current Assets	5,196.55
Total Current Assets:	206,008.14

Fixed Assets

Fixed Assets	
Furniture & Fixtures	
Accum. Depreciation-F&F	-832.51
Furniture & Fixtures - Other	2,497.52
Total Furniture & Fixtures	<u>1,665.01</u>
Media & Technology Equipment	
Accum. Depreciation-M&T	-19,249.44
Media & Technology Equipment - Other	56,408.31
Total Media & Technology Equipment	<u>37,158.87</u>
Total Fixed Assets	38,823.88
Total Fixed Assets	38,823.88
TOTAL ASSETS	244,832.02

LIABILITIES & EQUITY

Liabilities

Current Liabilities	
Other Current Liabilities	
Pay Liab & Cr's	
Accrued Payroll Payable	44,479.82
Dental Ins Liab/Expens	-1,359.19
Federal withholdings and taxes	
EmployEE FICA & Med FICA	20,261.48
EmployER FICA & Med FICA	20,261.48
Fed Tax Withholding	63,606.48
Federal withholdings and taxes	-95,834.12
Total Federal withholdings and taxes	8,295.32
MA Tax Withholding	2,133.33
Medical Ins Liab/Expen	-11,829.12
SUI (State Unemploy Ins)	1,111.88
Total Pay Liab & Cr's	42,832.04
Total Other Current Liabilities	42,832.04
Total Current Liabilities	42,832.04
Total Liabilities	42,832.04

Equity

Retained Earnings	124,686.24
Net Income	77,313.74
Total Equity	201,999.98
TOTAL LIABILITIES & EQUITY	244,832.02

REVENUE		2001-02
<i>Per-pupil income</i>		9,150
	<i>Average Daily Enrollment</i>	118
<i>Aggregate Per-pupil income</i>		1,079,700
<i>Federal Start-up Grant</i>		130,000
<i>Other Gov't Grants (Title 1, SPED, Facilities)</i>		107,000
<i>Private Contributions</i>		350,000
TOTAL REVENUE		1,666,700
EXPENSES		
<i>Staff</i>		
Subtotal Staff		1,180,000
<i>Temporary School Building: Temple Ohabei Shalom</i>		
	Rent	100,000
	Custodial	25,000
	Parking	18,000
	Utilities	10,000
	Additional facilities	25,000
Subtotal		178,000
<i>Materials/Supplies</i>		
	Books and Instructional Materials	45,000
	General School and Office supplies	25,000
	Professional Development	15,000
	Special Ed Materials and Assessments	15,000
	Furniture	8,000
	Hardware and software	65,000
	Tech Professional Development	15,000
	Printing/Copying	28,000
	Student Recruitment	6,000
	Unreimbursed Food	15,000
	Travel / Transport	6,000
	Phone/DSL	15,000
	Cluster Budgets	18,000
	Audit, payroll	20,000
	Legal	5,000
	Insurance, Consultancies	22,000
	2001 Summer Programs (Mostly Teacher	70,000
	Miscellaneous	15,000
	End of Year Media Projects	15,000
	Staff Recruitment	15,000
	Pleasure reading fund	18,000
Subtotal		456,000
TOTAL EXPENDITURE		1,661,000
PROJECTED BALANCE		5,700
*This spreadsheet does not show private monies raised or spent towards the acquisition/renovation of 1001 Commonwealth Ave;		
That analysis was still in process as of press date.		

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D. MATCH School Board of Trustees Report

9 members met on the third Monday of every month.

Denise Blumenthal is Deputy Director of Educational Programming at WGBH. She has more than twenty years experience working with the nation's leading PBS affiliate, WGBH, and developing educational television and web projects which examine best practices in schools throughout the nation. www.wgbh.org

Term: February 1999 – January 2003

James Earl Brown, III (Treasurer), is General Partner at Polaris Ventures. He specializes in information technology investments and previously served or currently serves on the Boards of Directors at Crimson Solutions, MarketXT, and Linguatq. Prior to joining Polaris, Jim was an investment banker with J.P. Morgan; he earned a BS from West Point, MBA from Harvard Business School, and JD from New York University.

Term: March 2000 – February 2004

Paul Deninger is Chairman and CEO of Broadview, a global M&A investment bank specializing in the IT, communications and media industries. With more than a decade's experience in technology mergers and acquisitions, he speaks frequently on technology trends and strategies for maximizing shareholder value. Paul is particularly interested in how the digital divide affects inner-city teenagers. He holds an MBA from Harvard and a BS from Boston College. www.broadview.com

Term: October 2000 – September 2004

Michael Duffy (Chairman) is Director of of Employment Strategies at Foley, Hoag, & Eliot. Previously he served in the administration of Governor William Weld as the Chairman of MCAD, the chief civil rights enforcement agency for the Commonwealth. He is on the Board of the Human Rights Campaign, and has testified before Congress on employment matters several times. He is the former director of the state Office of Consumer Affairs. www.fhe.com

Term: February 1999 – January 2003

Michael Goldstein (ex-officio) is Executive Director of the MATCH School.

Charlotte Hart is a retired executive, co-founder and vice-president of the Programart Corporation, until its sale in 1999. A former science teacher, she serves on several Boards.

