



New Millennium Academy

Annual & World's Best Workforce Combination Report
2019-2020

Kevin Xiong

Executive Director

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INTRODUCTION

This report reviews the 2019-2020 school year, which marks the 15th year of operation for New Millennium Academy (NMA).

Despite the 2019-2020 school year ending with distance learning due to COVID-19, NMA has many areas of growth and achievements to celebrate. NMA had the highest scholar enrollment in the school's fifteen year history. While scholars did not take the MCAs to measure proficiency because of the pandemic, students showed steady growth in both FastBridge reading and math. While the pandemic has put a burden on the classroom experience for teachers and scholars, NMA has been able to partner with local organizations to provide meals including fresh fruits and vegetables, basic needs, and mental health support to our scholars and families at home starting in March 2020.

Mission

NMA's mission is to *prepare learners for life, engage them in high academic achievement, and foster cultural pride and identity.*

Vision

NMA's vision is to *develop global leaders who transform the world.*

Overview

In 2005, when the last Hmong refugee camp closed down in Thailand, the Twin Cities saw an increase of about 2,000 Hmong students enrolled in the Twin Cities public schools. As a result, NMA opened its doors to support the needs of Hmong refugees as they navigated education and basic needs support for their children. NMA opened its doors in 2005 with about 150 students and 10 teachers. Today, NMA is home to 750 students in grades K-8 and has over 100 teachers and staff. NMA serves scholars from Minneapolis, Brooklyn Center, Brooklyn Park and surrounding 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 2018, NMA established a culture of learning framework that focuses on six core principles. These six core principles are:

- Aiming for High Academic Achievement
- Embracing Cultural Pride and Identity
- Modeling the Way
- Understanding How Data Drives Decisions
- Having High Expectations
- Creating a Social-Emotional Learning Environment

These core principles demonstrated NMA's commitment to building collaborative leadership and effective capacity between and among staff, parents and scholars this past



year. This was accomplished this year by staff and teachers changing behaviors and actions to better support scholars and their families in achieving their academic goals. Staff and teachers came to school with the intention of teaching, with a growth-mindset, and with a positive attitude. This culture of learning framework continues to guide NMA's work.

One way in which NMA works with scholars is through the RHINO Way. The Hmong have 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



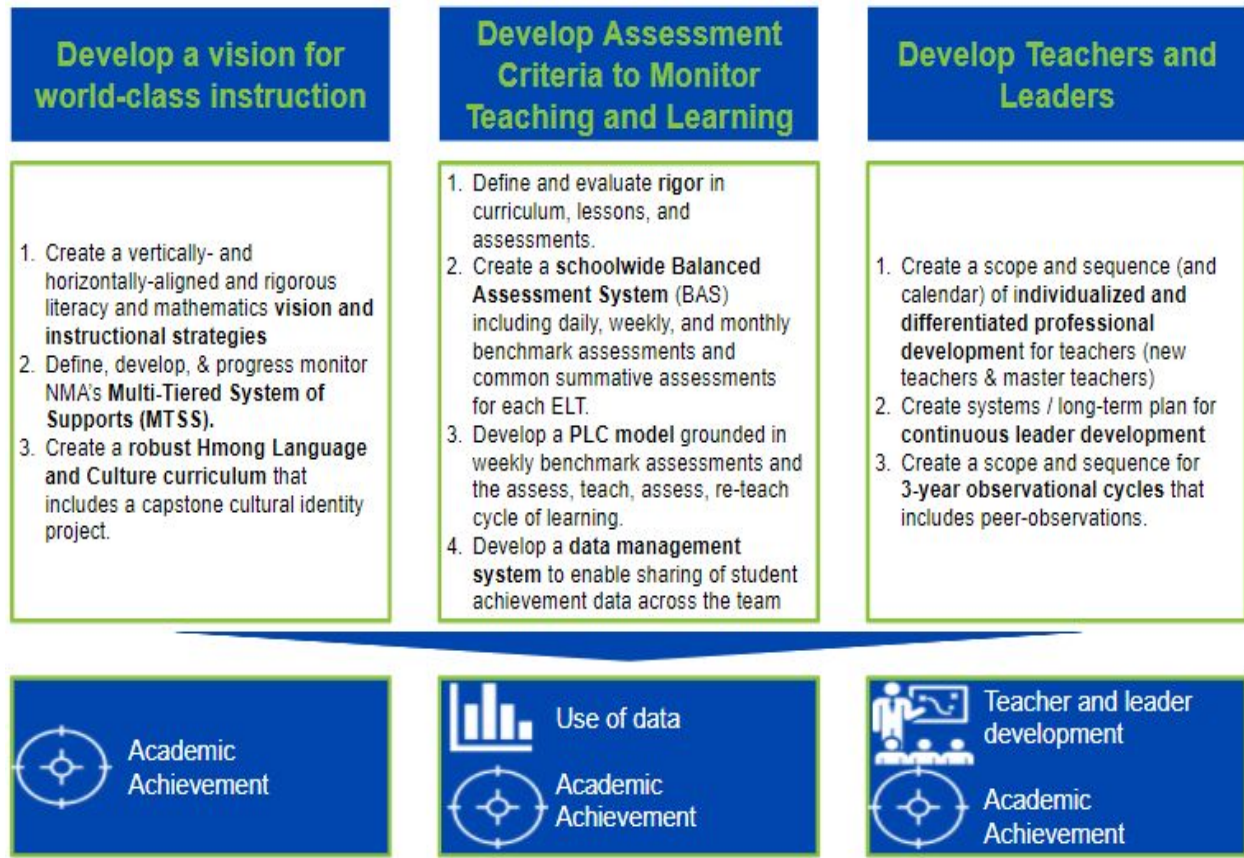
Along with the RHINO Way, NMA incorporated the Positive Behavioral Interventions and Supports (PBIS) framework to help NMA's staff and scholars with behavioral intervention strategies. PBIS emphasizes on four integrated elements:

