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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick 
DATE: September 21, 2010
SUBJECT: Progress Report by the SEED School of Maryland

PURPOSE:

The SEED School of Maryland is a statewide residential education boarding program for at-risk students that opened in August 2008 with 80 sixth graders. SEED Maryland is designed to provide a rigorous education and to prepare students for college. The school adds a grade each year until it is serving students up through high school. For the 2010-2011 school year, SEED has enrolled 240 students from 13 local school systems in grades 6, 7, and 8. The State Board is being briefed on progress and challenges to date and invited to ask clarifying questions and comment on the SEED program as required by the contract between SEED and the Maryland State Department of Education.

BACKGROUND:

Education Article: Title 8. Special Programs for Exceptional Children: Subtitle 7: Residential Boarding Education Programs for At-Risk Youth (Attachment I) 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 (the Department). A major purpose of the school is to adequately prepare students for success in college. § 8-101 and § 8-701 through 8-709 defined the eligibility criteria for those students applying to the school as well as established the program as a statewide initiative.

The operator selected through the State procurement process is the SEED Foundation, Inc., with the newly-formed entity incorporated as the SEED School of Maryland. SEED has experience operating the SEED Public Charter School of DC which opened its doors in 1998. However, the Maryland SEED is not a charter school and operates according to Maryland state public school standards and requirements.

EXECUTIVE SUMMARY:

In August 2007, the Department and SEED staff began the process required to be ready for the entering class for the 2008-2009 school year of 80 sixth grade students meeting the disadvantaged and at-risk criteria. The Department-appointed Project Monitor for the SEED contract is Dr. Rhona Fisher. Activities in place include scheduled quarterly meetings with SEED and the Department's internal workgroup to address issues that are part of operating a public secondary school in Maryland. Over the course of the school year, the contract stipulates deliverables as well as requires semi-annual progress reports to the State Board. The contract also details accountability benchmarks as part of the Department's ongoing monitoring. SEED is entering year four of planning and operations with year three of serving students.

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The SEED School of Maryland's leadership team invited to be here includes: Jerry Kountz, the Head of School for the past two years and Jallon Croskey, the new Director of Academics (principal). Also participating will be Anna Williams, Director of Student Life, and Stan Estremsky, Managing Director. With expanded enrollment and as a school wide Title I school, SEED has funded two Curriculum Instructional Specialists--one in English/Language Arts/Social Studies and another to oversee Mathematics/Science. Staff this year also includes a Library/Media Specialist and a Spanish teacher. In addition, SEED offers art, music, P.E. and after school clubs. SEED Maryland has partnered with Howard County Public Schools to access that system's on-line curriculum and selected professional development activities. Reading and math are taught in 70-minute instructional blocks with additional catch-up and afterschool sessions. Grade level teachers have daily common planning periods. SEED hosts a website so that parents and other may access information about school activities. www.seedschoolmd.org
The Department has an electronic link on our home page to SEED Maryland for general information and a directory at <http://marylandpublicschools.org/MSDE/programs/residentialied>.

As part of its outreach efforts and to recruit students from all 24 school districts, SEED has met with school superintendents and other key district staff. In October 2007, SEED received approval from the Board of Public Works on the lease between SEED and Baltimore City for the use of the former Southwestern High School campus as the location for the SEED School of Maryland. Two student dormitories have been built and a series of portable structures has been configured to serve up to 400 students. Part of the existing high school building is being renovated to provide instructional space. A cafeteria and gymnasiums are being outfitted in the old school building for use this year.

An important next step for the development of the SEED School of Maryland is to demonstrate academic rigor and success for all students enrolled in the program. Offering a highly visible and high stakes educational program for students with at-risk factors coming from throughout the state's network of 24 school systems, requires daily actions and programs that will enhance student learning and social development so that all SEED Maryland students will graduate from the school college ready and so that the school will live up to its promise of ensuring that underserved Maryland youngsters are able to master 21st century learning standards. *Attachment II* presents the www.mdreportcard.org performance by SEED on the 2010 Maryland School Assessment (MSA) in reading and in mathematics. Although students met Adequate Yearly Progress (AYP) on the MSA in 2009, student performance for 2010 did not meet AYP. *Attachment III* is the *End of Year Report for the 2009-2010 School Year* prepared by SEED.