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Term: July 2001 - June 2005

Brenda Matthis (Secretary) is the Director of Professional Development at CAST, Inc. She is also the founder and Managing Editor of THE MATTHIS REPORT: Exemplars of Software, and is an Adjunct Faculty Member teaching "Technology and Special Needs" at Lesley College. Her doctorate is from Harvard. www.cast.org

Term: February 1999 – January 2003

Marina McCarthy is an education consultant and writer. She has a doctorate from Harvard, and has taught at Harvard, Boston College, and other institutions. Her research includes how inner-city Catholic schools provide strong academic services.

Term: February 1999 – January 2003

Eric Parker (Acting Chair) is a Founding Partner of Parker-Scheer Attorneys. His firm represents several corporate clients, including CBS, Thorn – EMI, and New London County Mutual Insurance. They also provide counsel to start-up enterprises. Parker's expertise includes premises liability, and his partner, Barry Scheer, has provided countless hours of pro-bono service to the MATCH School. www.parkerscheer.com

Term: February 1999 – January 2003

Karl Reid is Executive Director of Engineering Special Programs at M.I.T., responsible for all aspects of the Engineering Internship Program (EIP) and the Minority Introduction to Engineering, Entrepreneurship and Science (MITE²S) Program. After earning his M.S. and B.S. from M.I.T., he worked for many years as an engineer at IBM.

Term: October 2000 – September 2004

Ann Sagan is a past member of the Montclair (NJ) Board of Education, where she focused on budgetary and pre-K issues. Her previous corporate experience is with the New York Times Company and Family Circle Magazine; she has an MBA from the University of Chicago and a master's degree in education from Bank Street College. She has also served on the Arts and Business Council of New York City and on the Board of the League of Women's Voters. Term: July 2000 – June 2004

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Summary of Board of Trustees Major Actions 2000-01

Board Approval For:

1. Annual Budget
2. Addition of three new Trustees
3. 22 Resolutions relating to the Acquisition of 1001 Commonwealth Ave, various structural changes to the MATCH School Foundation (501c3), and process for selection of project team.
4. Selection of Audit Firm and Approval of fiscal controls
5. Participation in Pioneer Institute Development Initiative and acceptance of related Mifflin Foundation grant.

Board Rejection Of:

1. Acquisition of 25 West Street

Ongoing Board Discussion/Review Of:

1. Hiring Process and Staff Assessment
2. Student Lottery Process
3. Complaint Procedure
4. Fundraising and Expenditures
5. Legal issues pertaining to financing, public bidding compliance, search process, and safety issues of possible locations for new building
6. Monthly Executive Director Reports
7. Committee Structure and Retreat Plan for 2001-02

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E. Staff

Charles Sposato, Principal
Chris Rathgeber, Business Manager
Michael Goldstein, Executive Director

During 2000-01
100% of teachers were certified
88% had master's degrees
7.5 FTE – 4.5 humanities, 3 math/science
Average years of experience: 7

During 2001-02
90% of teachers are certified
85% have master's degrees
12 FTE – 8 humanities, 4 math/science
Average years of experience: 6

Percent Staff turnover from 2000 to 2001: 25%

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F. Student Characteristics: 2000-01

1. Number of students enrolled: 80 on Day One, 73 on Final Day
2. Student Demographics:
 - 64% African-American and Caribbean-American, 28% Hispanic, and 5% white and 3% Asian (fewer than 10% of African-American and Hispanic students nationally ultimately earn a four-year university degree)
 - All Boston residents (Dorchester, Mattapan, Hyde Park, Roxbury, Allston are most-served neighborhoods)
 - 57% female, 43% male

Number/percentage of students classified as limited English proficient (LEP): 0 and 0%

Number and percentage of students who are linguistic minorities: 18/73 or 25%

Number and percentage of special needs students (those with formal IEPs in place) by special education prototype: 10/73 or 14%

Number and percentage of students who receive special services, but are not on formal IEPs: 9/76 or 13%

Number and percentage of students qualifying for the free price meals, and number and percentage qualifying for reduced price meals: 58% free, 20% reduced

Average daily attendance rate: 95%

Average membership rate: 76.2

Number of students placed: in-school suspension, out-of-school suspension, or expelled: 6

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Appendix 1 **Letter from a Teacher**

Bob Hill July 31, 2001

[When I joined the MATCH School], as a fifth year teacher and a former head of a history department of fifteen teachers, I felt that I had a clear understanding of what it meant to be good teacher. I had taught a wide variety of students and classes and had evaluated many teachers on their effectiveness in the classroom. If I looked at the list of effective teaching practices by John Saphier, I would probably say, “Yes, I am doing these things and *doing them well.*”

Having spent the year working with Principal Charles Sposato as my mentor, I realized that “doing them well” is a relative term, and I became aware of many things that I could do to become a more effective teacher. Throughout this year, Charlie has provided support, encouragement, direction, guidance, and instruction in a caring and positive manner which has enabled me to grow as a professional. I feel that my teaching has improved immensely because of my mentor relationship with Charlie.

...In the fall, Charlie greatly influenced my teaching by sharing with me his philosophy on parent contact. Charlie believes in calling parents frequently to create open lines of communication, to discuss the progress of the student, to hear concerns, and to share what is happening in the classroom. Though I was somewhat skeptical in the beginning, I tried parent phone calls after encouragement from Charlie. I quickly found out what an amazing tool for growth the phone calls were. After talking to the parents in the night about a success in the classroom during the day or a not-so-successful day in the classroom, I would consistently see marked improvement in the work of the students the next day. The students acknowledged (sometimes quietly, sometimes vocally) that I called, and their work and behavior improved because of the calls. There was increased accountability for work in school. Further, the calls sent a strong message that I cared about each student’s progress.