1. Data for decision making
2. Measurable outcomes supported and evaluated by data
3. Practices with evidence that these outcomes are achievable and
4. Systems that efficiently and effectively support implementation of these practices.

The RHINO Way and PBIS are not only student led, they are also incorporated into NMA's morning assemblies and throughout the school building to ground students in building a positive attitude and strong character.

2019-2022 Strategic Plan

NMA understands that having a strong school culture is not enough in increasing the academic excellence at NMA. In order to build strong academic and operational programs to guide the day-to-day work, NMA completed a year-long strategic planning process to develop goals for the next three years. This process included conversations with the entire school community including teachers, staff, parents, students, and administrators. In partnership with Greater Schools of Minnesota (GMS), NMA identified strengths and opportunities, and, most importantly, identified a focused set of strategic priorities to support the school's focus on improving academic performance.



NMA's COMMITMENT TO EQUITY

NMA kicked off the 2019-2020 school year with a “Privilege Walk” during workshop week; the event was offered for all interested staff in order to demonstrate that each of us has privileges in our lives which were a natural part of our upbringing. The exercise asked attendees to walk forward or back according to the statements made about privilege and which direction the privilege or lack of privilege might send an individual. The most significant portion of the event is the reflection, where all participants are asked to reflect on their personal experience during the walk and reflect on their emotions and what the experience brought up for them.

Throughout the 2019-2020 school year, the academic leadership team brought up topics of equity in trainings and meetings to create norms around speaking about and connecting with equity terms and ideas. However, this effort was sporadic and not clearly defined until March 2020. Once it was clear that all schools in Minnesota would be moving to distance learning to combat the spread of the coronavirus, equity became an intentional and integral part of every NMA meeting, training, and decision for our scholars. Principal Stephanie Steen and Assistant Principal Steph Wheelock were determined to increase

staff awareness of equitable instructional practices and lead more intentionally with an equity lens during this time.

Throughout the summer of 2020, members of NMA staff voluntarily joined administrators in bi-weekly conversations about the book “White Fragility” by Robin DiAngelo. Conversations were deep, encouraging personal reflection and honest conversations about our response to the text. Out of this series grew the idea to share our stories with the entire staff team during workshop weeks in preparation for the 2020-2021 school year and to continue to dive in to equity conversations bi-weekly as a staff team.

ENROLLMENT AND STUDENT INFORMATION

Student Recruitment and Enrollment

NMA has a designated Student Recruitment and Enrollment Coordinator whose primary role is to increase the student enrollment at NMA. This year, we utilized multiple recruiting strategies to market to our diverse communities, particularly in the North Minneapolis, Brooklyn Center, and Brooklyn Park areas. These strategies included:

- Marketing and recruiting materials sent home
- Lawn signs
- Tabling at community grocery stores
- Tabling at community events

New Millennium’s Academy’s Enrollment Policy can be found [here](#).

The chart below shows the enrollment at NMA since 2006.

