



2020-2021 World's Best Workforce Report Summary and Annual Report

MISSION

Sejong Academy is committed to providing an academically rigorous education to pre-K-8 Twin Cities students through immersion experience in Korean language and culture by using research-based curricula, high standards for accountability and promoting an appreciation for diversity and international cultures.

VISION

Sejong Academy students will become scholars of Korean and English, as well as socially responsible global citizens.

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

A section of this document includes the required template for submission of the 2020-2021 report summary. Districts must submit this completed template by **December 15, 2021** to MDE.WorldsBestWorkForce@state.mn.us.

District or Charter Name: Sejong Academy

Contact Person Name and Position: Brad Tipka, Executive Director

**Sejong
Academy**

2020-2021 Annual Report

2020-2021 Academic Year Highlights

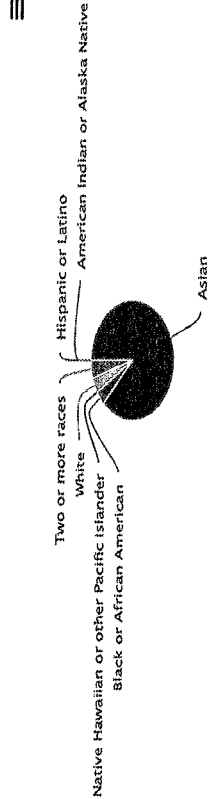
- Online Academy resumed in the Fall with full online courses with all grade levels due to COVID
 - Sejong Academy followed a full schedule with teachers offering live sessions to all students daily
 - Moved to a new, purpose built facility at 1885 University Ave W. St. Paul. MN 55104
 - Continued to pursue IB MYP Candidacy
 - Enhanced building administration and leadership with two new Assistant Directors, a new marketing and outreach coordinator and building maintenance coordinator.
 - Added 10th Grade
-

Demographics - October 1st Data - 257 Total Students

Sejong Academy of Minnesota Sejong Academy of Minnesota

2021 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).

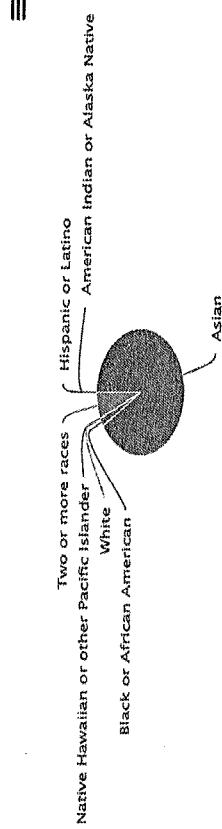


Hispanic or Latino
 Black or African American
 White
 Two or more races
 American Indian or Alaska Native
 Native Hawaiian or other Pacific Islander
 Asian

Race/Ethnicity	Count	Percent
Hispanic or Latino	0	0.0%
American Indian or Alaska Native	0	0.0%
Native		
Asian	185	87.3%
Black or African-American	8	3.8%
Native Hawaiian or other Pacific Islander	0	0.0%
White	9	4.2%
Two or more races	10	4.7%
All students	212	100.0%

2021 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).



Hispanic or Latino
 Black or African American
 White
 Two or more races
 American Indian or Alaska Native
 Native Hawaiian or other Pacific Islander
 Asian

Race/Ethnicity	Count	Percent
Hispanic or Latino	0	0.0%
American Indian or Alaska Native	0	0.0%
Native		
Asian	41	91.1%
Black or African-American	1	2.2%
Native Hawaiian or other Pacific Islander	0	0.0%
White	0	0.0%
Two or more races	3	6.7%
All students	45	100.0%

2020-2021 Staffing and Volunteers

- 55 total staff - full and part time.
 - 32 licensed staff
 - 5 special education teachers
 - 4 EL staff
 - 8 EAs to help assist with the COVID protocols and hybrid learning
-

Staffing

2020 Staffing Profile

Staff count/percent

20/ 71.2%

1/ 3.5%

3/ 12.1%

0/ 2.9%

3/ 10.4%

28/ 100.0%

Position	Staff count/percent
Teachers	20/ 71.2%
Other Licensed Professionals	1/ 3.5%
Paraprofessionals	3/ 12.1%
Administrators	0/ 2.9%
Other staff - including non-licensed staff	3/ 10.4%
Total	28/ 100.0%