After having success with parent phone calls, Charlie suggested that I also talk to the students when I called the parents. In fact, he said that as the year progresses, he usually talks less and less to the parents and more to the students. I really was skeptical about this as well. Would students want me to call and talk to them at night? Wouldn’t they be sick of me? This month, I found that the answers to these questions were a resounding “no.” It is in these phone calls with students that true growth occurs. I think both the calling of parents and the calling of students have improved my teaching and my

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relationships with students in the classroom tremendously. I feel that I have been able to take my classroom to a new level. Charlie's guidance and instruction in this area proved invaluable.

In his frequent visits to my classroom during the school year, Charlie also challenged me to improve my questioning strategies in the classroom. I had asked Charlie to observe my questioning strategies to see what types of questions I asked in the classroom. After several observations, Charlie noted that I often did not go beyond the surface level with my questions. To use his vernacular, I did not "chew on the fat." This was a great metaphor that helped me understand what was missing from my class discussions: depth. Charlie provided several examples to me of how I could go into depth with questions using examples from the classes he observed. We then set up a plan for him to observe my questioning during his observations and to focus on the depth of my questions.

This caused me to really focus on questioning in the classroom. With Charlie's questioning examples in my mind, I focused on going beneath the surface with material, instead of just moving on to the next subject. What I found is that this type of questioning strategy really forces the students to think and grow intellectually. Moreover, these questions make students develop their critical thinking skills. I have spent most of the year focusing on improving my questioning. In Charlie's observations, he has complimented me on good in-depth questions, and he has suggested other questions that could have been asked. Sometimes, he would often just ask the question himself to the students in the course of the class discussion. I really liked that Charlie felt comfortable enough to join in the conversation. From a practical point of view though, I was able to see how students responded to in-depth questions and could learn from his modeling.

[Bob Hill won a Massachusetts Charter School Association Fellowship in 2001 to share best practices in student assessment].

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Appendix 2 Technology Plan

MATCH School White Paper
July 2001
Thoughts on Using Technology in Inner-city Schools

Based on both scholarly studies and visits to dozens of urban schools, our premise is that **billions of dollars of technology investments in inner-city schools are utterly wasted.**

We do not see media or technology as pedagogical cure-alls. We do, however, see them as offering great potential for enabling better learning of the core disciplines. Yet unless we can successfully wrestle with the array of technology *implementation* challenges that face urban schools, the MATCH School will also fail in its mission of all students achieving college success.

Why Does Technology Fail in Most Urban Schools?

1. Schools don't have a clear goal of what the heck they're actually trying to do with computers and other technology. Vague tech plans – which invoke phrases like “prepare for the 21st century” – are the norm.
2. The equipment itself often fails. Schools don't adequately invest in network managers or tech support, partly because of the emphasis on low computer-to-pupil ratios, and partly because skilled technology directors are in short supply, not just in schools but in industry.
3. The technology director – who is supposed to keep the IT working AND lead the integration of technology into the core curriculum – spends all of their time just trying to keep IT working, and generally struggling with it.
4. Even if the equipment works consistently, most teachers still don't use it. Why? One reason is inertia; another is the dearth of teacher training, let alone “good” teacher training. Often the “technology consultants” who train teachers are poor teachers themselves.
5. Of the teachers who are well-trained, many are too exhausted to implement what they've learned. Urban students have unlimited needs. Good teachers at urban schools usually dedicate discretionary time towards “the basics” – better lesson planning, calling parents, tutoring, grading papers – areas where they always feel “behind.”

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6. Among the teachers willing to try to implement what they've learned about technology, classroom management often becomes an issue. When lecturing 20 students, there is easier classroom management; with 20 kids working on 20 computers, chaos can and often does reign. Few urban schools have a strong enough culture of discipline to support the teacher who wants kids to work independently.
7. In those urban schools (charter, pilot, Jesuit, Catholic) which have created the "necessary culture" – good behavior, respect of authority, consistent discipline – technology is usually a very low priority.
8. Even when all the above issues are adequately addressed, teachers still lack enough time to help students become content creators rather than content consumers. We'd argue that a pair of kids creating their own flawed, inconsistent, 4 minute video documentary about World War II– and then being questioned about that documentary by their history teacher – is better than their simply watching *The Bridge Over River Kwai*. But helping 80 students create 40 such projects would take dozens of hours. Teachers need outside help if students are to create technology projects. If they do use technology, often they lead "window dressing" projects – i.e., putting a syllabus on the web instead of printing it.
9. Schools sometimes try to solve some of these issues through partnerships with colleges or non-profits, but while possible, partnerships are often difficult to coordinate and fund in a sustained manner.