Students Enrolled = Average Daily Membership (ADM)

**ADM are based on the October 1 data of that school year.*

Year	KG	Grades 1-6	Grades 7-8	Total
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

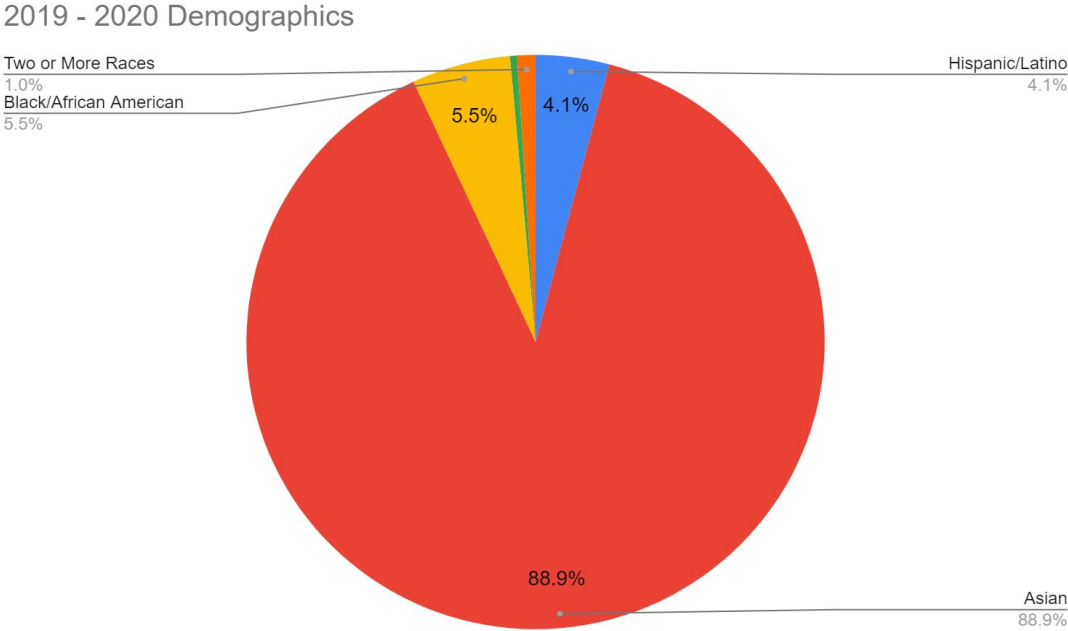
2015	57	357	68	482
2016	68	402	84	554
2017	84	470	109	663
2018	91	514	115	722
2019	93	481	129	715
2020	91	551	136	778

Student Retention

Retention rate is calculated by comparing scholars enrolled on the last day of school to the October 1 enrollment.

	2018-2019	2019-2020
Scholar Count	715	778
Retention Rate	77%	94%

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	Rate @ NMA
Consistent Attendance	94%
Federal Chronic Absenteeism	6%

MANAGEMENT

Thrive Education

NMA was managed by a managing organization, Thrive Education. The 2019-2020 school year marks the third and final year of a three-year contract with Thrive Education. Bao Vang, CEO, was the main consultant working with NMA throughout the school year.

Professional Development Training Bao Vang, CEO Thrive Education	
Date	Training
April 14, 2020	Charter School Board and Leader Training – COVID-19 Pandemic - Charter School Open Meeting Law and General Election. The NEST hosted a Symposium for Charter School Board Members and Charter School Leaders regarding the impact of the Covid-19 pandemic on (a) Open Meeting Law requirements, and (b) conducting board elections; Presenter and Discussion Leader: Craig Kepler, Attorney (Best & Flanagan, LLP). Note: This fulfills on-going annual board training requirements in Minnesota Statutes §124E.08, Sub.7
July 2020	Certificate of Award for completing 125 hours for transition of switching to online learning.
July 16, 2020	National Charter School Conference: Virtual Conference

Executive Director

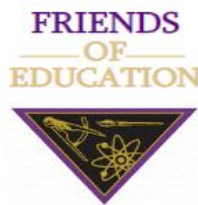
NMA started a national search for their next Executive Director in May 2020 by putting a search committee together consisting of board members and community members. Through a very intense three rounds of interviews with NMA stakeholders, the search committee made an offer to Kevin Xiong in June of 2020. He started his position on July 1, 2020.

Kevin Xiong has over 15 years of experience in the Human Resources and Organizational Leadership fields, primarily in the non-profit space. He spent the last six years in executive positions with multiple Hmong charter schools and a private school including Community School of Excellence, New Millennium Academy and The Blake School. He has a bachelor's degree in Business Administration and Human Resources Management, a master's degree in Professional Development and Human Relations. Kevin is currently pursuing his Ed.D. from the University of North Dakota in Educational Practice and Leadership.

