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Boston Charter School's best practice shows promising results for Black and Latino Boys

A New York Times article yesterday, written by David Kirp "[Closing the Math Gap for Boys](#)" reinforces the success of Match-style tutoring on students in Boston and around the country. The article specifically highlights extraordinary gains for Black and Latino Boys.

David Kirp writes, "These are staggering results — I know of no initiative for disadvantaged young men of color that comes close. Bring students like these up to grade level and you've gone a long way toward closing the racial and ethnic gap in life success."

The article was inspired by a [recently released report](#), "NOT TOO LATE: Building on the promise of Match-Style tutoring" from The University of Chicago's Urban Education and Crime Lab from first-year data from their randomized control trial. The study was conducted in Chicago public high schools where Match Education provided math tutoring to 1,300 students in 12 Chicago Public Schools.

The work in Chicago marks the third time Match-style tutoring has been replicated in other communities, studied extensively, and demonstrated great learning gains for students:

Houston, TX, 2010 – Match partnered with the Houston Independent School District and Roland Fryer from Harvard EdLabs, to serve 2,741 6th and 9th graders. The results indicated that tutoring was highly effective in increasing student achievement and produced statistically significant gains in student performance. (Click [here](#) for the full study.)

Lawrence, MA, 2012 – Match partnered with the Lawrence School District, still in receivership, to provide math tutoring to 600 9th and 10th graders in two of the lowest performing high schools in the district. The [results](#) indicated that students who received the full dosage achieved significant gains in math performance on the MCAS exam.

In the most recent study at the University of Chicago's Urban Education and Crime Lab, on average, students that received Match tutoring and mentoring increased their math learning gains by 1-2 years more than the control group, and their test scores on the National Assessment of Educational Progress math exam reduced the black-white test score gap by a third. Furthermore, tutoring also reduced math course failure rates by 50% and overall course failure rates by 25%.

Orlando Watkins, Executive Vice President of Match Education says, "This work is a meaningful contribution. It further validates that intensive Match-style tutoring holds great promise in closing the black-white academic gap. It also makes a clear statement that it is never too late to invest in our black and Latino young men."