

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education
FROM: Bernard J. Sadusky, Ed. D. *BJS/Clm*
DATE: September 27, 2011
SUBJECT: **Report on Progress at the SEED School of Maryland**

PURPOSE:

The SEED School of Maryland is a *statewide* opportunity for eligible at-risk students. SEED provides a college-preparatory public boarding school and opened with its first class of 80 6th graders in August 2008. The Maryland General Assembly passed legislation to establish the program and eligibility criteria; the school is publicly funded through state and local sources.

For the 2011-2012 school year SEED will serve up to 308 students in grades 6 to 9. The school will continue to grow a grade each year by adding a new 6th grade cohort. Students are expected to graduate SEED high school and go on to attend a 4-year college. Enrollment is determined each year through a lottery held in May for all eligible students. This year SEED will serve students from up to 17 different Maryland school systems. SEED students live on campus from Sunday night through Friday afternoon and return home each weekend.

The SEED School of Maryland reports on its progress periodically to the State Board. SEED has been asked to discuss its plans for stability in educational staffing and improvement on state tests.

BACKGROUND:

Education Article: Title 8. Special Programs for Exceptional Children: Subtitle 7: Residential Boarding Education Programs for At-Risk Youth was enacted by the Maryland General Assembly in 2006 to establish a residential boarding education program for at-risk youth under the supervision of the Maryland State Department of Education (MSDE). A major purpose of the school is to adequately prepare students for success in college. The school has been under contract with the Maryland State Department of Education for five years:

| FY YEAR | GRADES SERVED | ENROLLMENT AS OF 9/30 |
|-------------|------------------------|-----------------------|
| 2008 | Planning Year | |
| 2009 | 6 only | 80 |
| 2010 | 6 & 7 | 160 |
| 2011 | 6, 7, & 8 | 240 |
| 2012 | 6, 7, 8 & 9 | Up to 308 |
| 2013 | 6, 7, 8, 9 & 10 | Up to 388 |
| 2014 | 6,7,8,9,10 & 11 | Up to 400 |

EXECUTIVE SUMMARY:

The MSDE appointed Project Monitor for the SEED contract is Dr. Rhona Fisher. Over the course of the school year, the contract between MSDE and the SEED School of Maryland stipulates certain deliverables, including semi-annual progress reports to the State Board. The school receives 85% of the local and state *Per Pupil Expenditure* from the sending school system for each SEED student (about \$10,000 per student for the instructional program) as well as \$25,000 per student from State funds to go towards transportation, administration, and boarding costs.

The Board has requested an update from the SEED School of Maryland on how the school is progressing in its fifth year under contract to Maryland. Please see below.

- SEED leadership has been asked to share its plans for addressing stability in their staffing model relating to the educational operations of the school.
- SEED did not make Adequate Yearly Progress (AYP) for 2011. See Attachment. SEED has been asked to discuss its plans for improving reading and math performance for all students as well as subgroup performance as appropriate.
- A copy of SEED's Progress Report for the 2010-2011 School Year is attached.

The SEED School of Maryland's leadership team expected to present includes: Jack LaPorte, Chairman of the Board of Trustees for SEED MD; Dr. Khalek Kirkland, the new Head of School and Jallon Croskey, Director of Academics.

ACTION:

For information only.

BJS/rsf
Attachments(2)

ATTACHMENT I:

SEED'S AYP RESULTS IN MATHEMATICS AND READING ON THE 2011 MARYLAND SCHOOL ASSESSMENT (MSA)

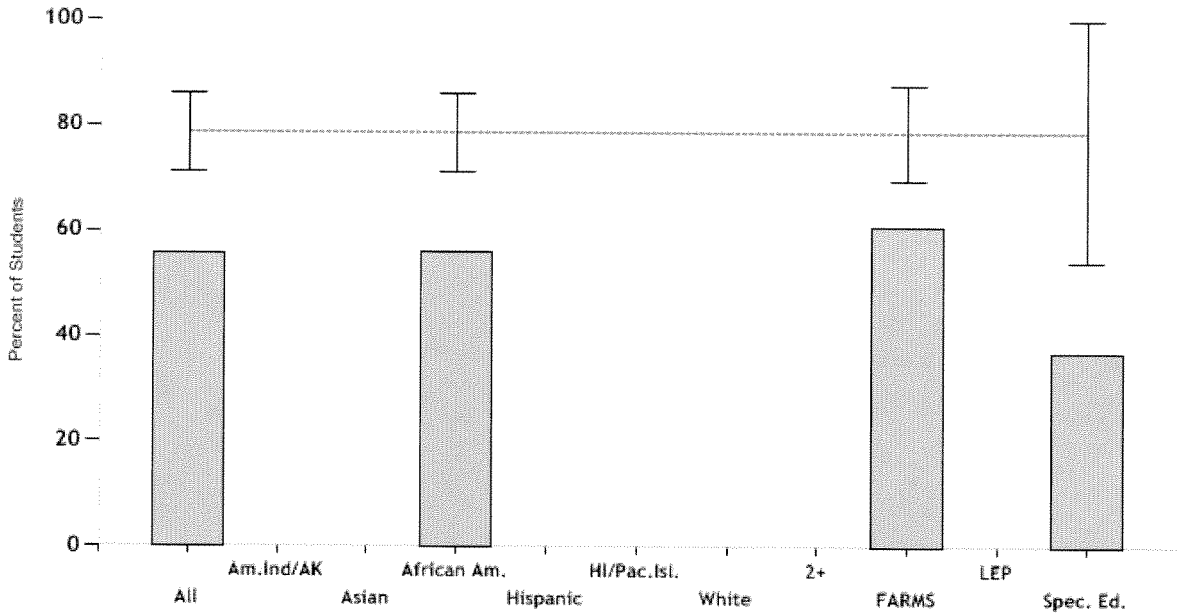
Coding on the APY table: '*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed. 'na' indicates too few students for AYP rules.

