

# ANNUAL REPORT

## 2021-22



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

100 Poydras Street  
Hyde Park MA 02136  
(617) 983-0300  
Fax: (617) 272-3581

*Principal: Alice Mitchell*  
*alice.mitchell@matchschool.org*

### **MATCH MIDDLE SCHOOL (6-8)**

215 Forest Hills Street  
Jamaica Plain MA 02130  
(857) 203-9668  
Fax: (857) 203-9666

*Principal: Jacob Waites*  
*jacob.waites@matchschool.org*

### **MATCH HIGH SCHOOL (9-12)**

1001 Commonwealth Avenue  
Boston MA 02215  
(617) 232-0300  
Fax: (617) 232-2838

*Interim Principal: Joey Gallagher*  
*joey.gallagher@matchschool.org*

**Nnenna Ude, Executive Director**  
(617) 232-0300  
nnenna.ude@matchschool.org  
**www.matchschool.org**

*REPORT SUBMITTED AUGUST 1, 2022*

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## INTRODUCTION TO OUR SCHOOL

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MATCH CHARTER PUBLIC SCHOOL			
<b>Type of Charter</b>	Commonwealth	<b>Location of School</b>	Boston
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Chartered Districts in Region</b>	N/A
<b>Year Opened</b>	2000	<b>Year(s) in which the Charter was Renewed</b>	2005, 2010, 2015, 2020
<b>Maximum Enrollment</b>	1,250	<b>Enrollment as of 10/1/2021</b>	1,225
<b>Chartered Grade Span</b>	PK-12	<b>Current Grade Span</b>	PK-12
<b># of Instructional Days per School Year (as stated in charter)</b>	180	<b>Students on Waitlist as of 3/15/22</b>	2,181
<b># of Instructional Days during the 2021-22 School Year</b>	180		
<b>School Hours</b>	Elementary: 7:40 a.m. – 4:00 p.m. (Fridays: 7:40 a.m. – 12:00 p.m.) Middle: 7:30 a.m. – 4:15 p.m. (Fridays: 7:00 a.m. – 12:00 p.m.) High: 8:20 a.m. – 3:40 p.m. (Fridays: 8:20-1:46)	<b>Age of School as of 2021-22 School Year</b>	22 years
<b>Mission Statement:</b> The mission of the Match Charter Public School is to prepare students to succeed in college and beyond; in particular, those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English Language Learners.			

### *Letter to the Reader of our 2021-22 Annual Report*

Thank you for taking the time to read our Annual Report. Through this report, we aim to highlight our successes as well as areas where we continue to seek improvement. The goal of this report is to provide clear and candid information about our charter public school.

The 2021-22 school year presented an opportunity for students to return to full in-person learning. Despite waves of high-COVID positivity throughout the year, we remained committed to ensuring students were given an opportunity to succeed in our rigorous academic program. We are immensely proud of our community's ability to adapt to these challenges and to stay focused on our mission of preparing students for success in college and beyond. With pride we announce that 89% of our June 2022 graduates plan to enroll in college in the fall.

In its 2022 rankings, *US News & World Report* named Match High School the [17<sup>th</sup> best high school in Massachusetts](#), as well as the 120<sup>th</sup> charter school nationwide. Rankings were based on six factors: college readiness (proportions of 12th graders who took and passed at least one AP or IB exam); college curriculum breadth (proportions of 12th graders who took and passed AP and IB exams in multiple areas); state assessment proficiency; state assessment performance (includes all students); underserved student performance (only Black, Hispanic and low-income students); and 4-year high school graduation rates. For underserved student performance, Match High School ranked 3rd in the state.

Despite what the 2022-23 school year throws at us we are confident we can stay on mission. We will maintain the flexibility to adapt while prioritizing the health and the social and emotional well-being of our students and staff.

Sincerely,

Mary Wells  
*Chair, Board of Trustees*

Nnenna Ude  
*Executive Director*

### *Mission and Key Design Elements*

The mission of Match Charter Public School is to prepare students to succeed in college and beyond; in particular, those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English Language Learners. We have four Key Design Elements that guide our work toward realizing this mission:

- Rigorous college preparatory curriculum
- Intense family communication and involvement
- Personalized academic support through Match Corps
- Enrollment of large numbers of English Language Learners

We continue our work of implementing these Key Design Elements to attain our mission. We work relentlessly to prepare our graduates for the rigors of college. Match students accumulate credits beyond what Massachusetts requires to graduate. Our college preparatory curriculum is taught in a highly supported environment, where all courses are taught at an Honors level and rigorously graded by the Common Core, Next Generation Science and College Board standards. Our teachers are committed to excellence and continually strive to collaborate, share practices and improve their instruction. In addition to a full academic schedule, all students in grades 6-12 – regardless of skill level – have access to Match Corps tutors. Match Corps members are recent college graduates recruited from the nation’s best universities who make a commitment to one year of service at our school. Parents of Match students are contacted frequently by Match staff throughout the school year. Through several parent nights, workshops and more, we work with our parents to ensure that the learning for our scholars doesn't stop when the bell rings at the end of the day. In 2021-22, 17.4% of Match students were classified as English Learners, which was in the top 11% among the 400 districts in Massachusetts. Multilingual learners, both those currently classified as EL and those with other multilingual backgrounds, receive ongoing support to master English reading, writing, listening and speaking.

### *Amendments to the Charter*

We did not request any amendments to our charter in the 2021-22 school year.