Friends of Education Oversight Program

Friends of Education (Friends) has been the authorizer for New Millennium Academy since the school's inception and the sponsorship charter has been renewed through 2024. The Academy's liaison at Friends and contact information is:

Elizabeth Topoluk, Charter School Liaison
Friends of Education
11100 Wayzata Boulevard, #800
Minnetonka, MN 55305
Email: topoluk@TCFBank.com



Friends monitors 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 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 2019-2020 and/or organizational budget for 2019-2020 contact:

Tyler Denhe, Financial Manager
Phone: 651-463-2233
Email: tyler.dehne@bergankdv.com

The following is the narrative overview and analysis of the financial activities of the New Millennium Academy's audit for the fiscal year ending June 30, 2020, 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 \$2,721,145 (negative net position). The unrestricted portion of net position is negative \$4,807,478.
2. The Academy's total net position decreased \$251,949 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 \$6,506,717, an increase of \$1,221,567 in comparison with the prior year. Approximately 52 percent of this amount, \$3,407,748 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 \$3,407,748 or 33 percent of total General Fund expenditures.
5. The Academy's total debt increased by \$1,211,229 in the current fiscal year, excluding the change in the net pension liability. This included a Paycheck Protection Program loan and a loan to purchase school buses.
6. The Academy received one legal compliance finding for failing to obtain collateral for deposits in excess of Federal deposit insurance.

Enrollment Detail	Actual	Projected
Enrollment	2019-2020	2020-2021
Students Grade K	90	90
Students Grades 1-6	543	545
Students Grades 7-8	137	140
Total Headcount	770	775
Total ADMs (Funding)	797	803

Revenue Detail	2019-2020	2020-2021
General Fund		
General Education Revenue	7,318,227	7,501,843
Building Lease Aid	1,047,784	1,055,142
Special Education Aids	977,691	1,144,122
Federal Title Programs Aids	336,784	371,985
Federal CARES Act Funds	32,834	515,860
Other State Aids	290,334	303,695
Other Local Revenues	1,615,206	294,177
Total General Fund	11,618,860	11,186,824
Food Service Fund		
State and Federal Revenues	708,363	735,783
Sales of Meals and Other Local Revenues	3,627	3,699
Transfers In	31,721	112,079
Total Food Service Fund	743,711	851,561
Total All Revenues / Transfers In	12,362,570	12,038,385
<i>Budget Model Crosscheck</i>	0	0

Expenditure Detail	2019-2020	2020-2021
General Fund		
100's Salaries and Wages	3,669,779	4,063,716
200's Employee Benefits	1,215,669	1,440,399
360 Contracted Transportation	444,074	452,956
370 Building Lease	1,225,625	1,267,375
300's Other Contracted Services	1,438,248	894,492
400's Supplies and Materials	353,528	388,978
500's Capital Equipment & Improvements	498,373	44,357
800's Other Fees, Dues, & Misc. Expenses	107,378	123,558
Special Education Programs	1,018,718	1,207,028
Title Programs	336,784	371,985
CARES Act Expenditures	32,834	515,860
Transfers Out	31,721	112,079
Total General Fund	10,372,732	10,882,784
Food Service Program Costs	820,315	851,561
Total All Expenditures / Transfers Out	11,193,047	11,734,345
<i>Budget Model Crosscheck</i>	0	0

Budget Summary - All Funds	2019-2020	2020-2021
Total All Revenues / Transfers In	12,362,570	12,038,385
Total All Expenditures / Transfers Out	11,193,047	11,734,345
Fund Balance Change	1,169,524	304,040
Fund Balance Summary - All Funds		
Beginning Fund Balance	3,286,690	4,456,214
Fund Balance Change	1,169,524	304,040
Ending Fund Balance	4,456,214	4,760,253
Fund Balance Percentage	39.8%	40.6%
Debt Service Coverage	1.75	1.38

ACADEMIC PROGRAMS AND GOALS

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 literacy block also includes the study of phonics, vocabulary, 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 and engage 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

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 during the school year.