Student-Educator Ratios

School Contact Information

Sejong Academy of Minnesota

District: Sejong Academy of Minnesota

Grades: PK-8

Address: 1885 University Ave. W

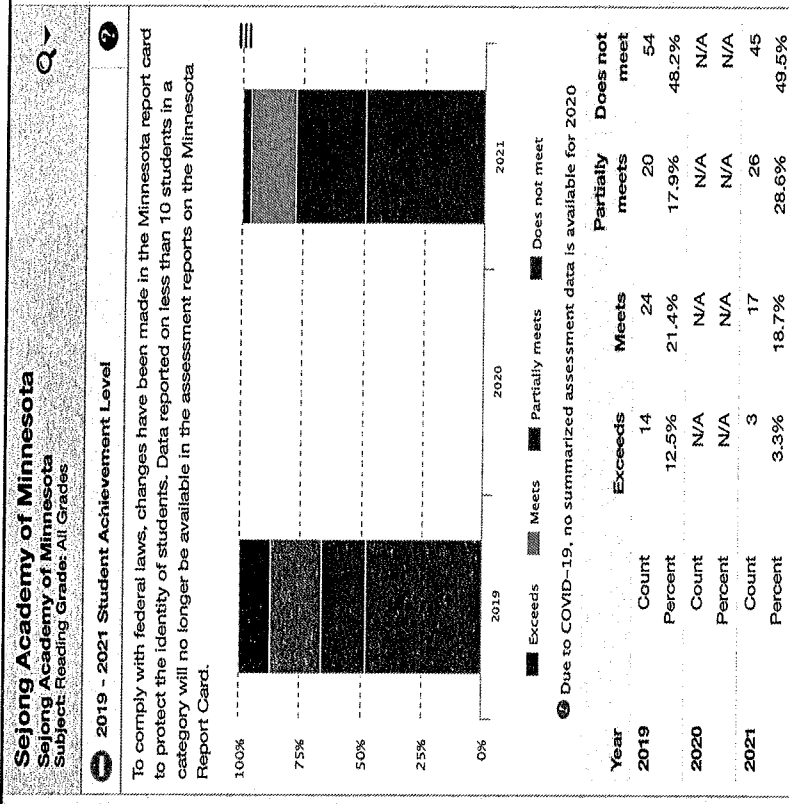
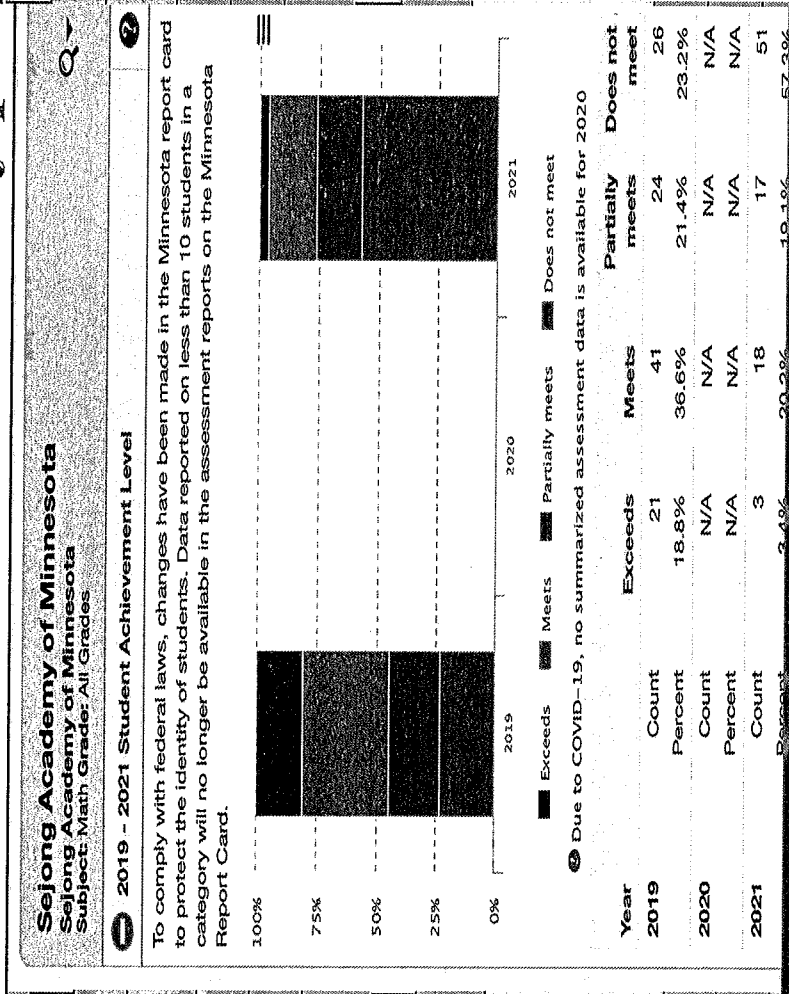
Staffing Retention Rate - 72%

- Staff retention rate was lower than usual
 - Many staff left due to various concerns with COVID and teaching in-person
 - Many staff who left were first-year teachers who had never taught on campus
 - Some staff mentioned lack of support or feeling isolated during pandemic
 - Some interpersonal conflicts were noted as reasons staff left
-