Note: AYP data reported herein last updated 7/15/2011

The SEED School of Maryland - The Seed School Of Maryland
ADEQUATE YEARLY PROGRESS

AYP Overview Reading Proficiency Reading Participation Mathematics Proficiency Mathematics Participation Attendance

2011 AYP Mathematics Proficiency



NOTE: 2012 AMO will be 85.7%

■ AYP Met ■ AYP Met w/Safe Harbor ■ AYP Not Met --- 2011 AMO of 78.6% ┆ Confidence Interval

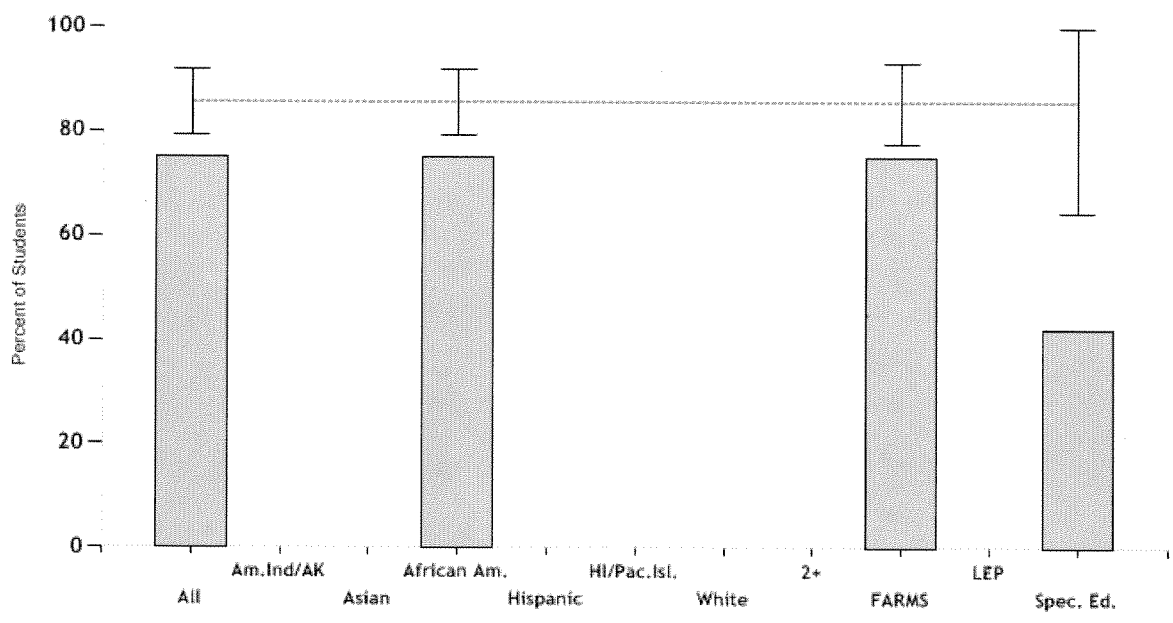
2011 AYP Mathematics Proficiency

| View Details » | Percent Proficient | Number Proficient | Test Takers | Confidence Interval |
|---|--------------------|-------------------|-------------|---------------------|
| All Students » | 55.7 | 118 | 212 | 71.2 - 85.9 |
| American Indian or Alaska Native » | * | * | * | * |
| Asian » | * | * | * | * |
| Black or African American » | 56.1 | 115 | 205 | 71.1 - 86.1 |
| Hispanic/Latino of any race » | * | * | * | * |
| Native Hawaiian or Other Pacific Islander » | * | * | * | * |
| White » | na | na | na | na |
| Two or more races » | * | * | * | * |
| Free/Reduced Meals » | 60.7 | 85 | 140 | 69.5 - 87.6 |
| Limited English Proficient » | * | * | * | * |
| Special Education » | 36.8 | 7 | 19 | 54.0 - 103.1 |

The SEED School of Maryland - The Seed School Of Maryland
ADEQUATE YEARLY PROGRESS

[AYP Overview](#)
 [Reading Proficiency](#)
 [Reading Participation](#)
 [Mathematics Proficiency](#)
 [Mathematics Participation](#)
 [Attendance](#)

2011 AYP Reading Proficiency



NOTE: 2012 AMO will be 90.4%

AYP Met
 AYP Met w/Safe Harbor
 AYP Not Met
 - - - 2011 AMO of 85.6%
 Confidence Interval

2011 AYP Reading Proficiency

| View Details » | Percent Proficient | Number Proficient | Test Takers | Confidence Interval |
|---|--------------------|-------------------|-------------|---------------------|
| All Students » | 75.1 | 160 | 213 | 79.3 - 91.8 |
| American Indian or Alaska Native » | * | * | * | * |
| Asian » | * | * | * | * |
| Black or African American » | 75.1 | 154 | 205 | 79.2 - 92.0 |
| Hispanic/Latino of any race » | * | * | * | * |
| Native Hawaiian or Other Pacific Islander » | * | * | * | * |
| White » | na | na | na | na |
| Two or more races » | * | * | * | * |
| Free/Reduced Meals » | 75.2 | 106 | 141 | 77.8 - 93.3 |
| Limited English Proficient » | * | * | * | * |
| Special Education » | 42.1 | 8 | 19 | 64.5 - 106.6 |

ATTACHMENT II:

**SEED SCHOOL OF MARYLAND'S END OF YEAR
PROGRESS REPORT
FOR THE 2010-2011 SCHOOL YEAR**

End of the Year Report for The SEED School of Maryland

2010-2011 School Year

OVERVIEW

The SEED School of Maryland had a successful year, as the institution continued to grow and reached a number of significant milestones. Most importantly, the school completed its middle school growth and will be having our first high school class in the fall of 2011. That class, which began at the SEED School of Maryland in 2008 with an entering cohort of 80 sixth grade students, is poised to graduate from the SEED School in 2015. The school has retained roughly 80% of the entering class, which is a very strong rate relative to other middle school boarding schools (including the SEED School of Washington, DC's middle school cohorts). Staff retention remains high, and we are excited to add to the strength of our faculty each year. Our increased student outreach across the state has also had an impact, and we are proud that 19 of the 24 counties in the state of Maryland will be represented at our school next year.

The campus also continues to grow, with the school adding its second dormitory and renovating space in the existing buildings for a full cafeteria and gym. We are eager to finish the rest of the renovation and hope that a positive economic climate will give the school the lift to fund the rest of the work. The SEED School will finish another year in strong financial shape: we have been able to finish each year with a positive net income and have strengthened our balance sheet each year. Private fundraising has augmented the public funds that we receive, and the school continues on track to become financially sustainable once reaching the 400-student capacity in September 2013.

