



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** September 24, 2013  
**SUBJECT:** Update from the SEED School of Maryland

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**PURPOSE:**

The Maryland Code Annotated, Education Article § 8-701 *et seq.* authorized the Maryland State Department of Education (MSDE) to contract with a qualified operator to establish a *Public Residential Boarding Education Program* for at-risk youth. The public boarding school was charged with serving disadvantaged, at-risk youth in grades 6-12. SEED's website states, "The SEED School of Maryland is a statewide, college-preparatory, public boarding school. SEED presents deserving students from across the state with an extraordinary opportunity to receive a tuition-free education that prepares them for success in college and beyond." [www.seedschoolmd.org](http://www.seedschoolmd.org)

All students enter SEED as sixth graders. To date each entering 6<sup>th</sup> grade cohort has include 80 or more students. The SEED School of Maryland opened in 2008 with 80 sixth grade students and is now entering Year Six of operations. For the 2013-2014 school year SEED MD will serve up to 400 students in grades 6 to 11 from 14 Maryland school systems. The first senior class will graduate from SEED high school in 2015. This August students and staff moved into the Modell Academic Center, which had been an unoccupied Baltimore City high school prior to extensive renovations by SEED.

The initial contract for the first five years of the school's operations was between the Department, the SEED Foundation, and the SEED School of Maryland, Inc. The contract was renewed for five years by the parties and approved by the Board of Public Works in July 2013. Provisions included updating reporting requirements for the school and developing the SEED School Performance Accountability Plan.

**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.

**Exhibit 1** reports the enrollment, grade level, and General Fund and local contribution projections for SEED MD through 2015. The last column showing the local contribution reports the total amount of Per Pupil Expenditures (PPE) received from each local school system (LSS) per domiciled student attending SEED MD. SEED MD receives approximately \$38,000 per student (includes Title I funds). This represents an allocation for the instructional program of approximately \$11,000 for each student that is based on 85% of the state and local per pupil expenditure from the sending school system. An additional \$25,000 plus an inflation factor per student in State General Funds is allocated to support other costs, including transportation, administration, and boarding.

**Exhibit 1.**

**Public Funds – SEED School of Maryland**

SCHOOL YEAR	GRADES SERVED	9/30 ENROLLMENT	GENERAL FUND \$ PROJECTIONS	Total Per Pupil Expenditures to SEED from LEAs
2007-2008	Planning Year	--	--	--
2008-2009	6 only	80	2,000,000 (actual)	795,946
2009-2010	6 & 7	160	4,000,000 (actual)	1,677,862
2010-2011	6, 7, & 8	240	6,000,000 (actual)	2,547,582
2011-2012	6, 7, 8 & 9	308	7,700,000 (actual)	3,308,984
2012-2013	6, 7, 8, 9 & 10	Up to 388	9,700,000 (actual)	4,192,349
2013-2014	6,7,8,9,10 & 11	Up to 400	10,000,000 (+ Inflation factor)	4,500,000*
2014-2015 1 <sup>st</sup> Graduation	6 to 12	Up to 400	10,000,000 (+ inflation factor)	

\*\* Estimated. Actual 2013-2014 expenditures by local school systems to be finalized in the winter 2014

**EXECUTIVE SUMMARY:**

SEED Maryland is charged with periodic reporting to the Maryland State Board of Education. Over the course of each school year, the contract stipulates certain deliverables as well as requires semi-annual progress reports to the State Board. The Board has requested an update from the SEED School of Maryland on how the school is progressing in its sixth year under contract to Maryland. **Exhibit 2** reports preliminary enrollment for the 2013-2014 School Year by sending school system and by grade level for the current school year. Enrollment will be official after the annual September 30<sup>th</sup> count.

**Exhibit 2. Preliminary Enrollment 2013-2014 SY \*\***

<i>County</i>	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	N=Enrolled Students
<i>Anne Arundel</i>	7	3	5		3	1	19
<i>Baltimore City</i>	33	41	27	34	21	10	166
<i>Baltimore Co.</i>	18	15	9	9	8	3	62
<i>Calvert</i>	2	1	2				5
<i>Frederick</i>	1						1
<i>Harford</i>							
<i>Howard</i>	7	4	13	11	1	2	38
<i>Kent</i>	1	1	1				3
<i>Montgomery</i>		3		2	1		6
<i>P. George's</i>	18	25	15	14	11	11	94
<i>Queen Anne's</i>		1					1
<i>St. Mary's</i>				1	1		2
<i>Washington</i>						1	1
<i>Wicomico</i>		2					2
<b>TOTAL</b>	87	96	72	71	46	28	400

\*\* Highlighted LEAs have the highest numbers of SEED-enrolled students.

Additional materials provided include the following:

- **Attachment I** reports student performance in reading and mathematics on the Maryland School Assessment (MSA) for All students in 2012 and 2013 for grades 6, 7, and 8. Subgroup performance is reported for 2013. [www.mdereportcard.org](http://www.mdereportcard.org)
- **Attachment II** is a copy of the *End of Year Progress Report for the 2012-2013 School Year* submitted by the school.
- **Attachment III** reports results of SEED students' Advanced Placement exams for 2013.

The SEED School of Maryland's leadership team expected to present includes: Dr. Khalek Kirkland, Head of School; Jallon Croskey, Director of Academics, and Pyper Davis, the SEED Foundation and Board of Trustees.

**ACTION:**

For information only.

LML/rsf

Attachments

## ATTACHMENT I

### The SEED School of Maryland

#### Maryland School Assessment (MSA) Performance In Reading and Math

- *All Students* in Grades 6, 7, 8 in 2012 and 2013
- *Subgroup Performance in 2013*
  - African American
  - FARMS
  - Special Education

Source: [www.mdreportcard.org](http://www.mdreportcard.org) as of 9/10/13

The SEED School of Maryland - The Seed School of Maryland  
**SCHOOL PROGRESS**

[Overview](#) [Reading Proficiency](#) [Reading Participation](#) [Math. Proficiency](#) [Math. Participation](#) [Attendance](#)

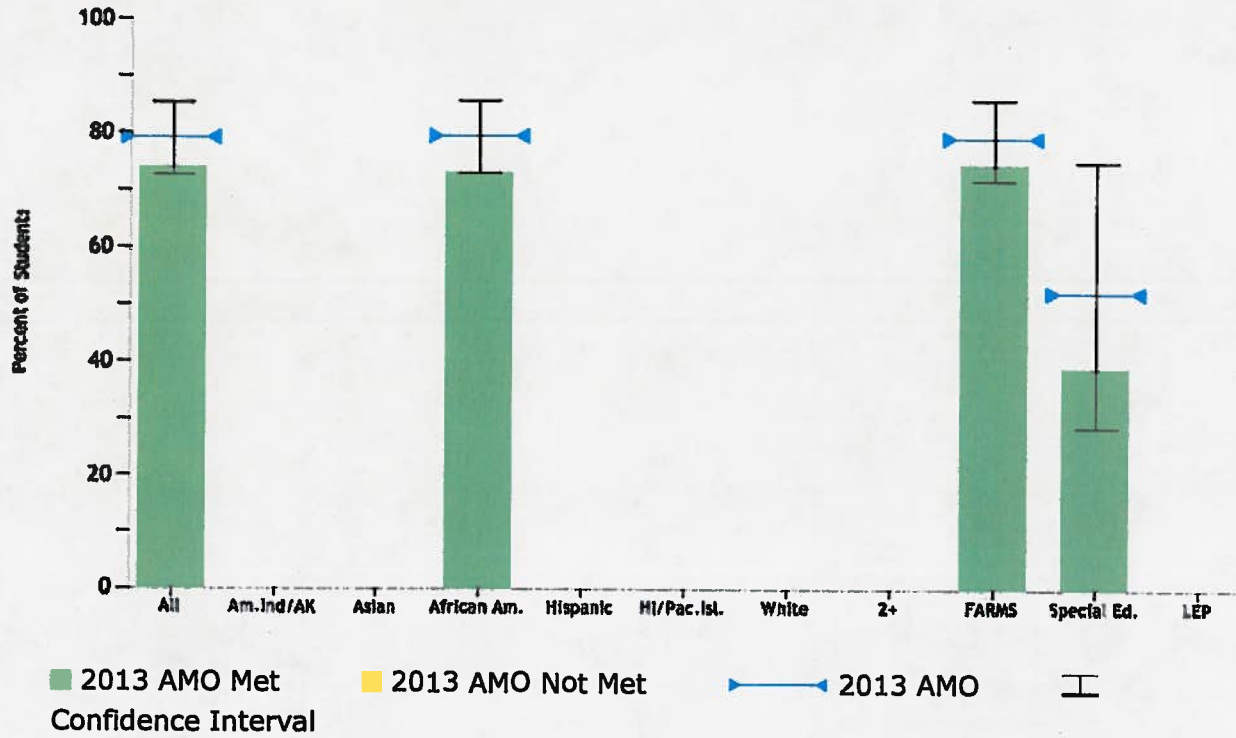
**Select Your Results:**

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Current AMO ▾

Sort by Subgroups ▾









**2013 School Progress Reading Proficiency**



**2013 School Progress Reading Proficiency**

[View All Details »](#)  
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	Percent Proficient	Number Proficient	Test Takers	AMO	Confidence Interval
<b>2013 All Students</b>	73.9	209	283	79.0	72.7 - 85.3
MSA Gr. 6	72.3	86	119		
MSA Gr. 7	74.7	65	87		
MSA Gr. 8	75.3	58	77		
<b>2012 All Students</b>	70.2	174	248	76.9	70.1 - 83.7
MSA Gr. 6	70.3	64	91		
MSA Gr. 7	73.3	63	86		
MSA Gr. 8	67.1	47	70		
MOD-MSA Gr. 8	*	*	*		
<b>2013 Am. Indian/AK Native</b>	*	*	*	*	*
<b>2012 Am. Indian/AK Native</b>	*	*	*	*	*
<b>2013 Asian</b>	*	*	*	*	*
<b>2012 Asian</b>	*	*	*	*	*

 2013 Black/African Amer.	73.1	201	275	79.3	72.9 - 85.7
2012 Black/African Amer.	70.0	170	243	77.2	70.4 - 84.0
 2013 Hispanic/Latino	*	*	*	*	*
2012 Hispanic/Latino	na	na	na	na	na
 2013 HI/Pac. Islander	*	*	*	*	*
2012 HI/Pac. Islander	*	*	*	*	*
 2013 White	na	na	na	na	na
2012 White	na	na	na	na	na
 2013 Two or more races	*	*	*	*	*
2012 Two or more races	*	*	*	*	*
 2013 FARMS	74.4	163	219	78.9	71.7 - 86.1
2012 FARMS	70.3	173	246	76.8	70.0 - 83.6
 2013 Special Education	38.7	12	31	51.8	28.4 - 75.2
2012 Special Education	29.4	5	17	46.9	16.2 - 77.6
 2013 LEP	*	*	*	*	*
2012 LEP	*	*	*	*	*

'\*' indicates no students or fewer than 10 students in category, or '\*' indicates the percentage for the category is either  $\leq 5$  or  $\geq 95$  and the corresponding counts have been suppressed. 'na' indicates too few students for School Progress rules.