ACTION:

No action is required.

NSG/rsf

Attachments

EDUCATION ARTICLE: TITLE 8. SPECIAL PROGRAMS FOR EXCEPTIONAL CHILDREN :

SUBTITLE 1. DISADVANTAGED CHILDREN :

§ 8-101. Definitions.

- (a) *In general.*- In this subtitle the following words have the meanings indicated.
- (b) Disadvantaged child.- "Disadvantaged child" means a child who:
- (1) Because of environmental conditions, is not achieving at a level that is scholastically up to his potential abilities;
 - (2) Has to compensate for his inability to profit from the normal educational program;
 - (3) Is 3 years old or older and under 19 and has not graduated from high school;
 - (4) Has the potential to complete successfully a regular educational program leading to graduation from a high school; and
 - (5) Because of home and community environment, is subject to language, cultural, and economic disadvantages that make his completion of the regular program leading to graduation unlikely without special efforts by school authorities to provide stimulation of his potential in addition to the efforts involved in providing the regular educational programs.
- (c) *Program of compensatory education.*- "Program of compensatory education" means a program adopted by a county board for any of the grades prekindergarten through 12 that:
- (1) Is in the form required by this subtitle;
 - (2) Supplements the regular educational programs of the county board;
 - (3) Includes a plan for the identification of disadvantaged children; and
 - (4) Has the purpose of providing stimulation of the intellectual abilities of disadvantaged children.

SUBTITLE 7. RESIDENTIAL BOARDING EDUCATION PROGRAMS FOR AT-RISK YOUTH

§ 8-701. Definitions.

- (a) *In general.*- In this subtitle the following words have the meanings indicated.
- (b) At-risk youth.- "At-risk youth" means an individual who meets at least two of the eligibility criteria determined by the Department and an operator that may include:
- (1) Being eligible for free or reduced price meals;

- (2) A record of suspensions, office referrals, or chronic truancy;
- (3) A failure to achieve a proficient or advanced level on State assessments in reading or mathematics, or both;
- (4) Having a disability;
- (5) A referral from a teacher, counselor, social worker, or community-based service organization;
- (6) The head of household is a single parent;
- (7) The head of household is not a custodial parent;
- (8) The adjusted gross family income is below the federally established poverty guidelines;
- (9) The family receives temporary cash assistance under the State Family Investment Program; or
- (10) A member of the family has been incarcerated.

(c) Board.- "Board" means the Board of Trustees of Residential Boarding Education Programs.

(d) Operator.- "Operator" means a private nonprofit or public entity that develops and operates a program.

(e) Program.- "Program" means a residential boarding education program that includes:

- (1) A remedial curriculum for middle school grades;
- (2) A college-preparatory curriculum for high school grades;
- (3) Extracurricular activities such as athletics and cultural events;
- (4) College admissions counseling;
- (5) Health and mental health services;
- (6) Tutoring;
- (7) Community service opportunities; and
- (8) A residential student life program.

§ 8-702. Establishment and operation.

A residential boarding education program for at-risk youth shall be operated under the supervision of the Department.

§ 8-703. Eligibility.

A student shall be eligible to participate in a program if the student is:

- (1) A disadvantaged child as defined in § 8-101 of this title;
- (2) An at-risk youth;
- (3) A resident of the State; and
- (4) Currently enrolled in grade 5 or grade 6.

§ 8-704. Department to contract with operator to provide services.

(a) In general.- The Department may contract with an operator to provide at-risk youth in the State with the opportunity to participate in a program.

