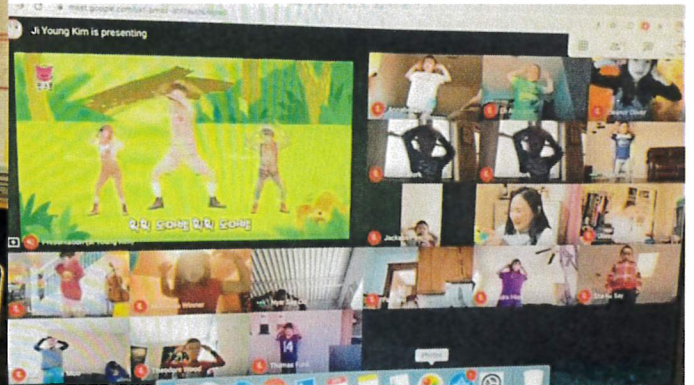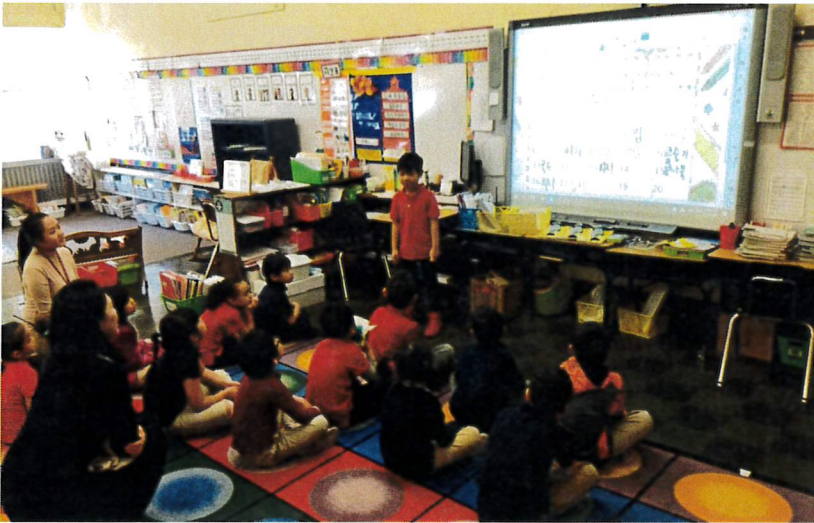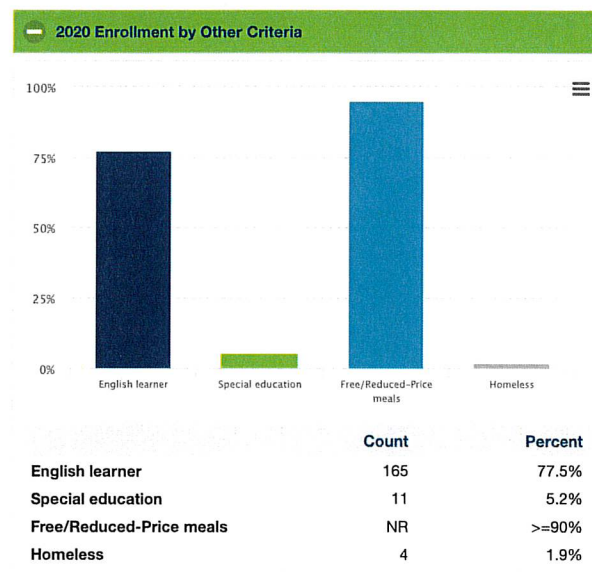# SEJONG ACADEMY'S
# 2019-2020 ANNUAL MEETING

# 2019-2020 ACADEMIC YEAR HIGHLIGHTS

- Grew our student population to 260 students

- Full Korean Immersion in Kindergarten and 1st Grade; 70% in 2nd Grade

- Continued IB MYP Implementation and Training

- Added second 1st Grade classroom

- Implemented tiered Korean Language program for Middle and High School

- Added 9th Grade

- Added AVID for 9th Grade

- Implemented Full Distance Learning

- Awarded a CSP Significant Expansion grant for this summer and next year based on performance excellence