School Progress Data Last Updated 8/6/2013

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The SEED School of Maryland - The Seed School of Maryland  
**SCHOOL PROGRESS**

[Overview](#) [Reading Proficiency](#) [Reading Participation](#) [Math. Proficiency](#) [Math. Participation](#) [Attendance](#)

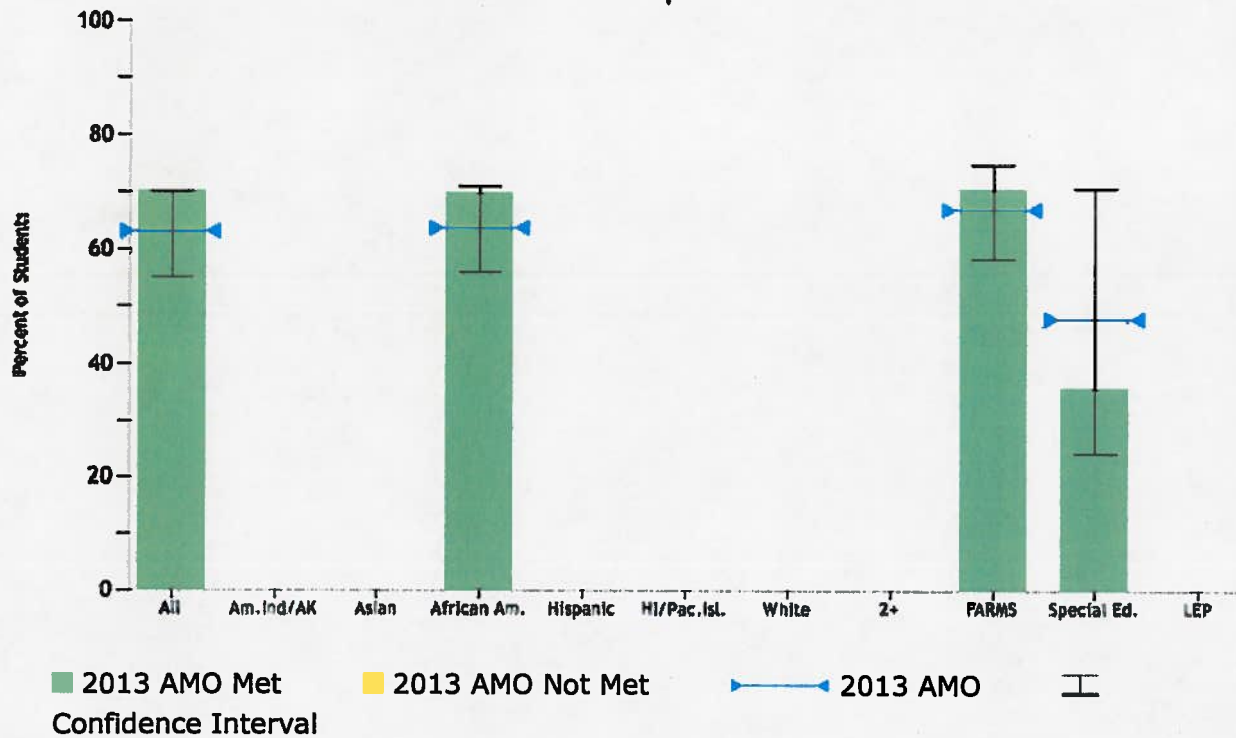
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Current AMO ▾

Sort by Subgroups ▾

**2013 School Progress Mathematics Proficiency**



**2013 School Progress Mathematics Proficiency**

[View All Details >>](#)  
[Hide All Trends >>](#)

	Percent Proficient	Number Proficient	Test Takers	AMO	Confidence Interval
<b>2013 All Students</b>	70.0	198	283	62.6	55.1 - 70.1
MSA Gr. 6	77.3	92	119		
MSA Gr. 7	67.8	59	87		
MSA Gr. 8	61.0	47	77		
<b>2012 All Students</b>	71.0	176	248	58.9	51.0 - 66.8
MSA Gr. 6	85.6	77	90		
MSA Gr. 7	58.6	51	87		
MSA Gr. 8	68.6	48	70		
MOD-MSA Gr. 8	*	*	*		
<b>2013 Am. Indian/AK Native</b>	*	*	*	*	*
<b>2012 Am. Indian/AK Native</b>	*	*	*	*	*
<b>2013 Asian</b>	*	*	*	*	*
<b>2012 Asian</b>	*	*	*	*	*

2013 Black/African Amer.	69.8	192	275	63.4	55.8 - 71.0
2012 Black/African Amer.	70.8	172	243	59.8	51.8 - 67.8
2013 Hispanic/Latino	*	*	*	*	*
2012 Hispanic/Latino	na	na	na	na	na
2013 HI/Pac. Islander	*	*	*	*	*
2012 HI/Pac. Islander	*	*	*	*	*
2013 White	na	na	na	na	na
2012 White	na	na	na	na	na
2013 Two or more races	*	*	*	*	*
2012 Two or more races	*	*	*	*	*
2013 FARMS	70.3	154	219	66.5	58.2 - 74.8
2012 FARMS	70.7	174	246	63.2	55.4 - 71.0
2013 Special Education	35.5	11	31	47.4	24.0 - 70.8
2012 Special Education	31.3	5	16	42.1	10.8 - 73.4
2013 LEP	*	*	*	*	*
2012 LEP	*	*	*	*	*

'\*' indicates no students or fewer than 10 students in category, or '\*' indicates the percentage for the category is either  $\leq 5$  or  $\geq 95$  and the corresponding counts have been suppressed. 'na' indicates too few students for School Progress rules.

School Progress Data Last Updated 8/6/2013

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# **End of the Year Report for The SEED School of Maryland**

## **2012-2013 School Year**

### **OVERVIEW**

The SEED School of Maryland had a great school year. SEED enrolled a total of 388 students. The school had its tenth grade high school class and will expand to include the eleventh grade next year. The middle school has a retention rate of 90% and the high school has a retention rate of 92%. Year-over-year staff retention remains high as we enter the sixth year of operation. This school year SEED continued the program that gives homage to staff that had four years of service. A total of 15 staff was recognized during a special ceremony known as Founder's Day. The school is pleased to announce the welcomed addition of several senior administrators, including our new assistant principal, McKenna Lewis, and our new director of student support, Dr. Harriette Wimms.

Dr. Wimms' experience of over ten years will serve the SEED community well. She received a Doctorate of Philosophy in Human Services Psychology from UMBC, a Masters of Arts in Human Services Psychology from UMBC, a Masters of Science in Developmental Psychology from Johns Hopkins University and a Bachelors of Science in English from Towson State University. For three years, Dr. Wimms served as the Director of Inpatient Pediatric Psychology Services at Mt. Washington Pediatric Hospital where she was responsible for directing the inpatient consultation/liaison program, developed/implemented behavior management and discipline programming, training and supervising a team of seven psychology interns, externs and postdoctoral fellows, providing psychotherapy and special education consultation. She officially starts on July 8th.

Ms. McKenna Lewis has over ten years of experience in the field of education. She received an Administration I Certificate from the College of Notre Dame, EDS in Social Education from George Washington University, a Masters of Art in Teaching from American University and a Bachelor's of Arts in Mass Media Arts. Ms. Lewis comes to SEED from KIPP where she served as the Dean of Student Support. We are excited to have both Dr. Wimms and Ms. Lewis join the SEED Family.

The campus continues to grow as we anticipate the opening of the new academic building in August 2013. The transition to the new building will allow all of the classrooms and administrative offices to be housed in one building instead of seven.

**SECTION 1. Yearly Benchmarks of Performance**

**The SEED MD Students**

At the start of the 2012-13 school year, 94% of SEED students re-enrolled. The 6% of the students that did not return includes 16 students who elected not to return to SEED and 4 students who were formally dismissed.

The SEED School of Maryland had representation from sixteen Maryland counties. Please see below for an enrollment snapshot at the start of the school year.

- Anne Arundel County
- Baltimore City
- Baltimore County
- Carroll County
- Charles County
- Calvert County
- Frederick County
- Harford County
- Howard County
- Kent County
- Montgomery County
- Prince Georges County
- Queen Anne’s County
- St. Mary’s County
- Washington County
- Wicomico County

**Academic Outcomes**

There were a total of seventy-four eighth grade students. Nine students will not transition to high school which is an 88% promotion rate to 9<sup>th</sup> grade.

Grade Point Averages:

Middle School	
Grade Level	GPA
6 <sup>th</sup>	2.83
7 <sup>th</sup>	2.61
8 <sup>th</sup>	3.00
Gender	GPA
Male	2.69
Female	2.92
Ethnicity	GPA
African American	2.8
Asian	3.3
White	2.48
Hispanic	2.9

Upper School	
Grade Level	GPA
9 <sup>th</sup>	2.74
10 <sup>th</sup>	3.01
Gender	GPA
Male	2.85
Female	2.84
Ethnicity	GPA
African American	2.87
White	1.90

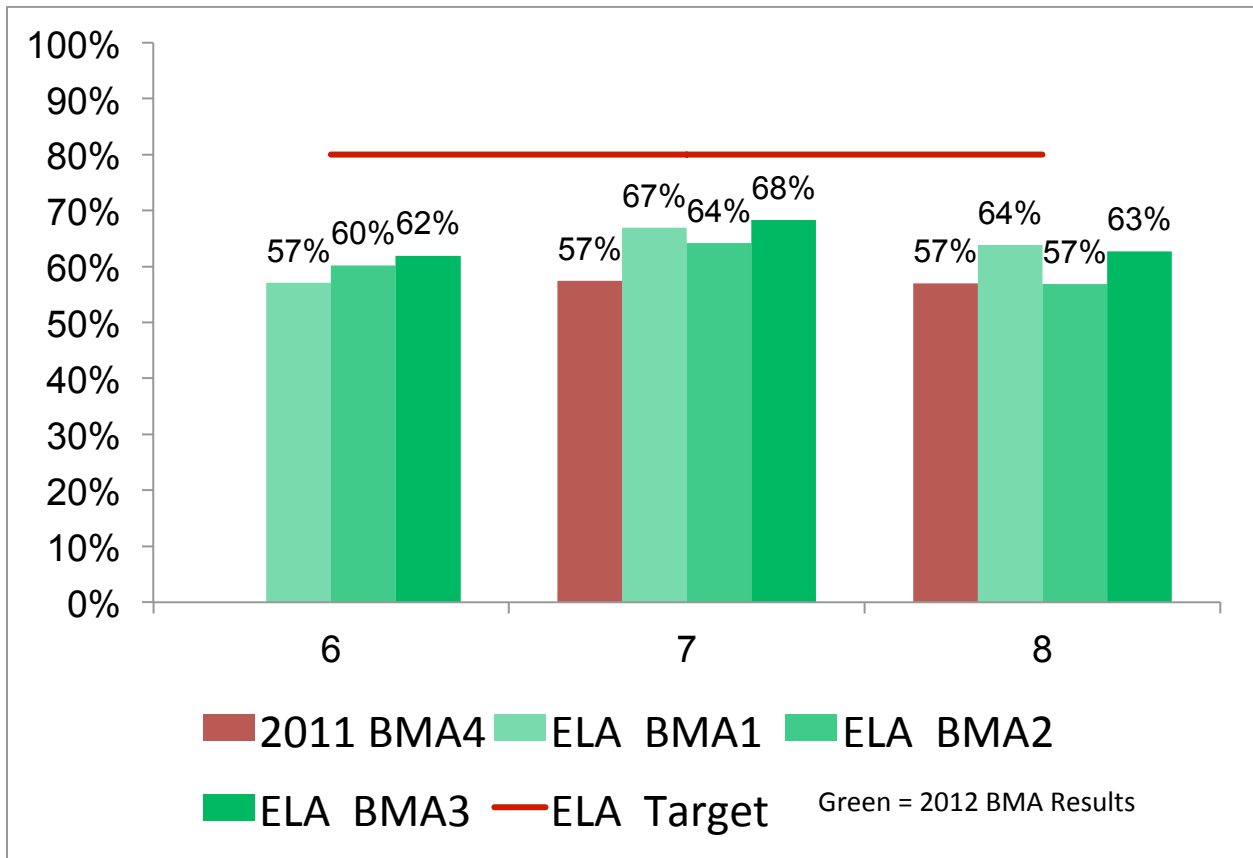
### **Interim Assessments**

This year SEED administered four benchmark assessments to track student achievement. 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.