The board of the school continues to take a proactive role in ensuring the growth of the school, led by chair Jack Laporte and vice-chair Craig Thompson. The board is excited to announce the arrival of SEED's new Head of School, Dr. Khalek Kirkland. Dr. Kirkland was principal of Ronald Edmonds Learning Center – a public middle school in Brooklyn – for 7 years, and has spent the past year at the NY City Dept of Education. He has been an education leader focused on improving student and faculty performance for many years, having led teams and seen first-hand schools that make great progress. The board and SEED community have the utmost faith in Dr. Kirkland's ability to lead the SEED School going forward and have already been impressed by his work since he began in early June.

Although SEED did not make AYP, we showed slight growth in all areas, with the exception of special education ELA. The AYP proficiency requirements rise every year, but our incoming students arrive each year with no higher levels of proficiency. Therefore, we knew that meeting AYP would be very difficult. Regardless of these challenges, we want our students to demonstrate more significant growth. To address these results, SEED is implementing an academic performance improvement plan at the start of the 2011 – 2012 school year that includes, but is not limited to: professional development for our teachers, an increased number of student assessments throughout the year, a longer tutoring program, a more rigorous homework support through our student life program, and weekly progress reports for our SEED parents. Through this plan, the hard work of our faculty, and Dr. Kirkland's leadership, we aim to improve significantly on student outcomes and build on the SEED School's early successes.

SECTION 1. Yearly Benchmarks of Performance

The SEED MD Students

The SEED School of Maryland student body consisted of 240 students representative of thirteen Maryland counties. Sixty-six (28% of the total population) were students returning for the eighth grade indicating a 100% level of re-enrollment for the Class of 2015. Ninety one (37% of the total population) were students of the Class of 2016 re-enrolling in grade seven at the rate of 100% returning. Eighty three students (35% of the total population) were selected in the public lottery that was held on May, 22, 2011 and elected to enroll as the Class of 2018. The student body is 96% African American, 2% Caucasian, and 2% Latino. Family data indicates that 91% of students have no immediate family member who has attended college, 75% are eligible for free or reduced meals, 80% reside with a single parent or with neither parent, and 31% have an incarcerated immediate family member.

Entering Students Snapshot for The SEED School of Maryland 2010-11 School Year

| County Representation | Male | Female | Total |
|-----------------------|------|--------|-------|
| Anne Arundel Co. | 6 | 3 | 9 |
| Baltimore City | 48 | 53 | 101 |
| Baltimore Co. | 11 | 17 | 28 |
| Dorchester Co. | 1 | - | 1 |
| Calvert Co. | - | 2 | 2 |
| Harford Co. | 1 | - | 1 |
| Howard Co. | 18 | 19 | 37 |
| Montgomery Co. | 4 | 4 | 8 |
| Prince George's Co. | 25 | 23 | 48 |
| Queen Anne's Co. | 1 | - | 1 |
| St. Mary's Co. | 1 | 1 | 2 |
| Somerset Co. | 1 | - | 1 |
| Washington Co. | 1 | - | 1 |
| <i>Total</i> | 118 | 122 | 240 |

| Ethnicity | Male | Female | Total |
|------------------|------|--------|-------|
| African-American | 115 | 117 | 232 |
| Hispanic | 2 | 2 | 4 |
| Caucasian | 2 | 2 | 4 |
| | | | 240 |

| Special Education Services | Male | Female | Total |
|----------------------------|------|--------|-------|
| IEP | 14 | 9 | 23 |

11% of the student population receives SPED services.

| | | | |
|---------------------|------|--------|--------------|
| Enrollment by Grade | Male | Female | <i>Total</i> |
| MS 1 | 41 | 42 | 83 |
| MS 2 | 44 | 47 | 91 |
| MS 3 | 34 | 32 | 66 |
| | | | 240 |

State Assessments - Annual State Testing

2011 Annual Yearly Progress Report

| Subject Title | Subgroup Title | Prof Pct | Test Takers | Part Count | Part Rate | Part Status | Proficiency Status | School Status |
|---------------|---------------------------|----------|-------------|------------|-----------|-------------|--------------------|---------------|
| Reading | All Students | 75.1 | 213 | 213 | 100 | Met | Not Met | Not Met |
| Reading | Black or African American | 75.1 | 205 | 205 | 100 | Met | Not Met | Not Met |
| Reading | Hispanic of Any Race | 80 | 5 | 5 | 83 | na | Met | Not Met |
| Reading | White | 66.7 | 3 | 3 | 100 | na | na | Not Met |
| Reading | FARMS | 75.2 | 141 | 141 | 99 | Met | Not Met | Not Met |
| Reading | Special Education | 42.1 | 19 | 19 | 100 | na | Not Met | Not Met |
| Math | All Students | 55.7 | 212 | 212 | 99 | Met | Not Met | Not Met |
| Math | Black or African American | 56.1 | 205 | 205 | 100 | Met | Not Met | Not Met |
| Math | Hispanic of Any Race | 40 | 5 | 5 | 83 | na | Met | Not Met |
| Math | White | 50 | 2 | 2 | 67 | na | na | Not Met |
| Math | FARMS | 60.7 | 140 | 140 | 99 | Met | Not Met | Not Met |
| Math | Special Education | 36.8 | 19 | 19 | 100 | na | Not Met | Not Met |
| Attendance | All Students | 94.4 | 252 | | | | Met | Not Met |

High School Assessment

We have not yet received data from the High School Assessment

Academic Outcomes

Reading

The SEED School administered the Qualitative Reading Inventory (QRI) assessment twice during the past year. The data indicated the following results:

Grade 6

| | | | |
|----------|----------|---------|----------|
| 3 levels | 2 levels | 1 level | 0 levels |
| 1% | 5% | 66% | 28%* |

*of the students that did not show an improved level, 50% are reading on the upper middle school to high school level.

Grade 7

| | | | |
|------------------------|----------|---------|----------|
| Grade Levels Increased | 2 levels | 1 level | 0 levels |
| %of Students | 7% | 37% | 56%* |

* of the students that did not show an improved level, 94% are reading on the upper middle school to high school level.

Grade 8

| | | | |
|------------------------|----------|---------|----------|
| Grade Levels Increased | 2 levels | 1 level | 0 levels |
| %of Students | - | 4% | 96%* |

*of the students that did not show progress all of them are reading at a high school instructional level

Mathematics

This year SEED administered two assessments to track student achievement in mathematics. The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) was administered to all students in May of 2011. This assessment will be administered annually and allow for SEED to track student progress and

measure growth from one year to the next. SEED, in partnership with Sylvan Learning, also administered a math assessment to identify students in need of math intervention. As a result of this assessment, 100 students were identified to be working one to two levels below grade level. These students participate in a Sylvan program and made an average of 1.0 years growth in 10 weeks. In addition, 55 students were identified as working two or more grade levels below. Those students participated in tutoring for the last 10 weeks of the school year. Finally, SEED administered three benchmark assessments throughout the school year. Data from each benchmark was analyzed by an outside data consultant and shared with staff. Instructional modifications were made based on the results of those assessments.