## Access and Equity

### Discipline Data:

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

2020-21 Student Discipline*					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,240	3			
English Learner	228	0			
Economically Disadvantaged	902	3			
Students with Disabilities	287	1			
High Needs	1,062	3			
Female	641	3			
Male	599	0			
American Indian or Alaska Native	5				
Asian	6	0			
African American/Black	597	2			
Hispanic/Latino	580	1			
Multi-race, Non-Hispanic/Latino	31	0			
Native Hawaiian or Pacific Islander	3				
White	18	0			

\*Due to limited in-person learning, instances of suspensions in the 2020-21 school year were unusually low. The data included here suppresses details about the types of discipline used due to student groups of fewer than six students.

In the years leading up to the pandemic, we had been experiencing a continued reduction in our suspension rate in response to adjustments to our disciplinary policies to allow for quicker interventions and increased support systems. With the return to in-person learning, in 2021-22 we continued our work of ensuring an emotionally and physically safe space for learning, with an intentional focus on the social-emotional skills that govern students' behavior and improve their capacity to succeed in school. Additionally, overall staffing was increased to address social-emotional learning needs, including deans and social workers. The full-time, in-person return to school in 2021-22 presented unique challenges resulting in an uptick in suspensions. By responding with a supportive and therapeutic approach, as opposed to a punitive one, we are working to bring suspension rates back on the downward trajectory we were experiencing pre-COVID.

Two subgroups—students with disabilities and males—have had higher rates of suspension historically. We will continue to monitor these trends. As we continue to refine our disciplinary approach to support the development of students' social-emotional skills, we trust that we will see a further reduction in these disparities.

## Dissemination Efforts

Our dissemination efforts in 2021-22 were dramatically reduced as a result of the pandemic. We were able to share our innovative models and best practices with other districts, schools and educators in the following ways:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Curriculum and Instructional Materials	Fishtank Learning	Sharing resources through partnership	<ul style="list-style-type: none"> <li>Teachers and Administrators who visit the website can access the instructional materials we use in our schools</li> </ul>	<a href="http://www.fishtanklearning.org">www.fishtanklearning.org</a>
Curriculum and Instruction	School Tour and Classroom/ Tutorial Observations	Various school teachers and staff	<ul style="list-style-type: none"> <li>Visitor from Harvard Graduate School of Education</li> </ul>	Visitors to our school take back to their home organizations insights about our programs and practices.

## ACADEMIC PROGRAM SUCCESS

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### Student Performance

**MCAS Data, 2021 School Report Card on DESE Website:**

<https://reportcards.doe.mass.edu/2021/DistrictReportcard/04690000>

### Academic Program

In the 2021-22 school year, we continued to deliver a rigorous academic program despite the need to constantly adapt to the ongoing pandemic. As mandated by the Commonwealth, we conducted the school year in an in-person model, despite spikes in COVID positivity. Through consistent communication with families, including multiple large-scale surveys in the spring and summer of 2021, we gained an understanding of what families were comfortable with and what their child needed when returning to school.

We continued the focus on our typical curriculum, ensuring students had access to grade-level content every day. In some courses, we covered slightly fewer units than normal (pre-pandemic), but more units than the 2020-2021 school year. This year marked a major turning point in our assessment strategy: we fully shifted to Standards Based Grading in grades K-8, beginning with our middle school. School leaders and teaching teams identified the most essential standards for students to master and focused our assessment and data response to those “Power Standards.” We maintained a rigorous curriculum by adapting instruction, assessment methods and supports. We cemented our new courses at the elementary level, including a very successful performing arts class, and continued to expand our science curriculum.

Match High School added a member to the school culture team and increased our mental health team capacity in order to meet the psychological needs of our students. We also refined our practices related to technology usage, which was particularly helpful to transition instructional practices back from remote learning. Match Middle School further expanded the end of day advisory block, which helped facilitate small group support for students. Additionally, our middle school held successful student-led family conferences three times and continued to expand afterschool programming. Match Community Day, our elementary campus, added a fifth class in the fourth grade to reduce class sizes and allow for a calmer learning environment. Throughout the year we offered additional small groups, phone calls and service to students in special populations to ensure they could access and succeed in courses. At Match Community Day, we hired a large team of Building Based Educators to ensure we had the capacity to operate our program in the face of consistent teacher absences due to COVID. Across all campuses, we made sure many staff were cross-trained and able to cover classes, sometimes for extended periods of time. We maintained usage of our learning management systems so that students who had to isolate could remain connected to learning.