(b) Qualifications.- The operator shall meet the qualifications established by the Department including:

- (1) Previous experience with a comparable program;
- (2) Measured success with a comparable program; and
- (3) The capacity to finance and secure private funds for the development of a campus for the program.

(c) Written standards.-

- (1) The operator shall adopt written standards for the admission and dismissal of students.
- (2) The standards and any amendments shall be submitted to the State Board for approval.
- (3) The State Board may require modifications to the standards as it considers necessary.

(d) Charter and bylaws.- The operator shall submit its charter and bylaws to the State Board for approval.

(e) Outreach programs.- The operator shall conduct an outreach program for each local education agency in the State to:

- (1) Provide information to the local education agency about the program; and

(2) Encourage student recruitment and participation from each county in the State.

§ 8-705. Governing Board.

(a) In general.- The Board shall govern a program.

(b) Members.-

(1) The Board consists of 25 members.

(2) Of the 25 members:

(i) 5 shall be appointed by the Governor, with the advice of the State Superintendent and the advice and consent of the Senate; and

(ii) 20 shall be selected in accordance with the charter and bylaws of the program.

(c) Terms.-

(1) The term of a member is 3 years.

(2) The terms of the members are staggered as required by the terms provided for members of the Board on July 1, 2006.

(3) At the end of a term, a member continues to serve until a successor is appointed or selected and qualifies.

(4) A member may not serve for more than 3 consecutive full terms.

(5) A vacancy shall be filled in the same manner in which the vacating member was appointed or selected.

(d) Officers.- The Board shall determine its officers.

§ 8-706. Program requirements and accountability.

A program shall be subject to:

(1) The same accountability mandates of the federal No Child Left Behind Act as other public schools in the State; and

(2) The requirements of 20 U.S.C. § 1400, et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

§ 8-707. Salaries.

Teachers and any other professional personnel at the program shall be paid an annual salary that is at least equal to the salary received by public school teachers and professional personnel of similar training and experience in the county in which the school is located.

§ 8-708. Reporting requirements.

(a) Board reports.- The Board shall submit to the Department on or before July 1 of each year:

- (1) The name of each student who participated in the program during the preceding year;
- (2) The name of each student projected to participate in the program during the upcoming year;
- (3) The county in which each student who participated in the program during the preceding year was domiciled;
- (4) The county in which each student projected to participate in the program during the upcoming year is domiciled;
- (5) The total number of students that participated in the program during the preceding year;
- (6) The total number of students projected to participate in the program during the upcoming year;
- (7) The actual operation budget for the preceding year; and
- (8) The projected operating budget for the upcoming year.

(b) Department reports.- The Department shall report:

- (1) On or before April 1 and October 1 of each year, to each county board regarding:
 - (i) The number of students who are participating in the program from the county; and
 - (ii) The name of each student from the county who is being charged to the county; and
- (2) On or before December 1 of each year, to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly regarding:
 - (i) The information provided under subsection (a) of this section; and
 - (ii) Whether the funds appropriated under § 8-710 of this subtitle should be increased or decreased.

§ 8-709. Funding.

(a) Definitions.-

- (1) In this section the following words have the meanings indicated.

(2) "Cost per pupil" means the amount of money spent by a county board for the operating expenses of public education in the county from county and State sources divided by the full-time equivalent enrollment of the county as defined in § 5-202(a) of this article.

(3) "State sources" means funds provided to a county board in accordance with §§ 5-202, 5-207, 5-208, 5-209, and 5-210 of this article.

(b) Determination of domicile for calculation of state aid.- Students participating in a program shall be included in the enrollment of the county in which the student is domiciled for the purposes of calculating State aid under §§ 5-202, 5-207, 5-208, 5-209, and 5-210 of this article.

(c) Payment of local funds to the Department.-

(1) To support the cost of instructional programming for a program, each county board shall pay to the Department an amount equal to 85% of the cost per pupil for each student who participates in a program but is domiciled in the county.