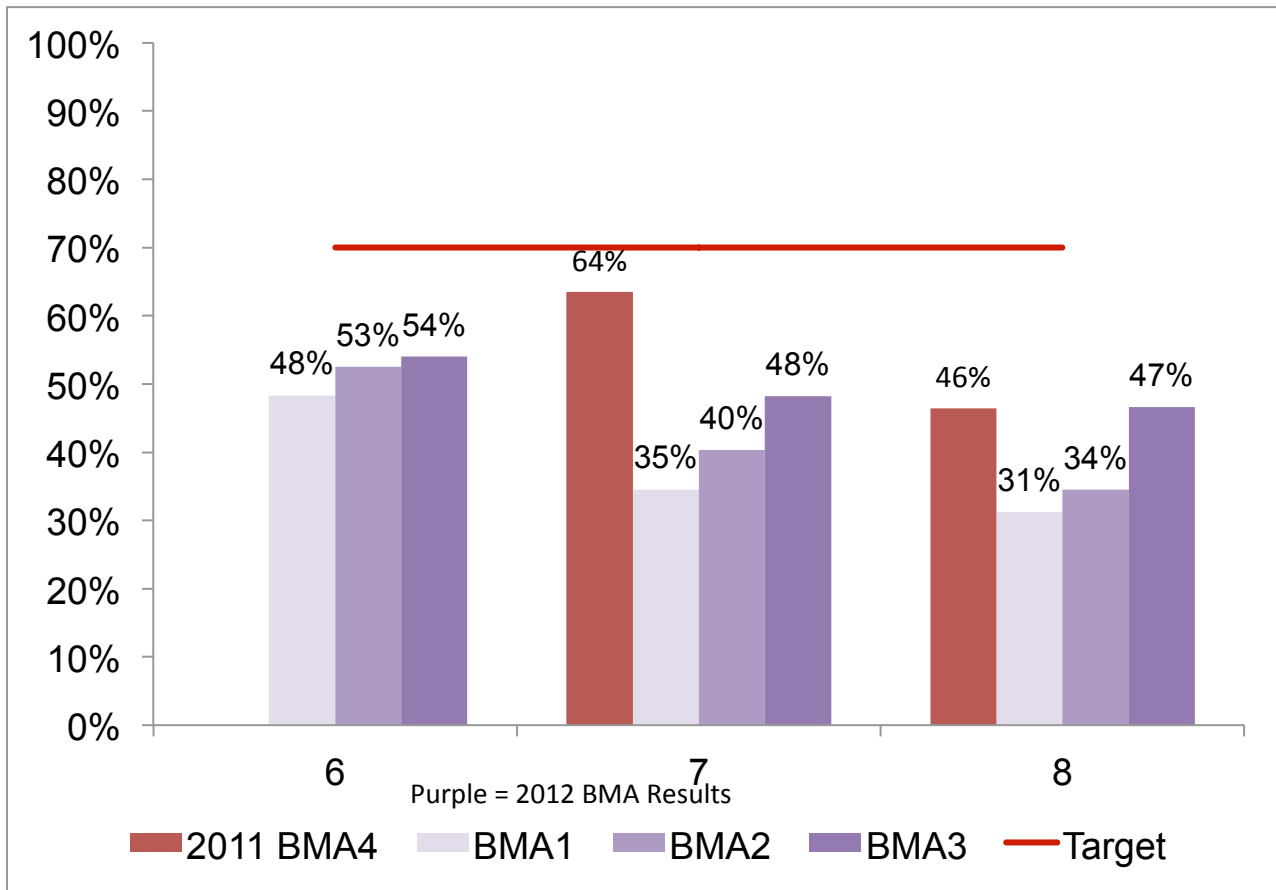
SEED, in partnership with Sylvan Learning, also administered a math assessment to identify students in need of math intervention. Sylvan provided tutorial services during the school year. The lowest performing students in grades 6 – 8 participated in tutoring through Sylvan during their intervention block. We had seventeen students in grade 6, fifteen students in grade 7 and eighteen students in grade 8 participate in the program.

The benchmark assessment data graphs below show the annual performance growth levels of students by grade. Although different benchmarks were utilized in 2011 and 2012, the benchmarks did not change within the tested year.

## Benchmark Assessments in ELA Cohort Growth from 2011 to 2012



## Benchmark Assessments in Math Cohort Growth from 2011 to 2012



Maryland State Assessments

Students performed well on the Maryland State Assessments. Students performed relatively the same in Math and showed an increase of over 4 percentage points in reading. Further details regarding targets are still being analyzed and have not been released by the state.

## Mathematics

### 6<sup>th</sup> Grade:

School Year	Advanced/Proficient %
2013	77.3
2012	87.2
2011	48.1
2010	62.1
2009	52.7

### 7<sup>th</sup> Grade:

School Year	Advanced/Proficient %
2013	67.8
2012	60.0
2011	69.6
2010	41.2
2009	-

### 8<sup>th</sup> Grade:

School Year	Advanced/Proficient %
2013	61.8
2012	67.6
2011	44.4
2010	-
2009	-



## Reading

6<sup>th</sup> Grade:

School Year	Advanced/Proficient %
2013	72.3
2012	71.6
2011	76.5
2010	74.7
2009	82.4

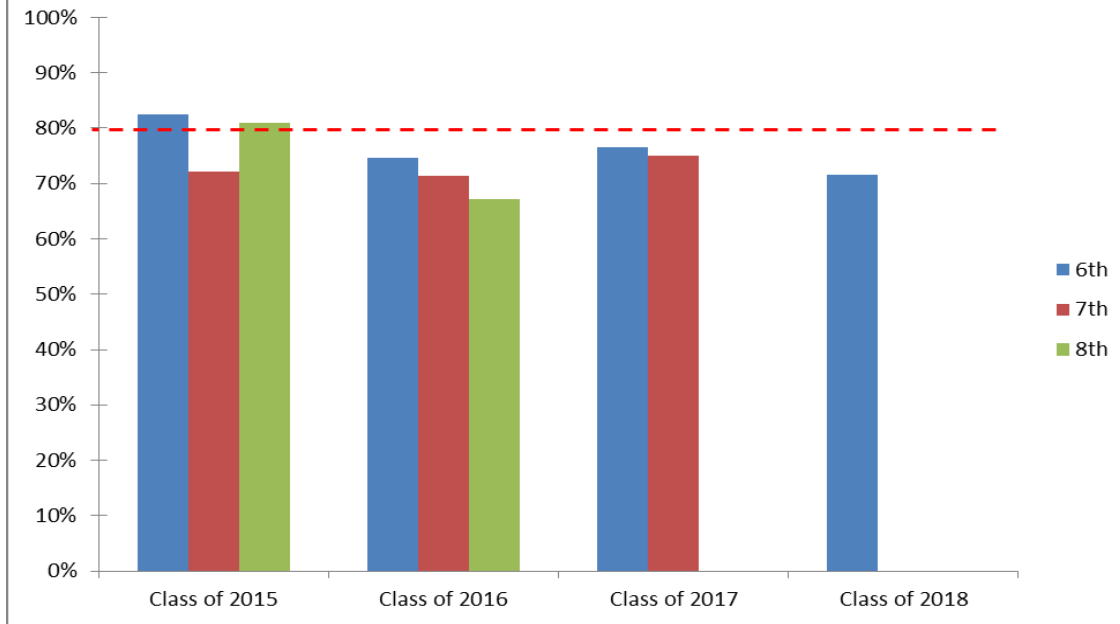
7<sup>th</sup> Grade:

School Year	Advanced/Proficient %
2013	74.7
2012	75.0
2011	71.3
2010	72.1
2009	-

8<sup>th</sup> Grade:

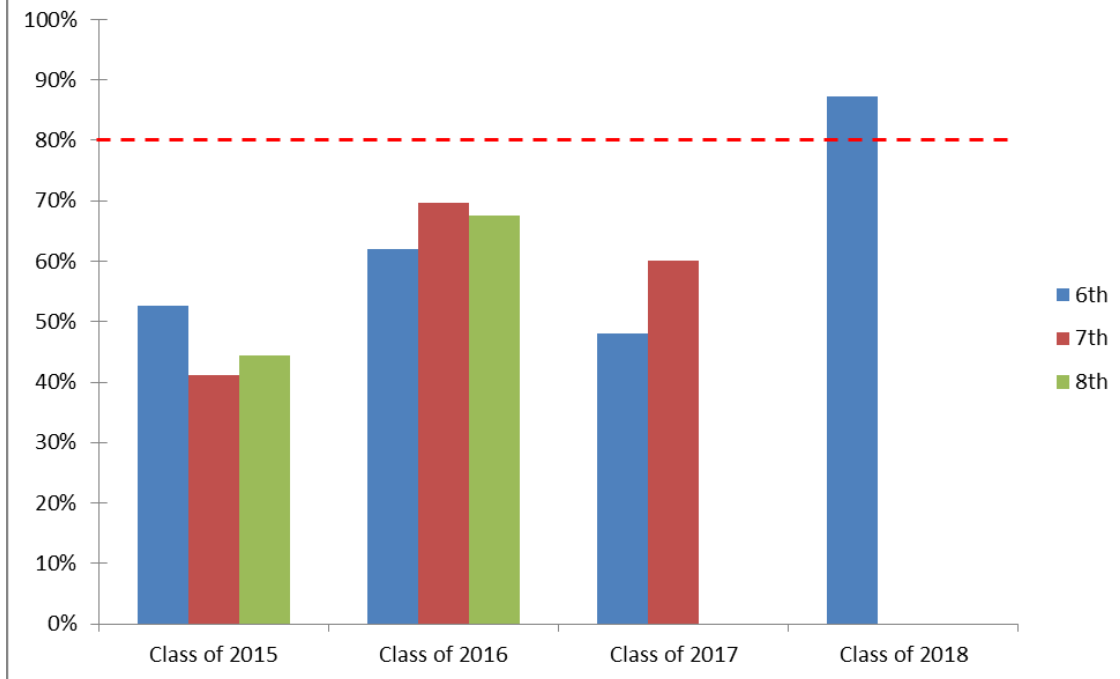
School Year	Advanced/Proficient %
2013	76.3
2012	67.1
2011	81.0
2010	-
2009	-

### Historic MSA Scores by Cohort - Reading 2009 - 2012



Note: The results above reflect students who were enrolled and took the MSA on campus.