Attendance – Target is 95% tracked monthly and annually.

SEED MD achieved the target and recorded an average daily attendance rate of 95%.

Student Attrition and Re-Enrollment – monthly and annually. Target is 85% student re-enrollment annually.

SEED exceeded the target of 85% re-enrollment as 100% of students in grades eight and seven re-enrolled in SEED MD for the 2010-2011 school year.

Enrollment – Serve up to capacity and meet projected enrollment targets annually.

Two hundred forty students in grades six, seven, and eight were enrolled throughout the year. Immediately following a student vacancy on campus, a new student from the waiting list is invited to enroll at SEED in order to maintain and serve the maximum number of students allowable for the year. Following the April 1st deadline for new student enrollment, 98% of students remained enrolled while three students, 2% of the population, withdrew from the school finalizing the end of the year enrollment at 237 students.

SECTION 2. Other Benchmarks

The SEED School of Maryland addressed a number of benchmarks per its Contract. Below is a subset of benchmarks on which SEED MD was asked to provide information/updates to MSDE.

- **Staff.** Attrition. Steps towards hiring of new staff for the 2010--2011 school year, including both replacement staff and expansion staff. Standards used to hire Staff must meet or exceed the requirements of No Child Left Behind (“NCLB”), as applicable , and the certification requirements set forth in COMAR 13A.12, as applicable.

During the 2010-2011 school year a total of 91 staff members made up the SEED Maryland team; 43 in student life, 27 in academics, 8 in student support, 9 in administration and 4 in office support. Our staff is 61% African American, 33% White, and 6% Latino. All of the academic staff members have a degree. Thirty one new positions were added to the SEED staff for the 2010-2011 year in order to meet the needs of the expanded population. Eighty-seven percent, 87%, of the current staff will be returning to SEED for the 2011-2012 school year. New staff members have been recruited through various methods including attending career fairs, publishing positions on our website with teacher recruitment agencies, and an effective word of mouth referral system. Seventeen new positions will be added for the 2011-2012 school year as well as hiring for the 13% staff vacancies. As of this report, 71% of all new positions have been hired or are currently pending offers. One hundred percent of our core academic subject area teachers meet the certification and qualifications for achieving the Highly Qualified status and 100% of our student support team also meets requirements for the Highly Qualified status designation.

- **Outreach.** Update to MSDE on SEED's outreach to local school systems for the 2010-2011 recruitment of SEED students by LEA.

During the 2010-2011 recruiting season for the class of 2018, SEED continued its efforts to provide increased opportunities for students from across the state to participate in the enrollment process. A variety of successful strategies were utilized to inform families from across the state about the SEED Maryland program. As a result, enrollment for the 2011-2012 school year will have student representation from 19 counties and local school districts. Information sessions were held in twelve counties at schools, recreation centers, and other available venues. SEED recruitment team members were assigned to targeted counties and identified Title I schools within the target counties and visited school principals, counselors, and other staff members sharing information about SEED. Two information sessions for statewide school personnel only were held and well attended by school counselors, teachers, and administrators from across the state. These sessions strategically targeted the counties who had little or no representation and who were in close proximity to our school in Baltimore. In January, 2011, SEED appeared before the Maryland State Board of Education and was granted approval of the Underrepresented County Enrollment Policy adopted for the 2010-2011 recruiting season. The new policy allows SEED to reserve two set aside seats in the lottery for every county that has an underrepresented (less than three students) enrolled student population at SEED. All counties that have representation continued to have one set aside seat in the lottery. We received well over 400 requests for information packets and applications for 2010-2011 school year. Bilingual applications were made available and a Spanish translator was on hand to participate in presentation with high Latino populations. SEED initiated a Spanish Information Hotline where Latino families could call and receive information in Spanish, leave questions, and receive a call and answer in Spanish. We created a small cadre of student recruiters who presented at the information events, school visits, and connected with both parents and students alike. We also utilized current SEED parents in information events to share their perspective and thoughts about SEED. We continued our campus information sessions occurring the 1st Tuesday and 3rd Saturday of the month from November through April. These sessions allowed interested families to visit and tour our campus, hear about the school, and receive information and materials related to the application and selection process. SEED parents, student recruiters, and staff participated in the scheduled information sessions on campus.

Application review process: A variety of the school staff volunteered to serve on the school's application review committee. This committee was responsible for reviewing prospective student applications for eligibility and entrance into the lottery. An initial training was held for all committee

volunteers related to the application review process and required elements and documentation. Representatives from the Maryland Department of Education (MSDE) also volunteered to serve on the committee to provide additional expertise, guidance, and support. We received 195 applications and after screening by members of the review committee, 155 were found to be eligible for entrance into the selection lottery. Screening included a review of accompanying documentation, verification of data, and checking for proof of identified eligibility criteria.

Lottery All students approved and identified as eligible for the lottery were placed into the lottery held on May 21, 2011 in the Modell Academic Center gymnasium on the SEED campus. This was the first time SEED held a lottery on its own campus. At the lottery, student numbers were randomly drawn as the order of preference for enrollment in to the SEED School. Individual county lotteries were held first for each county that had at least one applicant in order to select the one set aside seat per county. All remaining applicants were then entered into the general lottery. All numbers were drawn and the first 76 students, 38 boys, 38 girls, were placed on the enrollment list. Thirty-two additional students, 16 boys, 16 girls, were then identified as priority wait list students, and the remaining applicants were placed on the general waitlist in the order of their number selection.