(2) Each county governing body shall include a student participating in a program in the full-time equivalent enrollment used for calculating the required local funds appropriated under § 5-202(d) of this article.

(d) Disbursement of funds.- The Department shall disburse the funds received in accordance with this section to the program.

§ 8-710. Additional funding to cover transportation, boarding and program administration.

(a) In general.- In addition to the funds disbursed in accordance with § 8-709 of this subtitle, the Governor shall appropriate funds to the Department in accordance with this section to cover the transportation, boarding, and administrative costs of a program.

(b) Appropriation of funds by Governor.-

(1) Subject to paragraph (3) of this subsection, beginning in fiscal year 2009, the Governor shall appropriate at least \$2,000,000 to the Department in order for a program to serve up to 80 students.

(2) For each additional 10 students enrolled in a program, as reported by the Department, the Governor shall appropriate an additional \$250,000.

(3) The total amount of funds appropriated under this subsection may not exceed \$10,000,000 for any fiscal year.

(c) Additional funding.- This section may not be construed to prohibit a program from receiving funds from private, federal, or other sources.

ATTACHMENT III

End of the Year Report for the SEED School of Maryland 2009-2010 School Year

Submitted August 4, 2010

Section 1. Yearly Benchmarks of Performance

The SEED MD Students

The SEED School of Maryland student body consisted of 160 students representative of fourteen Maryland counties. Students from two new counties, Dorchester and Queen Anne's, were enrolled for the 2009-2010 school year. Seventy three (46% of the total population) were students returning for the seventh grade indicating a 96% level of re-enrollment for the Class of 2015. Eighty four (54% of the total population) were selected in the public lottery that was held on May 16, 2009 and elected to enroll in August, 2009 as the Class of 2016. The student body was 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.

State Assessments - Annual State Testing

2010 Annual Yearly Progress Report

MSA

	READING				MATH			
	N	% Prof	AYP Status	Part Rate	N	% Prof	AYP Status	Part Rate
All Students	149	73.8	Met	100	149	52.3	Not Met	100
African American	144	74.3	Met	100	144	52.1	Not Met	100
White	3	66.7	Na	Na	3	66.7	Na	Na
Hispanic	2	50	Na	Na	2	50	Na	Na
FARMS	94	70.2	Not Met	100	94	53.2	Not Met	
Special Education	18	61.1	Met	na	18	27.8	Not Met	100

MSA data indicates that SEED Maryland did not meet the standards in Reading for FARMS students and in Math for All, African American, FARMS, and Special Education students.

HSA

Seventeen seventh grade students enrolled in Algebra I took the Algebra I High School Assessment in May. Eleven of the seventeen, 65%, received a passing score and earned one high school credit in mathematics. Two students, 11%, missed the passing cutoff score by less than 5 points.

Academic Outcomes

Reading

The SEED School administered the QRI Reading assessment three times during the 2009-2010 school year in September, January, and May. The data indicated the following results:

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Grade 6 Level Increase from September to May

Grade Levels Increased	4 levels	3 levels	2.5 levels	2 levels	1.5 levels	1 level	.5 levels	0 levels
%of Students	1%	4%	13%	7%	9%	24%	9%	16%

17% of 6th grade students had incomplete comparative data

Grade 7 Level Increase from September to may

Grade Levels Increased	2 levels	1 level	0 levels
%of Students	2%	24%	68%*

6% of 7th grade students had incomplete comparative data

*Indicates that 68% of students maintained a reading level indicated by the QRI as High School level. The QRI grade indicators stop at the 8th grade reading level and then go on to high school level.

We found it necessary to replace the two sixth grade English Language Arts teachers during the first semester of the year. One was replaced in October and one in December. Both of the newly hired teachers were certificated and came with some previous teaching experience.