### Historic MSA Scores by Cohort - Math 2009 - 2012



Note: The results above reflect students who were enrolled and took the MSA on campus.

## High School Assessment

SEED students took High School Assessments in the content areas of Algebra, Biology, English and Government. Please note that the data below was calculated internally based on the raw data from the state.

Content Area	Number of Test Takers	Pass Rate
Algebra	27	92%
Biology	40	82%
English	29	79%
Government	59	45%

## Advanced Placement Examinations

A total of 91 students were administered advanced placement examinations in the areas of English Language Composition, Psychology, US Government, and US History.

## Totals by Score

Score	Eng Lang Comp	Psyc	US Gov Pol	US Hist	Total Exams	% of Total Exams
5						
4	1			1	2	1.5
3	1	2		2	5	3.8
2	7		2	5	14	10.5
1	19	13	51	29	112	84.2
<b>Total</b>	28	15	53	37	133	100.0

## Attendance

SEED MD achieved the target and recorded an average daily **attendance rate of 97%**. We have partnered with the University of Maryland School of Nursing, which allowed our students to receive routine physicals without needing to go back to their districts (and miss school) to get appropriate medical treatment. In addition, we partnered with Dr. Czinn, Chief of Pediatrics at The University of Maryland. We believe this partnership will continue to help increase student attendance moving forward.

Average Daily Attendance											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD
2011-12	96%	98%	97%	96%	96%	96%	95%	94%	98%	98%	97%
2012-13	<b>97%</b>	<b>98%</b>	<b>98%</b>	<b>97%</b>	<b>98%</b>	<b>98%</b>	<b>95%</b>	<b>97%</b>	<b>99%</b>	<b>99%</b>	<b>97%</b>

**Student Attrition and Re-Enrollment** Target was 85% student re-enrollment annually. (As of 6/14/13)

As of June 1<sup>st</sup>, SEED exceeded the target of 85% re-enrollment as **99% of students re-enrolled** in SEED MD for the 2012-2013 school year. Also, in comparison to last year, SEED's year to date rate shows an increase of 2 percent. Please note the June totals are still being analyzed.

Student retention rate (percent of students enrolled in Sept who remain enrolled to date)												
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD
2011-12	MS	97%	96%	95%	95%	94%	92%	92%	89%	88%	88%	88%
	HS	100%	98%	98%	94%	94%	88%	88%	88%	88%	88%	88%
2012-13	MS	<b>100%</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>93%</b>	<b>92%</b>	<b>90%</b>	<b>90%</b>	<b>86%</b>	<b>93%</b>
	HS	<b>98%</b>	<b>97%</b>	<b>95%</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>94%</b>

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

Three hundred and eight students were enrolled. When there is 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.

Attrition data for the entire year is as follows:

Student attrition rate (# of student departures from SEED per month)												
2012-13	MS	<b>1</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>37</b>
	HS	<b>2*</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

\*includes one student who withdrew on August 29, 2012

*Student Enrollment Breakdown (as of June 1, 2013)*

<b>Grade</b>	<b>Male</b>	<b>Female</b>	<b>Totals</b>
<b>MS 1</b>	57	67	124
<b>MS 2</b>	42	43	85
<b>MS 3</b>	36	38	74
<b>US 9<sup>th</sup></b>	32	26	58
<b>US 10<sup>th</sup></b>	21	17	38
<b>Totals</b>	<i>188</i>	<i>191</i>	<b>379</b>

**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 2012--2013 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.

A total of 124 staff members made up the SEED Maryland team; 43 in student life, 50 in academics, 11 in student support, and 17 in administration. Our staff is 62% African American, 35% White, less than 2% Asian, and less than 1% Latino. Education completion levels across the staff are: 98% of all staff members have a degree. Of degree holders, 62% hold a Bachelors degree, 37% hold a Masters degree, and less than 1% hold a doctorate.

Staff recruitment for the 2012 – 2013 school year resulted in filling 38 positions from June 2012 to November 2012. 16 teachers, 6 admin, 3 members of student support, and 13 student life members were hired.

<b>Academic</b>		<b>Positions SY12-13</b>	<b>SY12-13 New Employees</b>
	Technology	1	1
	Math	1	2
	Physics	1	1
	Special Education	5	5
	PE/Health	1	1
	Social Studies	1	1
	Science	1	1
	Foreign Language	1	1
	History	1	1
	Music	1	1
	ELA	2	2
<b>Student Support</b>			
	Student Support Admin Assistant	1	1
	Evening Mental Health Counselor	1	1
	Bilingual Mental Health Counselor	1	1
<b>Student Life</b>			
	Student Life Counselors	5	5
	SL Assistants	4	4
	NT SL Assistants	3	3
	Student Life Manager	1	1



Administration			
	Director of Development	1	1
	Assistant Director of Development	1	1
	Development Operation Coordinator	1	1
	Title I Coordinator/Parent Involvement Coordinator	1	1
	Administrative Assistant Student Support	1	1
	Human Resources Manager	1	1

- **Outreach.** Update to MSDE on SEED’s outreach to local school systems for the 2012-2013 recruitment of SEED students by LEA.

During the recruiting season for the class of 2024, SEED continued its efforts to provide increased opportunities for students from across the state to participate in the enrollment process. A variety of strategies were utilized to inform families from across the state about the SEED Maryland program.

Below are the projects that occurred this school year to assist with our student recruitment goals.

- The launch of SEED Maryland’s new website on Tuesday, August 21<sup>st</sup>, 2012. This huge endeavor was completed with our selected vendor Whipple Hill. Over the course of this school year, we rolled out some great features to include access to portals, calendar functions, etc.
- We entered into a partnership with the University of Maryland, Robert H. Smith Business School to conduct a consulting project on brand perceptions of SEED Maryland. Over the course of four months, a team of three MBA students conducted research in regards to how the public perceives the school. Based upon their findings, a plan was submitted on how to engage our constituent base using various marketing techniques.
- On campus activity included: 4 Head Of School (HOS) Lunch & Learn recruitment tours that had a total of 19 attendees, 17 Info Sessions that had a total of 72 attendees, and 2

open houses that had a total of 149 attendees. Information sessions were held four times per month from January to April.

- We were selected to serve as a location for the Public Allies program and honored to have the Ally, Alan McClain, from last year return to work with the admissions department.
- The 2013-14 admissions applications were released on Monday, November 5<sup>th</sup> and the online application portal went live in November at [www.seedapp.org](http://www.seedapp.org)
- The Baltimore City Choice Fair in December was a success! 120 applications were given to prospective students.
- Outreach conducted to 28 mega-churches (population of 3,000 members or more) in Maryland. Additional outreach included mailing, phone calls, and emails.
- Kelly Coates, Afterschool Program Director from MSDE, agreed to distribute our application and overview form to all applicable afterschool programs that fall under her 21<sup>st</sup> Century Grant project.

## **Lottery**

On Saturday, May 4<sup>th</sup>, we held our sixth annual enrollment lottery! The event was well attended and executed. Below are the statistics on requested applications and those students who were eligible/ineligible for the lottery. A total of 305 applications were requested directly from families with a 42% return rate. School staff in various LEA's requested an additional 200 applications. Staff and students from SEED conducted 66 recruitment activities between January and May to include on campus and off campus presentations, meetings with community based organizations, school visits, and recruitment mailings to schools, after care programs, libraries, and community centers. A total of 174 students returned applications with 119 students entered into the lottery representing 8 Maryland counties. We enrolled for 26 slots available for the upcoming school year (13 males and 13 females). Twelve enrollment slots were reserved for eligible siblings who applied for the upcoming school year. **At the start of the 2013-2014 school year 16 counties will be represented within the SEED MD student body!**

It is important to note that the recruitment strategy this year was more focused based on feedback learned through the market analysis conducted by graduate students at the University of Maryland. Additionally, the recruitment cycle was cut short by one month to accommodate a schedule that will allow time for SEED to follow up with local education agencies on selected incoming students prior to school closing for the summer.

## **Snapshot of Selected Enrolled Students (Class of 2024)**

26 students selected

- 12 siblings (8 females/4 males)
  - Incoming class represents 8 counties
  - Anne Arundel County (3)
  - Baltimore City (11)
  - Baltimore County (3)
  - Calvert County (2)
  - Frederick County (1)
  - Howard County (4)
  - Kent County (1)
  - Prince Georges County (3)
  
- Receiving IEP services
  - 7 students

Families were highly encouraged to attend the enrollment lottery. In the case that they are unable to attend, applicants were notified of their lottery status in the following two ways:

- Enrollment status was posted on the school's website at [www.seedschoolmd.org](http://www.seedschoolmd.org) after noon on Monday, May 6<sup>th</sup> (please note that prior to the lottery their eligibility status along with their lottery number was mailed to them prior to the lottery. Their lottery number was used as the identifier on the website so that names are not displayed).

Written notification of enrollment status was sent on May 7<sup>th</sup> via mail.

### **Ineligible Students**

There were a total 60 students who were determined to be ineligible for the lottery due to incomplete applications or the student did not meet the eligibility criteria.

### **Prospective Student Enrollment**

New Parent Orientation was held on Saturday, May 18<sup>th</sup>. This event was mandatory for the parent/guardian of the newly selected students as well as the first twenty boys and girls on the waitlist and was conducted on SEED's campus from 10:00 am to noon. The parent orientation is the first formal introduction to the school and gives parents in depth knowledge about the academic and student life curriculum and dormitory living as well as providing insight into the ongoing construction at the school and ensuring that important health and enrollment documents have been distributed and collected.

Foundations (student orientation) occurred from Sunday, June 23<sup>rd</sup> to Thursday, June 27<sup>th</sup>. This orientation is a useful mechanism for incoming students to get experience into the academic/boarding environment. The opportunity also provided staff the time to get academic

assessments and make observations in regards to house/room assignments prior to the beginning of the new school year.

Home visits will be conducted for all students (two staff members per student in the month of August prior to the start of class).

- **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.

Highlights for the 2012-2013 year:

- Our data consultant shared a comprehensive presentation of all data from the 2012-2013 school year with the entire staff during professional development in August 2012. Their data work reviewed all assessments given the prior year.
- The academic advisory team completed a planning tool to address areas of concern for the year. The academic team focused on building a culture of reading, conducting learning walks to assess differentiated instruction, data collection on the mastery of standards, and building a professional learning community.
- On Tuesday, September 4<sup>th</sup>, we started our intervention and enrichment period. All middle school students took an intervention or enrichment class and an elective class. Students that needed intervention in reading and math participated in classes in both areas.
- Sylvan tutoring began on September 4<sup>th</sup> as well. The lowest performing students in grades 6 – 8 participated in tutoring through Sylvan during their intervention block including at least 6 that participated in a special iPad math intervention with Sylvan tutors.
- The required sophomore academic courses that were added this year are as follows: AP US History, Algebra 2, Trigonometry, Biology, and AP Language.
- We also added an extensive list of elective courses that the high school students were able to select from as well: Philosophy, Creative Writing, Technology, PE, Health (on line and in class), Drama, Medical Careers, Mock Trial, and AP Psychology.
- A Title 1/Parental Involvement Coordinator, Shanna Edmond, was added to our staff. She started with SEED in November.