COVID Safety Protocols

- Universal masking implement
 - Temperature checks required for all students at entrance ways to school
 - Air purifiers were purchased for all classrooms and common areas
 - Plexiglass dividers were used in classrooms and cafeterias
 - Teachers and families were asked to monitor all symptoms
 - Saliva testing for staff and students was instituted later in the spring
 - Classrooms needed to quarantine and go online if a positive case found in the classroom
-

MCA Data - MCAs were given in 2020 but not used for accountability purposes



Sejong Academy
Charter School No. 4215
 Saint Paul, Minnesota
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2021

	General	Nonmajor Food Service	Total Governmental Funds
Revenues			
Revenue from federal sources	\$ 715,915	\$ 171,548	\$ 887,463
Revenue from state sources	3,817,042	3,596	3,820,638
Other local and county revenue	21,171	-	21,171
Total Revenues	4,554,128	175,144	4,729,272
Expenditures			
Current			
Administration	120,370	-	120,370
District support services	378,186	-	378,186
Elementary and secondary regular instruction	1,649,655	-	1,649,655
Special education instruction	605,162	-	605,162
Community service	101,202	-	101,202
Instructional support services	46,343	-	46,343
Pupil support services	218,618	165,060	383,678
Sites and buildings	558,444	-	558,444
Fiscal and other fixed cost programs	13,357	-	13,357
Capital outlay			
District support services	63,759	-	63,759
Elementary and secondary regular instruction	184,320	-	184,320
Sites and buildings	87,824	-	87,824
Total Expenditures	4,027,240	165,060	4,192,300
Net Change in Fund Balance	526,888	10,084	536,972
Fund Balance, July 1	1,062,618	-	1,062,618
Fund Balance, June 30	\$ 1,589,506	\$ 10,084	\$ 1,599,590



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

All districts/charters must submit the completed form by **11:59 pm on December 15, 2021**. All reports must be submitted via this form. This submission link should only be used when districts and charter schools are ready to submit their reports. Do not use this link as a template to draft your responses and return later. For districts and charters that would like to draft their responses before submitting their reports, we encourage you to download a copy of the [2020-21 Combined WBWF Summary and A&I Progress Report Template](#), which is also available on our [World's Best Workforce's webpage](#).

This report has three parts:

- **WBWF:** Required for all districts/charters
- **(Not for charter schools) Achievement and Integration:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY.
- **(Not for charter schools) Racially Identifiable Schools:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us for support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

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 2020-21, please provide the relevant data when possible.
For each goal, you will have the opportunity to describe how disruptions from COVID-19 have affected data quality.
- 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, 2021.**
- **Save your specific survey link** for easy access to your district/charter's summary report.
- Contact our WBWF Specialist at mde.worldsbestworkforce@state.mn.us if you need a copy of your specific survey link.

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2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Cover Page

1. District or Charter Name *

4215-07 Sejong Academy of Minnesota

2. Grades Served

Please check all that apply: *

- Prekindergarten - 12th grade
- Kindergarten - 12th grade
- Prekindergarten
- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade
- Seventh grade
- Eighth grade

Ninth grade

10th grade

11th grade

12th grade

3. WBWF Contact Information *

WBWF Contact Name *

Brad Tipka

WBWF Contact Title *

Executive Director

WBWF Contact Phone Number *

651-301-8722

WBWF Contact Email *

btipka@sejongacademy.org

4. Did you have an MDE approved Achievement and Integration plan implemented in the 2020-21 school year?

*

Did you have an MDE approved Achievement and Integration plan during 2020-21 SY? *

Yes

No

Annual Report

MDE understands this past school year (2020-2021) 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.

5. 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/familystu>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-2021 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.

6. Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year. *

May 27, 2021

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2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. [Report on your membership list.](#)

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.

7. District Advisory Committee Members

Complete the list of your district advisory committee members for the 2020-21 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? *

- Yes
- No

First and Last Name *

Yun Kyoung Cho

Role in District

Director, Lower School

Part of Achievement and Integration Leadership Team? *

- Yes
- No

[Remove Item](#)

First and Last Name *

Lisa Thompson

Role in District

Director, Upper School

Part of Achievement and Integration Leadership Team? *

- Yes
- No

[Remove Item](#)

First and Last Name *

Grace Lee

Role in District

Board Chair

Part of Achievement and Integration Leadership Team? *

- Yes
- No

[Remove Item](#)

First and Last Name *

Heasook Shin

Role in District

Special Education Coordinator

Part of Achievement and Integration Leadership Team? *

- Yes
- No

[Remove Item](#)

First and Last Name *

Jaewho Ko

Role in District

Lead Teacher

Part of Achievement and Integration Leadership Team? *

- Yes
- No

[Remove Item](#)

First and Last Name *

Sungmin Chae

Role in District

Operations Manager

Part of Achievement and Integration Leadership Team? *

- Yes
- No

[Remove Item](#)

Add Another

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

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.