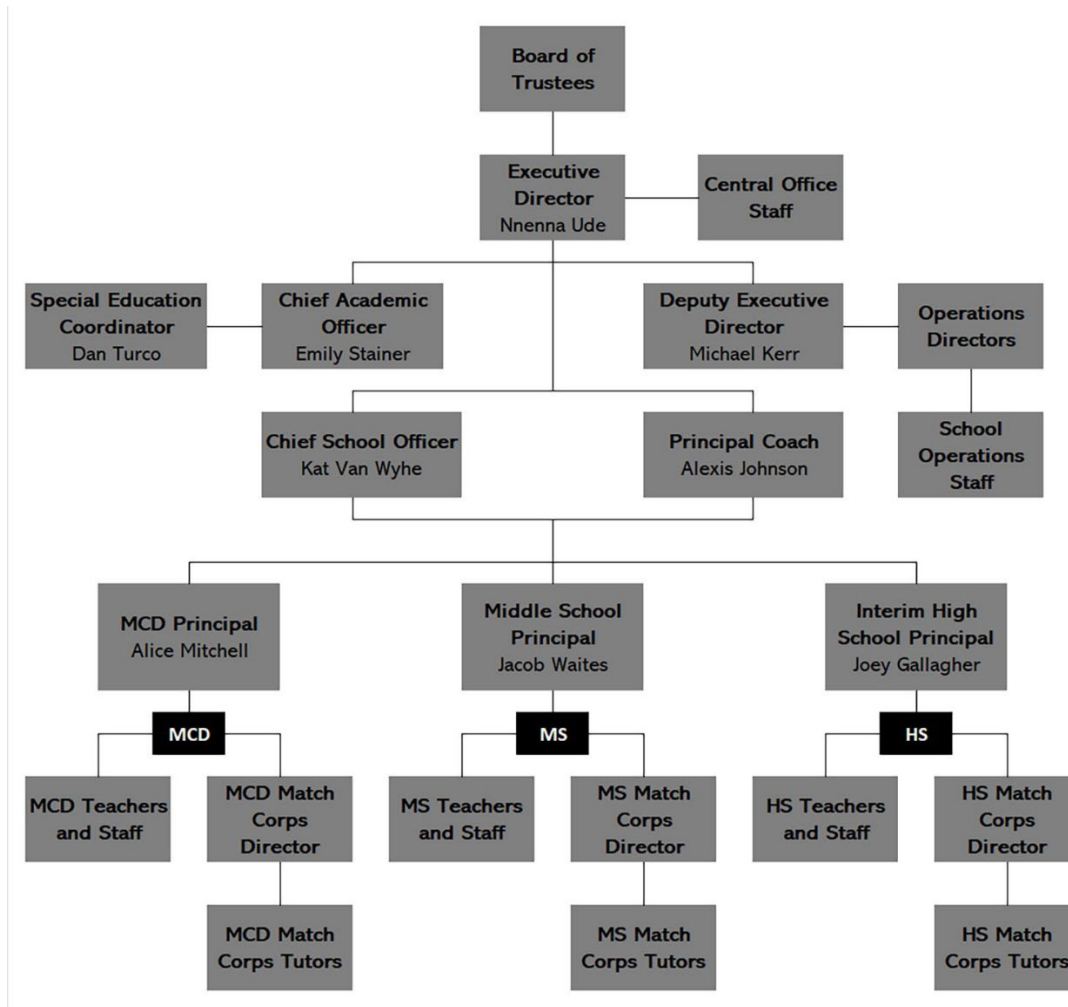
For COVID safety, we employed a weekly testing strategy, which staff and students opted into. This was vital to maintain our operations in the fall, and again when cases increased after the winter holidays.

We continued to accelerate student learning through June of 2022, including the use of iReady testing across our schools to assess student progress. School leaders and teachers analyze this data to ensure that we hit the ground running in the fall with rosters and a remediation strategy that groups students appropriately. iReady results are also informing our summer work for all students and mandatory summer academy for those who need the most robust interventions. In the fall, the iReady data will help us measure student learning from the summer and continue to plan interventions.

## ORGANIZATIONAL VIABILITY

### Organizational Structure of the School

In 2021-22 our organizational structure remained unchanged. The Board of Trustees supervises the Executive Director. The Executive Director and Deputy Executive Director oversee the central office as well as all three campuses. Principals oversee all aspects of their individual campuses.



### Multiple Campus Organizational Structure

There were no changes to our multiple campus organizational structure in the 2021-22 school year. We operate three separate campuses, one for elementary grades (PK-5), one for middle school grades (6-8) and one for high school grades (9-12). We do not have any campuses that serve the same grade levels.



## Budget and Finance

### Statement of Revenues, Expenses, and Changes in Net Assets For the Twelve Months Ended June 30, 2022 *Preliminary and Unaudited*

<b>Revenue</b>	
Tuition	\$27,052,238
Federal and state grants	4,412,524
Federal bond interest subsidy	372,119
Nutrition	630,690
Collaboration fees	152,398
Rental income	17,955
Interest	29,977
Miscellaneous	130,331
Total revenue	<u>32,798,232</u>
<b>Expenses</b>	
<i>Personnel and related costs:</i>	
Salaries	18,930,915
Payroll taxes and employee benefits	1,996,756
<i>sub-total, personnel and related costs</i>	<u>20,927,672</u>
Rent and debt service	1,247,144
Instructional and pupil services	3,140,450
Depreciation and amortization	1,654,565
Operation and maintenance of plant	1,643,558
Administration	1,210,904
Fringe benefits	226,163
Insurance	205,106
Professional development	117,137
Student transportation	544,795
Total expenses	<u>30,917,493</u>
Change in unrestricted net position	1,880,738
Net position, July 1	16,147,042
Net position, June 30	<u>\$18,027,781</u>

**Statement of Net Assets**  
**June 30, 2022**  
**Preliminary and Unaudited**

**Assets**

**Current Assets**

Cash	\$16,116,930
Grant and other receivables	1,515,744
Prepaid expenses and deposits	361,018
total current assets	17,993,691

**Non-Current Assets**

Bond proceeds restricted to capital projects	130,339
Facility capital lease, net of accum. Amort.	24,575,709
Capital assets:	
Land and buildings	23,902,958
Building improvements	2,477,939
Computers and equipment	55,447
Furniture and fixtures	289,870
	26,726,215
less: accumulated depreciation	-7,802,402
Capital assets, net	18,923,813
total non-current assets	43,629,860

**Total assets**

\$61,623,552

**Liabilities and Net Position**

**Current Liabilities**

Accounts payable	\$532,915
Due to affiliates (net)	-72,808
Deferred revenue and other liabilities	1,115,522
total current liabilities	1,575,629