Our guiding thoughts:

1. Invest in humanware over hardware and software. Use the cheaper PhotoDraw instead of PhotoShop, use a slower PC, buy less software – all in order to afford paying someone who can work with kids in the smallest group size possible.
2. Push kids to be content creators, not content consumers. Four kids creating their own flawed, inconsistent, 2 minute radio documentary about the origin of the universe – and then being questioned about that product by a science teacher – is better than their videostreaming a beautifully rendered one-hour PBS *Nova* episode on the same subject.
3. Writing is the chief weakness of students entering college – many inner-city students drop out of college in the first year because of their poor writing. Technology should be used foremost as a way to get kids writing – creating documentaries, websites, photo essays.
4. Don't offer required separate technology courses. Integrate technology projects into the core curriculum. Add electives as capacity permits.

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While we believe that technology and media can be vital tools to help our high school students prepare to succeed in college, we also believe that technology is **misused** in many schools. Many news organizations are documenting a growing sense among educators and citizens that billions of dollars are being squandered in the rush to buy computers and software and to wire classrooms. We think these reporters have a legitimate point.

Anyone excited about the prospect of technology aiding schools must be aware that history is against us. Radio, television, VCRs were all supposed to revolutionize education. None have. In the 1995 book *Tinkering Towards Utopia*, Stanford's Larry Cuban and David Tyack offer this assessment:

The overall picture that emerges after a decade of advocates' claims and public urgency is that computers play a marginal role in regular instruction in public schools. A one-line summary of the situation to date might be: computers meet classroom; classroom wins.

To succeed, the MATCH School – and any school seeking to use technology to further its mission – must face a fundamental question:

What's the goal of technology in schools?

What exactly is the technology supposed to do in inner-city high schools? Is the goal for kids to have school-to-work skills or to succeed in a 4 year college? Cutting through buzzwords of “prepare for the 21st century” and “develop higher-order thinking skills,” what exactly does are the computers and peripherals there for?

Many schools, asking this question to stakeholders – teachers, kids, parents, administrators, board members, etc. – will get a number of different answers, including...

To establish basic technology literacy – how to do a basic Internet search or use MS Office applications or use the keyboard – for college or the workplace. .

To help kids grow up to take “high-end” technology industry jobs, as C++ programmers, web designers, Cisco network administrators, etc.

To help kids grow up to take “low-end” technology jobs, without a college degree, like a customer service rep for Verizon.

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To help kids master “the basics” – math, English, science, history – through software and web-based applications, so that they can pass state tests (MCAS) and/or be prepared for college. MathRabbit is a rather popular title, for example, tutoring basic math operations.

To function as a super-library, with the Internet and CD-Roms providing access to every magazine, book, encyclopedia, et al.

To motivate kids who like computers and are bored by everything else.

To help the teachers present information in a more interesting way (like Powerpoint presentations)

The MATCH School believes:

The goal is college. Not just to attend, but to graduate. It may surprise you to learn that over **half** of people who start college do not graduate. Our urban students enter high school years behind in grade level and light years behind in study habits and parental support. If they’re going to compete against a Newton High School graduate in college, they basically need to work intensely over four or five years of high school. Yes, for some, it must be five years.

That’s why best use of media is where students create projects in their core subjects where they have the opportunity to write constantly: to research, brainstorm, interview, outline, compose, edit, re-edit, and re-re-edit.

How do you combine teachers and technology?

We experiment. For the core faculty – math, English, science, history, and language teachers – to assign meaningful projects to kids, they must have help. At the MATCH School, core teachers are sometimes joined by a “swarm” of media teachers – so that a class of 18 can become groups of 4 or 5 kids each.

The core teacher remains responsible for the major themes covered and the final judging/grading of the project; the media teachers help each student create a video or radio documentary, photo essays, website, powerpoint presentation, etc. These media teachers also bring energy and creativity and real world experience.

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What is the toughest challenge in supporting your “Humanware”?

Lack of time. Core teachers and media teachers need technical training, brainstorming meetings, a chance to 'play' with the technology, opportunities to create standards and assessment tools. But the needs of many kids are so acute, that available time is much more likely to be spent building relationships with parents or tutoring individual students than planning projects.

Does your tech focus mean you're neglecting the basics?

MATCH School students do lots of “traditional” essay writing, practice problems, exams, etc. These media projects are in addition to, not instead of, traditional work. Remember our goal: college. In college students have to write 5-paragraph essays with clear arguments, they have to pass calculus exams, they have to take blue book exams on the causes of the Vietnam War. We do believe, however, that with enormous attention to logistics and focus on integrating projects into the core curriculum, student-created projects can be an incredibly powerful tool, creating a positive spiral of motivation and comprehension of core subjects.

A buzzword in education is “student-centered learning,” which some teachers – who would never expect students to effectively learn from books on their own, without class discussion – interpret as a call to turn their kids loose to explore websites and other electronic media alone. This allows teens to tap into the advantages of interactivity – but without providing context or supervision, many students become lost.

At MATCH, as students *demonstrate* progress in their ability to work independently, they will have more and more opportunities to work alone or in small groups, being “coached” rather than “taught” by teachers. One can't simply posit, as some schools do, that kids can work independently. Teacher-mediated instruction is the cornerstone of any school, especially one serving children with traditionally low achievement.

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MATCH School Technology Plan: 2000-01

We faced three major challenges in forming our technology plan for this year.

1. As a start-up, we knew our year would be a frenetic one for 10 staff serving 80 teenagers, so time was precious; we wanted to make life as easy as possible for teachers.
2. Our building is a short-term rental, so we wanted to minimize invest in infrastructure.
3. Many urban schools under-invest in humanware (network support to ensure the technology can be used, and technology teachers to ensure that the technology is used well) and over-invest in hardware. We wanted to create a 1-to-1 spending ratio between equipment and people.