# DEMOGRAPHICS — OCTOBER 1 DATA (from MDE)

## 2020 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

| Race/Ethnicity | Count | Percent |
|---|---|---|
| Hispanic or Latino | 0 | 0.0% |
| American Indian or Alaska Native | 0 | 0.0% |
| Asian | 188 | 88.3% |
| Black or African-American | 8 | 3.8% |
| Native Hawaiian or other Pacific Islander | 0 | 0.0% |
| White | 8 | 3.8% |
| Two or more races | 9 | 4.2% |
| All students | 213 | 100.0% |

## 2020 Enrollment by Other Criteria

| | Count | Percent |
|---|---|---|
| English learner | 165 | 77.5% |
| Special education | 11 | 5.2% |
| Free/Reduced-Price meals | NR | >=90% |
| Homeless | 4 | 1.9% |

# 2019-2020 STAFFING AND VOLUNTEERS

- 27 licensed teachers total
- 4 SPED Teachers and 4 EAs
- 2 Full time  EL Teachers and 3 part-time EL Teachers
- 2 ADSIS Intervention Teachers
- 2 Office Manager/Cultural Liaisons
- 1 Executive Director
- 1 Technology Coordinator
- 2 Reading Corps Members
- 3 Kitchen Employees
- Strong PTO presence for major community events and daily activities

# Staff Retention Rate - 79%

We lost 8 staff during or after 2019-2020:

-4 licensed teachers - 2 transferred districts, 2 work visa delays

-2 office staff - changed professions

-2 EAs - 1 changed district, 1 continued education

Started teacher mentorship program (PELSB grant)
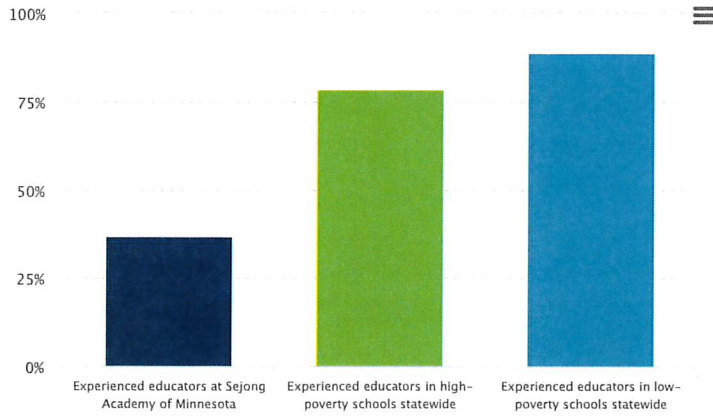
Staff and Board Holiday Party



## Staff Social Outing

Nov. 2019

## Percentage of experienced educators

Note: An experienced educator has more than three years of experience.

This school has >90% of students receiving free or reduced-price meals and is considered a low-poverty school.
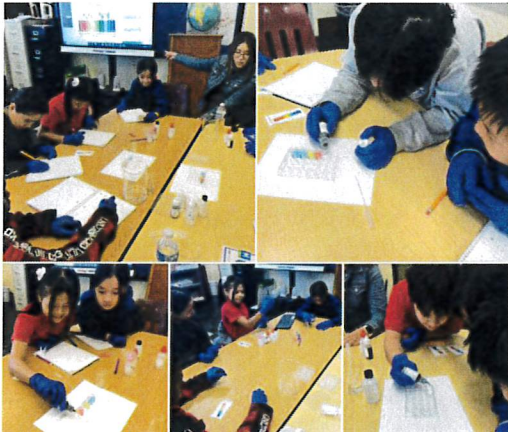




|  | Educators at Sejong Academy of Minnesota | Educators in high-poverty schools statewide | Educators in low-poverty schools statewide |
|---|---|---|---|
| **Percent experienced** | 36.84% | 78.35% | 88.76% |
| **Number experienced** | 7 | 9,382 | 17,777 |

# MCA Trend Data

## No MCAs 2020 due to COVID

6th grade learning about acids and bases. We used a universal indicator to see the pH of different liquids.