Capital lease	22,271,425
Bonds payable	19,748,717

**Total liabilities**

43,595,770

**Net assets**

18,027,784

**Total liabilities and net position**

\$61,623,552

**Approved School Budget for FY23**  
**Approved by the Board of Trustees on June 27, 2022**

<b>Revenue</b>	
Per-pupil tuition	\$ 29,244,352
Grants and contracts – govt and other	7,722,791
Collaboration fees	40,803
<b>Total operating revenue</b>	<u>37,007,946</u>
<b>Expenses</b>	
Personnel and related costs:	
Salaries	23,723,224
Payroll taxes & employee benefits	2,767,229
<b>Total personnel &amp; related costs</b>	<u>26,490,453</u>
Direct student costs:	
Food	1,050,539
Contracted services	505,371
Office & classroom supplies	905,422
Student activities & parent involvement	481,632
Academic support	511,445
Transportation & travel	457,927
<b>Total direct student costs</b>	<u>3,912,336</u>
Occupancy:	
Debt service, net of interest subsidy	768,656
Facility maintenance, utilities, minor furniture	2,264,872
Capital Lease	918,488
<b>Total occupancy</b>	<u>3,952,016</u>
Other operating expenses:	
Professional fees	295,747
Professional development	195,600
Insurance	230,000
Miscellaneous	2,383,126
Dues & subscriptions	121,528
Recruitment	199,030
Postage	15,000
<b>Total other operating expenses</b>	<u>3,440,031</u>
<b>Total operating expenses</b>	37,794,836
Changes in net position from operations	-786,890
<b>Non-operating items</b>	
Interest income	36,886
<b>Total non-operating items</b>	<u>36,886</u>
<b>Changes in net cash</b>	\$ -750,004

FY23 Enrollment Table	
Number of students pre-enrolled via March 15, 2022 submission	1,240
Number of students upon which FY23 budget tuition line is based	1,220
Number of expected students for FY23 first day of school	1,240
<i>We are doing everything we can to ensure we will have 1,240 students on the first day of school; however, we have based our budget on a conservative estimate of the number of students we will enroll in the fall.</i>	

### Capital Plan for FY23

While we do not have a capital plan for FY23 with a precise timeline or budget, the HVAC system at our middle school campus needs an extensive upgrade to improve indoor air quality and to maintain proper temperature in the building during both hot and cold seasons. We have conducted an engineering study of our HVAC system and are in the process of conducting additional testing in the summer of 2022 to determine the plan moving forward. When we do so, we will ensure the project meets all capital plan requirements and that the solution is appropriate in terms of scope and expected longevity.

## APPENDIX A, ACCOUNTABILITY PLAN PERFORMANCE 2021-22

### Faithfulness to Charter

	2021-22 Performance	Evidence
<b>Objective 1:</b> Large numbers of English Learners will enroll at Match, and those students will be quickly equipped with the English language tools necessary to succeed in our rigorous college preparatory curriculum.		
<b>Measure 1:</b> Each year, the percentage of enrolled students classified as English Learners (EL) will be within 10 points of the percentage of Boston Public School students classified as EL.	Not Met	The percentage of enrolled students classified as EL in 2021-22 at Match was 13 percentage points lower than that of Boston Public Schools: Match: 17.4% BPS: 30.4%  <i>See our Recruitment Plan for details about our English Learner population and the strategies we employ to increase the percentage of enrolled students classified as English Learners.</i>
<b>Measure 2:</b> Each year, at least 80% of students who enrolled at Match in K1, K2 or 1 <sup>st</sup> grade and were classified as EL at any point while attending Match will be eligible to be FELd by the end of their 5 <sup>th</sup> grade year based on ACCESS scores.	Met	Among the cohort of students who completed 5 <sup>th</sup> grade in 2022, 84% of those who enrolled at Match in K1, K2 or 1 <sup>st</sup> grade and were classified as EL at any point while attending Match were eligible to be FELd by the end of their 5 <sup>th</sup> grade year.

<b>Objective 2:</b> Student and parent satisfaction with the school will remain high as a result of strong relationships between school and home and consistent family involvement.		
<p><b>Measure 1:</b> We participate annually in the Boston Compact Family Survey, through which families of our students are encouraged to complete an online survey to rate their experiences with our school.</p> <p>A. Each year, at least 50% of families will complete the survey.</p> <p>B. Each year, in response to the question, “On a scale of 1-10, with 10 being the highest score, how happy are you with Match High/Middle/Community Day school?”, the mean overall rating will be at least 9.</p>	<p>A. Not Met</p> <p>B. Not Met</p>	<p>A. 33% of families completed the survey.</p> <p>B. The mean overall rating for this question was 8.3 out of 10.</p>
<p><b>Measure 2:</b> On average, the family of each Match student will receive contact from the school at least twice each month from September through June. The target for the percentage of students that Match staff will contact at least twice each month will increase each year of the charter:</p> <ul style="list-style-type: none"> <li>• 2020-21: 80%</li> <li>• 2021-22: 85%</li> <li>• 2022-23: 90%</li> <li>• 2023-24: 95%</li> <li>• 2024-25: 100%</li> </ul>	<p>Not Met</p>	<p>3% of students were contacted by Match staff at least twice every month enrolled from September 2021 through June 2022.</p> <p><i>The goal of reaching each student at least twice per month is important to us and is an area of improvement for our school. We are continuing to refine our systems for tracking this data and holding staff accountable.</i></p>
<p><b>Measure 3:</b> Each school campus will hold a family council meeting during each month of each school year (September-June).</p>	<p>MCD: Not Met</p> <p>MS: Not Met</p> <p>HS: Not Met</p>	<p>MCD: 0 out of 10 months</p> <p>MS: 0 out of 10 months</p> <p>HS: 0 out of 10 months</p> <p><i>While we did not hold formal family council meetings this past year, school leaders were in frequent communication with families in one-on-one settings. We also held various meetings for parents related to academic content such as math nights and college nights. We are working to ensure our campuses hold family council meetings in 2022-23.</i></p>
<b>Objective 3:</b> The school will maintain a rigorous academic program focused on preparing students for college success.		
<p><b>Measure 1:</b> 90% of graduating seniors each year will enroll in a two- or four-year college the following school year.</p>	<p>Not Met</p>	<p>85% of the Class of 2021 enrolled in a 2- or 4-year college during the 2021-22 school year.</p>