Future Plans

To support increased reading proficiency,

1. NMA adopted and continues to train teachers on a new reading (ELA) curriculum aligned to the common core standards. Teachers use the curriculum to plan and teach, as evidenced by lesson plans and classroom observations. While students are in distance learning, the priority is for students to receive hard copies of texts and to speak and write about complex texts during synchronous instruction.
2. NMA has partnered with Achievement Network (ANet) to implement quarterly interim ELA assessments. Teachers will analyze and use ANet's interim assessment data to improve reteach identified skills and concepts. It is the data from these interim assessments that informs NMA as to whether or not the school is making progress towards goals.
3. NMA is in its third year using Danielson rubrics as a framework for formal observations. All teachers will engage in three rounds of observations and feedback throughout the year.

To support increased mathematics proficiency,

1. Because of distance learning, it is more important than ever that students engage in focused and coherent learning that bridges prior knowledge with rigorous grade-level standards. NMA's partnership with ANet will provide teachers embedded professional development that allows them to deeply understand the standards and learn how to connect past learning with new concepts.
2. NMA is in its third year using Danielson rubrics as a framework for formal observations. All teachers will engage in three rounds of observations and feedback 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 supported by the Impact Team and the Student Assistant Team. NMA continues to add to the support and interventions available to students through its MTSS.

Academic Performance

Minnesota Accountability Tests and Adequate Yearly Progress Spring 2019

Due to COVID-19, state assessments were not taken in the spring of 2020. The tables below are counts of students who would have taken the MCA's and ACCESS assessments.

Student Proficiency - (MCA-III)

2020 Results	Reading		Math	
	Grade	Number of students (registered by October 1, 2019)	Proficiency Percentage (Meets or Exceeds)	Number of students (registered by October 1, 2019)
3	89	NA	89	NA
4	83	NA	83	NA
5	77	NA	77	NA
6	87	NA	87	NA
7	72	NA	72	NA
8	63	NA	63	NA
All Grades	471	NA	471	NA

Reading Growth/Proficiency Report

	2013	2014	2015	2016	2017	2018	2019	2020
Growth Percentage (ON TRACK)	54.9%	37.1%	35.6%	39.3%	28.0%	33.7%	32.4%	NA

Proficiency Reading (Oct. 1)	25.4%	26.9%	30.1%	28.7%	22.6%	23.8%	23.8%	NA
Number of Students Tested (Oct. 1)	268	249	266	324	412	430	421	471*

*Count of students who would have tested. MCA's were NOT taken in spring of 2020.

Math Growth/Proficiency Report

	2013	2014	2015	2016	2017	2018	2019	2020
Growth Percentage (On-Track)	58.5%	74.9%	63.3%	66.4%	34.3%	26.6%	52.6%	NA
Proficiency Reading (Oct. 1)	46.7%	60.1%	55.3%	51.2%	37.1%	21.8%	30.6%	NA
Number of Students Tested (Oct. 1)	272	248	266	324	412	426	421	471*

*Count of students who would have tested. MCAs were NOT taken in spring of 2020.

Student Proficiency by Student Groups - (MCA-III)

2019 Results	Reading		Math	
Student Group	Number of students tested (registered by October 1, 2019)	Proficiency Percentage (Meets or Exceeds)	Number of students tested (registered by October 1, 2019)	Proficiency Percentage (Meets or Exceeds)
All Students	471	NA	471	NA
Male	244	NA	244	NA
Female	242	NA	242	NA
LEP	241	NA	241	NA
SpEd	50	NA	50	NA
Free/Reduced	243	NA	243	NA
Homeless	20	NA	20	NA

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 reflect a composite score of all four domains of language production and usage.

ACCESS Test 2019-2020 – Overall Composite Score – All Grade Levels

Measure	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
NMA	NA	NA	NA	NA	NA	NA

ACCESS Test ‘19-’20 – Average progress toward target/Meeting Target

	Statewide	NMA
Average Progress Toward Target	NA	NA
Meeting Target	NA	NA

Innovative Practices and Future Plans

The NMA Board and school leadership has intentionally engaged stakeholders - students, families, and 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. 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. The Commissioner of Education then approved the 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 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 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. NMA develops 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 MCA III 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.

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.