**The number of students meeting standards in math, reading, and science over time**
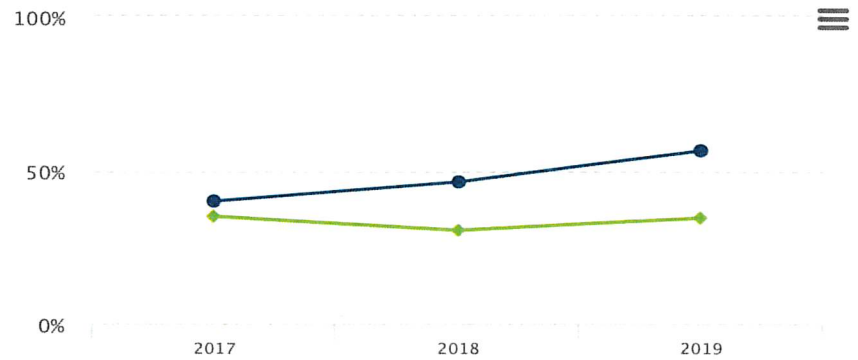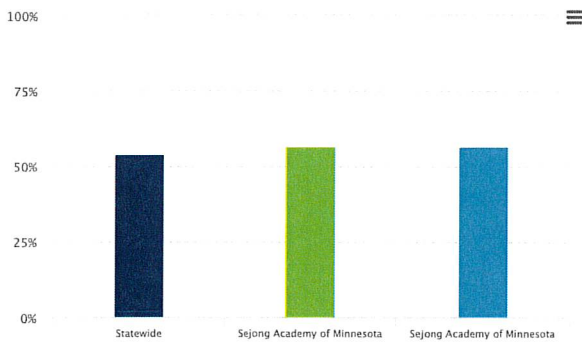


| Subject | 2017 | 2018 | 2019 |
|---|---|---|---|
| Math | 40.0% (24) | 46.3% (38) | 56.4% (62) |
| Reading | 35.0% (21) | 30.5% (25) | 34.5% (38) |
| Science | CTSTR (CTSTR) | CTSTR (CTSTR) | CTSTR (CTSTR) |

# ACADEMICS — 2019 MCA SCORES
# MATH — 56.4%  READING — 34.5%

**Math achievement**



| | Statewide | Sejong Academy of Minnesota | Sejong Academy of Minnesota |
|---|---|---|---|
| Math achievement | 53.8% | 56.4% | 56.4% |
| Count | 454,421 | 110 | 110 |

**Reading achievement**
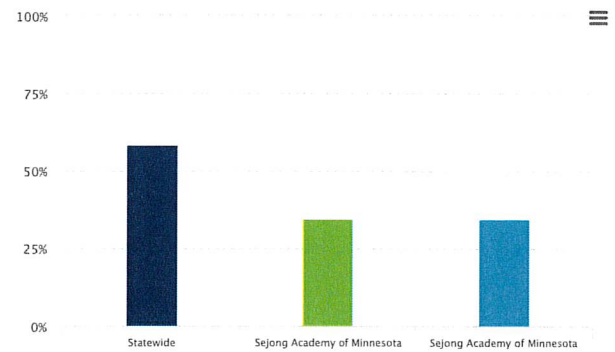


| | Statewide | Sejong Academy of Minnesota | Sejong Academy of Minnesota |
|---|---|---|---|
| Reading achievement | 58.3% | 34.5% | 34.5% |
| Count | 458,830 | 110 | 110 |

# STRONG PROGRESS TOWARDS LANGUAGE PROFICIENCY

## Progress Toward English Language Proficiency (ELP)

### Average progress toward target

The "average progress toward target" is the average amount of progress English learners made towards their targets. For example, an average progress toward target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.



| | Statewide | Sejong Academy of Minnesota | Sejong Academy of Minnesota |
|---|---|---|---|
| Average progress toward target | 61.4% | 65.3% | 65.3% |
| Count | 58,518 | 107 | 107 |

## Percent of ELs meeting target

The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.



| | Statewide | Sejong Academy of Minnesota | Sejong Academy of Minnesota |
|---|---|---|---|
| Percent EL meeting target | 40.1% | 44.9% | 44.9% |
| Count | 58,518 | 107 | 107 |