Mathematics

Math continues to be an area of focus and attention for everyone at SEED. Last year’s MSA data indicated that we achieved AYP through reaching the confidence interval and we are committed to improving our results in math. We instituted a variety of adjustments and modifications to our math program for the 2009-2010 school year. SEED initiated the use of the STAR Math Assessment program to assist in the monitoring and growth of students in mathematics. Professional development for the program was delayed and implementation was slow in getting started. Throughout the year, we experienced a variety of difficulties and contradictions of math data and found more intense work on the utilization of the program was necessary and will be needed for the 2010-2011 school year. As a result, on-going benchmark data was not accurate and contributed little to the monitoring and adjusting of instruction to better meet student needs. We also had a personnel change in the resignation of a math teacher in December and the utilization of a long term substitute in those classes for the remainder of the year.

Seventeen seventh grade students were enrolled in Algebra I throughout the year. Eleven of the seventeen, 65%, successfully passed the High School Assessment given in May, 2010.

Attendance – Target is 95% tracked monthly and annually

SEED MD achieved the target and recorded an average daily attendance rate of 96.8%.

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

SEED exceeded the target of 85% re-enrollment as seventy three of the seventy six students in the Class of 2015, 96% of students re-enrolled in SEED MD for the 2009-2010 school year. Three students, 3.9%, elected not to re-enroll and found placement in other Maryland schools.

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

On hundred sixty students, capacity for year 2, 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. Ninety percent of students who were enrolled in September were enrolled in June, with only 17, 10%, of student withdrawing from the school during the year. Attrition data for the entire year is as follows: Sixth Grade – 9 males, 1 female; Seventh Grade – 4 males, 3 females.

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 leaving final enrollment at 157 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 2009-2010 school year there were 64 staff employed at SEED MD: 27 student life, 16 academic, 8 in student support, and 13 in administration and other roles (facilities, development, etc.). Thirty one new positions were added to the SEED staff for the 2009-2010 year in order to meet the needs of the expanded student population. Ninety five percent, 95%, of the current staff will be returning to SEED for the 2010-2011 school year. Ninety three percent, 93%, of the total staff hold degrees; 51% hold a Bachelors degree and 42% hold a Masters degree. New staff members have been recruited through various methods including attending career fairs, publishing positions on our website and with teacher recruitment agencies, and an effective word of mouth referral system. Twenty eight new positions will be added for the 2010-2011 school year as well as hiring for the 5% staff vacancies. As of this report, 94% of all needed positions have been hired. 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. One hundred percent of the student life counselors have college or advanced degrees in fields such as psychology, social work, and other social services related programs.

- **Outreach.** Update to MSDE on SEED’s outreach to local school systems for the 2009-2010 recruitment of SEED students by LEA.

During the 2009-2010 recruiting season for the class of 2017, 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. An information package was sent by mail to all of elementary schools in the state. Over 35 information sessions were held in seven targeted counties at schools, recreation centers, and other available venues. Two information sessions for school personnel only were held on SEED’s campus and were well attended by school counselors, teachers, and administrators from across the state. We strategically targeted the counties that had little or no representation at SEED and those in close proximity to our school. We received well over 400 requests for information packets and applications for 2009-2010 school year. Bilingual applications

were made available and a Spanish translator was on hand to participate in presentations with high Latino populations. We created a small cadre of student recruiters who presented at the information events 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 January 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. As a result of these efforts, SEED's students now represent 15 of the 24 counties in Maryland, with student(s) added from Carroll County for next year.

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. Three representatives from the Maryland Department of Education (MSDE) also volunteered to serve on the committee to provide additional expertise and support: John McGinnis, Office of Student Services, Chuck Buckler, Office of Student Services, and Rhona Fisher, Program Manager. We received 171 applications and after screening by members of the review committee, 140 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 whose application was approved as eligible for the lottery were placed into the lottery held on May 22, 2010 at the Friends School of Baltimore. At the lottery, student numbers were randomly drawn as the order of preference for enrollment in to the SEED MD 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 83 students, 42 boys, 41 girls, were placed on the enrollment list. Twenty additional students, 10 boys, 10 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.