Snapshot of The SEED School of Maryland Incoming Class of 2018

**This snapshot represents the 76 students selected in the 4th annual enrollment lottery as of May 2 , 2011 for the 2011-2012 school year.*

| County Representation | Male | Female | Total |
|------------------------------|-------------|---------------|--------------|
| Anne Arundel | 1 | 4 | 5 |
| Baltimore City | 8 | 14 | 22 |
| Baltimore County | 4 | 6 | 10 |
| Calvert | 2 | 1 | 3 |
| Carroll | 1 | - | 1 |
| Cecil | 1 | - | 1 |
| Charles | 1 | 1 | 2 |
| Frederick | 1 | - | 1 |
| Harford | 1 | 1 | 2 |
| Howard | 9 | 3 | 12 |

| County Representation | Male | Female | Total |
|------------------------------|-------------|---------------|--------------|
| Kent | - | 2 | 2 |
| Prince George's | 8 | 4 | 12 |
| Talbot | 1 | - | 1 |
| Wicomico | - | 2 | 2 |
| Total | 38 | 38 | 76 |

| Ethnicity | Male | Female | Percentage |
|------------------|-------------|---------------|-------------------|
| African-American | 30 | 34 | 85% |
| Hispanic | 4 | 4 | 11% |
| Caucasian | 4 | - | 6% |

Special Education Services

| | Male | Female | Percentage |
|-----|-------------|---------------|-------------------|
| IEP | 5 | 4 | 12% |

Enrollment

| | Male | Female | Total |
|------|-------------|---------------|--------------|
| MS 1 | 38 | 38 | 76 |

Orientation A mandatory parent orientation was held on June 11, 2011 for all parents of students on the enrollment and priority wait list. The orientation included several presentations lead by various SEED leaders focusing on topics of importance related to enrolling and attending SEED MD followed by a period of question and answer period by parents. On Sunday, June 19, 2011, 112 students arrived on campus for a week long orientation program. Students experienced a typical week of living on campus and attending classes. A variety of academic assessments were administered providing important data for planning for the Class of 2018. All students participated in a trip to Johns Hopkins University to highlight and reinforce the start of their journey to college at SEED MD. All current staff participated in the week long orientation.

- **Educational Program.** Update on the educational program in terms of its meeting or exceeding all State requirements including curriculum and instructional materials for the first year (6th grade) which are aligned with the Maryland Voluntary State Curriculum and which include the specific subjects set forth in COMAR 13A.04, as appropriate for sixth grade. Describe the educational services which provide intensive academic support for students entering SEED that are substantially below grade level .

The SEED instructional program continued to focus on providing quality instruction to all students in order to meet individual student needs and demands. SEED continued to utilize the Maryland State Curriculum and the Howard County Public Schools curriculum guides and materials. Our schedule for 2010-2011 was built on a five-70 minute period plan, including exploratory class period, a Targeted Intervention period in which students are in fluid groups to receive more focused support, enrichment, and assistance. All students were scheduled into daily mathematics, English/language arts, and alternating day science and social studies classes. Exploratory classes; physical education, African drumming and dance, art, and music, also meet on alternating days. All eighth grade students were enrolled in Spanish I and attended class on a daily basis. All students were also able to attend and participate in Coach Classes that were scheduled for a half hour each day with rotating subject days. 103 students identified as in need for more support in math were scheduled into the Sylvan *Ace It* learning program on campus that met four days a week for a ten week period prior to the MSA administration. In the spring, 57 students were identified as still needing mathematics support and who did not participate with Sylvan in the first sessions, were identified and participated in the Sylvan program until the end of the school year. On average, Sylvan students achieved an average growth of .7 years in Numbers and Operation and 1.1 years in Concepts and Applications. This growth was achieved in about 10 weeks.

Students received individual and group support in the dormitory during the hour and half study hall time that is scheduled, each evening during evening quiet time, and every morning during morning ready time.

Other instructional highlights for the 2010-2011 year:

- Students were grouped in single gender classes for their academic instructional programming. All staff received professional development on strategies for effective single gender groupings during the pre-service professional development days in August. Follow up professional development sessions were held for all staff on three remaining professional development days.
- All students in MS 3 were scheduled in Spanish I which with successful completion will earn them a high school foreign language graduation credit. Eleven students were enrolled in Algebra II after successfully passing Algebra I and the High School Assessment last year. All other MS 3 students were enrolled in Algebra I.
- Academic teams teaching either males or females were teamed with the related student life counselors/staff to form the program delivery team that is responsible for the growth and success of the students they serve. This enabled both academic and student life staff to be more focused on a limited number of students in order to provide a more cohesive 24 hour seamless support system.
- The Coalition of Essential Schools conducted a data collection process to gather information focusing on the level of questioning and rigor of instruction at SEED. The data was shared with staff and assisted staff in reflecting and improving their own instructional practices.
- All students utilized the Study Island program to reinforce math skills and concepts. An aggressive incentive program of individual and group competitions has been established to motivate students to log on at home and in the dorm. Overall, students attempted over 90,000 questions in reading, math, and science over the course of 4 months maintaining over 80% accuracy.

SEED instituted an independent Presentation of Learning requirement during this school year for all students. Students were required to create and present a POL based on the SEED Core Values, readings from their ELA class, and books read independently. Students worked on the project throughout the year

under the guidance and support of their advisors. All student then presented to panels of staff, parents and community members in May and June who reviewed the presentation, measured against a rubric, and gave feedback to each student.

2011-2012: The 2011-2012 instructional program is very similar to the 2010-2011 program replicating the same base master schedule and MSDE required courses for grades sixth through eighth. Modifications and adaptations to the instructional program will result from analysis of MSA data, other school administered assessment data, and teacher feedback and analysis. SEED will also be involved in the adaptation of the Maryland's new Core Curriculum Standards that have been adopted and will be implemented next year. SEED also will initiate its Upper School program with the entering ninth grade class. Careful attention has been given to the design and structure of the Upper School program to ensure compliance with MSDE and COMAR regulations related to high school requirements and graduation. Freshman students will take the following classes: Pre-AP English 9, Conceptual Physics, Spanish II, Geometry, Government (AP or standard was offered and all student s elected to take AP), and Technology.

Title 1: SEED became a Title I Schoolwide program school for the 2010-2011 school year. Schoolwide support and services were offered to all students throughout the year focused on improving reading and mathematics outcomes. Title I provided support for both an ELA and math curriculum specialist, an instructional assistant, and a Title I support teacher. Following the Title I Winter program review, more focus was initiated on increasing parent involvement in the Title I program. Technical assistance from the Title I office has proven very valuable to moving our Title I program forward. The Tile I Spring review indicated all required elements of the schoolwide Title program had been achieved.

