## Minnesota Department of Education

2014-2015 World’s Best Workforce Report Summary and Annual Report

District or Charter Name: Sejong Academy

Contact Person Name and Position: Brad Tipka, Executive Director

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.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

School Enrollment, Staffing and Student Attrition

Sejong maintained an enrollment of 62 for the 2014-2015 school year with over 90% of our students

Identifying as Asian. We also had over 70% free and reduced lunch students and over 65% English

Learner students. We had two students in Special Education with several others receiving speech and

early intervention services. We had 6 teachers and two administrators as well as some part-time

specialists and after school teachers. We lost 10 students during the school year, many of the

students left after we switched the busing schedule.

Board Composition

|  |  |  |  |
| --- | --- | --- | --- |
| **Name/Affiliation** | **Start Date** | **End Date** | **Relationship** |
| Grace Lee  United Health Care | Sejong Academy was incorporated with the MN Secretary of State on Jan. 7, 2013. Member was serving organization at that time. | May, 2016 | Board Chair,  Parent |
| Julie Chi  Minnesota Department of Education | See above. | May, 2016 | Parent |
| Daniel Larsen  North St. Paul School District | July 22, 2015 |  | Non-parent, Community Member |
| Jisu Ryu  University of Minnesota, Phd. Candidate | May 1, 2014 |  | Non-parent Community Member |
| Moo Lor La,  Job Corps Student | December 18, 2014 |  | Non-parent Community Member |

Finances





Stakeholder Engagement

**Report**

[Note: 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.]

<http://www.sejongacademy.org/home-1-2-1-1-1/>

Annual Public Meeting

[Note: 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. The author’s intent was to have a separate meeting just for this reason.]

Date of Annual Meeting to discuss the World’s Best Workforce Summary, May 18, 2016.

**District Advisory Committee**

[Note: 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:

Grace Lee, Board Chair, Parent

Brad Tipka, Executive Director, Parent

Sawlwin Si, Community Liasion, Parent

Meetings were held on a as needed with all recommendations made to the school board at the next meeting. This committee needs to recruit new more members this current year.

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

| **SMART Goal** | **2014-2015 Goals** | **2014-2015 Goal Results** |
| --- | --- | --- |
| **All Students Ready for Kindergarten** | 1) Sejong Academy will hold three EL parent information nights and inform parents of things to do to prepare their pre-K students.  2) Sejong will invite incoming Kindergarten students to an open house and supply them with login information to Reading Eggs and other ideas to build important Kindergarten skills. | 1). Held three parent meetings during the 2014-2015 school year which included all academic topics. Averaged 15 parents in attendance and we provided transportation and interpretation services.  2) We hosted a Kindergarten Round-Up and Open House on Tuesday April 14th where 12 students came and received Reading Eggs accounts.  Additionally, we had a one week Kindergarten orientation the week of June 8th -12th with 9 students attending most of the week. |
| **All Students in Third Grade Achieving Grade-Level Literacy** | 1). 100% of our students will be reading at grade level by third grade.  2). All parents will know each quarter what their children’s reading level is based on NWEA, Study Island and classroom data. | 1. MCA Proficiency Results  Schoolwide:  Reading: 41.9%  Math: 36.1%  3rd Grade:  Reading: 23.%  Math: 16.7%  Subgroup Scores:  EL Students: Reading: 15% (Statewide: 17%)  Math: 16%  (Statewide: 25%) |
| **Close the Achievement Gap(s) Among All Groups** | 1) All students who are behind are expected to grow 150% yearly on NWEA MAP Reading and Math assessments. | NWEA Growth Goals: Note: This year’s test was from winter to spring which is not a complete year of instruction.  On or above grade level who achieved 100% growth:  Math: 89%  Reading: 53%  Note: Only two students did not meet his/her goals  Below grade level who achieved 150% growth:  Math: 98%  Reading: 73% |
| **All Students Career- and College-Ready by Graduation** | Our first goal in preparing students for college and career readiness is to make sure they are working at or above grade level on the Minnesota Academic Standards. To determine this we use:  -NWEA MAP testing for all grades  -OLPA and MCA for Grades 3-8  -Study Island online standards management program. Students complete 80% of grade level standards.  -Classroom Assessments and teacher observations | 1. MCA Proficiency Results  Schoolwide:  Reading: 41.9%  Math: 36.1%  3rd Grade:  Reading:23.%  Math: 16.7%  Subgroup Scores:  EL Students: Reading: 15% (Statewide:17%)  Math: 16% (Statewide: 25%)  NWEA Growth Goals: Note: This year’s test was from winter to spring which is not a complete year of instruction.  On or above grade level who achieved 100% growth:  Math: 89%  Reading: 53%  Note: Only two students did not meet his/her goals  Below grade level who achieved 150% growth:  Math: 98%  Reading: 73% |
| **All Students Graduate** | Sejong Academy students will have a foundation in the core academics subjects as well as Korean language. They will be intercultural communicators and language learners who are ready to engage in the global society. | Sejong Academy hosted and prepared a Korean Thanksgiving Festival, Lunar New Year Festival and a multi-cultural Talent Show and Carnival to encourage students to build community through Korean cultures as well as across cultures. |

## SeIf-Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

* *List and describe the district’s needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*

We used our first round of MAP testing in December to identify needs.