<p><b>Measure 2:</b> Annually, average scores for the SAT taken in 11<sup>th</sup> grade will rise 50 points per subject (Evidence-Based Reading (ERW) and Mathematics) and 100 points overall from the PSAT taken in 10<sup>th</sup> grade.</p>	<p>ERW: Not Met Math: Not Met Overall: Not Met</p>	<p>Class of 2023 average increase from 11<sup>th</sup> grade PSAT to 11<sup>th</sup> grade SAT: ERW: 26 points Math: 11 points Overall: 37 points</p> <p><i>Due to COVID, this cohort did not take the PSAT in 10<sup>th</sup> grade. This measure typically uses 10<sup>th</sup> grade PSAT scores as a baseline, but this year our results reflect PSATs and SATs both taken in 11<sup>th</sup> grade (October 2021 and March 2022).</i></p>		
<p><b>Measure 3:</b> Annually, average SAT scores (of 11<sup>th</sup> graders) will be within 30 points of or exceed the national average for each subject (Evidence-Based Reading and Writing (ERW) and Mathematics).</p>	<p>ERW: Not Met Math: Not Met Overall: Not Met</p>		<p>National Average<sup>1</sup></p>	<p>Match Average</p>
<p><b>Measure 4:</b> Most Match students take at least one AP course in 11th grade and another in 12th grade.</p> <ul style="list-style-type: none"> <li>A. Each year, 80% of graduating seniors will have taken at least one AP course while in high school.</li> <li>B. Each year, the percentage of students earning a passing score of 3 or higher will meet or exceed the national passing rate for at least one AP course offered.</li> </ul>	<p>A. Met  B. Not Met</p>	<p>A. 85% of students in the graduating Class of 2022 took at least one AP course. B. The passing rate for our students did not exceed the national passing rate for any AP courses offered at Match in 2021-22.</p> <p><i>See Attachments for details about AP exam performance.</i></p>		
<p><b>Objective 4:</b> Students will receive personalized academic support to meet students where they are throughout the PK-12 experience.</p>				
<p><b>Measure 1:</b> All students in our middle school (grades 6-8) receive tutoring for math. Each year, at least 80% of students in our middle school will pass their math class with 70% or higher.</p> <p><i>Beginning in the 2021-22 school year, our middle school transitioned to a Standards Based Grading system. For this measure we used a letter grade of C- as the equivalent of a 70%.</i></p>	<p>Met</p>	<p>91% of students in grades 6-8 passed their math class with a letter grade of C- or higher.</p>		

<sup>1</sup> The College Board’s most recently published national average is from 2021: <https://reports.collegeboard.org/pdf/2021-total-group-sat-suite-assessments-annual-report.pdf>.

<b>Measure 2:</b> Each year, all PK-8 students participate in an intervention block as a part of their school day where they receive the support to meet them where they are academically. As a result of this support, 98% of our PK-8 students will meet all criteria for promotion to the next grade the following year.	Met	All PK-8 students participated in small group intervention blocks in 2021-22. 99% of PK-8 students met the criteria for promotion to the next grade the following year.
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*Dissemination*

	2021-22 Performance	Evidence
<b>Objective 1:</b> The school will disseminate information about programs and best practices.		
<b>Measure 1:</b> Each year, the school will host at least 100 visitors (in person or virtual) looking to learn about our programs.	Not Met	Due to the pandemic, we did not allow any visitors to any of our campuses until March. After March, we did not publicize the re-opening of our doors to visitors, and as a result received few requests and only hosted one visitor.
<b>Measure 2:</b> We will maintain a partnership with Match Fishtank to share the Curriculum and Instructional Materials used in our schools with teachers and administrators from around the world.	Met	We continued our partnership with Match Fishtank, now Fishtank Learning, to share Curriculum and Instructional Materials accessible here: <a href="https://www.fishtanklearning.org/">https://www.fishtanklearning.org/</a>
<b>Measure 3:</b> Each year, members of the Match community collaborate with other Boston-area schools in a variety of ways to share best practices in the areas of curriculum and instruction, finance and operations.	Met	School staff in the areas of curriculum and instruction, operations and finance all collaborated with other Boston-area schools throughout the 2021-22 school year to share best practices.

**APPENDIX B, RECRUITMENT AND RETENTION PLANS**

*Recruitment Plan*

School Name: Match Charter Public School
Date: August 1, 2022

2021-22 Implementation Summary
In the 2021-22 school year we implemented all recruitment activities as set out in the recruitment plan. We participated in the Boston Charter School Application, and information about that common application was mailed in home languages to families of all students enrolled in Boston Public Schools (BPS). We disseminated information about our school in person and virtually through social media. In addition, all of our recruitment and application materials are posted on our website.