The Special Education Program: Under the direction of our three special education educators, all SEED students that were identified as having a disability and an approved IEP, received services and support through an inclusive program in general education classrooms. The general education and special education teachers participate in collaborative planning for these students. Twenty one students received special education services and two students received speech/language therapy as a related service. SEED employs an outside agency to provide speech/language therapy on our campus. Ongoing technical assistance from the office of special education at MSDE has proven valuable in providing support for making necessary corrections in our special education program delivery and the development of our Special Education manual. As a result, SEED continues to improve the special education program on campus and is in compliance with all IDEA, MSDE, and special requirements.

- **Fundraising.** Consistent with Educational Article § 8-704(b)(3), provide written quarterly reports on fundraising efforts showing the capacity of the SEED School of Maryland and the Seed Foundation to finance and secure private funds for the development of a campus for the Public Boarding School.

As of the close of the fiscal year, June 30, 2011, we expect that The SEED School of Maryland will have raised **\$896,118**.

| | | |
|--|------------|-------------------|
| Total Funds Committed to Maryland School Operations | | \$ 896,118 |
| Foundations | \$ 274,550 | (31%) |
| Corporations | \$ 203,401 | (23%) |
| Individuals | \$ 418,167 | (46%) |

In addition, The SEED School of Maryland is nearing the successful completion of a \$30 million private capital fundraising campaign for the construction and renovation of key academic, administrative, and student life facilities.

- **Extra- curricular and co-curricular activities and programs** in support of student achievement .

Students participate in clubs and activities which are scheduled for one hour Monday through Thursday following the academic day. A menu of clubs is presented to students who then selected which one they wished to join for each club session. Club sessions changed every nine weeks based on student and staff interest, weather, and availability of facilities. Students participated in clubs such as cooking, chess, crochet, dance, yearbook, cheerleading, martial arts, track, basketball, softball, soccer, flag football, dance, arts and craft, physical conditioning, and homework assistance groups. Clubs and activities are led and supervised by members of the student life team. SEED participated in its first interscholastic sports league and competed against other schools within Baltimore City with the following teams; fall girls and boys soccer, winter boys basketball, winter girls volleyball, and spring girls soccer. The spring girls soccer team won the championship. The volleyball team placed second in the championship tournament.

SEED also became a member of the Baltimore Urban Debate League and competed with many schools within Baltimore City. The team was selected to compete in the championship tournament in its first year of existence. Off campus events were also part of the evening program for SEED students. Students participated in trips to Bowie State University, Towson University, Morgan State University, The *Nutcracker* ballet, Enoch Pratt Library Kwanzaa celebration, Northbay Environmental Camp, Shepherd University, Reginald Lewis African American Museum, UMBC Midday Madness and Georgetown University. The 8th grade travelled to Atlanta, Georgia for a college trip. The students toured Morehouse College, Spelman College, Atlanta Clark University, Georgia State University and Georgia Institute of Technology.

- **Student Support Services** which address the medical, physical, social, emotional, and behavioral health needs of students.

Members of the Student Support Team provided a variety of services to students on campus in order to meet their medical, social, emotional and behavioral needs. The team is comprised of a director, two school counselors, a mental health counselor, a school psychologist, and two nurses, one registered nurse and one licensed practical nurse. The team provided services such as individual mental health counseling sessions, group counseling sessions, parent support group sessions, classroom guidance classes, in-dorm workshops, staff consultations, staff professional development, medical care and assistance, wellness and preventive activities and services, college guidance programming, peer mediation programming, mentoring, and coordination with outside health and mental health agencies. Our entire staff was trained in Mariposa Child-Success Program, an initiative that broadened the skill set of social-emotional competencies. Student Support Team members provided informal and formal counseling sessions throughout the 24 hour timeframe. SST programming often began at breakfast with students who needed specialized activities to prepare for the school day and concluded at bedtime to address lingering anxieties and concerns of students who could not fall asleep. Most of the issues counselors addressed were those that revolved around adjustment issues, anxiety, peer relationships, depression, trauma, grief, homesickness, family concerns, emotional regulation, academic organization, test-taking skills and

anxiety reduction, and relaxation/coping skill development. The Student Support Team worked with 100% of the students enrolled in SEED. This year, extra attention and support was given to those students who exited out of SEED, in an effort to ensure a healthy transition to the students next placement. We provided space for community mental health agencies to provide individual and family counseling to students and families that requested such services. We had over 30 students utilize the services of our outside agencies, for psychological assessments, mental health counseling, and case management. The nursing team reviewed all student health records for required immunizations, provided on-going health assistance to students and families, administered medications as required, connected with local health agencies, and provided input on individual student cases and needs.

• **Community Involvement**

Parent Organization The SEED Maryland PTO continues to grow and provide services to our parents, students, and staff. The organization increased its membership and participation during the 2010-2011 school year. Monthly meetings were held on Fridays or Sundays to review issues and topics, provide updates and information to families, and increase participation in the total school program. The PTO sponsored a Book Fair, held three fundraisers, sponsored two school dances for students, and participated in many recruiting information sessions on and off of campus. Members of the PTO were selected to serve on the parent head of school search team and meet and interviewed finalists for the position. A member of the PTO was selected in June to become a member of the SEED Maryland Board of Trustees.

Community Partnerships During the 2010-2011, a variety of both long term and short term partnerships were developed. SEED MD benefited from partnerships with many outside organizations.

Highlights included:

- Junior Achievement provided SEED MD with a financial literacy curriculum and scholarships for a day at Biztown. Biztown is the JA center where students learn about the interconnectedness of the local economy.
- Students from University of Maryland, Baltimore County and Morgan State University have partnered and worked with students at SEED.
- Towson University Swimming and Diving Team partnered with SEED in the College Buddy Program.
- The University of Texas El Paso's president, Dr. Diana Natalicio, and Dr. Richard Daniel, Assistant V.P. of Alumni & Constituent Relations, visited campus and addressed the entire school to share information about UTEP and reiterate the message of doing well in school so that doors of opportunity would open in the future. Shortly thereafter she spent more intimate time with the 6th grade girls who make up the UTEP House and had a great discussion around careers and goals to reach. The UTEP Alumni & Constituent Relations and the Residence Life departments provided much in-kind support to the UTEP house throughout the year. Further discussions will be had with UTEP representatives to grow and sustain a partnership that leads to opportunities for SEED students and UTEP students and alumni alike.
- Coppin State University will send student teachers and support from other departments to work with staff and students.
- University of Maryland School of Medicine partnered with SEED for the First Class Athletes Focus on Health and Wellness program. First year medical students teamed with us to deliver and develop nutrition program for our athletes.