- We established a peer observation cycle asking all staff to observe and give feedback to a colleague at least 3 – 4 times this year. Teachers identified their partners and observed and learned from one another.
- The tenth and ninth grade laptop rollouts were an amazing successes! On the first day that students had laptops, teachers incorporated laptops into their lessons and assignments.
- About 30 high school students took an on-line health class to earn their health credit for the year. This allowed them to take an additional elective. This has also allowed us to explore the use of online classes.
- Our student government association held elections and selected officers. The group organized several events (ie Breast Cancer Awareness Walk where a check for \$1,000 was presented to an organization, staff appreciation week, raised \$425 for lymphoma, etc).
- Parent conferences were held in October and January. We had approximately 40% of our families attend the conferences and were able to speak with parents about their child's academic progress. SEED has found that being a statewide school with parents living several hours away presents a challenge. SEED has hired a parent involvement coordinator to focus on increasing the participation rate. Overall the rate of 40% is considered fair, but we hope to do better.
- After navigating several obstacles, we were able to successfully apply to administer College Board exams. As a result, we administered the PSAT for the first time on October 17<sup>th</sup>.
- About 80 middle school students participated in testing with Johns Hopkins for the Center for Talented Youth Program. Last year, we had many students qualify and one student that studied volcanoes in Seattle, WA! We have at least three students participating in Johns Hopkins Center for Talented Youth summer programs.
- We conducted eight middle school Saturday Academy sessions. 52 students that scored basic on at least one subject of the MSA spent their Saturdays working on testing and endurance skills.
- We also implemented a high school Saturday Academy for students to take practice AP exams. High school students will participate in at least one of last three Saturday sessions.
- The afterschool-tutoring program continued with our staff that lives on campus. Teachers worked with a small group of students several times a week to improve their academic performance.
- 18 students took the Accuplacer, college entrance exam after completing an on campus semester with professors from University of Baltimore (UB). Seven students qualified to take Writing 101 on the campus of UB.
- Three students are participating in the Johns Hopkins SARE program that gives students unique research experience throughout the summer.

- We administered our first two advanced placement exams on campus! The students have all express satisfaction in their preparation for the assessments.
- Our math and science teachers hosted our first STEM Night in April. The students displayed their science projects, physics demonstrations, technology projects, etc. To see pictures, select this link <https://www.icloud.com/photostream/#A2JPrgBGJrD9dl> .
- We plan to implement the Advancement Via Individual Determination (AVID) program next year. This program focuses on closing the achievement gap and preparing first generation college attendees for college success. We will offer the program in middle and high school. This will help us to offer study, organization, and writing support to our students.
- Next year will be adding a professional development coordinator to our staff. We have made an offer that has been accepted.
- End of year assessments for middle school students took place the last week of May and continued during the first week of June.
- We administered the Maryland High School Assessment (Algebra, Government, Biology, and English) during the week of May 20<sup>th</sup>.
- We hosted our Humanities night on June 4<sup>th</sup> where we had drama, music, and poetry performances.
- We hosted approximately 50 students in our middle school summer school.
- We offered an online summer school for the high school students where students are able to take classes in geometry, health, ap us history, ap government, biology and English.

**Title I:** SEED was a Title I Schoolwide program for the 2012-2013 school year. Schoolwide support and services were offered to all students throughout the year focused on improving reading and mathematics outcomes. We hired a Title I Coordinator/Parent Involvement Coordinator, Shanna Edmond, who also focused on increasing parental involvement. We provided support for both Humanities and STEM curriculum specialists, two Title I Instructional Assistants, the middle school Saturday Academy and summer school. The Title I Fall and Spring reviews indicated that all required elements of the schoolwide Title I program had been achieved except under the highly qualified component where one teacher did not meet that standard.

**The Special Education Program:** Under the direction of our 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 participated in collaborative planning for these students. At the start of the school year, students received special education services and speech/language therapy as a related service. SEED employed an outside agency to provide speech/language therapy on our campus. The number of students receiving special education services fluctuated during the year due to withdrawals and admission of new students. 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. 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.

**Development Year End Results – In FY13, SEED MD raised \$828,360 in both restricted and unrestricted gifts surpassing the total restricted and unrestricted goal of \$800,000.**

<b>Constituency</b>	<b>FY13 Goal</b>	<b>FY13 Actual To Date</b>	<b>FY12 Same Period</b>
Foundations	\$250,000	\$401,075	\$493,250
Corporations	\$75,000	\$61,265	\$30,006
Individuals	\$375,000	\$289,706	\$370,764
<b>Total</b>	<b>\$700,000</b>	<b>\$752,046</b>	<b>\$894,020</b>

- **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 was 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 dance, drama, music, intramural flag football, chess, martial arts and homework assistance groups. Clubs and activities were led and supervised by SEED employees and contracted staff. Each student also have an opportunity to participate in ten experiences that were social, cultural, recreational and educational.

This year, SEED participated in an interscholastic sports league and competed against other schools within Baltimore City with the following teams:

**SEED MD Athletic Teams Middle and Upper School 2012-2013**

**Middle School:**

**Fall**

Boys Soccer  
Girls Soccer  
Football  
Cheerleading

**Winter**

Boys Basketball  
Girls Volleyball  
Wrestling  
Girls Basketball

**Spring**

Girls Soccer  
Softball  
Boys Lacrosse  
Golf

Cheerleading

Tennis

Baseball

Girls Lacrosse

Track & Field

**Upper School:**

**Fall**

Boys Soccer

Cross Country

Football

Girls Soccer

Volleyball

Cheerleading

Track

**Winter**

Boys Basketball

Girls Basketball

Wrestling

Cheerleading

Indoor Track

**Spring**

Girls Lacrosse

Softball

Boys Lacrosse

Golf

Tennis

Baseball

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

**Program Highlights**

- Freshman Seminar and Sophomore Seminar continued throughout the academic year.
- College Guidance classes continued in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.
- College Parent Workshops
  - One held in the Fall – September 16, 2013
  - A second workshop – held on May 19<sup>th</sup>
  - Co-hosted First Generation documentary screening for parents and 10<sup>th</sup> grade students February 10, 2013
- Hosted annual Alumni Panel January 8, 2013
- College Trips
  - 10<sup>th</sup> grade student participated in Week long New England College Tour (Boston College, Massachusetts Institute of Technology, Brown University, Connecticut College) on March 18<sup>th</sup> through the 22<sup>nd</sup>
  - 7<sup>th</sup> Grade College visit to McDaniel College on May 7<sup>th</sup> and May 8<sup>th</sup>
  - 8<sup>th</sup> Grade College visit to George Mason University on April 12<sup>th</sup>
  - 9<sup>th</sup> Grade trip to NACAC College Fair in Montgomery County on April 18<sup>th</sup>
  - 9<sup>th</sup> Grade trip to Villanova University on April 29<sup>th</sup>
  - 10<sup>th</sup> Grade trip to Swarthmore College and Temple University on April 25<sup>th</sup>
- SEED has had several colleges/universities visit campus. A sampling of College Admissions Visits are:
  - Ohio State University
  - Middlebury College
  - University of Delaware
  - The United States Naval Academy

- Old Dominion University
  - Coppin State- CAPS program
- Mentoring - We continued our program that pairs adults from the local community with students here on-campus. We had twelve student/mentor pairs.
  - Medical Training - All Student Life, Academic, Student Affairs, and Student Support Staff are CPR/First Aid certified. Staff also underwent seizure and epi-pen training.
  - All coaches have underwent mandatory concussion training.
  - Certified Medical Technician (CMT) Training was provided for two Student Life Counselors who are able to support medication administration.
  - Staff Wellness – Early morning Boot Camp has continued on Tuesday and Thursday mornings at 6 am and has expanded to include early morning track runs on Monday, Wednesday, and Friday at 6am.
  - Anti-bullying Initiative - In early October, SEED hosted an anti-bullying initiative on campus to raise awareness in our community. A particular highlight was the Clothesline Project.
  - Latino Student Support - Cecilia Rubiera, a school counselor, hosted study sessions, potlucks, and family meetings on campus as part of a successful case management program to increase retention of our Latino students. Students attended a field trip to see Supreme Court Justice Sonia Sotomayor at the Enoch Central Library on Thursday, February 28<sup>th</sup>. Also, students attended a trip to the Immigration Reform Rally/March at the Capitol in Washington D.C. (went with CASA de MD) on February 28<sup>th</sup>.
  - External Opportunities & Summer Programs - This program has taken impressive steps this year to place students in programs for the summer. Ms. Allison Brieske has organized summer programming at the following organizations and educational institutions: Frostburg RMSC, National Aquarium, Outward Bound, and Center for Talented Youth, Johns Hopkins University SARE, North Bay Adventure Camp, AP Summer Academy/Youthworks, Youthworks, The City Ranch, Youth Leadership Forum, and Higher Learning.
  - Therapeutic Groups – Groups included: 6<sup>th</sup> grade Transitional Skills Group, Girls Adventure Group (emotional regulation), Boys Adventure, Grief & Loss Group, Self-Esteem Group, Organizational & Study Skills Group, Adventure Group, Latino Student Study & Support Group, Emotional Regulation Club, Test Prep Group and Test Anxiety Group.
  - Individual Counseling - We expanded our relationship with Guided Visions Counseling Center, Villa Maria, and Advanced Therapeutic Connections. We had 60+ students enrolled to receive individual counseling services on campus.
  - Mentorship – We kick started a relationship with Project There's Hope with Gail Cuffie in an effort to revisit common issues that 6<sup>th</sup> grade girls face while at SEED and at home.
  - Peer Mediation – student mediators were trained, worked in the houses, and received professional development.
  - Substance Abuse Prevention Initiative - In January, we hosted an education and awareness initiative related to substance use. A field trip was hosted by the Success Academy on April 13<sup>th</sup> and involved recovery speakers, tour, and Q&A session.

- Clinical Counseling Supervision - Advanced Therapeutic Counseling Services was used to provide clinical supervision that supported two staff members attaining higher licenses in mental health counseling and social work.

### **Training/Workshops**

- SST Staff Training:
  - Ms. Wulbrecht, our college counselor, attended NACAC and PCACAC conferences to get The SEED School of Maryland on the radar of colleges and universities across the country.
  - Ms. Wulbrecht also participated in TD Financial Literacy train the trainer program in order to implement curriculum at SEED.
  - Ms Wulbrecht also attended The United States Naval Academy Centers of Influence program.
  - Mr. Bland and Ms Love- Jackson attended the Maryland School Counseling Association Conference on April 19<sup>th</sup>.
  - Ms. Rubiera attended the College Board Preparto' 13 Conference on May 1<sup>st</sup> and 2<sup>nd</sup>.
  - Ms. Higdon-Sudow attended a best practices conference for Experiential Learning on May 9<sup>th</sup> through May 12<sup>th</sup>.
- Non- MSDE Licensure Updates:
  - Mental Health Counselor Nia Copeland was approved as a Licensed Clinical Professional Counselor (LCPC) in the state of Maryland.
  - Evening Social Worker Sarah Higdon-Sudow was approved as a Licensed Graduate Social Worker (LGSW) in the state of Maryland.
  - SST Counselors Cecilia Rubieria, Monica Jones, and Joy Love-Jackson are preparing to take the Licensed Graduate Professional Counselor (LGPC) exam.
- Mariposa Child Success Programs - Eight Student Life staff members completed a Mariposa Child Success Program training on-site.
- Professional Development – SST staff attended professional development related to Motivational Interviewing, Non-Suicidal Self-Injurious Behavior, Peer Mediation, Adventure Therapy, Suicide Assessment, and Homicide Assessment.
- Student Support Team Workshops - In-house professional development workshops for Student Affairs and Student Life staff has been focused on relationship building, de-escalation, coping skill development, and parent communication.