We work to ensure the percentage of EL students we serve stays high. Due to a decrease in the percentage of EL students enrolled at Match in recent years, we continued our city-wide recruitment campaign targeting multilingual families. The campaign included high-quality, eye-catching images and text in Spanish, Haitian Creole, Vietnamese, Somali, Portuguese and Arabic, and was used in both social media and in general google advertising, as well as advertised on the MBTA and at Bus Shelters in strategic locations around the city. We plan to continue these activities in 2022-23.

We did not encounter any challenges in implementing the Recruitment Plan. We anticipate our incoming class of students, as captured in the October 2022 SIMS report, will meet the comparison index.

**General Recruitment Activities for 2022-23**

- Mail recruitment and application materials to all families currently enrolled in Boston Public Schools, with a particular focus on families who speak languages other than English.
- Conduct information sessions throughout the city and online.
- Make school information available in community newspapers throughout Boston and other similar online resources.
- Make recruitment and application materials available on the school’s website.

**Recruitment Plan – 2022-23 Strategies**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 21.8%</p> <p><b>GNT percentage:</b> 17.7%</p> <p><b>CI percentage:</b> 17.9%</p> <p>The school is <u>above</u> GNT percentage and <u>above</u> CI percentage</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>• All materials mailed to BPS students say explicitly in the languages spoken by the families that “children with special needs are welcome at our school.”</li> <li>• At information sessions emphasize orally and in writing that all students are welcome at and will be served at our school, very much including students with IEPs and who otherwise have or will have special needs.</li> <li>• To retain and well serve children with special needs, we employ 20+ special education teachers to address the range of needs of our students.</li> <li>• We aim to maintain a Special Education enrollment rate within 5 percentage points of or above the median Special Education enrollment rate of BPS.</li> </ul>
	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><i>Not Applicable</i></p>

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 17.4%</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Met GNT: no enhanced/additional strategies needed</li> <li>• Make recruitment materials and simple applications in at least five target languages for LEP student recruitment: Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, Somali, Portuguese and Arabic. Our admission application</li> </ul>
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<p><b>GNT percentage:</b> 20.9%</p> <p><b>CI percentage:</b> 22.8%</p> <p>The school is <u>below</u> GNT percentage and <u>below</u> CI percentage</p>	<p>is available in Chinese, but we do not yet provide recruitment materials translated into Chinese.</p> <ul style="list-style-type: none"> <li>• Activate in-person recruitment network with community centers, cultural organizations, religious organizations, and daycare providers that serve immigrant families, refugee families, and non- and limited-English speaking families. Match staff and student and family ambassadors will personally work with staff from organizations in our network to inform families of the school and application process.</li> <li>• Activate families of enrolled LEP students to act as ambassadors in the community.</li> <li>• City-wide recruitment campaign targeting neighborhoods where multilingual families reside (based on census data), including full-size bus shelter advertisements for up to 8 weeks.</li> <li>• Social media and Google advertising recruitment campaign targeting multilingual families, including high-quality eye-catching images and text in Spanish, Haitian Creole, Vietnamese, Somali, Portuguese and Arabic.</li> <li>• Increase in student recruitment budget to expand the reach of our student recruitment efforts and materials, in terms of duration and number of advertisements posted in the community.</li> <li>• Strategic partnerships with community-based organizations and businesses to post flyers and informational materials in strategic locations (e.g. grocery stores) to attract additional multilingual families.</li> </ul>
	<p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>☒ Did not meet GNT/CI: additional and/or enhanced strategies needed</li> <li>• Due to our exceptional, dedicated Language Acquisition teams, students who are designated as English Language Learners often do not remain as English learners for long. As noted in Objective 1, Measure 2 of our Accountability Plan: among the cohort of students who completed 5<sup>th</sup> grade in 2022, 84% of those who enrolled at Match in K1, K2 or 1<sup>st</sup> grade and were classified as EL at any point while attending Match were eligible to be FELd by the end of their 5<sup>th</sup> grade year.</li> <li>• We enroll a large percentage of students whose First Language is Not English (FLNE): according to CHART, our percentage of FLNE in 2021-22 was 54.9%, well above the comparison index of 40.2% and GNT of 38.2%. Based on this data, it is apparent that our recruitment of students who come from families who speak languages other than English is quite strong.</li> <li>• We plan to continue all recruitment activities from 2021-22 listed above, and will continue to refine our efforts (including translating recruitment materials into Chinese), but will not make any dramatic changes to our efforts.</li> </ul>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 78.7%</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• At information sessions emphasize orally and in writing that all students are welcome at and will be served at our school, very much including students who are low income/Economically Disadvantaged.</li> </ul>

<p><b>GNT percentage:</b> 60.8%</p> <p><b>CI percentage:</b> 67.2%</p> <p>The school is <u>above</u> GNT percentage and <u>above</u> CI percentage</p>	<ul style="list-style-type: none"> <li>We aim to maintain a low-income rate within 10 percentage points of or above the rate of Boston Public Schools (7.5% points above BPS (71.2%) in 2021-22).</li> </ul> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><i>Not Applicable</i></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>At information sessions throughout the city emphasize orally and in writing that all students are welcome at and will be served at our school, regardless of academic skills.</li> <li>Match works intensively with all families of our students, communicating with them at least weekly by phone. Close family relationships enable more effective problem solving and retention of students in our school, especially those who may be struggling.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>At information sessions throughout the city emphasize that Match provides a small, safe, caring environment where students feel a part of a community and where all students are held to high academic and behavioral expectations.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>At Match we backfill students through 9<sup>th</sup> grade and do not accept any new students after that point. Since students are required to be at least 16 years old to drop out of school, Match would generally not be an option for those students looking to return to school. We will maintain communication with the Boston re-engagement center in case a dropout might be eligible to enter the lottery to enter Match at one of our entry points.</li> </ul>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>At Match we strongly believe all students can succeed, and we work to ensure that all students are held to high academic and behavioral expectations, regardless of background. The above subgroups are our major targets for eliminating the achievement gap, but all students receive the same high-quality education and supports.</li> </ul>

