

2018-2019

# New Millennium Academy Charter School, District No. 4143-07 Annual Report

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**New Millennium Academy**

**5105 Brooklyn Blvd**

**Brooklyn Center, MN 55429**

**763-235-7900**

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## **Introduction**

This report reviews the 2018-2019 school year, the 14th year of operation for New Millennium Academy (NMA).

The 2018-2019 school year was marked by achievements in academics, athletics, and family involvement. New Millennium Academy's student body increased its reading *and* math proficiency, according to the MN Accountability Test (MCA III). The school's flag football and volleyball teams were both champions in their divisions, and family involvement was at an all-time high, measured, most notably, by the school's highest attendance ever during student-led conferences.

## **Mission**

To prepare learners for life, engage them in high academic achievement, and foster cultural pride and identity.

## **Overview**

Serving scholars in grades K-8, NMA develops and preserves Hmong language and culture and intentionally pursues racial diversity in its student body which represents many diverse communities – 90% Hmong/Asian Pacific Islander, 5% Black, 3% Latino, 1% Mixed Races, and 1% Caucasian. Since its founding in 2005, NMA has served the Hmong community in North Minneapolis, Brooklyn Park, Brooklyn Center, and the surrounding cities and suburbs with an alternative education to the public schools in these areas that largely exhibit limited cultural understanding of students of color attending their schools. In fact, the opening of NMA in 2005 was to help support the growing educational needs of Hmong scholars who came to Minnesota as war refugees due to the elimination of refugee camps in Thailand.

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Since its inception, NMA continues to grow in student and staff population. Today, NMA serves over 770 scholars and has 92 staff members. To meet the academic needs of the school, NMA built a new 85,000 square feet school building in 2013 to provide the necessary community space to deliver rigorous academic programs. NMA scholars are empowered and inspired to learn. Their families are grounded by their personal history and trauma of coming to America as war refugees. The American dream meant being afforded an education, something denied to them back in their homeland. Their drive and determination to access educational opportunities away from their own homeland is one of the reasons why NMA exists. This commitment to providing quality education to children is shared across all refugee communities, and NMA has been inclusive in their approach and reach across all communities.

One way in which NMA works with all scholars is through the RHINO Way. The Hmong has always respected the rhino as it symbolizes strength and determination. As refugees resettling in America, it took strength, courage, and determination to start a new life in a different country. As such, the rhino became the mascot for the NMA community. The RHINO Way stands for:

R – Respect

H – Help

I – Inspire

N – Never Give Up

O – Overcome

The RHINO Way is not only student led, it is also incorporated into NMA's morning assemblies to ground students in strength of character.

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## **Culture of Learning**

In 2018, NMA underwent a paradigm shift to create a culture of learning. NMA believes that every scholar has the right to learn, be engaged, and grow in a healthy school environment. This means that NMA must foster a culture of learning that embraces every scholar's strengths and explore ways to strengthen our relationships with our scholars and their families.

The culture of learning also sets the bar for higher accountability among our staff, scholars and parents/guardians. The process of creating this higher accountability was achieved after intentional and authentic partnership work with our student council, Parent Advisory Committee (PAC) and champion leaders to co-create 6 core governing principles of the school.

These six core principles demonstrate NMA's commitment to building collaborative leadership and effective capacity between and among staff, parents and scholars. This will only be accomplished by changing behaviors and actions so there is better support for scholars and their families in achieving their academic goals. This means that any employees coming to NMA must share, understand, and implement this culture of learning at all levels of the organization. With consistency, we can shift not only the behaviors of our staff, but all scholars and families will be equally engaged in this culture of learning.

The following six core principles help drive how we operate at NMA. If scholars, families, and staff all contribute to support a positive learning environment, then we will inspire generations of achievers.

### **Aiming for High Academic Achievement**

We strive for and expect ourselves to have robust academic goals that exceed state and local district standards. Collectively, we design and

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implement innovative programs/services and operational capabilities that foster positive and growth-oriented student learning environments.

### Embracing Cultural Pride and Identity

We honor the rich diversity of the communities we serve and ground our work through a cultural framework to meet the diverse cultural and linguistic needs of our communities. Through this lens, we create environments that embrace cultural identity and enhance cultural pride of all communities.

### Modeling the Way

When we “Model the Way,” we expect staff, students, and families to behave in positive, affirming ways that hold each other accountable to high standards. When this value is in action, collaboration and teamwork are fostered in respectful, trusting environments that honors the potential of each person.

### Understanding How Data Drives Decisions

Data is an asset that provides insights and intelligence *to inform* our strategies and decisions. The data informed attitude positions NMA to be sustainable and delivers great value to the students and families we serve. The NMA data informed culture encourages people to seek new perspectives, take risks, and challenge the status-quo (as well as themselves), with data evidence.