# THE NEED FOR EL SERVICES — WIDA LEVELS



**Composite - Overall**

To comply with federal laws, changes have been made in the Minnesota report card to protect the identity of students. Data reported on less than 10 students in a category will no longer be available in the assessment reports on the Minnesota Report Card.
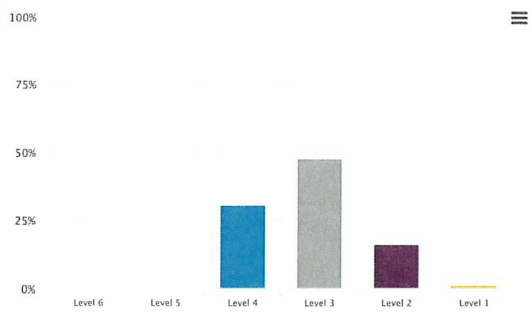
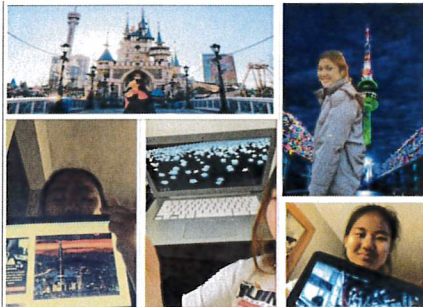| Measure | Level 6 | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|---|---|---|
| Sejong Academy of Minnesota | N/A | N/A | 30.4% | 47.8% | 16.3% | CTSTR |
| | N/A | N/A | 28 | 44 | 15 | CTSTR |

# Q-COMP PROGRAM AND RESULTS

- Lead Teacher – Yun Kyung Cho

- PLC Team 1 – Jiyoung Kim

- PLC Team 2 - Kelsey Crowder

- PLC Team 3 - Jorden Carlson

- Job-Embedded Professional Development – All teachers showed growth and earned the bonus

- School Wide Improvement – MCA Not Applicable - Bonus will be enhanced next year

- Classroom Goals – No Spring NWEA – Math/Reading – 50% of classroom goals achieved. Korean pre-post assessments and Study Island completion primarily used

# 2019-2020 KOREAN LANGUAGE HIGHLIGHTS

- K-2 met all their classroom Q-Comp goals of 80% of their students meeting 80% of their goals

- Two tiered Korean language program for middle and high school

- Note: 8th Grade trip was largely planned but was canceled due to COVID

- Two 9th graders were awarded "Best Performative Adaptation" in the K-Pop Party Translation Contest by the University of Michigan's Nam Center for Korean Studies

6th grade Korean class. Students learned about Korean money and had shopping conversations. They opened their own stores and practiced selling and buying things with Korean money.



8th grade virtual trip to Korea

K-2 Sejong Korean Market >>
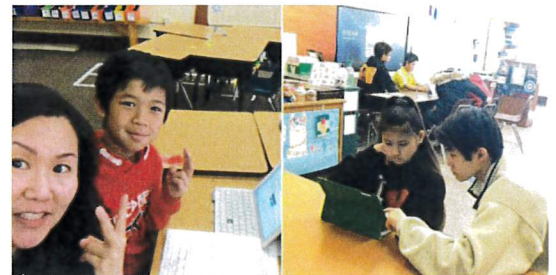
4th grade trip to Korean restaurant

# STUDENT BEHAVIORS

- Teacher's focus on building respectful, inclusive and responsible classroom communities through focusing on Responsive Classroom strategies

-Morning Meetings, CARES Assemblies, Self-Regulated behavior

- Teachers focus on clear classroom procedures

- 23 office referrals during on campus

  19 Asian, 4 Black

- 4 three-day suspensions this year - 2 different fights in the bathroom amongst boys

# EXTRACURRICULAR ACTIVITIES

Saturday is a great time to come for extra help 👥, read with friends 📖 … and enjoy some pizza 🍕



- After School Enrichment and Homework Help – 140 days a year
- Saturday School – 25 Saturdays
- Two Day January Enrichment Camp
- Overnight Camping Trip @ Whitewater State Park
- 9th grade Voyageur Outward Bound 5-day Camping Trip

- 12 9th graders accepted into the Minnesota Council on Economic Education's Dollars and Sense program - explore future careers, paying for college, debt, savings, and credit.