- Stevenson University provided student teachers in the classrooms.
- Ed Reed Foundation sponsored an ED REED day, which is an event focused around health and wellness.
- Sylvan Learning Math Enrichment provided a Sylvan Center on campus, assessed the students and tutored services in math. Sylvan also provided targeted intervention services in the spring. This program will continue in new school year.
- Smithsonian Latino Center - SEED was selected as a pilot site to the Latino Virtual Museum (LVM) in Second Life. As one of the local, signature pilot-school test sites, we will work with the Director of New Media and team to develop and participate in engaging immersive e-learning activities in LVM using various emerging technologies. SEED agrees to participate in activities for educational enrichment by allowing select SEED teachers and students to participate in immersive e-learning activities in LVM on an as needed basis and will provide written and verbal feedback after each of the activities;
- Parks and People Foundation was a partner to our athletic program. They provided uniforms, equipment and transportation for our soccer and volleyball teams.
- Font Hill Community Association provided Thanksgiving baskets to our families in need and invited us to their youth festival where we addressed the neighborhood about SEED.
- Coalition of Residential Education (CORE) is a national network of residential school across the country. Through our membership, we are able to access to expertise through webinars, conference, queries and Care Standards. Work is underway on our Student Life Certification program because of CORE. James Turner is a member of the CORE board.
- Guided Visions Counseling Center provides on-site counseling services for our student body.
- Villa Maria School-based Mental Health Services provides on-site counseling services for our student body.
- Mariposa Child-Success Program provided training for SEED approach to working with students. Week long training and mid-year check in and ongoing support.
- Maryland Leadership Workshop provided leadership training for students.
- ConnectEDU provided comprehensive online products to assist the students, parents, counselors, teachers and administrators with managing the college planning process.
- Higher Learning provided international travel and local summer opportunities to students focused on experiential education. The program's active, hands-on approach moves youth of color beyond the familiar both locally and globally in order to nurture a desire for life-long learning.
- Farm and Wilderness Organization with the help of a donor provided a summer camp for girls ages 9-14, emphasizing self-reliance, empowerment and valuable skills for young women in Vermont.
- Hidden Valley Camps provided scholarships for a student to attend an international summer camp focused on acceptance, freedom, responsibility, creativity in rural Maine.
- Three Baltimore Ravens players have provided in-kind donations to our students.
- Alpha Kappa Alpha has become a valued partner with the SEED community. Their Emerging Young Leaders Program is at the SEED School of Maryland.
- Omega Psi Phi Fraternity has partnered with the SEED school for activities such as student check in, Read Across America and the end of the year summer send off cook out.

Many community based organizations have assisted in dissemination of recruitment materials including The Latin American Youth Center, EBLO (Education Based Latino Outreach) The Public Justice Center, and Big Brothers Big Sisters of Central Maryland.

SEED MD provided transportation for approximately 50% of our students. To do so, the school partnered with an organization which could provide safe and convenient drop off points for families.

Students were enrolled and participated in activities at the host centers. These included the several YMCA's, PAL Centre of Baltimore County, Liberty Recreation Center, Boys & Girls Clubs of Southern Maryland and Washington County.

• Survey Data

Satisfaction surveys were administered to parents, students and staff at the conclusion of the 2010-2011 school year. Each survey focused on the areas of School Environment, Academic Program and Student Life Program. The number of questions per survey ranged from twenty-five to thirty. Please note that in the general findings below, Strongly Agree and Agree are positive affirmations.

General findings:

Parents (14 submissions = 6%)

With only a 6% response rate, the data analysis is a limited reflection. All parents received the survey in paper form and had the option of completing the survey online through survey monkey.

- 50% of the surveys were received from eighth grade parents, 21% from 7th grade parents and 7% from 6th grade parents.
- The parent surveys indicated over a 70% response in Strongly Agree and Agree to every question.

Students (106 submissions = 45%)

Students were asked to complete the survey online during their study hall time. Students were not required to complete a survey.

- 35% of the surveys were completed by 7th graders and 48% of the surveys were completed by 6th graders. Surveys were not submitted by eighth graders.
- 61% of the responses received were Strongly Agree and Agree to every question.

Staff (67 submissions = 74%)

Staff completed the survey online during the staff professional development week in June. The staff survey focused on the area of Leadership in addition to the other four areas..

- 49% of the responses received were Strongly Agree and Agree.

Detailed data by survey is available by request.

SECTION 3. Administrative and Management Services

- **Management and professional development of all personnel**

Management and supervision of all staff is conducted throughout the 24 hour school environment. All supervisors and managers have worked with their director to develop successful management plans. All

staff developed SMART goals for the 2010-2011 and were held accountable for achieving their targets and goals. All staff received an end of the year evaluation from their direct manager with the approval of their director.

Professional development opportunities had been utilized to provide support and new learning for all staff on topics identified by the staff and administration. It had also been utilized for all teams to meet together and review every student's progress and create action plans to maximize student success. One joint meeting time was scheduled at the conclusion of each quarter for teams to meet in order to discuss student progress and growth. Professional development activities included:

- Mariposa Collaborative Problem solving Training – August 16, 17, 18 – All staff
- Mariposa Follow Up and Booster Session – September 23 – All staff
- Single Gender Strategies Training – August 13 – All staff
- Single Gender Training follow Up – September 24 – All staff
- Single Gender Training Follow up – February, 2011 – All staff
- Technology Utilization – August 17 – All staff
- Service Learning – August 18 – Academic Team and Student Life
- Urban Youth Development – August 10 – All staff
- Child Abuse Reporting Requirements – September – All staff
- Utilization of MSDE K-12 website – All academic team
- Scantron Achievement Series Training - October 21, 2011
- SLICE – Coalition of Essential Schools – October 25 and January 13 - All academic team
- READ 180 Utilization Training-August and January Selected academic team
- Accelerated Math Program Training - Selected academic team
- Study Island Program Training – December 16 – Academic/Student Support Teams
- Study Island Program Training – January 3, 2011 – Student Life Team
- De-escalation Techniques – October 4 – Student Life Team
- Differentiation of Instruction – March 25– Academic Team
- Working with Emotionally Challenging Youth-March 25, 2011
- Quarterly Student Focused Joint Meeting between academic and student life staff – September 23, January 14, March 25, June 16
- Junior Great Books Training - June 1, 2011

Quarterly sessions are spent as a total staff reviewing each individual student and sharing perspectives and insights from across the campus. Bi-monthly hour long all staff meetings allow professional development to continue and be reinforced, done in a mini-lesson format. Bi-monthly divisional meetings allow for more job alike focused professional development sessions and training.