### Having High Expectations

Collaboration and teamwork are essential. When everyone is involved and recognizes that every student matters, students can achieve more. We hold ourselves to a collective agreement and responsibility of high expectations

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among school staff, families, and the community that fosters mindsets for growth and achievement among all.

### Creating a Social-Emotional Learning Environment

NMA values a student-centered learning climate that helps students build a positive image of themselves as learners and global citizens. We value relevant, purposeful, and appropriate social-emotional learning and development experiences that are academically rigorous while encouraging and providing opportunities for personal success.

## Student Enrollment

Students Enrolled – ADM (Average Daily Membership)

*\*Enrollment and Demographics are based on the October 1 report using school SIS reporting. ADM is calculated using the SIS report for the entirety of SY19.*

	<b>KG</b>	<b>Grades 1-6</b>	<b>Grades 7-8</b>	<b>Total</b>
2006	40	137	0	177
2007	54	244	0	298
2008	42	278	62	382
2009	44	243	50	337
2010	44	258	65	367
2011	49	258	85	392
2012	56	299	93	448
2013	63	313	93	469
2014	68	297	75	440
2015	57	357	68	482
2016	68	402	84	554

2017	84	470	109	663
2018	91	514	115	722
<b>2019</b>	<b>93</b>	<b>481</b>	<b>129</b>	<b>715</b>

New Millennium Academy's Enrollment Policy is located [here](#).

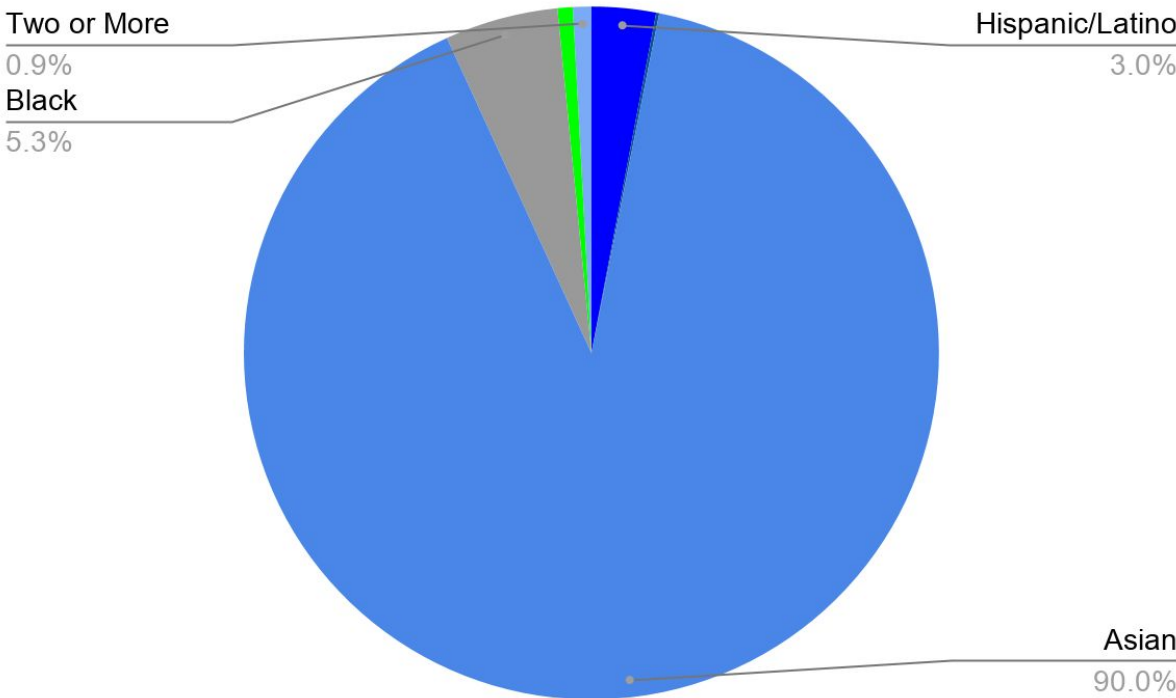
### **Student Retention**

Retention rate is calculated by comparing scholars enrolled on the last day of school SY17-18 to the October 1 enrollment of SY18-19.

	<b>'17-'18 (KG-7th)</b>	<b>'18-'19 (1st-8th)</b>
<b>Scholar Count</b>	666	610
<b>Retained Count</b>	-	513
<b>Retention Rate</b>	-	77%



**Student Demographics**



**Student Attendance**

To qualify for chronic absenteeism, a student must be absent for more than 10% of the total number of instructional days.

*\*Federal Chronic Absenteeism percentage is calculated when comparing days absent to the total days of instruction.*

Attendance	New Millennium Academy
Consistent Attendance	95.45%
Federal Chronic Absenteeism	4.55%

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## Management

New Millennium Academy is governed by its school board. New Millennium Academy continued to be managed by Thrive Education.