- Middle School Boys Soccer
- Middle School Future Cities
- Korean Dance and Drama Club
- Middle School Girls Soccer and Volleyball
- Art Club
- Tae Kwon Do Club
- Science Club
- Chess club

# EXTRACURRICULAR ACTIVITIES



Student Council. held TikTok competitions during distance learning

After school fitness club. We've covered physical fitness (aerobics and yoga) 💪 healthy meal planning 🥗 mental fitness (meditation/mindfulness) 🧘 and today we cooked a healthy meal 😋



Winners of middle school/ high school "Most Minutes Read in 6 weeks" 📖 📚 contest enjoying a Minnesota Timberwolves basketball 🏀 game!



Afterschool enrichment. Ms. Oh's Korean drumming club for grades 3-5. 🥁 drum❤️



Winter break camp and Taekwondo class pics

Third grade field trip to Oliver Kelley Farm



## G 5-8 Fall camping trip

--- Reading Buddies

Bye bye 👋 🏠 9th graders! Have a great camping trip!! 🎒 🛶 🔥

# SPECIALISTS

- Eunjeong Moe - Music
- Master NIck  – Tae Kwon Do
- Dan Risinger – Visual Arts
- Keuntak Jang/Waihon Liew – PE
- Sean Pajak - Technology

# COMMUNITY PARTNERS

- UMN Service Learning
- Bikes 4 Kids
- Theatre Mu
- University of St. Thomas
    - Junior Achievement - Online resources
- Korean Student Association – UMN
- McKnight Foundation
- Girl Scouts River Valleys
- Urban Tennis

Sejong students and alumni attending Empower Leadership Academy for Girls, hosted by St. Paul Police. The focus of Empower is to develop leadership, confidence, resilience and well-being in girls and young women. 😊💪❤️



9th grade students went to St. Paul College today and got to visit several different programs. Parents from our Family Academy also joined.

# EXCITING EVENTS FOR THE UPCOMING YEAR!

- Implementing the Middle Years IB program and Starting DP Implementation
- Planning for and designing new building
- Full time school counselor
- CSP Implementation II grant
- Two classes in K-2 and Grade 6
- Full time Instructional Coach
- ¾ time IB Coordinator
- Working to get our students back on-campus!

# 2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

## Report Instructions and Information

**Tips when completing the report:**
**All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.**

**When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.**

**When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.**

**Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.**

**If you would like a Word copy of the summary report questions, you can access the document here.**

## Cover Page

### District or Charter Name

4215-07 Sejong Academy of Minnesota

### Grades Served

### Please check all that apply:

Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade

**WBWF Contact Information**

## WBWF Contact Name

Brad Tipka

## WBWF Contact Title

Executive Director

## WBWF Contact Phone Number

16513306944

## WBWF Contact Email

btipka@sejongacademy.org

## Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

### Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

**What year of your Achievement & Integration plan are you reporting on?**

### Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

### A&I Contact Name

### A&I Contact Title

### A&I Contact Phone Number

### A&I Contact Email

# Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic.  Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

## Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

https://www.sejongacademy.org/familystudentresources-policies

Provide the direct website link to the A&I materials.

# Annual Public Meeting

These annual public meetings were to be held in the fall of each school year.  Report on this measure for the 2019-2020 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

Thursday, May 27th

**World's Best Workforce**

# District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. <u>Report on your membership list.</u>

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

## District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

**First and Last Name**

Brad Tipka

**Role in District**

Executive Director

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Grace Lee

**Role in District**

Board Chair

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Yun Kyung Cho

**Role in District**

Instructional Coach

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Jihee Kim

**Role in District**

Teacher/Board Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Jacob Sungmin Chae

**Role in District**

Admin Assistant

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Tamera Pulver

**Role in District**

SPED Director

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Heasook Shin

**Role in District**

SPED Coordinator

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sacha Chandavong

**Role in District**

EL Coordinator

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Hyewon Lim

**Role in District**

EL Coordinator

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sajin Kwok

**Role in District**

Race Equity Coordinator

**Part of Achievement and Integration Leadership Team?**

No

# Equitable Access to Effective and Diverse Teachers

**WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.**

**While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:**

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
Who was included in conversations to review equitable access data?
(200 word limit)

N/A

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
**What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**
**(200 word limit)**

Sejong Academy uses job embedded professional development to retain and train all teachers. As a Korean Immersion school, we do not have a large candidate pool of highly qualified teachers so we need to recruit and assist with coaching and training. As an example, for the past two years we have utilized the a grant to attract and retain teachers of color in an extensive mentoring program. We also have worked to form partnerships with the U of M to train aspiring Korean Immersion teachers.

**WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.**

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
**(200 word limit)**

We have supported our teachers with a teachers of color mentorship grant where mostly teachers of color mentor other teachers of color. Our teaching staff is mostly representative of our student body.

**What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?**

**(200 word limit)**

Sejong Academy uses job embedded professional development to retain and train all teachers. As a Korean Immersion school, we do not have a large candidate pool of highly qualified teachers so we need to recruit and assist with coaching and training. As an example, for the past two years we have utilized the a grant to attract and retain teachers of color in an extensive mentoring program. We also have worked to form partnerships with the U of M to train aspiring Korean Immersion teachers.

# Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

**Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.**

**For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.**

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

# Goals and Results

**SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.**

## All Students Ready for School

### Does your district/charter enroll students in kindergarten?

Yes

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

90% or more of students will be able to identify the numbers 1-20.

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to report

## Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
**(Narrative is required. 200 word limit)**

Teachers assess all students in PreK at the end of the year. Teachers and EA have assessment support, full day PreK
and Reading Corps assistance.

## Do you have another goal for All Students Ready for School?

Yes

# All Students Ready for School

## Goal

**Provide the established SMART goal for the 2019-20 school year.**

90% or more of students will be able to name at least 80% the letters.

## Result

**Provide the result for the 2019-20 school year that directly ties back to the
established goal. If unable to report a result because of disruptions due to COVID-19,
please respond, "Unable to report."**

Unable to report

## Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
**(Narrative is required. 200 word limit)**

Teachers assess all students in PreK at the end of the year. Teachers and EA have assessment support, full day PreK
and Reading Corps assistance.

## Do you have another goal for All Students Ready for School?

No

# All Students in Third Grade Achieving Grade-Level Literacy

## Does your district/charter enroll students in grade 3?

Yes

## Goal

### Provide the established SMART goal for the 2019-20 school year.

The school's proficiency rate is greater than 10 percentage points above the state average.

## Result

### Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

## Goal Status

### Check one of the following:

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
**(Narrative is required. 200 word limit)**

Extensive use of SIOP strategies for sheltered instruction, interventions and Study Island is used to ensure students are on or above grade level.

### Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

# Close the Achievement Gap(s) Between Student Groups

## Goal

### Provide the established SMART goal for the 2019-20 school year.

The school's proficiency rate is greater than 10 percentage points above the state average.

## Result

### Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

### Goal Status

**Check one of the following:**

Unable to report

### Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
**(Narrative is required. 200 word limit)**

Extensive use of SIOP strategies for sheltered instruction, interventions and Study Island is used to ensure students
are on or above grade level.

### Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

# All Students Career- and College-Ready by Graduation

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Extensive use of SIOP strategies for sheltered instruction, interventions and Study Island is used to ensure students
are on or above grade level.

### Result

**Provide the result for the 2019-20 school year that directly ties back to the
established goal. If unable to report a result because of disruptions due to COVID-19,
please respond, "Unable to report."**

Unable to report

### Goal Status

**Check one of the following:**

Unable to report

### Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
**(Narrative is required. 200 word limit)**

Extensive use of SIOP strategies for sheltered instruction, interventions and Study Island is used to ensure students
are on or above grade level. We also have an AVID program to help students pre

### Do you have another goal for All Students Career- and College-Ready by Graduation?

No

# All Students Graduate

### Does your district/charter enroll students in grade 12?

No

## Goal

**Provide the established SMART goal for the 2019-20 school year.**

## Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

## Goal Status

**Check one of the following:**

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
**(Narrative is required. 200 word limit)**

### Thank You!

**Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.**

**http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?
snc=1608058402_5fd906226de042.20339081&sg_navigate=start**