Orientation: A parent orientation was held on June 5, 2010 for all parents of students on the enrollment and priority wait list. The orientation included a general session followed by several mini sessions focusing on topics of importance related to enrolling and attending SEED MD. On Sunday, June 20, 2010, 104 students arrived on campus for a week long orientation program. Students experienced a typical week of living on campus and attending classes. Evening activities such as a bonfire, talent show, and cookout were planned to begin to build the new community. All students participated in a trip to the University of Maryland, College Park, to 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 (6th and 7th grade) which are aligned with the Maryland Voluntary State Curriculum and which include the specific subjects set forth in COMAR 13A.04. 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 2009-2010 was built on a four 70 minute period plan, one 60 minute exploratory class, a 40 minute Targeted Intervention class in which students are in fluid groups to receive more focused support and assistance and a 30 minute teacher supported study hall where students could get additional clarification or assistance related to homework assignments and tasks. All students were scheduled into daily mathematics, English/language arts, and alternating day science and social studies classes. Exploratory classes, physical education, art, and music, also met on alternating days. 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. Students received individual and

group support in the dormitory during the ninety minute study hall time that is scheduled each evening and during evening quiet time and every morning during AM ready time.

2010-2011: The 2010-2011 instructional program is very similar to the 2009-2010 program replicating the same base master schedule and MSDE required courses for grades sixth through eighth. A major change is that students in grades six and seven will have a 70 minute structured Targeted Intervention period in order to receive remedial assistance and/or extension enrichment in reading and math as needed. All students in eighth grade will be enrolled in a year-long Spanish I course.

Title 1: Thirty four students received extended services in reading and/or mathematics through the Title I Targeted Assistance Program. Four certificated, highly qualified teachers held learning sessions for 30-45 minutes before or after school Monday through Thursday with small groups to provide intensive reading and math intervention. Students were selected in compliance with Title I Targeted Assistance Program guidelines and specifications. Those identified were the students with the greatest needs in mathematics and reading. The program continued until the end of the year. Following the Title I program review, increased 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. SEED will become a school wide Title I school for the 2010-2011 school year.

The Special Education Program: Under the direction of our two special education educators, all SEED students who 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. Seventeen students received special education services and two students received speech/language therapy as a related service. SEED contracts with an outside agency to provide speech/language therapy on our campus. The special education program review conducted in April 2009, identified a variety of items that resulted in SEED being placed on a Corrective Action Plan for special education program compliance. Technical assistance from the office of special education at MSDE has proven valuable in providing support for making necessary corrections and improvements in our special education program delivery. As a result, SEED was removed from corrective action in special education during the January, 2010 audit meeting.

- **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.

The SEED School of Maryland’s Board of Trustees set an operations fundraising goal for 2009-2010 of \$1,300,000 in contributions. As of the close of the fiscal year, June 30, 2010, \$1,017,009 of the goal was met. Expense savings will result in a balanced income statement.

<i>Goal</i>	<i>\$ 1,300,000</i>
Total Funds Committed to Maryland School Operations	\$ 1,017,009
Foundations and Corporations	\$ 538,765 (53%)
Individuals	\$ 478,244 (47%)

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

Students participate in clubs and activities which are scheduled for an 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 cooking, chess, crochet, dance, yearbook, cheerleading, martial arts, track, basketball, softball, soccer, flag football, dance, bike riding and roller blading, and homework assistance groups. Clubs and activities are led and supervised by members of the student life team. Off campus events were also part of the evening program for SEED students. Students participated in trips to the Baltimore Opera, Georgetown University basketball game, UMBC girl's basketball game, Baltimore Orioles games, skating rink, National Press Club in Washington, and other events.