Professional Development Plan Bao Vang, CEO	
Date	Training
11/14/2018	Raising the Bar on Safe Space: The Foundation of Social Emotional Learning
11/17/2018	Get Better Faster
12/10/2018	Audit and Financial Report Training
3/25/2019	Mental Health and Social Emotional Learning
4/5/2019	Individualized Student Learning
4/19/2019	Hmong National Development Conference
5/16/2019	School Finances: Understanding the Funding Gap

## Friends of Education Oversight Program

Friends of Education (Friends) has been the sponsor for New Millennium Academy since the school's inception and the sponsorship charter has been renewed through 2020. The Academy's liaison at Friends and contact information is

Elizabeth Topoluk, Charter School Liaison

Friends of Education

200 Lake Street, Wayzata, MN 55391

Telephone 952-475-7053

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Email: [topoluk@TCFBank.com](mailto:topoluk@TCFBank.com)

Friends monitor the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

### **Academic Performance**

Monitoring academic performance occurs in the following three ways: testing, site visits, and review of annual reports.

Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with the academy. Generally, however, testing data is reviewed regularly to ensure that the goals of the Academy are being met, both in terms of individual student performance and for the school as a whole. Testing data is viewed alongside other schools to help review performance. Friends also engages in site visits and requires the Academy to prepare an annual report.

### **Finance**

Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

Prior to July 1 each year, the school must submit to Friends an annual budget for the upcoming school year that has been adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and include explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly

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encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

By December 15 each year, the Academy must submit to Friends its independent audit report along with any school management response. As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members are conducted.

### **Reporting and Legal Compliance**

Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Minnesota Department of Education.

The Academy must submit board meeting minutes to Friends. Friends may attend board meetings. Friends also engages in site visits and requires the Academy to submit an annual report that details the school's evaluation of meeting MN State reporting requirements.

### **Finances**

The school contracts with BerganKDV to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2019-2019 and/or an organizational budget for 2019-2020, contact:

Tyler Dehne, Financial Manager

Phone: 651-463-2233

Email: [tyler.dehne@bergankdv.com](mailto:tyler.dehne@bergankdv.com)

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Following is the narrative overview and analysis of the financial activities of the New Millennium Academy's audit for the fiscal year ended June 30, 2019 as written by the auditor.

### **Financial Highlights**

1. The liabilities and deferred inflows of resources of the Academy exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by \$2,469,186 (negative net position). The unrestricted portion of net position is negative \$2,082,087.
2. The Academy's total net position increased \$841,590 as a result of current year operations.
3. At the close of the current fiscal year, the Academy's governmental funds reported combined ending fund balances of \$5,285,150, a decrease of \$23,577 in comparison with the prior year. Approximately 59 percent of this amount, \$3,127,744, is available for spending at the Academy's discretion.
4. At the end of the current fiscal year, unassigned fund balance for the General Fund is \$3,127,744 or 33 percent of total General Fund expenditures.
5. The Academy's noncurrent liabilities decreased by \$95,000 in the current fiscal year, excluding the change in the net pension liability.

Enrollment Detail	Actual	Working
<b>Enrollment</b>	<b>2018-2019</b>	<b>2019-2020</b>
Students Grade K	88	95
Students Grades 1-6	491	513
Students Grades 7-8	128	145
<b>Total Headcount</b>	<b>707</b>	<b>753</b>
<b>Total ADMs (Funding)</b>	<b>733</b>	<b>782</b>

Revenue Detail	2018-2019	2019-2020
<b>General Fund</b>		
General Education Revenue	6,855,032	7,185,103
Building Lease Aid	963,057	1,027,548
Special Education Aids	790,420	971,705
Federal Title Programs Aids	319,811	339,513
Other State Aids	413,010	368,773
Other Local Revenues	89,616	620,000
<b>Total General Fund</b>	<b>9,430,946</b>	<b>10,512,642</b>
<b>Food Service Fund</b>		
State and Federal Revenues	667,123	620,545
Sales of Meals and Other Local Revenues	6,254	6,346
Transfers In	0	23,241
<b>Total Food Service Fund</b>	<b>673,376</b>	<b>650,132</b>
<b>Total All Revenues / Transfers In</b>	<b>10,104,323</b>	<b>11,162,774</b>
<i>Budget Model Crosscheck</i>	<i>0</i>	<i>0</i>