We created 2 traditional networked computer labs of 20 PCs (bidding on online auction sites to keep server costs down). We wired the building for DSL service ourselves (outside wiring would have cost \$12,000). Rather than following the popular fad of putting desktop computers in every classroom, we surveyed our teachers to find if any actually wanted them (rather than using the lab); only one teacher did (which he uses routinely). Each teacher received a laptop with wireless network access, a digital whiteboard for the classroom, and a cell phone to reach students and parents (donated by Cellular One).

A volunteer arranged for the donation of five digital video cameras, while a Trustee donated 20 used laptops as a mobile computing lab. Our teachers have been cautious about purchasing educational software, carefully testing titles and rejecting most, while our technology director chose lower-end titles (PhotoDraw over PhotoShop). We also partner where possible: we piloted an educational desktop management system and intranet from a company called SchoolBrain; Tech Foundation (www.tcn.org) provided a part-time tech support specialist; we collaborated with the Center for Assistive Special Technology (www.cast.org) to experiment with an e-reader for entering freshmen with low reading levels.

Goals For 2001-02

Begin Media Fairs. Modeled on science fairs, students should routinely exhibit websites, photo essays, and documentaries they've created about topics found in the state learning frameworks.

Trial Site for Geeks For America. MATCH is the first site for this program modeled on Teach For America, via www.techfoundation.org

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Technology Staffing

2000-01

IT Administrator

Media Director: teaches and coordinates adjuncts

Part-time Tech Help Desk from Tech Foundation

1 FTE Adjunct Teacher

Volunteers

2001-02

IT Administrator provided through “Geeks for America” Partnership with Tech Foundation

Media Director

Part-time Tech Help Desk from Tech Foundation

2 FTE Adjunct Teachers

Volunteers

2000-01 Equipment

2 networked PC labs with 20 workstations each

Laptop Lab: 20 PCs (donated)

Laptops for teachers (10)

Wireless LAN for laptops

DSL internet service available throughout school

6 digital “still” cameras

8 digital audio recorders

7 digital video cameras

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Appendix 3 Parent Survey 1 April 2001 Summary and Recommendations

Conducted by Eugenia Wu, graduate student in education policy at Harvard
Parents/guardians surveyed: 68 out of 74 (92%)

Communication

1. MATCH is doing very well in communication with parents.
 - a) The large majority of parents are satisfied or extremely satisfied with the information from the school on their child:

Extremely satisfied	50% of those surveyed
Satisfied	47%
Somewhat dissatisfied	3%
Extremely dissatisfied	0%
 - b) All parents feel that channels are open for them to raise their concerns/questions with the school.
2. Key suggestions for improvement:
 - a) Teachers should call before “failing” or “homework missing” appears on progress reports, not after.
 - b) The reports and principal’s Friday letters should be mailed to parents directly, instead of going through students.
 - c) Electronic means, e.g., email, web-site, should be tapped.
 - d) There should be more parent meetings. It might be useful to alternate days for parent meetings as some may always be unavailable on a particular day of the week.
3. Parents who have some difficulty reading/conversing in English:

5 (3 Spanish-speaking; 1 Cantonese-speaking; 1 Khmer-speaking)

These parents usually get their children to translate letters/reports from school. Some also need interpreters for phone calls from/to school. They are generally satisfied with the communication so far but will feel more comfortable if there is someone in the school who can speak their language.

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Volunteering

1. Timing

13% of parents said they are unable to volunteer due to disabilities or lack of time (even though it was mentioned that we only require 2hrs/mth at a time convenient for them.)
10% of parents will change their job schedules in the coming few months.

Of the remaining 52 parents who know their schedules and can volunteer, 12% have unpredictable schedules. 30% are able to volunteer during the school day (7:30 - 4:30) without taking time off and another 15% said they might be able to take some time off work occasionally. Most parents can only volunteer on weekends and/or weekday evenings.

2. Areas of involvement

Below are the key categories with their percentages of interested parents (out of total parents who can volunteer). Some parents express interest in more than one category.

Anything	22%
Organizing / planning / policy making	20%
Academic / enrichment	17%
Supervising meals	22%
Other supervision / chaperoning	20%
Set up / cook / child care for special events	27%

When asked if they are interested to help draw up a family involvement policy, 50% of parents responded positively.

3. Recommendations

- a) Form a PTA - there appears to be sufficient enthusiasm and interest from parents to do this. The PTA should help out in drawing up a family involvement policy, developing relevant policies, and organizing special events.

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- b) Have more activities outside of normal school hours so that more parents can be involved, e.g., special events, meetings of parent committees.
- c) The volunteer coordinator is key to the success of the parent-volunteer program. Coordination will not be easy due to the schedules of parents, e.g., unpredictable schedules, schedules which allow parents to come only once a month rather than weekly.
- d) Due to the small size of the school (both enrollment and physical space), do not be overly ambitious or allow the volunteer program to distract (or overtax) the school from its key mission, e.g., organize GED courses for parents.
- e) It may not be possible to require ALL parents to volunteer, but it is definitely beneficial to encourage as many parents as possible to do at least 20 hours a year.