<ul style="list-style-type: none"> <li>• <b>Community Involvement</b></li> </ul>
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**Parent Teacher Organization (PTO)** The SEED Maryland PTO continued to grow and provide services to our parents, students, and staff. With the addition of a Title I/Parent Involvement Coordinator, parental

involvement has increased. Monthly meetings were held on Sundays to review issues and topics, provide updates and information to families, and increase participation in the total school program. The PTO and the school changed to meeting format to have multiple fifteen to twenty minute meetings between 6:15pm to 8:00pm. This change boosted attendance and communication because families were able to come at varying times, which aligned with our check in time.

In addition, the PTO sponsored a fundraiser, sponsored three school dances for students, Italian dinner night and participated in many recruiting information sessions on and off of campus. Sonya Hopson, the member of the PTO who was selected in June 2011, is still member of the SEED Maryland Board of Trustees.

**Community Partnerships** During the 2012-2013, a variety of both long-term and short-term partnerships were developed. SEED MD benefited from partnerships with many outside organizations.

Highlights included:

- St. Agnes Hospital
  - Flu Vaccination plan for 2012-2013 for students and staff was implemented. Vaccinations have been ordered for the 2013-14 school year.
  - Nutritionists conducted a consultative nutrition review of the school menu. Findings were presented to the school's Food Committee.
  - St. Agnes Hospital staff presented an eight-session asthma class for our 6<sup>th</sup> grade students with asthma.
- The University Of Maryland School of Nursing
  - Phase 1 of our MOU has been completed, whereby we completed a Readiness Assessment and Design review for the School Based Health Center in the new academic building. Design changes were accepted and progress continues pending consultation with MSDE regarding changes. We are continuing to pursue the development of a Nurse Practitioner Clinic onsite.
  - Phase 2 (pending): Two major initiatives are operationalization for the Nurse Practitioner Clinic and the submission of the application for the SBHC to MSDE.
    - We are receiving on-site support and in-depth review of policies and procedures related to application.
    - We hold bi-weekly teleconferences with Leadership at UMSON.
    - We will receive a projected budget for the first year costs.
  - Phase 3(pending): Planning for the larger wellness initiatives for the SEED School student.
- The University of Maryland School of Medicine - Sent 5 doctors to our campus to complete 24 physicals for students who had not had a physical in the past year or more. Support is expanding to reach more students and address need for sports physicals. The University Of Maryland School Of Medicine returned to campus on May 28<sup>th</sup> and on today, June 4<sup>th</sup>.
- The Baltimore City Department of Health - Completed a Vision & Hearing screening for the entire 6<sup>th</sup> and 8<sup>th</sup> grades as well as all other students referred by staff.

- Dr. Barry Blum of The Wilmer Eye Institute - 48 students who failed the vision screening were evaluated. Of the 48 students, all but two needed glasses. This will be an ongoing partnership for students with vision needs.
- Lens Crafters - worked with the school to provide free glasses for all of the students seen by Dr. Blum at The Wilmer Eye Institute. All students received their glasses. This will be an ongoing partnership for students with vision needs.
- SMILE Mobile Dentistry - Outreach continues. We hosted our second visit on April 17<sup>th</sup>. Students in grades 7<sup>th</sup> – 10<sup>th</sup> were scheduled throughout the school year.
- Johns Hopkins University - We hosted a school-counseling intern for the Spring Term. The SST also hosted two students for shadow experiences. In May, we hosted a practicum student.
- University of Maryland Baltimore - CASE (Health and Sexual Education) workshop for our 7<sup>th</sup> grade students. Eight on-campus workshops were held to address sexual development, at-risk behavior, and overall health and wellness.
- Outward Bound - Sarah Higdon-Sudow, a school counselor, and Justin Eames, our technology teacher, took ten 9<sup>th</sup> grade students on the Chesapeake as part of a pilot sea kayaking program with Outward Bound. The students reported that they learned a lot about themselves on the experience.
- Public Allies – This organization’s goal is to advance new leadership to strengthen communities, nonprofits, and civic participation. SEED was fortunate to have two allies. One was our community engagement coordinator and the other was the admissions assistant.
- Bowie State University – invited to speak a second time at their staff retreat in order to become a Professional Development Site and/or dual enrollment program. Also, hosted graduate students for field observation day here at SEED MD on Thursday 11/1/12.
- University of Baltimore –SEED students were afforded the opportunity to take a college course. SEED students who maintain a 2.5 or higher are guaranteed automatic acceptance to the university. In addition, students attended their math lab twice per week to receive tutoring in math and students were provided for the on-campus tutorial program.
- Waldorf School of Baltimore – In partnership with SEED, students and staff from the Waldorf School help beautify our campus with the planting of trees.
- Chesapeake Shakespeare Theater - The Chesapeake Shakespeare Company performed Romeo and Juliet at SEED. Students enjoyed this tale about young love.
- Alpha Kappa Alpha (AKA) – The AKAs is a valued partner with the SEED community. Their Emerging Young Leaders Program continued this year at the SEED School of Maryland.
- Omega Psi Phi Fraternity (Omegas) - The Omegas partnered with SEED for activities such as student check in and Read Across America.
- CINE Careers in Television & Film - Upper School Students attended seminars to learn from professionals in the industry at SEED DC. The last seminar was on June 3<sup>rd</sup>.

- Greater Baltimore Leadership Association (GBLA) – Students attended an Earth Day event sponsored by GBLA.
- Baltimore Symphony Orchestra – Students attended a dress rehearsal on May 10<sup>th</sup>. This event was arranged through Harry Lebow, a board member.
- Pricewaterhouse Coopers – Conducted a financial literacy seminar for students.
- Towson University – SEED participated in Towson’s College Buddy program.
- Johns Hopkins University – Provided students and faculty to tutor SEED students.
- University of Maryland Baltimore County – Provided students to tutor SEED students across all grades.
- University of Maryland Extension – Assisted with establishing a garden program.
- University of Maryland – SEED participated in the First Class Athletes program. Students learned about the importance of nutrition. This is SEED’s third year in this program.
- Ed Reed Foundation – SEED received \$25k for the football program. Ed Reed sponsored a Turkey day where turkeys and thanksgiving food items were distributed to families in November.
- Center Stage – SEED participated in their theatre education program. This program provided tickets and transportation to student matinees. Students saw a plays in October and February.
- Network For Teaching Entrepreneurship – An anonymous donor paid for SEED to participate. We started the program with students this school year.
- 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, Recreation Centers, Boys & Girls Clubs of Southern Maryland and Community Centers. The remaining students were transported by their parents.

<ul style="list-style-type: none"> <li>• <b>Survey Data</b></li> </ul>
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Satisfaction surveys were administered to parents, students and staff during the 2012-2013 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 25 to 30. Please note that in the general findings below, Strongly Agree and Agree are positive affirmations.

General findings:

Parents (112 submissions = 30%, goal of 50% not met)

With a 30% response rate, a 21% increase from last year, the data analysis is a limited reflection. All parents received the survey via snail mail and in paper form via student backpack and were encouraged to complete the survey online through Survey Monkey.

- 75.9% of the responses were from a female parent and 24.1% of the responses were from a male parent
- The percentages for the highest level of education reached by parents who completed the survey is as follows:
  - Did Not Finish high school – 4.5%
  - Graduated from high school r equivalent – 6.4%
  - Some College – 60%
  - Graduated from College – 15.5%
  - Completed an advanced degree – 13.6%
- The percentage breakdown by grade level is as follows:
  - 6<sup>th</sup> – 42.9%
  - 7<sup>th</sup> – 24.1%
  - 8<sup>th</sup> – 10.7%
  - 9<sup>th</sup> – 14.3%
  - 10<sup>th</sup> – 8%
- The percentage breakdown by number of siblings attending SEED is as follows:
  - 1 – 84.%
  - 2 – 13.4%
  - 3 – 1.8%
- 79% of the responses received were Strongly Agree and Agree, which is a 2% increase from last year
- Sample questions were as follows:
  - The school has high standards for my child’s academic achievement
  - The school is a caring and nurturing environment
  - I have opportunities for involvement at the school
  - The school does a good job of getting important information to parents

Students (189 submissions = 50%; goal of 85% not met)

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

- The percentage breakdown by grade level s as follows:
  - 6<sup>th</sup> – 19.8%
  - 7<sup>th</sup> – 27.3%
  - 8<sup>th</sup> – 17.1%
  - 9<sup>th</sup> – 20.9%
  - 10<sup>th</sup> – 15%
- 64% of the responses received were Strongly Agree and Agree, which is a 19% increase from last year
- Sample questions were as follows:
  - I have access to technology
  - My teachers explain subjects in ways I can understand
  - My teachers help me when I don’t understand
  - My student life counselor helps me when I don’t understand



Staff (59 submissions = 57%; goal of 65% not met)

With a submission rate of 57%, SEED had a 5% increase from last year. Staff completed the survey online. The staff survey focused on the areas of School Culture, Organization and Professional Development.

- 44% of the responses received were Strongly Agree and Agree.
- Sample questions were as follows
  - School Culture – The school is focused on high academic achievement and college for students
  - Organization – I know what is expected of me
  - Professional Development – School year training and professional development has improved my ability to do my job

With the hire of a parent involvement coordinator, SEED expects to see an increase in the number of submissions for the parent survey. SEED will also focus on increasing the return rates for the student and staff survey through more frequent notification about deadline and purpose. Lastly, SEED will coordinator opportunities for staff to complete the surveys in an isolated computer area which will enhance the level of comfort. The next staff, student and parent surveys will be administered mid and year end during the 2013-14 school year.

### **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 staff worked with their manager to develop individualized professional development plans for the 2012-13 school year 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. Some professional development activities included:

- ASCD Conference
- Gender Specific Learning
- Maryland's Educator Effectiveness Academy
- Transition to Common Core
- AVID Training
- AP Curriculum Training

- Critical Friends Group Training
- Brain Development Training
- Classroom Culture
- Technology Training
- De-escalation Techniques
- Establishing Positive Peer Relationships
- Homesickness
- Flu/Virus Prevention
- CPR
- Differentiation of Instruction

- **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. We had additional teachers move on campus to provide evening tutorial support. This change has had a positive impacted on the SEED community.

The renovation of the academic building is near completion. The new sections of the academic building are still projected to open August 2013.

## **New Academic Building Projected To Open August 2013**



- **Administration of all aspects of the Public Boarding School**

- All members of the senior leadership team returned to SEED for the 2012-2013 school year providing continued stable and consistent leadership to the school community.