Expenditure Detail	2018-2019	2019-2020
<b>General Fund</b>		
100's Salaries and Wages	3,176,178	3,692,400
200's Employee Benefits	1,016,781	1,107,720
360 Contracted Transportation	1,026,705	500,000
370 Building Lease	1,144,325	1,225,625
300's Other Contracted Services	1,473,427	1,558,313
400's Supplies and Materials	509,914	432,507
500's Capital Equipment & Improvements	35,826	495,504
800's Other Fees, Dues, & Misc. Expenses	25,696	107,000
Special Education Programs	838,145	1,025,383
Title Programs	319,811	339,513
Transfers Out	0	23,241
<b>Total General Fund</b>	<b>9,566,808</b>	<b>10,507,206</b>
<b>Food Service Program Costs</b>	<b>659,363</b>	<b>726,736</b>
<b>Total All Expenditures / Transfers Out</b>	<b>10,226,172</b>	<b>11,233,942</b>
<i>Budget Model Crosscheck</i>	<i>0</i>	<i>0</i>

<b>Budget Summary - All Funds</b>	<b>2018-2019</b>	<b>2019-2020</b>
Total All Revenues / Transfers In	10,104,323	11,162,774
Total All Expenditures / Transfers Out	10,226,172	11,233,942
<b>Fund Balance Change</b>	<b>(121,849)</b>	<b>(71,168)</b>
<b>Fund Balance Summary - All Funds</b>		
Beginning Fund Balance	3,408,539	3,286,690
Fund Balance Change	(121,849)	(71,168)
<b>Ending Fund Balance</b>	<b>3,286,690</b>	<b>3,215,522</b>
<b>Fund Balance Percentage</b>	<b>32.1%</b>	<b>28.6%</b>
<b>Debt Service Coverage</b>	<b>1.02</b>	<b>1.41</b>

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## **Curriculum and Instruction**

### **Literacy**

New Millennium Academy develops confident readers who comprehend and enjoy diverse texts. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop comprehension, speaking, listening, and writing skills. NMA's comprehensive, balanced literacy block also includes the study of phonics, vocabulary, and grammar and conventions. Learners are encouraged to choose texts of personal interest and are provided regular opportunities to reflect and receive feedback while learning.

### **Mathematics**

New Millennium Academy develops learners who think like mathematicians and engage in authentic problem solving. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop math fluency. NMA's mathematics curriculum spirals content, so learners have multiple opportunities to practice and develop their skills. Learners are encouraged to engage in math talk with their peers while building content-specific vocabulary.

### **Science**

NMA develops learners who think like scientists, creatively and engaged in authentic inquiry. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop science skills. NMA's science curriculum introduces scholars to lessons through the lens of a mystery that requires the use of the scientific method to solve. Scholars are encouraged to build science vocabulary while engaging in hands-on laboratory experiments with peers.

### **Hmong Language and Culture**

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The goal of New Millennium Academy's Hmong Language and Culture program is to preserve the Hmong language and culture by providing opportunities for teachers, students, and families to foster cultural pride and identity. The two components of the curriculum are culture and literacy, and they are organized thematically.

The Hmong Language and Culture program is inclusive of all students at New Millennium Academy in kindergarten through grade eight. All students receive instruction from a Hmong Culture and Language Specialist on an A-day / B-day rotation during the school year. Grades KG-5 receive forty-five minutes of instruction/day, and grades 6-8 receive fifty-four minutes of instruction/day.

### **Future Plans**

To support increased reading proficiency,

1. NMA adopted and trained teachers on a new reading (ELA) curriculum aligned to the common core standards. Teachers are using the curriculum to plan and teach, as evidenced by lesson plans and classroom observations.
2. NMA is in its second year of assessing students K-8 using the Fountas & Pinnell BAS. Teachers frequently analyze and use BAS assessment data to drive guided leveled instruction.
3. NMA has partnered with Achievement Network to implement quarterly interim ELA assessments. Teachers have analyzed and used ANet's interim assessment data to improve reteach identified skills and concepts. It is the data from these interim assessments that will inform NMA as to whether or not the school is making progress towards goals.
4. NMA is in its second year using Danielson rubrics as a framework for formal observations. All teachers engage in three rounds of observations throughout the year.

To support increased mathematics proficiency,



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1. NMA is in its second year using a new mathematics curriculum aligned to the common core standards. NMA will monitor teachers' fidelity to the curriculum.
  2. NMA has partnered with Achievement Network to implement quarterly interim mathematics assessments. Teachers have analyzed and used ANet's interim assessment data to improve reteach identified skills and concepts. It is the data from these interim assessments that will inform NMA as to whether or not the school is making progress towards goals.
  3. NMA is in its second year using Danielson rubrics as a framework for formal observations. All teachers engage in three rounds of observations throughout the year.

To support the whole child:

NMA is building a robust MTSS that coordinates and integrates services for English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected or Delinquent students, students who are homeless, students in foster care, and other students. NMA's MTSS is overseen by NMA's leadership team and is coordinated by the Family Support Specialist and Student Success Coordinator. Meetings are held on a weekly basis to review students in each tier and to match all available accommodations and interventions to each student's needs.