**Sejong Academy NWEA Winter Testing Session**

This is a grade level comparison based on the 2011 Reading and Math Norms published by NWEA.

|  |  |
| --- | --- |
| **Grade Level/Number of Students** | **Percentage above or below grade level** |
| K – 7 Students | **Reading**  1/14% – Grade Level (or Above)  6/86% - Below Grade Level  **Math**  2/28% - Grade Level  5/72% - Below Grade Level |
| 1 – 10 Students | **Reading**  0/0% - Grade Level  10/100% - Below Grade Level  **Math**  1/10% - Grade Level  9/90% - Below Grade Level |
| 2 – 9 Students | **Reading**  4/44% - Grade Level  5/56% - Below Grade Level  **Math**  5/56% - Grade Level  4/44% - Below Grade Level |
| 3 – 11 Students | **Reading**  3/27% - Grade Level  8/73% - Below Grade Level  **Math**  2/18% - Grade Level  9/82% - Below Grade Level |
| 4 – 11 Students | **Reading**  4/36% - Grade Level  7/64% - Below Grade Level  **Math**  4/36% - Grade Level  7/64% - Below Grade Level |
| 5 – 6 Students | **Reading**  1/17% - Grade Level  5/83% - Below Grade Level  **Math**  2/33% - Grade Level  4/67% - Below Grade Level |
| 6 – 9 Students | **Reading**  4/44% - Grade Level  5/54% - Below Grade Level  **Math**  4/44% - Grade Level  5/54% - Below Grade Level |
| School Wide Data and Conclusions | **Reading**  26% - Grade Level  **Math**  32% - Grade Level |

The OLPA results showed similar data we used to inform our instruction.

OLPA Results in January 2014:

Math: 20% Reading: 24%  
School Goal for Both Subjects: 35%

## Systems, Innovative Strategies and Support Category

**Students**

* *Describe the support offered to students during the 2014-2015 school year to meet the goals.*

We utilized the NWEA MAP test twice last year and will use it three times in the 2015-2016 school year. We also took the OLPA assessments as well as the MCAs. Additionally, teachers utilized classroom assessments as further measures of student success.

We also set a standards-based assessment goal of having 80% of our students completing 80% their standards by the time of the MCA assessments for grades 3-6 and by the end of the year for grades K-2. Most classes did not meet this goal.

Here is the Study Island completion data from April 2015:

The data from all subgroups was disaggregated depending the on the subgroup. For example, EL students were grouped according to WIDA level data triangulated with classroom and objective data. Within those groups, student data was used to further differentiate. Special education followed a similar process although the students remained in the least restrictive environment that would allow them to reach their goals and Special education also worked with teachers to provide early intervention services.

MCA Scores met our school goals and improved from mid-year OLPA and NWEA MAP data:

MCA Math: 36.1%

MCA Reading: 41.9%

St. Paul District Averages:

-MCA Math: 37.4%

-MCA Reading: 37.5%

State of Minnesota Averages:

-MCA Math: 61.5%

-MCA Reading: 59.5%

As a new school, we did not have a focus area for 2014-2015; however, when we enrolled many EL students, we needed to shift from full to partial immersion to address the lack of background knowledge in English language.

**Staffing: Teachers and Principals**

* *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*

The school used a four observation approach to evaluate the teachers. This included a self-evaluation, peer observation, and two observations conducted by the Executive Director. Teachers were required to address any areas that required attention according to the rubric. Following the four classroom observations, a summative evaluation was conducted by the Executive Director. Additionally, the Executive Director provided daily walkthroughs and coaching with follow-up on key discussion items or areas that needed improvement. All teachers completed all four observations and the summative evaluation.

**District**

* *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*

As a charter school, we are our own district and self-supporting.

**Equitable Access to Excellent Teachers**

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](http://education.state.mn.us/MDE/Welcome/AdvBCT/TeacherEquity/index.htm).

From MDE’s data review, the following statewide equity gaps surfaced:

* Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
* Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
* Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
* Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

**Future Plans**

Sejong Academy is committed to working to be inclusive in providing foreign language immersion to underprivileged groups in Minnesota. We will be expanding to 7th grade 2014-2015 and then adding 8th grade the following year. Overall, we are excited to be able to offer Korean language and cultural immersion to students in Minnesota.