Students also participated in curricular extension activities such as

- week-long environmental education trip to the NorthBay Environmental camp
- screenwriting class with Tammy Green, Hollywood writer, and then performing original screen plays with actress Jennifer Lewis
- creation of a poetry and art work booklet for distribution at the national Press Club Book Fair
- student art show that raised close to \$2,000 for the school from the sale of student art work
- participation in the Maryland Playwrights Festival

- **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 two counselors, a mental health counselor, a school psychologist, a behavior specialist, the dean of students, and two nurses, one registered nurse and one licensed practical nurse. The team provided services such as individual counseling sessions, small group counseling sessions, parent group sessions, staff consultations, professional development for staff, medical assistance, wellness and preventive activities and services, college guidance, and coordination with outside health and mental health agencies. Counseling sessions are held throughout the entire 24 hour timeframe to assist students in resolving problems, confronting issues, and assisting students to be most available for learning. Most of the issues counselors addressed were issues that revolved around anxiety, depression, trauma, homesickness, emotional regulation, organization, and relaxation/coping skill development. Our work during the initial six months centered on in-the-moment support, relationship building, and crisis management where we have worked with 100% of the students. Counseling opportunities and family involvement sessions contributed to build on the positive relationships we have created. The first Sunday of each month, a parent support group meets and is led by one of the school counselors to assist parents with the transition into adolescence. 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 by 25% during the 2009-2010 school year. Monthly meetings were held to review issues and topics, to provide updates and information to families, and to increase participation in the total school program. The PTO sponsored its first Book Fair, held three fundraisers, sponsored three school dances for students, and participated in many recruiting information sessions on and off of campus. A member of the PTO is a member of the School Planning and Management Team and a member also participated in the Director of Academics selection committee.

Community Partnerships During the 2009-2010 school year a variety of both long term and short term partnerships were developed. SEED MD benefited from partnerships with many outside organizations. Great support was provided to our students to include learning opportunities, volunteers and free tickets to cultural events. Highlights included:

- UMBC Sherman Teacher Program. The program provided fifty five college students who participated in a campus improvement day.
- Junior Achievement. JA 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.
- Stevenson University Teacher preparation program-four junior students completed on semester of pre-service experience on our campus
- Baltimore Ravens-Three Baltimore Raven players have provided in kind donations to our students.
- UMBC School of Education-eleven first year education majors spent two half days per week for a semester on campus observing classes and students.
- Alpha Kappa Alpha Sorority participated in our Read Across America night and donated over 200 books to start a dormitory mini library. They also sponsored a Teen Community Health fair on our campus serving teenagers from three different Baltimore communities.

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.

<ul style="list-style-type: none"> ● Survey Data
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Satisfaction surveys were administered to parents, students and staff at the conclusion of the 2009-2010 school year. Each survey consisted of thirty eight statements focusing on four large categories: Leadership, School Climate and Environment, Teaching and Learning, and Parent Involvement. Statements varied for each group seeking feedback on various topics related to the four categories. Data was disaggregated by gender and grade for parents and students while staff data was identified by years at SEED and gender. General findings:

Parents (38 forms returned=23% return rate)

With only a 23% return rate, the data analysis is a limited reflection of parent satisfaction with SEED. All parents received the survey with a self addressed stamped envelope in order to return the survey to campus or families could have dropped it off at a Sunday check in. Parents were given a two week time frame to complete and return surveys.

- The majority of parent surveys indicate over 60% response in Strongly Agree and Agree in response to every statement
- Sixth grade male (5 responses) and seventh grade female (6 responses) parent surveys indicate the highest degree of satisfaction with 95% of all statements receiving Strongly Agree, Agree, or Neutral ratings and only 5% (2 questions) receiving a Disagree rating- Students are recognized for accomplishments., It is easy for me to contact and talk to my child's teachers and student life staff.
- Seventh grade male parents (7 responses) indicated the highest level of responses with Disagree or Strongly Disagree with 50% of the statements receiving at some response in either of the two ratings. The most significant were; Free and open communication occurs among parents and staff, The school has a written plan that indicates what it is trying to achieve. Parents and students are aware of the school goals. The school gives parents news about their child's accomplishments.