## Academic Performance

### Minnesota Accountability Tests and Adequate Yearly Progress Spring 2019

#### Student Proficiency - (MCA-III)

2019 Results	Reading		Math	
	Number of students tested (registered by October 1, 2018)	Proficiency Percentage (Meets or Exceeds)	Number of students tested (registered by October 1, 2018)	Proficiency Percentage (Meets or Exceeds)
3	75	17.3% (13)	75	30.7% (23)
4	69	10.1% (7)	69	30.4% (21)
5	82	23.2% (19)	82	22.0% (18)
6	73	30.1% (22)	73	19.2% (14)
7	64	26.6% (17)	64	29.7% (19)
8	58	37.9% (22)	58	58.6% (34)
All Grades	421	23.8% (100)	421	30.6% (129)

#### Reading Growth/Proficiency Report

	2013	2014	2015	2016	2017	2018	2019
<b>Growth Percentage (On-Track)</b>	54.9%	37.1%	35.6%	39.3%	28.0%	33.7%	32.4%
<b>Proficiency Reading</b>	25.4%	26.9%	30.1%	28.7%	22.6%	23.8%	23.8%

<b>(Oct. 1)</b>							
<b>Number of Students Tested (Oct. 1)</b>	268	249	266	324	412	430	421

### Math Growth/Proficiency Report

	2013	2014	2015	2016	2017	2018	2019
<b>Growth Percentage (On-Track)</b>	58.5%	74.9%	63.3%	66.4%	34.3%	26.6%	52.6%
<b>Proficiency Reading (Oct. 1)</b>	46.7%	60.1%	55.3%	51.2%	37.1%	21.8%	30.6%
<b>Number of Students Tested (Oct. 1)</b>	272	248	266	324	412	426	421

### Student Proficiency by Student Groups - (MCA-III)

2019 Results	Reading		Math	
	Number of students tested (registered by October 1, 2018)	Proficiency Percentage (Meets or Exceeds)	Number of students tested (registered by October 1, 2018)	Proficiency Percentage (Meets or Exceeds)
All Students	421	23.8% (100)	421	30.6% (129)

Male	208	21.6% (45)	208	33.7% (70)
Female	213	25.8% (55)	213	27.7% (59)
LEP	228	7.0% (16)	228	20.6% (47)
SpEd	42	2.4% (1)	42	2.4% (1)
Free/Reduced	325	22.8% (74)	325	29.8% (97)
Homeless	23		23	30.4% (7)

### ACCESS for English Language Learners

ACCESS tests measure an English learner’s ability to understand and produce English language. Each student receives a language proficiency score from 1 (not proficient) to 6 (proficient). The charts below show that New Millennium Academy’s scholars meet or exceed the state in measurements of language acquisition and use. The charts reflect a composite score of all four domains of language production and usage.

#### ACCESS Test 2018-2019 – Overall Composite Score – All Grade Levels

Measure	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
<b>NMA</b>	0.0%	9.0%	24.0%	54.4%	17.8%	2.9%

#### ACCESS Test ‘18-’19 – Average progress toward target/Meeting Target

	Statewide	NMA
<b>Average Progress Toward Target</b>	61.4%	60.0%
<b>Meeting Target</b>	40.1%	33.8%

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## **Innovative Practices and Future Plans**

The NMA Board and school leadership has intentionally engaged stakeholders - students, families, community members - in an effort to develop a strategic plan for NMA. The work product, *School Success Plan* (February 2019), establishes the values and priorities for NMA 2019-2022. Broadly, the *Plan* will bring greater focus and attention to the NMA mission of fostering *cultural pride and identity*. Effectively, teacher preparation and professional development will be shaped through a cultural lens. Teaching and learning will be replete with language and culture reflective of and valued by the community. Students will matriculate as *Critical Thinkers, Academic Achievers, Advocates, and Leaders* who have a deep appreciation and understanding of their history, language, and culture. The *School Success Plan* is bold and aspirational, the result of extensive conversations and stakeholder engagement. And in order to implement the proposals in the *Plan*, the Board and school leadership engaged in commensurately bold work to create the 'How'.

*Innovation Research Zone*. At its regular January board meeting, the New Millennium Academy Board of Directors authorized the submission of an Innovation Research Zone (IRZ) application to the Minnesota Department of Education. Along with Community School of Excellence (CSE) and Prairie Seeds Academy (PSA),

NMA determined to launch two mutually related IRZ initiatives. In June, the Commissioner of Education approved the IRZ application (see attached letter and IRZ application). The NMA/CSE/PSA/HAP IRZ is one of three partnerships in the Twin Cities metro area to be awarded this prestigious status.