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Appendix 4

Parent Survey 2 July 2001

In-Depth Survey of Paired Sampling of Parents (Half of students academically succeeding, half with children who are academically failing)

End-of-Year Survey for Returning Parents

Conducted by Trisha Dasgupta, Harvard University Intern

1. On a scale of 1 to 10, with 10 being high, what is your satisfaction level with The MATCH School after its first year?

“Definitely a 10 – the school deserves that.”

“10. There’s no complaining here!”

“I have visited MATCH a couple of times, and I found it to be very interesting. I really like the dress code policy. I haven’t had a problem with the school so far – I give it a 10.”

“10. The few problems that I did have – Mr. Sposato has handled them perfectly.”

“9. I think MATCH has been very good.”

“10.”

“Though I haven’t been too involved with the school so far, I give MATCH a 10.”

“8. The distance from our home, the transportation, and the time the students are dismissed from school are problems. If they could get out a little earlier...it wouldn’t be so bad. Most public high schools get out around 1:30, but these kids have a very long day of school.”

“7. After this year, she has still been a little slow...we expected her studies to improve more.”

“Between 8 and 9.”

“10. She did pretty well this year – she got on the honor roll after a shaky start.”

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2. If you didn't send your child to MATCH, where do you think he/she would go to high school? Why was MATCH a better option than that high school?

“He would have gone to Cathedral. He really would have enjoyed the religion class there, because he's religious. But he was very interested by the Media and Technology aspect of MATCH.”

“We sent her to MATCH because it was a new school – and we've been 100% satisfied with the school. I went to school in Jamaica – the dress code required skirts for girls and khakis for boys. I just look at where these kids are going and the way that they dress – what is it? They're going to be wearing nice clothes when they go to MATCH; they have a future. I hope and pray that your school will become one of the best in Massachusetts.”

“She would have gone to Madison. She wanted to go to the exam schools, but didn't score high enough. We like MATCH because it's smaller; there are fewer children -- high school can be so intimidating. It seems that MATCH provides more one-on-one attention; I like the fact that so much help is available. She wouldn't have gotten as much help at Madison.”

“O'Bryant. We thought that a new school with less students could provide her with more attention. We thought MATCH would be good for her.”

“I knew that my son was going to MATCH by Thanksgiving, which was nice. I didn't want to send him to Charlestown – it is too violent there.”

“The smaller setting and close communication with the parents at MATCH makes it great.”

“He really wanted to go to Lord Cambridge. But because of financial reasons, and because it was a brand new school, we thought we'd give MATCH a try.”

“I was thinking of sending him to a private school. Then I saw the lottery for MATCH advertised – for a new school. My son is interested in technology, so MATCH sounded right for him.”

“He would have been going to Boston High. MATCH is great because class sizes are smaller – the school has a much smaller population in general; there's a greater ability

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to give one-on-one attention than any of the public schools can. The teachers are able to invest more of themselves – the kids are then more able to invest more of themselves. He’s not likely to get lost in the shuffle at MATCH.”

“The one by the airport – East Boston. When she was in middle school, the teachers told them about MATCH. She entered the lottery and was selected. I liked the idea of MATCH because it was a smaller group of students; the teacher could focus on a few kids rather than 30 in one class.”

“South Boston. I like MATCH because at the Parents’ Meetings, you can speak to the teachers and the principal – and they always let you know what is going on.”

“Boston English. We weren’t too happy with that, so we got her into the MATCH program instead. We’ve known kids that have gotten arrested at Boston English – we just hated that. She didn’t learn anything at McCormack. MATCH has a totally different atmosphere – one that encourages respect. Also, kids don’t say “I don’t understand” in big schools, they never stop the teachers, and the teachers never take time for them.”

3. On a scale of 1 to 10, what do you think of the MATCH principal, Charlie Sposato, as compared to other principals you’ve met? What do you think are Mr. Sposato’s strengths and weaknesses?

“I give him a 20! That man is incredible. One day my son came home late because of a lot of snow. I was worried and talked with Mr. Sposato. I know of no other principal who calls a parent at home. Mr. Sposato has lot of excellent strengths. He really relates to the kids; he makes you feel like member of the family. My son feels comfortable talking to him – Charlie will listen to him. He has no weaknesses – it’s great if he just keeps on talking to the kids about their problems and boosting their morale.”

“I give him a 10. He is a very nice, understanding, and very good person. I love that he calls the parents about behavior. My daughter says that he always asks questions every day when they get to school – I love that. She really gets attention from him.”

“10. His strengths – he seems to know the students individually. If I were a child, I could see myself going to him – he’s very approachable. He’s really down-to-earth.”

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“10. He’s very good with the kids, and very good with my son. I used to volunteer at the elementary school and I felt like the staff never appreciated it; here at MATCH, they really appreciate it. At my son’s old school, they didn’t want my opinion on anything, but Charlie is interested.”

“He definitely gets a 10. His strength is that he’s straightforward. His weakness is that he can be long-winded...he can just tell me things!”

“10. Charlie seems to be a very nice man. He is very involved with the parents.”

“9. I like how he greets all the students at the door – I don’t know of any principals who do that. By doing that, he can get a feel of whom that person is, what mood they’re in. If there’s ever a problem, he calls. He’s strict and that’s the way that principals should be – he’s reasonable.”