- **Oversight of health services**

- SEED MD employs two full time nurses: a Registered nurse and a Licensed Practical nurse, to provide needed medical care and health services as required by state and federal

law. One nurse resides on campus and is always on call to assist students in need of medical attention as needed. All staff received CPR and first aid training as part of their orientation and induction to SEED. Our partnership with St. Agnes Hospital and the University of Maryland continues to provide urgent care for students with critical medical issues. SEED also participated in Baltimore City's visiting mobile dentist lab, which provided dental services to 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. Woodlawn was contracted for a second year to provide transportation services and has years of experience working with the school systems. Student pick-up and drop-off points have been strategically selected and positioned to provide students with supervision and a safe place to wait for their families. Partnerships with local Boy's and Girl's Clubs, YMCA 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 National School Lunch 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. 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 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, or community involvement. Students were able to participate in this activity for 60 minutes a day and rotated their club 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.
- Students participated in study hall daily. 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 with students. 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 potlucks held for each house, Read Across America and a host of other activities sponsored by the PTO.

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.

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## ATTACHMENT III

**Table 1. Advanced Placement Results for SEED School of Maryland  
Spring 2013**

<b>Score **</b>	<b>English Lang Comp</b>	<b>Psychology</b>	<b>US Government</b>	<b>US History</b>	<b>Total Exams</b>	<b>Percent of Total Exams</b>
5	--	--	--	--	--	--
4	1	-	--	1	2	1.5%
3	1	2	--	2	5	3.8%
2	7	-	2	5	14	10.5%
1	19	13	51	29	112	84.2%
<b>Total</b>	<b>28</b>	<b>15</b>	<b>53</b>	<b>37</b>	<b>133</b>	<b>100%</b>

**\*\* Note:** The Advanced Placement (AP) is a program in the United States created by the College Board offering college-level curriculum and examinations to high school students. Colleges may grant college credit to students for exam scores of 3, 4, or 5.





The SEED School of Maryland



Maryland State Board of Education Presentation  
September 24, 2013





The SEED School of Maryland

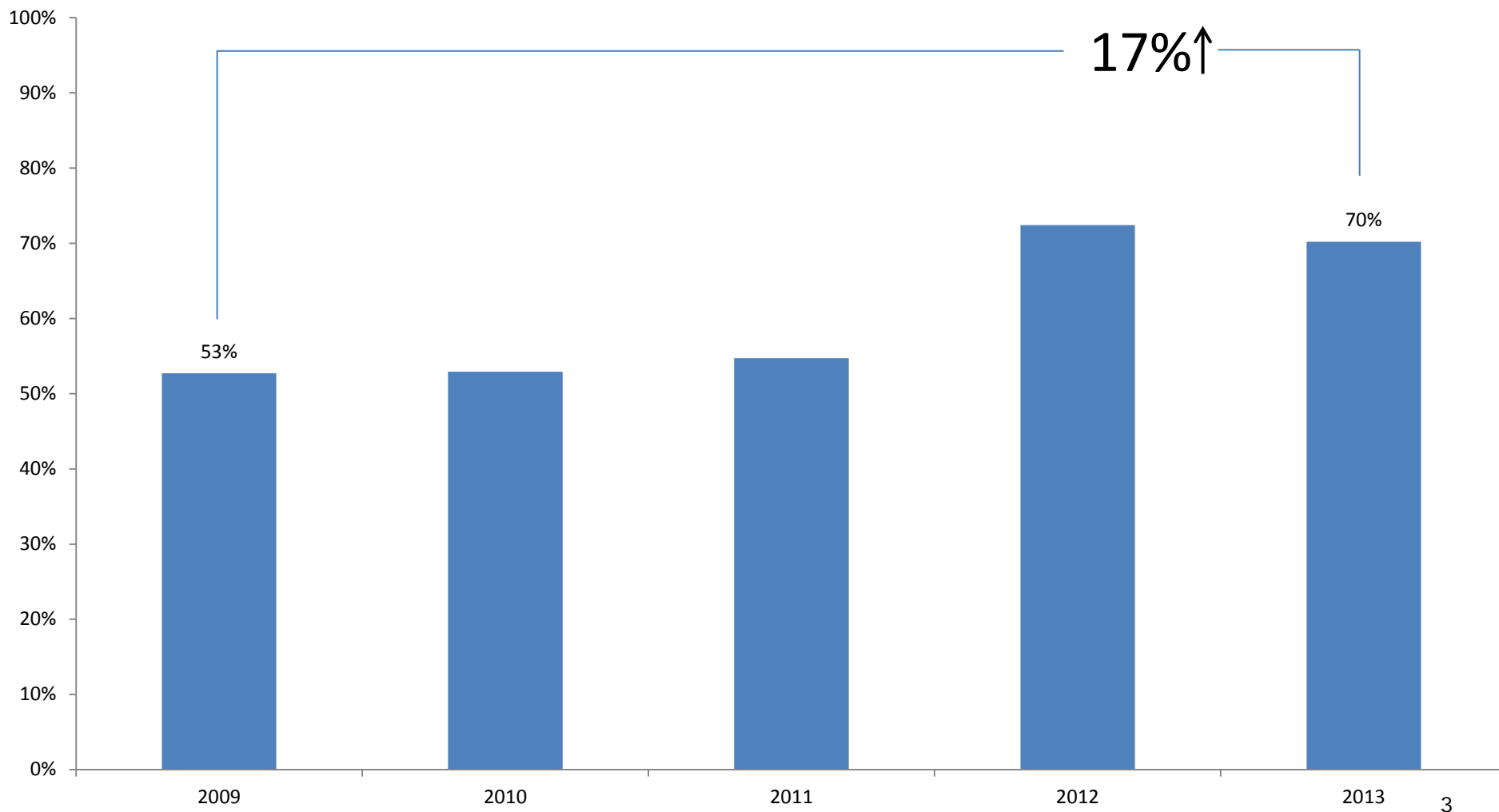
Modell Academic Center  
Grand Opening October 10