### *Hypotheses and theory of change*

Two main hypotheses are proposed for the IRZ Pilot:

*Swivl*. If Swivl Robotic Technology is installed in 15 classrooms (5 per school) of "beat the odds" teachers, then the instructional practices of each teacher and

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the achievement examples from students in these classrooms will be digitally captured, archived and imbedded in staff development, then literacy and math proficiency and growth will be significantly increased in comparison to baseline measures and matched classrooms.

As part of the research design for the IRZ, NMA three year continuous enrolled student data will be analyzed by classroom to identify teachers who “beat the odds” i.e., they have the highest reading or math growth over three years while controlling for student demographic factors (Heistad, 2014). Students in each of the 5 classrooms (n=18/classroom) will be matched with propensity score matching procedures from other students through the 3 charter schools using grade, Free/reduced lunch, Special Education, LEP, Gender, homeless status, and Gender. A quasi-experimental design will be utilized to calculate matched sample t-test and ANOVA statistics. Effect sizes and statistical significance will be calculated each year.

Five teachers will be identified across the three schools to be observed throughout the year with a unique camera - Swivl - which captures the instructional activity in the whole classroom (Franklin, 2018). Digital archived assets/video from these five classrooms will be used to capture best practice associated with high growth in reading and math and will be incorporated in professional development.

Franklin, R.K., O'Neill, M, Justin, W, et al. (2018). Using "Swivl" Robotic Technology in teacher education preparation: A pilot study. *Linking Research and Practice to Improve Learning*, v62, n2, pp. 184-189.

Heistad, D.J. (2014) Teachers who “beat the odds” in early literacy instruction: Video tape and survey evidence from classroom teachers

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with high “value-added.” Hawaii International Conference on Education. Honolulu, HI. January 6.

This aspect of the IRZ is deliberately aligned with the NMA School Success Plan (February 2019). The Plan delineates three (3) priorities, including Priority 3: Developing Teachers and Leaders. This Priority will shape teacher/staff professional development as well as affording ‘Beat the Odds’ teachers the opportunity to share (across the campus/three schools) best practices as well as mentor (including the use of digital tools) other teachers, thereby building capacity.

*Minnesota Statute §124E.* This aspect of the IRZ fulfills Minnesota Statute §124E.01, Subd 1(5) create new professional opportunities for teachers and is an intentional practice that is aimed to fulfill the primary purpose (same Statute): to improve all pupil learning and all student achievement.

*Hmong Language and Culture.* If HAP schools develop a partnership with UW Whitewater to certify teachers fluent in Hmong Language and culture and if each HAP school develops Hmong Immersion programs where specific literacy instruction and Hmong Language and Culture are taught every day, then the percentage of students exhibiting Hmong Language and Culture proficiency will increase 10% per year, national norm literacy growth in reading will increase 3% per year, economic proficiency gaps will be decreased and the percent of students making state norm growth on the MCAIII assessments in reading and math will increase 2% per year. Measures of Hmong Language and Culture will be piloted in Year 1 of the project. The Hmong Language Assessment from California State University looks promising. Hmong growth will be measured via pre to post assessments, reading norm and MCA growth will be measured by the relevant assessments per school district.

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This aspect of the IRZ is deliberately aligned with the NMA School Success Plan (February 2019). The Plan delineates three (3) priorities, including Priority 1: Developing a vision for world-class instruction that includes Hmong Language and Culture. This Priority will shape teacher/staff professional development, all curriculum and learning material adoption decisions and promote student agency. Students will create culturally rich capstone projects that focus on identity and community.

*Minnesota Statute §124E.* This aspect of the IRZ fulfills Minnesota Statute §124E.01, Subd 1(1-3, and 5): increase learning opportunities for all pupils; encourage the use of different and innovative teaching methods; measure learning outcomes and create different and innovative forms of measuring outcomes; create new professional opportunities for teachers.

Theory of Change for development of Hmong program using various avenues of support from relevant resources.

1. Utilizing UW-Whitewater certification and licensure programs for Language and Culture competence: acquire highly qualified Hmong Language and Culture Program teachers through training with UW-Whitewater Linguistics Teaching program
2. Utilizing HAP's Hmong cultural community program education resources in order to ensure Hmong literacy and Hmong cultural proficiency.

As a school that is programmatically based around Hmong language and culture, New Millennium Academy feels that its best path forward, in terms of improving academic outcomes for its students, is to focus on an experiential learning model through a Hmong cultural lens. Under the IRZ approval, NMA is considering several innovative programs that it would like to try over the next several years. Along with CSE and PSA, NMA leadership believes that: *Knowledge is the residue that is left when*



*the experience wears off.* Therefore, learning experiences must be engaging, culturally relevant and replete with high expectations.