- **Operation and maintenance of the school facility**

The current facilities meet the requirements as stated in COMAR and are currently being managed to meet the high demands and expectations of our school community. The existing dormitory was cleaned, repairs made where necessary, and freshly painted in preparation for the incoming class. On January 2, 2011, following winter break, all of the boys moved into the newly completed Dorm B while the ladies moved back into Dorm A. The transition was smooth and well organized. On January 3, 2011, SEED gained occupancy to the gym on the renovated section of level four of the academic center. All staff were trained on the protocols of using the gym during professional development sessions on January 13, 2011.

Physical education classes and student life evening activities in the gym began on January 18th. On March 1, 2011, SEED took occupancy of the new dining hall and state of the art kitchen. Our food service provider worked closely with local agencies to meet all the requirements and received permits and inspections necessary to utilize the facility. In the spring, a naming ceremony was held to dedicate the Patricia and Arthur Modell Academic Building and the Jeanette and Harry Weinberg Hall (previously Dorm A-girls dorm).

- **Administration of all aspects of the Public Boarding School**
 - Seven of the eight members of the senior leadership team returned to SEED for the 2010-2011 school year providing stable and consistent leadership to the school community. A new Director of Academics was hired in July, 2010 and has proven to be a great asset to SEED. A Director of Program, now Director of Student Affairs, position was added in July to oversee and coordinate the implementation of a uniform 24 hour learning program. The SEED Board of Trustees launched a nationwide search in October for the head of school position and created and developed a detailed search and hiring process. The search process involved all members of the school community and a new head of school was selected in February, 2011. A detailed and extensive transition plan was developed and implemented in order to provide a smooth and effective transition to the new head of school. The new head of school started full time on June 11, 2011.
- **Oversight of health services**
 - SEED MD employs two full time nurses, one a Registered nurse and one Licensed Practical nurse, to provide needed medical care and health services as required by state and federal law. One nurse resides on campus is always on call to assist students in need of medical attention as needed. Select staff received CPR and first aid training as part of their orientation and induction to SEED. Our partnership with St. Agnes Hospital continues to provide urgent care for students with critical medical issues. SEED also participate in Baltimore City's visiting mobile dentist lab which provided dental services to twelve SEED students on campus.
- **Transportation of eligible students, subject to the plan established under Contract Section 4.2**
 - A comprehensive Student Transportation Plan has been submitted and approved by MSDE and is currently in place to provide transportation options for SEED MD families. We have again worked in conjunction with Anne Arundel Public Schools in utilizing a transportation company that is associated with the school system to insure vehicle safety and proper driver training and licensure. Student pick up and drop off points have been strategically selected and positioned in order to provide students with supervision and a safe place to wait for their families. Partnerships with local Boy's and Girl's Clubs, Y Centers, Pal Centers, and others enable SEED to utilize their facilities for student collection and pick up areas.
- **Measures designed to ensure the safety and security of the students and staff.**
 - Full time security is on campus 24 hours, seven days a week with increased security presence Sunday through Friday. The campus is secure with fencing and the main entrance gate is only accessible with a SEED MD access card or with approval from

school security. The campus is also surrounded with multiple security cameras that are monitored by the security guards and record the events of the day and night. Doors to all building are only accessible with SEED MD access cards and the dorm also has internal security doors that are SEED MD access card only. SEED MD conducts monthly emergency drills during both the academic and student life times. All drills are reported as necessary and have been approved by City of Baltimore Fire Marshalls and Inspectors.

- **Food services**

- SEED MD provided healthy and nutritious meals and snacks to students. SEED MD participates in the federal meals program for breakfast and lunch meals and the afternoon snack program and utilizes an approved minority food service vendor. MSDE food service personnel have visited the school, offered suggestions, and approved our food service program. The new kitchen and dining facilities have enabled SEED to contract with a vendor to perform all preparation, cooking, and serving responsibilities on campus and has resulted in improved food service performance. The new facility provides students with meal choice, salad bar, soup bar, and unlimited milk service. In addition, with the addition of the dishwashing facility, SEED has reduced its reliance on paper and disposal products.

- **Residential student life program, including qualified boarding personnel.**

- The student life program operates from 4 PM to 8 AM each day. There are 43 staff members who supervise and interact with 10 to 14 students during awake hours. The rationale is 1.5 staff to 1 to 14 students during the day and 1 to 20-24 students during the overnight hours. All staff working with students during the awake hours have college degrees and some have graduate degrees. Degrees are in the field of social work, psychology, counseling and other personal development areas. Overnight staff have had some college (at least an AA) degree although the majority of them have a bachelor's degrees or higher. Additionally, much of the staff have had experience working in residential facilities and, therefore, come to the SEED school with a wealth of knowledge.
- Students are placed in houses which are named after colleges. Students learn about the various colleges from staff members who attended them. Houses are also set up with banners and other items of the represented college.
- During the evening hours, activities included clubs for social interaction. Students could participate in sports activities or a chess club, cooking classes, dance, arts and crafts, stock market club or even community involvement. Students were able to participate in this activity for 60 minutes a day and rotated their club every 12 weeks in order to be exposed to a wide variety of activities. Students were also able to interact with students that are not in their house during this time.
- Study hall was ninety minutes per night. During this time students completed their home assignments, practice on study island, read or played educational games. They were not allowed to participate in any activities that were non educational during this time. Students were encouraged to read during free time and often used this time to read books for their presentations of learning
- Character education classes were held nightly. There are eight core values on the SEED campus-integrity, perseverance, compassion, empathy, self-discipline, self determination, respect and responsibility. Students focused on a core value for a four week period and participated in activities and group discussions. Students took a pre and a post test to

determine how much knowledge was gained during this time. Additionally, eighth graders participated in life skills classes during the character education time. Students participated weekly in the committee for accountability. This was created to give students a time to discuss disagreements with one another in a safe space.

- There were special activities throughout the year. There was an Emerging Young Leaders Program with Alpha Kappa Alpha, parent pot lucks held for each house, Read Across America and a host of other activities sponsored by the PTO. Additionally, there was a summer send off with Omega Psi Phi Fraternity and Alpha Kappa Alpha Sorority Inc.

Much of this information is periodically updated in other reports submitted to MSDE. Please see these reports for this and further information regarding administrative and management services.