# Academic Performance: 2013 MSA Math

## Change in % Proficient or Advanced

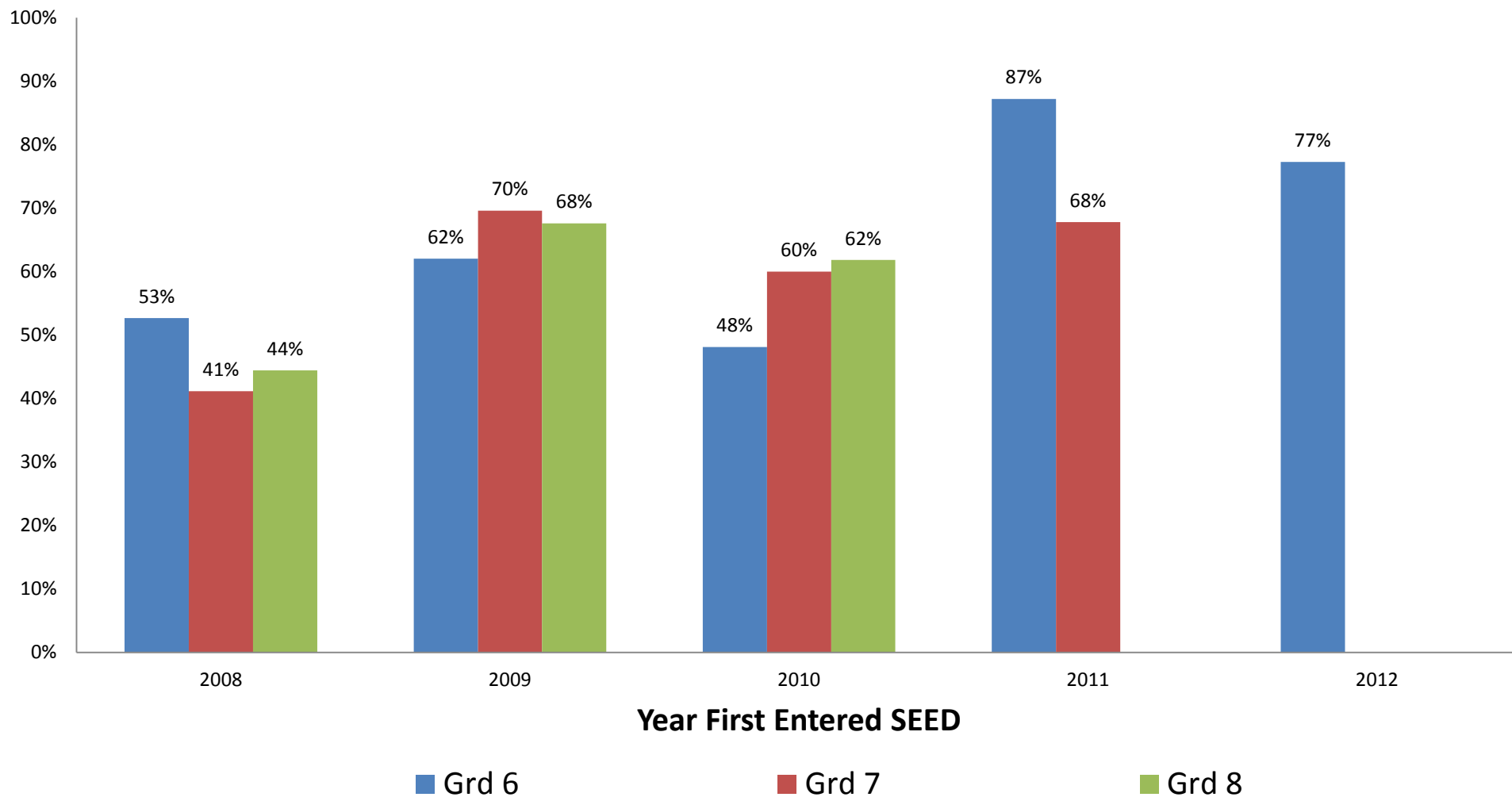






# Academic Performance: 2013 MSA Math

## Change in Percent Proficient/Advanced by Cohort

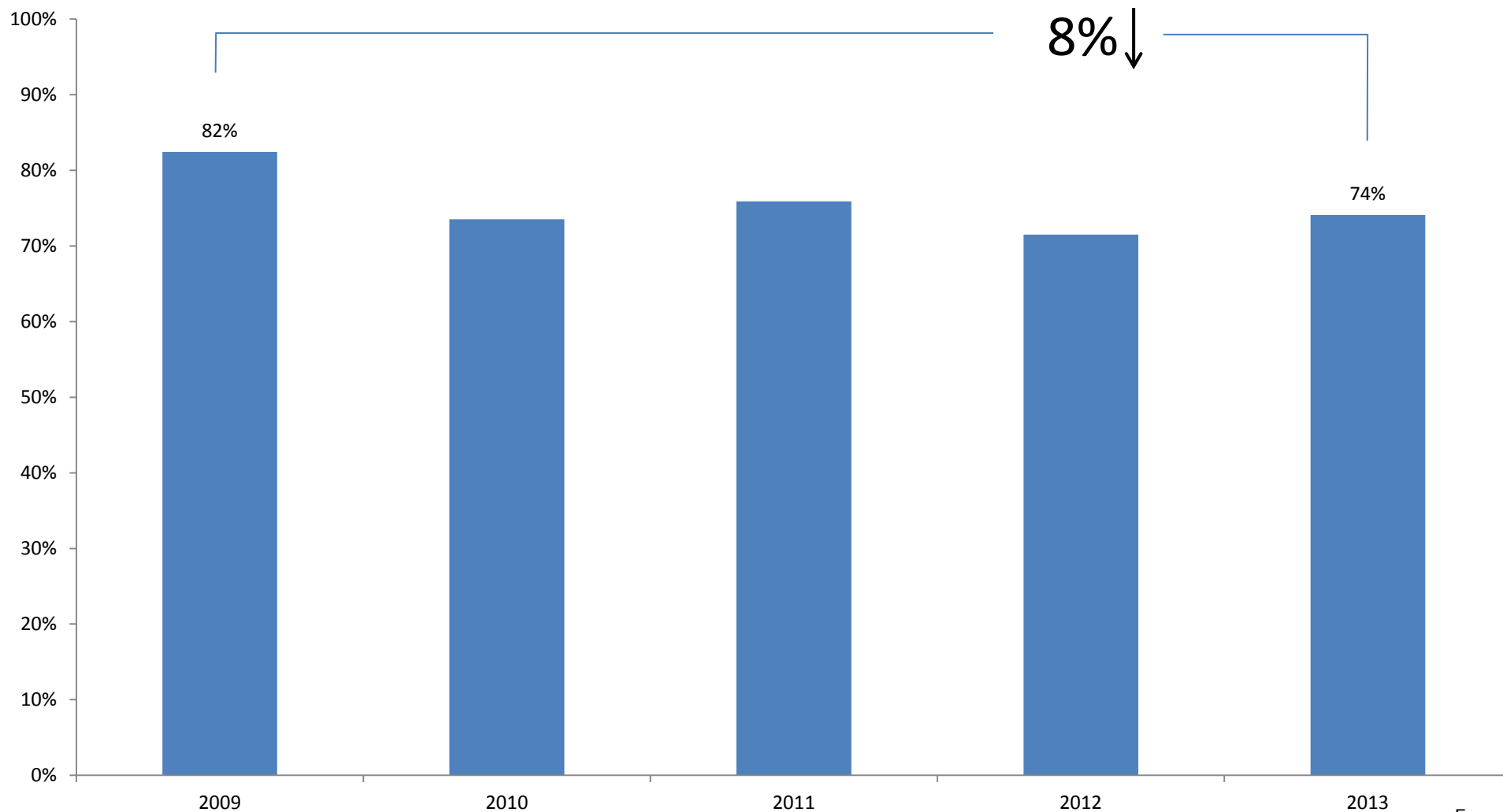




# Academic Performance: 2013 MSA

## Reading

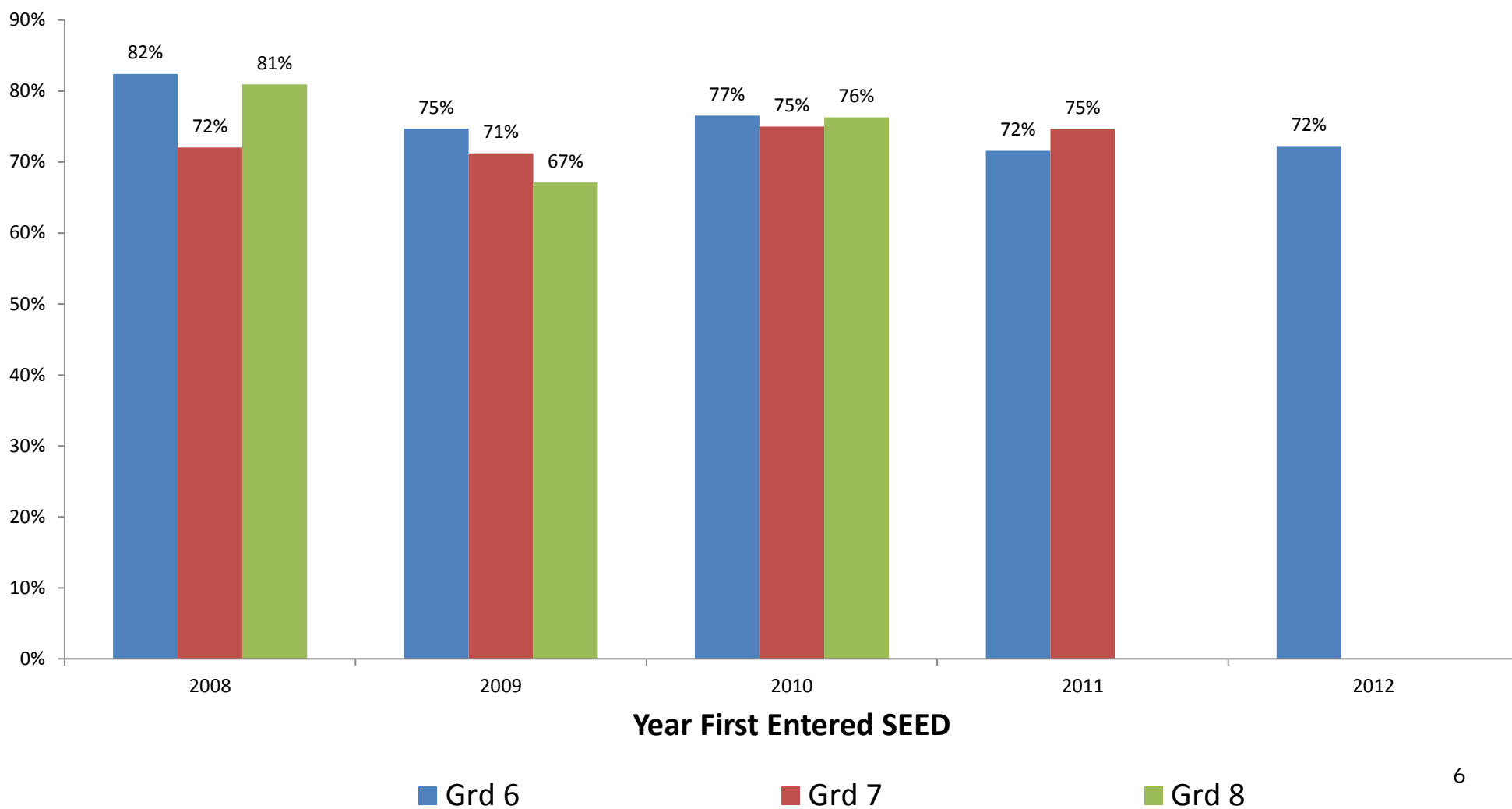
### Change in % Proficient or Advanced





# Academic Performance: 2013 MSA Reading

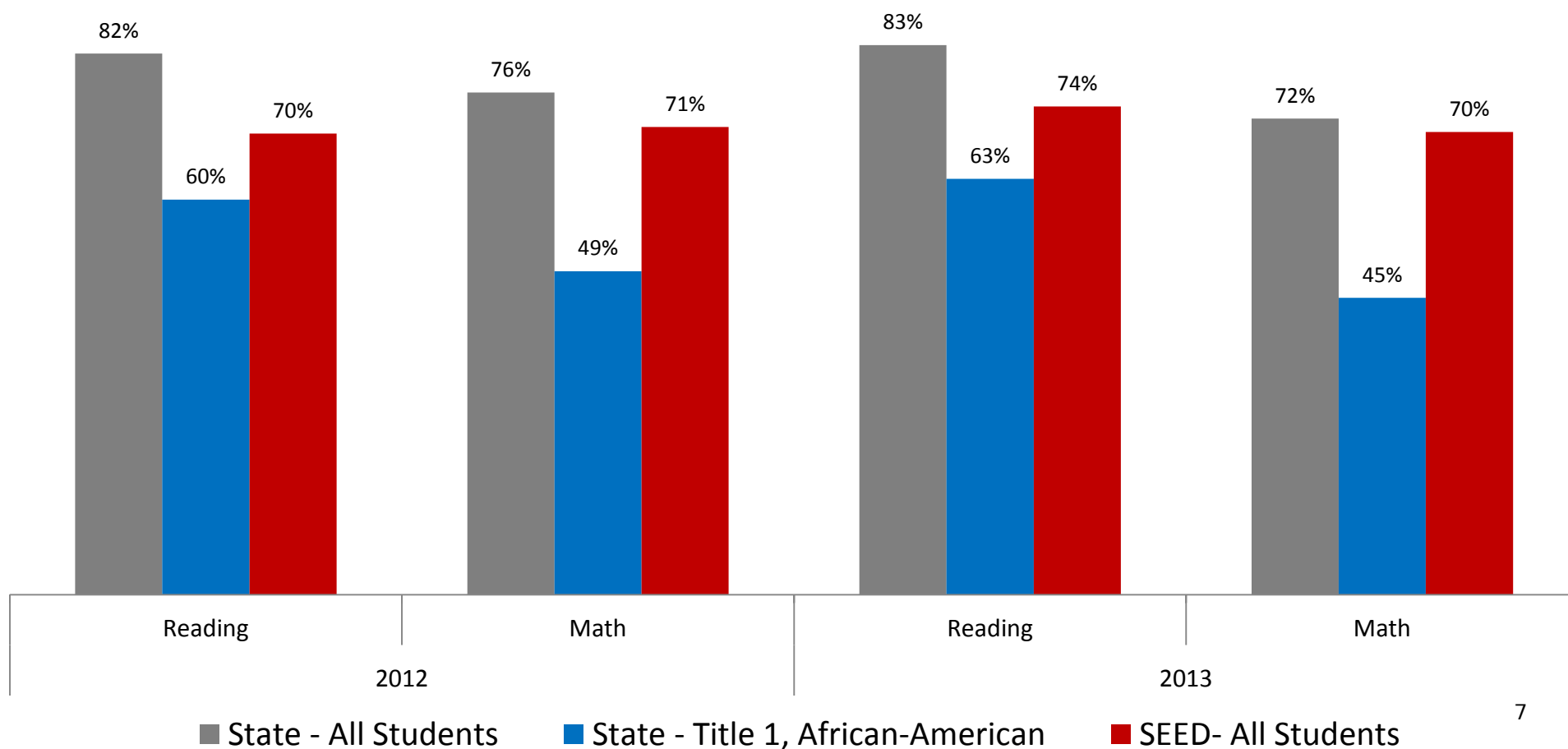
## Change in Percent Proficient/Advanced by Cohort





# Academic Performance: 2013 MSA

## 2012 and 2013 MSA SEED & State Average for Grades 6-8





# Academic Performance: 2013 HSAs

## Percent of Students Passing/Not Passing on the 2013 HSAs

Subject	Passing	Not Passing
ELA	79%	21%
Algebra*	76%	24%
Biology	82%	18%
Government	53%	47%

\*Includes passing students from HSAs previous years



# Challenges

- Student Life, SY 2012 – 2013
- Student retention

# Addressing Challenges: Student Life Program



- Reviews
  - Comprehensive review of policies and procedures
  - Monitoring technology audit
  - Faculty & staff evaluations
  - Student life curriculum review
- Trainings
  - Series of staff trainings in areas of observation, supervision, positive-culture building, abuse identification and prevention, and behavioral intervention system
  - Case counseling
- Communications Systems
  - Creation and implementation of communication systems for parents, staff, and faculty
  - School-wide system for communicating discipline trends to all staff and faculty



# Addressing Challenges: Student Retention

- We have identified the following reasons for student retention issues
  - Very Few Charter Schools In The State Serve Students In Grades 6-12
  - Strong Family Alumni Relations With Local High Schools
  - High Transient Population
  - Rigorous Curriculum With High Expectations



# Addressing Challenges: Student Retention



- Steps /taken To Address Student Retention
  - More Students Need To See Academic Success
    - ▶ AVID,
    - ▶ 21<sup>st</sup> Century Learning Grant,
    - ▶ Reduced Class Size In Upper School,
    - ▶ Reduced Special Education Case Load