1. Experiential learning in the frame of culture and language will:
2. Increase student engagement and participation, thereby increasing attendance, retention, and academic performance
3. Increase faculty/staff awareness and cultural competency, thereby increasing engagement and retention
4. Create and maintain a strong sense of community and identity, thereby increasing engagement - all stakeholders and retention - students, families, teachers/staff, and leadership
5. Create a 'campus' (three schools) of shared best practices informed by shared data
6. Identify best teaching practices that 'beat the odds' across the 'campus', thereby improve teaching and student achievement

## Governance

New Millennium Academy is governed by its school board. The school board consists of two teachers, three community members, and one parent. The Board of Directors meets the second Monday of every month at 6pm at New Millennium Academy.

<b>2018-2019 Board of Directors</b>				
#	Name	Term	Position/Officer Designation	Email
1	Bridget Mealman	Seated July 13, 2017 End Term: June 30, 2021	Teacher - Board Chair	bridget.mealman@nmaedu.org
2	Terence Jones	Seated: Aug 17, 2017 End Term: June 30, 2021	Community - Vice Chair	terence.jones@namedu.org
3	Heidi Pendroy	Seated: Aug 17, 2017 End Term: June 30, 2019	Teacher	heidi.pendroy@nmaedu.org

4	Angela Lee	Seated: Aug 17, 2017 End Term: June 30, 2020	Community	angela.lee @nmaedu.org
5	Chonburi Lee	Seated: Oct 12, 2017 End Term: June 30, 2020	Community - Treasurer	chonburi.lee @nmaedu.org
6	Ker Vang	Seated July 13, 2017 End Term: June 30, 2019	Parent - Secretary	ker.vang @nmaedu.org
	Bao Vang	Ex-officio	CEO	bao.vang @nmaedu.org

New Millennium Academy's Board Members attending the following training sessions:

<b>2018-2019 Board of Directors Training</b>		
<b>Name</b>	<b>Position/Officer Designation</b>	<b>Title and date of training</b>
Bridget Mealman	Teacher - Board Chair	12/10/2018 Audit and Financial Report Training 5/16/2019 Press and Community Communications
Terence Jones	Community - Vice Chair	12/10/2018 Audit and Financial Report Training
Heidi Pendroy	Teacher	12/10/2018 Audit and Financial Report Training 5/16/2019 Attracting and Retaining Students from Diverse Backgrounds
Angela Lee	Community	
Chonburi Lee	Community - Treasurer	4/19/2019 Hmong National Development Conference 12/10/2018 Audit and Financial Report Training
Ker Vang	Parent - Secretary	4/19/2019 Hmong National Development Conference 12/10/2018 Audit and Financial Report Training

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## Staff

### **Equitable Access to Effective and Diverse Teachers**

NMA's leadership examined 2018-2019 equitable access data by reviewing NMA's Minnesota Report Card Staffing Profile and performance-pay outcomes. Equitable access gaps were found by isolating NMA's percentage of experienced teachers, which was 55.81% and NMA's percentage of effective teachers, which was 77%. NMA is proud to report that 100% of its educators had a license to teach in the subject area/course assigned.

The school's equitable access gaps can be traced to NMA's low visibility as a single-school district. To address the access gap's root cause, NMA partnered with Edfuel, an independent consulting firm. Edfuel conducted a review of NMA's practices related to recruiting and maintaining experienced, in-field, and effective teachers. Together we are developing a goal and devising a campaign to recruit highly effective, experienced teachers using a diversity, equity, and inclusion lens.

Another strategy NMA is using to improve equitable access, specifically to effective teachers, included convening a teacher committee to examine and improve NMA's professional development practices. As a result of this committee's work, teachers now receive job-embedded, specific, and individualized professional development that aligns with the school's Charlotte Danielson teacher-evaluation tool and is grounded in teacher's individually generated SMART goals.

NMA will reduce and eventually eliminate equitable access gaps for students of color, American Indian students, and students from low-income families by increasing the percentage of experienced and effective teachers during the 2020-2021 school year by 10% respectively.

The racial and ethnic groups that are present at NMA that are not yet represented in NMA's licensed teaching staff are Black and Hispanic. The lack of access to

teachers of color and American Indian teachers can also be traced to NMA's low visibility as a single-school district. To address the access gap's root cause, NMA partnered with Edfuel, an independent consulting firm. Edfuel conducted a review of NMA's practices related to recruiting and maintaining experienced, in-field, and effective teachers. Together we are developing a goal and devising a campaign to recruit racially and ethnically diverse teachers using a diversity, equity, and inclusion lens.