Students (115 forms returned=69% return rate)

Students were asked to complete the survey at the start of a study hall period in June and turn in their form to their Student Life Counselor. Students were not required to complete a form.

- Student responses were distributed across all five response choices in all statements
- Sixth grade males indicated a 50% or higher selection of Strongly Agree or Agree responses to 100% of the questions
- 74% of all students indicated a Strongly Agree or agree response to the statement, School rules are enforced. However, 33 % of students indicated a Disagree or Strongly Disagree response to the statement, The school rules are generally obeyed by students.

Staff (53 forms return=87% return rate)

Staff members completed the survey (44 statements) during a total staff meeting in June. The data was disaggregated by years at SEED and gender. One group of results (8) did not include those identifiers and were marked as anonymous.

- There were clear distinctions between first (29) and second year (16) staff member responses to the statements. First year staff members tended to be more satisfied and had a great frequency of Strongly Agree and Agree responses than second year staff.
- Both first year males and females along with second year females indicated responses in the Strongly Agree and Agree categories in 100% of the statements. Second year males only selected Strongly Agree in 25% of the statements.
- 61% of the second year staff (16) selected Disagree or Strongly Disagree in response to the statements; Communication between leadership and staff is frequent and effective., while only 13% of the first year staff selected those two responses.

A common set of statements were asked across all three groups in order to gauge a total sense of satisfaction in the following areas:

Statement (Percent of Responses Strongly Agree or Agree)	Parents (n=38)	Students (n=115)	Staff (n=53)
Parents and students are aware of school purposes and goals.	82	77	64
An atmosphere of respect and trust exists in the school.	79	25	31
The school is a good place to be.	66	55	61
School staff members set high, but appropriate and achievable goals for students.	81	78	88
Students are taught to apply basic skills and problem-solving in reading, writing, mathematics, science, and social studies.	87	80	83
Parents and parent groups actively participate in school activities.	52	50	62
My child feels safe at school. I feel safe at school.	83	53	N/A

Detailed data by question per survey is available if requested.

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 2009-2010 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. Staff also completed and participated in a 360 degree peer review process at the end of the year.

- Professional development for all staff occurs on a regular basis. Monthly all day staff professional development sessions enable all staff to receive timely and appropriate professional development. Some topics that have been addressed have been student led conferences, differentiated instruction, dealing with gender identification issues, strategies in working with African American males, and others. 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. 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 construction of Dormitory 2 is currently on track to meet completion target goals of early fall, 2010. Construction of the additional modular classroom units that will be on campus to meet the instructional programming needs of the incoming 83 students is progressing as scheduled and is on schedule for an early August completion and occupancy date. The new modular units will contain a larger dining facility, an expanded media center, a second computer lab, a special education suite, and various classrooms. Modifications to the existing modulars have been made to provide an improved and enlarged health suite, a second conference room, and increased and expanded office space to accommodate new administrative members of the staff. The existing dormitory has been cleaned, repairs made were necessary, and freshly painted in preparation for the incoming class.
- **Administration of all aspects of the Public Boarding School**
 - One hundred percent of the members of the senior leadership team returned to SEED for the 2009-2010 school year providing stable and consistent leadership to the school community. Ninety percent of the team will be returning for the 2010-2011 school year. A new Director of Academics was hired and began in July 2010 to fill that vacant position.
- **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 and is always on call to assist students in need of medical attention. All 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.
- **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.

- **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.
- **Residential student life program, including qualified boarding personnel.**
 - The student life program operates from 4:00 pm until 8:00 am each day and employs 27 staff members who supervise and interact with students in a 10-12 students to 1 adult ratio. One hundred percent of the student life counselors have a college degree while many of the student life assistants also have degrees or have degrees in progress Student life degrees are in social work, psychology, and other personal development areas. Many student life staff are enrolled in graduate programs and are working toward advanced degrees.

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