“Charlie’s great – he knows all of the kids; he takes time to get to know all of them on an individual basis. Then he goes out of his way to find out their strengths to encourage them; he focuses on their weaknesses as a way to improve them and not shut them down.

His strengths? His willingness to invest himself and to work with the kids on an individual basis. He has expectations of his students. He, as well as the other teachers, has a willingness to invest his time in the school outside of school hours as well.”

“10. He’s very good – really excellent. He’s more on track with the kids if they’re not doing what they’re supposed to. He really cares about the students.”

“10. Charlie was concerned about my daughter because she was a little late. And I was worried about her. Sometimes the school lets her work on things after-school. She was late because the train was slow and didn’t come on time. He was really concerned about her though. He was really nice – he actually worried about her.”

“He’s very good. I’ll give him a 10. He calls here; he really seems to care about my son.”

“Definitely 10-plus! He’s definitely up on the children – he has a positive attitude. He gives positive comments and praise. He even sent a thank-you e-mail to us after we sent him an e-mail. He gave us his cell phone number and said ‘Call me anytime’ – that’s awesome. I don’t really know about his weaknesses. He’s just been so

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inspiring – if he has any weaknesses, he definitely hides them well. I love how he includes the children. On the first day of school, Charlie called and asked if everything was all right. My daughter liked everything but the food – and he made a change immediately. When my daughter was in danger of failing, he called me and didn't give me the news abruptly – he said, "This is what we can do better..." She cried at first, but he stayed on her and stayed on the other children to keep going on. He also talked with the kids about being respectful, with the Jewish temple lending them the building and how some children had damaged the property. Not even if you paid me would I ever speak badly about him!"

4. On a scale of 1 to 10, how useful are the phone calls that you get from Mr. Sposato?

"10 – the calls are very useful. Charlie is always willing to talk."

"Charlie calls once or twice a week; his calls are very useful. 10."

"Very useful. 10."

"They're very useful. That'll be a 10 too. He'll call for everything. He called me the other night just to tell me what my son's grade average is in summer school."

"For me, they are useful. The calls inform me about important stuff about my child. 10."

"I prefer a school where all teachers and the principal keep all lines of communication open. Definitely a 10."

"I find his phone calls very useful. They don't just call when something is wrong – I get calls when my son has improved in classes, or when he hasn't necessarily improved but he's really been trying. I know it means a great deal to me, and especially to my son that they give him credit for his effort. The calls also give me a heads-up regarding any problems."

"The phone calls are very good. He does call when the child has been in any kind of trouble; he even calls her while she's been a teacher's aide."

"Sometimes Charlie calls here – we really like to know how our daughter is doing and how her behavior is."

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“The phone calls are a big help for me. At other schools, they just send you a note or a report card. Charlie talks to me or my wife – he lets me know how my son is doing in school. The calls make me feel better.”

“I like to get a phone call if there’s something wrong – if she’s misbehaving, if she’s not doing her work...so we can sit down and talk to her. The phone calls were just informing me. I’m a busy parent. If he’s concerned enough about them to make a phone call, that’s something. 10-plus!”

5. For next year: What is the top priority you see for your child’s academic development? Where does he/she need the most help? Where should he/she be challenged the most to do advanced work?

“For my son, focus a lot on his reading. He doesn’t retain as much as he should. If he can read more, I think he’ll do much better...though he reads a lot now. But he really needs to retain it. It’s hard when it comes to a test situation for him, and he forgets what he studied. His math wasn’t too bad. Math – he should be challenged the most there. He loves science too. He did well in that. He watches all the shows on TV that has to do with earth, marine life, etc.”

“I’m not sure. She never seems to complain about struggling in subject areas.”

“I was looking at her school report. For the first couple of months when school had just opened – she was struggling with math. She is improving. She goes on her computer when she comes home – she likes that.”

“I’ve seen a definite improvement in math – please just continue helping with that. I wish someone would push her to read for pleasure more, not just for class. I like the fact that they take the kids to the bookstore.”

“He’s acing math – he needs a teacher who can help him with advanced work. He needs help with English and Social Studies; he listens to what’s going on in class, but he needs someone to push him to do his homework, to write down notes and assignments.”

“English is a struggling point, and also math has been a little difficult for him. Giving him more of a leadership role in a group within any subject is a great thing for him; he

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feels more enthusiastic about it. And he loves to debate as well – he’ll debate until the bitter end!”

“In one of his reports – English, I believe – his handwriting is not so good. He got low grades in Social Studies and English. His skills still need work in writing (English). Science as well. He’s a smart kid, but not too serious about his schoolwork.”

“He needs help in Math and Science – he needs to be pushed with that. Another problem is that the students are loaded down with schoolwork – they have such a long day, and then he stays up late doing his work. That’s part of why he has a lot of problems – it’s overwhelming for him. I’m perfectly fine with them having homework, but time-wise, he has other things to do – he has all this homework, and he doesn’t always end up completing all of it. He really likes the Media class, and he likes the Science as well. He really doesn’t like to read as much. I think he can do 100% better in everything.”