## Retention Plan

<b>2021-22 Implementation Summary</b>
<p>In the 2021-22 school year, we implemented all retention activities as set out in our retention plan. Our annual goal for student retention is that students who begin their school career at Match will remain at the school through their 12<sup>th</sup> grade year, and only transfer in the case of family relocation. We do not propose any changes to the plan for the 2022-23 school year, but plan to continue our work towards reducing all attrition due to reasons other than family relocation. See attachments for our historical attrition data.</p>

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

Retention Plan –Strategies	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 7.3%</p> <p>Third Quartile: 16.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Employ 20+ special education teachers, plus additional instructional aides to address the range of needs of our students</li> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> <li>• Behavioral and socio-emotional support for all students and counseling as needed</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><i>Not Applicable</i></p>
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 8.5%</p> <p>Third Quartile: 18.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> <li>• Behavioral and socio-emotional support for all students and counseling as needed</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><i>Not Applicable</i></p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 7.7%</p> <p>Third Quartile: 18.5%</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>• Safe school environment upheld by a strong discipline system</li> <li>• Strong consistent communication of college success mission</li> </ul>

<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> <li>Behavioral and socio-emotional support for all students and counseling as needed</li> </ul> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><i>Not Applicable</i></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>Safe school environment upheld by a strong discipline system</li> <li>Strong consistent communication of college success mission</li> <li>Behavioral and socio-emotional support for all students and counseling as needed</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>Work intensively to learn about and understand each student's academic and school history and build a system that supports each student's individual needs and gaps in learning.</li> <li>Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>Safe school environment upheld by a strong discipline system</li> <li>Strong consistent communication of college success mission</li> <li>Behavioral and socio-emotional support for all students and counseling as needed</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school.</li> <li>Safe school environment upheld by a strong discipline system</li> <li>Strong consistent communication of college success mission</li> <li>Behavioral and socio-emotional support for all students and counseling as needed</li> </ul>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>At Match we strongly believe all students can succeed, and we work to ensure that all students are held to high academic and behavioral expectations, regardless of background. The above subgroups are our major targets for eliminating the achievement gap, but all students receive the same high-quality education.</li> </ul>

## APPENDIX C, SCHOOL AND STUDENT DATA

### Department of Elementary and Secondary Education School Profile

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

### Student Demographic and Subgroup Information

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	47.5%
Asian	0.7%
Hispanic	47.6%
Native American	0.2%
White	1.4%
Native Hawaiian, Pacific Islander	0.2%
Multi-race, non-Hispanic	2.4%
Selected Populations	% of School
First Language not English	54.9%
English Language Learner	17.4%
Low Income	78.7%
Students with Disabilities	21.8%
High Needs	87.4%

### Administrative Roster for the 2021-22 School Year

Name, Title	Brief Job Description	Start date	End date
<b>CENTRAL OFFICE</b>			
Nnenna Ude, Executive Director	Overseeing all aspects of charter	November 2017	
Michael Kerr, Deputy Executive Director	Overseeing all aspects of charter	November 2017	
Emily Stainer, Chief Academic Officer	Overseeing all academics	November 2017	July 2022
<b>HIGH SCHOOL</b>			
Jon Beck, Principal	Overseeing academic aspects of the high school	July 2019	November 2021
Joey Gallagher, Interim Principal	Overseeing academic aspects of the high school	November 2021	
Sara Jennings, Assistant Principal	Overseeing academic aspects of the high school	July 2019	April 2022
<b>MIDDLE SCHOOL</b>			
Jacob Waites, Principal	Overseeing academic aspects of the middle school	June 2020	
Jonathan Anderson, Assistant Principal	Overseeing academic aspects of the middle school	July 2021	
<b>ELEMENTARY SCHOOL</b>			
Alice Mitchell, Principal	Overseeing academic aspects of the elementary school	July 2021	
Brittney Sampson, Assistant Principal	Overseeing academic aspects of the elementary school	July 2020	January 2022

### Teacher and Staff Attrition for the 2021-22 School Year

	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	125	21	27	Non-renewal of employment contract: 13 Employee chose to end employment: 35
Other Staff	Tutors / Associate Teachers: 24 --- Other Staff: 128	Tutors / Associate Teachers: 7 --- Other Staff: 21	Tutors / Associate Teachers: 19 --- Other Staff: 12	<b>Tutors/Associate Teachers</b> Completion of one year of service: 19 Employee chose to end employment: 7 --- <b>Other Staff</b> Non-renewal of employment contract: 11 Employee chose to end employment: 22

### Board of Trustees

Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	18

BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Stesha Emmanuel Laborde	Trustee	Governance	1 <sup>st</sup> year of 2 <sup>nd</sup> term	-Re-elected to 2 <sup>nd</sup> term on 5/2/22 -2 <sup>nd</sup> term expires on 5/2/25
Eric Leslie	Trustee and Clerk	Academic	3 <sup>rd</sup> year of 1 <sup>st</sup> term	-Elected on 9/24/19 -1 <sup>st</sup> term expires on 9/24/22
JeanNate Lowe	Trustee	Academic	2 <sup>nd</sup> year of 1 <sup>st</sup> term	-Elected on 9/29/20 -1 <sup>st</sup> term expires on 9/29/23
Elaine Saint	Trustee	Community & Family Engagement	2 <sup>nd</sup> year of 1 <sup>st</sup> term	-Elected on 9/29/20 -1 <sup>st</sup> term expires on 9/29/23
Katharine Schmitt	Trustee		2 <sup>nd</sup> year of 3 <sup>rd</sup> term	-Re-elected to 3 <sup>rd</sup> term on 6/2/21 -3 <sup>rd</sup> term expires on 6/2/24
Mary Wells	Trustee, Chair and Treasurer	Finance	2 <sup>nd</sup> year of 2 <sup>nd</sup> term	-Re-elected to 2 <sup>nd</sup> term on 10/27/20 -2 <sup>nd</sup> term expires on 10/27/23