8. 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) *

Sejong Academy uses extensive job embedded professional development to hire and retain teachers of color. We also utilized a grant supporting mentoring of teachers of color the past two years. We continually utilize data from

Words used: 56 out of 200.

- 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) *

We utilized in-person safety procedures to provide on-campus instruction as soon as we felt safe to do so.

Words used: 18 out of 200.

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.

9. 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) *

Sejong Academy uses extensive job embedded professional development to hire and retain teachers of color. We also utilized a grant supporting mentoring of teachers of color the past two years. We continually utilize data from

Words used: 56 out of 200.

- 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 extensive job embedded professional development to hire and retain teachers of color. We also utilized a grant supporting mentoring of teachers of color the past two years. We continually utilize data from

Words used: 64 out of 200.

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.

10. For this 2020-21 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.

11. All Students Ready for School *

Does your district/charter enroll students in kindergarten? *

Yes

No

Goal

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

90% of all continuously enrolled students

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

*

80% of all continuously enrolled students

Goal Status

Check one of the following: *

On Track (multi-year goal)

Not On Track (multi-year goal)

Goal Met (one year goal)

Goal Not Met (one year goal)

Met All (multiple goals)

Met Some (multiple goals)

Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer. *

We believe being off campus until February 2021 affected our students access to education through digital access as well as quality of learner participation.

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) *

We use the end of the year Kindergarten data from our internal assessment. Data is analyzed at orientation with teachers, with parents at conferences and we continually work to address goals in job-embedded professional development.

Words used: 35 out of 200.

12. Do you have another goal for All Students Ready for School? *

Yes

No

13. All Students Ready for School *

Goal

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

90% of all continuously enrolled students

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

*

76% of all continuously enrolled students

Goal Status

Check one of the following: *

- On Track (multi-year goal)
- Not On Track (multi-year goal)
- Goal Met (one year goal)
- Goal Not Met (one year goal)
- Met All (multiple goals)
- Met Some (multiple goals)
- Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer. *

We believe being off campus until February 2021 affected our students access to education through digital access as well as quality of learner participation.

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) *

Data is analyzed at orientation with teachers, with parents at conferences and we continually work to address goals in job-embedded professional development.

Words used: 22 out of 200.

14. Do you have another goal for All Students Ready for School? *

- Yes
- No

15. All Students in Third Grade Achieving Grade-Level Literacy *

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

- Yes
- No

Goal

Provide the established SMART goal for the 2020-21 school year. *

The school's 3rd Grade MCA Reading pr

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

*

26% of Sejong Academy 3rd Grade students

Goal Status

Check one of the following: *

- On Track (multi-year goal)
- Not On Track (multi-year goal)
- Goal Met (one year goal)
- Goal Not Met (one year goal)
- Met All (multiple goals)
- Met Some (multiple goals)
- Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer. *

We believe being off campus until February 2021 affected our students access to education through digital access as well as quality of learner participation.

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) *

We used the MCA reading results to analyze this goal. Data is shared with teachers during orientation and follow-up PLCs, parents at conferences and continuously throughout the school year.

Words used: 29 out of 200.

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

Yes

No

17. Close the Achievement Gap(s) Between Student Groups *

Goal

Provide the established SMART goal for the 2020-21 school year. *

Students of color will achieve at equal to

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

*

Data not yet available on the MDE Data C

Goal Status

Check one of the following: *

- On Track (multi-year goal)
- Not On Track (multi-year goal)
- Goal Met (one year goal)
- Goal Not Met (one year goal)
- Met All (multiple goals)
- Met Some (multiple goals)
- Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer. *

We believe being off campus until February 2021 affected our students access to education through digital access as well as quality of learner participation.

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) *

We used the MCA reading results to analyze this goal. Data is shared with teachers during orientation and follow-up PLCs, parents at conferences and continuously throughout the school year.

Words used: 29 out of 200.

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

- Yes
 No

19. All Students Career- and College-Ready by Graduation *

Goal

Provide the established SMART goal for the 2020-21 school year. *

We are working towards having all 11th g

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

*

Not applicable this year since we don't ha

Goal Status

Check one of the following: *

- On Track (multi-year goal)
 Not On Track (multi-year goal)
 Goal Met (one year goal)

- Goal Not Met (one year goal)
- Met All (multiple goals)
- Met Some (multiple goals)
- Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer. *

We used the MCA reading results to analyze this goal. Data is shared with teachers during orientation and follow-up PLCs, parents at conferences and continuously throughout the school year.

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) *

Data will be collected at the end of the year and analyzed for effectiveness among the Upper School leadership team.

Words used: **20** out of 200.

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

- Yes

No

21. All Students Graduate *

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

Yes

No

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer. *

N/A

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