“One of my son’s biggest weaknesses is essay-writing: basically getting anything down on paper. I spoke with Mr. Destler and he said that his essays have improved a great deal over the summer – I hope that can continue throughout the school year. He hates to do homework – he thinks it’s such an injustice! That’s one thing. I know that he needs some extra attention with the math, but he has improved quite a bit. I’d like to see him continue to improve. After conversations I’ve had with Mr. Hill – says that he doesn’t like to participate in his class, which I find very odd. Because he was so fascinated with it, especially the Cold War unit – he volunteered what he learned to the family at the dinner table! He likes computer stuff – in today’s world, that’s a good hobby...!”

“Science – she could use a little more attention there. She’s doing pretty well in all subjects except Science.”

“She needs help with her reading; she needs help in math as well. She’s been doing her homework, though

“He could use a little more help in Math. My wife and I try to help him, but we are working a lot. He likes the computer stuff.”

“She could totally use extra help in Algebra/Math...her reading has really improved, but her comprehension needs work. In Math, she has struggled a lot more. I think

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that she loved English for some reason. But she didn't put as much effort into it, and the teacher was harder on her. It wasn't anything personal I told her – you just need to study a little bit longer. She's been having to stay up a little bit later to do her homework. She loves the Media aspect; she was thinking about going into some kind of radio work.”

6. Do you have any thoughts on your child's plans following graduation from The MATCH School? (college, etc.)

“He really likes marine life. I haven't had a conversation with him about college...but he'd probably like a college where they could study marine life. He also might want to go to computer college – where he can learn how to fix them. He loves the water; he loves exploring – wants to find a new species! I think he would like to stay in Massachusetts.”

“Oh yeah! She definitely wants to attend college.”

“She recently brought home a book about future plans. We'll take it one step at a time...”

“Last I heard, she wanted to go to Harvard! My job is trying to convince her to go to an Ivy League school. She wants to become a teacher.”

“He wants to go to college. My concern is that when he goes to college – the money will not be there. My concern is that he pulls up those English and Social Studies grades so that he can get a merit scholarship. He wants to do something with Math and Science.”

“I think a technical school is more in his future; he likes to take things apart. He likes the hands-on stuff.”

“He talks about going to college, but I don't know which one. I know he likes art – he never talks about technical school.”

“He wants to go to college; he wants to become a CIA agent! He would like to play football – that's another big thing – he'd like the opportunity to play while in high school.”

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“My son and I have discussed it. I’ve always told him that whatever you decide to do for a living is up to you; however, you will do it with a college education. He was really interested in the culinary arts, but not so much anymore. He has talked about video games and designing them – but I don’t think he realizes the complexity of what it entails. He just really likes the thought of designing them, and of course, the testing!”

“She wants to go to Harvard, Yale, Suffolk, Northeastern...!”

“We haven’t talked to her about college yet – it’s too early.”

“We haven’t really talked to him about it.”

“She wants to do something involving the public. Model, singer, radio DJ, designer. The vibe was all over the place – she was thinking about Emerson College of Communication...I started working at Mass General Hospital – and now she wants to become a radiologist. I went into Business – but I learned that you don’t need to get stuck into one field; I hope that she never feels stuck.”

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Appendix 5 Memo

Student transportation and food service

Students are all given free MBTA “T” subway and bus passes; the school is across the street from a Green Line stop.

Free breakfast, lunch, and snack was provided to all students, contracted through Essence of Thyme company.

Volunteer participation/hours (approximate for the year)

Over 4,000 hours of service by over 70 volunteers

Number of job applicants for teaching positions

Prior to and during our first year of operation, the MATCH School received over 500 resumes from interested applicants. We wish to emphasize, however, that the majority of those applicants are certified teachers with limited experience (recent graduates). Given the academic needs of our students, we do NOT consider these qualified candidates for the MATCH School (we strive for at least two to three years of full-time experience, preferably with at-risk populations). In addition, the applicant pool is overwhelmingly white, despite outreach efforts which include diversity fairs and hiring recruiters who specialize in minority recruitment. Finally, when we factor in the high expectations of our faculty – in terms of desire to improve teaching, in terms of sheer effort – we find that the pool is large numerically but thin in terms of “qualified applicants”, and hope to improve our outreach effort.

An example of when/how a particular part of the school’s program has been replicated by other schools

Our innovative bond financing of the purchase of a new facility, which brought over \$3 million in federal dollars to Boston students through the QZAB tax credit (its first ever use in the Commonwealth), is now being replicated by other inner-city schools in Massachusetts.

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Appendix 6 DRP Results

The Degree of Reading Power (DRP) test was used to measure reading ability so that the school could better students' educational needs. The first test was administered in December 2000; the follow-up was given in June 2001.

The average gain of a MATCH student was 4.1 Independent Level Points in 7 months, from 53.4 to 57.5. A full grade level gain is roughly 2.5 Independent Level Points.

What does that mean?

The DRP test measures the ability of a reader to understand the “surface” meaning of words while they are being read. The Independent Level Scores indicate the most difficult reading material a student can understand *without any help*.

- Books written for first year college students have an average Independent DRP value of 70.
- Books written for high school students have an average Independent DRP value of 62.
- Books written for middle school students have an average Independent DRP value of 56.
- Books written for elementary school students have an average Independent DRP value of 50.
- Books written for primary school students have an average Independent DRP value of 40.

Example: If a child's Independent DRP score was 63, then according to the results of the DRP test, that child is reading, without any help, books intended for high school students.

Roughly speaking, it means an average MATCH student arrived reading at the 6th grade level and finished his/her first year reading at the 8th grade level.