<b>2018-2019 Licensed Teacher Staff</b>				
<b>Last Name</b>	<b>First Name</b>	<b>File #</b>	<b>License and Assignment (subject/grade)</b>	<b>Status 18- 19</b>
Anderson	Courtney	486916	Kindergarten Teacher	R
Arriola	Jaime	502219	Fifth Grade Teacher	NR
Benson	Shamra	495512	Fourth Grade Teacher	NR
Bjerke	Jenna	464307	1st Grade Teacher	R
Campbell	Mark	453078	6-8 Social Studies Teacher	R
Cha	Bao	493430	3rd Grade Teacher	R
Chang	Vieng	479856	Third Grade Teacher	NR
Daniewicz	Margaret	437218	ELL Middle school Teacher 7/8	R
Eicher	Melanie	420460	Title 1 Reading Interv. (K-2)	R
Flemming	Kristie	271791	5th Grade Teacher	R
Giel	Gary	415817	Phy. Ed. (Gym)	R
Gorski	Michael	446434	6/8 ELA Teacher	R
Haller	Katelyn	450583	7/8 Science Teacher	R
Kleinschmidt	Anna	466193	2nd Grade Teacher	R
Kongslie	Sarah	502704	kindergarten Teacher	R
Long	Megan	442023	Kindergarten Teacher	NR
Loose	Emily	423492	Kindergarten Teacher	R
Lor	Vue	496107	4th Grade Teacher	R
Lor	Sai	500085	ELL Teacher (K/3rd)	R
Mahowald	Theresa	255536	SpED Teacher- (K/2nd)	R
Mealman	Bridget	476519	1st Grade Teacher	R
Olson	Samantha	495991	3rd Grade Teacher	
Oseland	Brianna	434943	4th Teacher	R

Pendroy	Heidi	390695	2nd Grade Teacher	R
Pierpont	Jonathon	430384	Math Middle School Teacher	NR
Roberg	Amanda	480162	5th Grade Teacher	R
Robinson	Sierra	434802	Title 6-8	R
Satterlie	Adam	499081	Art Teacher K-8	R
Short	Stephanie	481040	Kindergarten Teacher	R
Skoglund Ogawa	Mina	476268	ELL Teacher (1/3rd)	R
Steen	Stephanie	436347	Principal	R
Talatala	Marielle Doreen	499041	SpED Teacher	NR
Thor	Thown	444026	6-8 Social Studies Teacher	R
Upham	Andrea	502704	1st Grade Teacher	R
Vang	Lu De	500977	2nd Grade Teacher	R
Vang	Mai Ker	511790	SpEd Teacher	R
Vang	Chueyim	510681	7/8 Math Teacher	R
Vang	Khou	504260	Hmong Teacher	R
Weber	Kevin	389785	Title 1 Reading Interv. (3-5)	R
Xiong	Chee	506837	Hmong Teacher	NR
Xiong	Kia	499489	Hmong Teacher	NR
Xiong	Kong	504260	SpED Teacher- Middle	R
Yang	Jenny	483340	ELL Teacher	NR
Yang	Ka Youa	490545	1st Grade Teacher	R
Yang	Janie	501774	6/7 ELA Teacher	R
Yang	Pheng	509927	6/7 Science Teacher	R
Yang-Gung sing	Lynda	487334	2nd Grade Teacher	R

2018-2019 Other Staff		
Last Name	First Name	Title
Dietz	Brianna	Academic Coach

Eicher	Jeffrey	DAC/IT Administrator
Eicher	Terra	SpEd Paraprofessional
Eltawely	Kaethe	Paraprofessional
Her	Cee	Accounting Coordinator
Her	La	Impact Coach
Her	Ariana	Paraprofessional
Johnson	Shaun	HR Coordinator
Kempkes	Jessica	SpEd Paraprofessional
Khang	Chia	Custodian
Khang	Soua	Kitchen Supervisor
Khang	Fue	SpEd Paraprofessional
Kong	Lee	Custodian
Kong	Kou	Custodian
Lee	Chong	Executive Assistant
Lee	Chue	Front Desk
Lee	Kathie	Health Coordinator/Nurse
Lor	Vang Leng	Custodian
Lor	Mai	Family Support Specialist
Maas	Barbara	SpEd Paraprofessional
Stephens	Rasheed	Impact Coach
Thao	Pachia	Admin Asst/Front Desk Receptionist
Thao	True	Custodian
Thao	Tou	Paraprofessional
Thao	Neng	SpEd Paraprofessional
Thaosen	Knick	General Paraprofessional
Vang	Kalia	Admin Asst/Front Desk Receptionist
Vang	Bao	CEO
Vang	Panyia	Custodian
Vang	Xao	Head cook/Server/Prep
Vang	Sweet	Media Center Coordinator
Vang	Mai Kia	Paraprofessional
Vue	Mai Houa	Kindergarten EA
Xiong	Kaonue	Admin Asst
Xiong	Kevin	Business Director
Xiong	Lisa	Enrollment & Community Coordinator

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Xiong	Mong	SpEd Paraprofessional
Yang	Tommy	General Paraprofessional
Yang	Mai Ka	Operations Manager
Yang	Nou	SpEd Paraprofessional
Yang	Key	SpEd Paraprofessional
Yang	Jonathan	Transportation Coordinator