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR	
Date/Time*	Location
October 19, 2022 4:30-6:00 p.m.	Match Middle School: 215 Forest Hills Street, Jamaica Plain MA 02130
December 6, 2022 4:30-6:00 p.m.	Match Middle School: 215 Forest Hills Street, Jamaica Plain MA 02130
*The remaining meeting dates for the 2022-23 school year will be scheduled in November and will be published on our website: <a href="https://www.matcheschool.org/about/board-of-trustees">https://www.matcheschool.org/about/board-of-trustees</a> .	

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	October 4, 2022 9:00-10:00 a.m.	<a href="https://zoom.us/j/97698453180?pwd=WS96MVplRnBHbWdWdUIhcWRGcTN6dz09">https://zoom.us/j/97698453180?pwd=WS96MVplRnBHbWdWdUIhcWRGcTN6dz09</a> Meeting ID: 976 9845 3180 Passcode: 033820
Academic Committee	TBD*	
Community & Family Engagement Committee	TBD*	
*Additional committee meetings will be scheduled in August and will be published on our website: <a href="https://www.matchschool.org/about/board-of-trustees">https://www.matchschool.org/about/board-of-trustees</a> .		

## APPENDIX D, ADDITIONAL REQUIRED INFORMATION

### Key Leadership Changes

Position	Name	No Change/New/ Open Position
Board of Trustees Chairperson	Mary Wells	No change
Charter School Leader	Nnenna Ude	No change
Assistant Charter School Leader	Michael Kerr	No change
Special Education Director	Dan Turco	No change
MCAS Test Coordinator	Nnenna Ude	No change
SIMS Coordinator	Ashley Danoff	No change
English Language Learner Director	Jessica Goldberg	New
School Business Official	Richard Dragon	No change
SIMS Contact	Ashley Danoff	No change
Admissions and Enrollment Coordinator	Janim Sayles	New

### Facilities

We have not relocated or acquired a new facility in 2021-22.

### Enrollment

Action	2022-23 School Year Dates
Student Application Deadline	February 28, 2023
Lottery	March 8, 2023

### Conditions

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

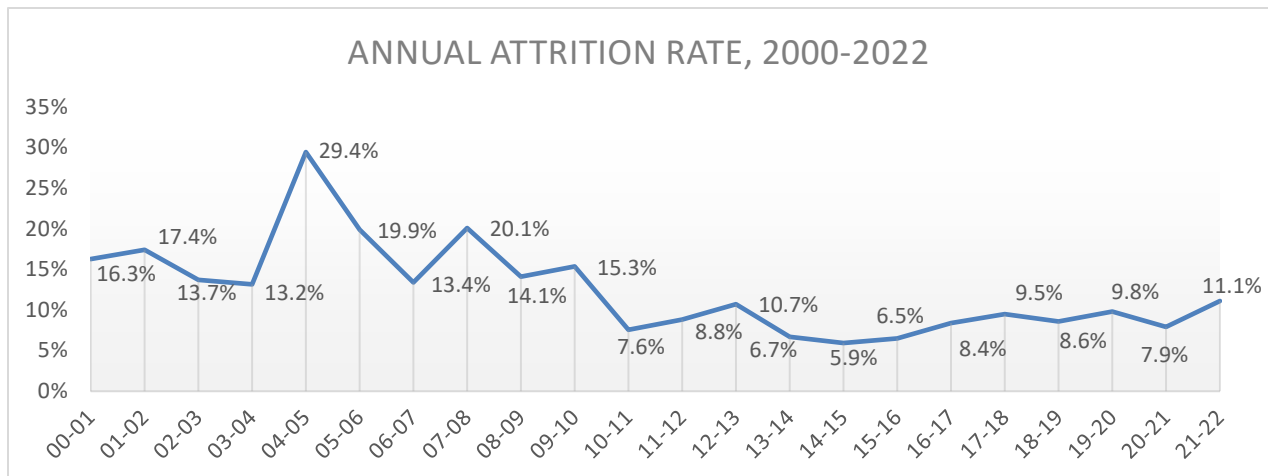
### Complaints

There were no official complaints received by the Board of Trustees in the 2021-22 school year.

## APPENDIX E, ATTACHMENTS

### Attrition

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





Advanced Placement Scores

2022 AP Score Distribution by Subject

	Calculus AB	English Language	Environmental Science	Spanish Language	U.S. Gov. & Politics	U.S. History	World History: Modern	OVERALL
<b>1</b>	8	25	27	4	31	42	18	155
<b>2</b>	15	14	9	5	12	9	10	74
<b>3</b>	6	3	0	7	5	0	7	28
<b>4</b>	6	0	0	3	1	1	0	11
<b>5</b>	1	0	0	1	0	0	0	2
<b>Match Pass Rate</b>	36.1%	7.1%	0%	55.0%	12.2%	1.9%	20.0%	15.2%
<b>National Pass Rate</b>	55.6%	55.7%	53.8%	81.8%	48.6%	48.2%	62.1%	-