Experiential learning in the frame of culture and language will:

1. Increase student engagement and participation, thereby increasing attendance, retention, and academic performance
2. Increase faculty/staff awareness and cultural competency, thereby increasing engagement and retention

3. Create and maintain a strong sense of community and identity, thereby increasing engagement - all stakeholders and retention - students, families, teachers/staff, and leadership
4. Create a ‘campus’ (three schools) of shared best practices informed by shared data
5. Identify best teaching practices that ‘beat the odds’ across the ‘campus’, thereby improve teaching and student achievement

WORLD’S BEST WORKFORCE

District or Charter Name	4143-07 New Millennium Academy Charter School
Grades Served	Kindergarten - Eighth Grade
WBWF Contact Information	Kevin Xiong Executive Director 763-235-7977 kevin.xiong@nmaedu.org
Link to WBWF annual report	www.newmillenniumacademy.org
Did you have an MDE approved Achievement and Integration plan implemented in the 2019-2020 school year?	No
Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-2020 school year.	May 26, 2020

<p>District Advisory Committee Members</p>	<p>Ger Hang, Parent Souani Louai, Parent Sueflora Moua, Parent Amay Yang, Parent Bao Cha, Teacher Mark Campbel, Teacher Kou Kong, Support Staff Karina Yang, Student Lanah Vang, Student Annette McDonald, Community Member</p>
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>NMA will reduce and eventually eliminate equitable access gaps for students of color, American Indian students, and</p>

	<p>students from low-income families by increasing the percentage of experienced and effective teachers during the 2020-2021 school year by 10% respectively.</p>
<p>Describe your efforts to increase the racial and ethnic diversity of teachers in your district.</p>	<p>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.</p> <p>There has been an intentional effort to recruit teachers of color and American Indian teachers by targeting community events and locations. For example, HR attended Hmong New Year, the Southeast Asian Festival, and Cinco de Mayo to market NMA and open positions. Additionally, we have targeted Tier 1 teachers of color and have been successful in supporting candidates for teaching career pathway programs.</p>
<p>For this 2019-2020 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.</p>	<ul style="list-style-type: none"> ✓ 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.
<p>All Students Ready for School.</p>	<p><u>Does your district/charter enroll students in kindergarten?</u> Yes</p> <p><u>Goal</u> In SY 2019-20, fewer than 15% of children were screened</p>

	<p>by an Early Childhood Screen (ECS) prior to or within the first month of kindergarten. For SY 2020-21, the percent of children screened prior to or within the first month of kindergarten will increase to 75%.</p> <p><u>Results</u> Unable to report.</p> <p><u>Goal Status</u> Unable to Report</p> <p><u>Narrative</u> N/A</p>
<p>All Students in Third Grade Achieving Grade-Level Literacy</p>	<p><u>Does your district/charter enroll students in grade 3?</u> Yes</p> <p><u>Goal</u> In SY 2018-19, 17.9% of third-grade students achieved proficiency on the Reading MCAs. For SY 2019-20, 25% of third-grade students will achieve proficiency on the Reading MCAs.</p> <p><u>Results</u> Unable to report.</p> <p><u>Goal Status</u> Unable to Report</p> <p><u>Narrative</u> Students did not take the MCAs in 2019-2020 school year due to COVID-19.</p>
<p>Close the Achievement Gap(s) Between Student Groups</p>	<p><u>Goal</u> In SY 2018-19, 30.6% of all of NMA's students achieved proficiency on the Math MCAs, and 15.4% of NMA's Black or African American students achieved proficiency on the Math MCAs. For SY 2019-20, 37% of all of NMA's students will achieve proficiency on the Math MCAs and 20% of NMA's Black or African American students will achieve proficiency on the Math MCAs.</p> <p><u>Results</u></p>

	<p>Unable to report.</p> <p><u>Goal Status</u> Unable to Report</p> <p><u>Narrative</u> Students did not take the MCAs in 2019-2020 school year due to COVID-19.</p>
All Students-Career and College-Ready by Graduation	<p><u>Goal</u> In SY 2018-19, students did not participate in career development (awareness). For SY 2019-20, 25% of students enrolled in health class will participate in career development (awareness).</p> <p><u>Results</u> Unable to report.</p> <p><u>Goal Status</u> Unable to Report</p> <p><u>Narrative</u> Unable to report.</p>
Does your district/charter enroll students in grade 12?	No

GOVERNANCE

NMA is governed by its school board. In the 2019-2020 school year, NMA’s board consists of diverse Board of Directors representing the different stakeholders including two teachers, one parent, and three community members. The Board of Directors meet the second Monday of every month at 6PM at New Millennium Academy. Since March 2020, the school board has been meeting virtually on Zoom. Both meeting dates and minutes are posted on the NMA’s website at www.newmillenniumacademy.org.

2019-2020 Board of Directors			
Name	Term	Position/Officer	Email

		Designation	
Bridget Mealman	Seated July 13, 2017 End Term: June 30, 2021	Teacher Board Chair	Bridget.mealman@nmaedu.org
Angela Lee	Seated August 17, 2017 End Term: January 30, 2020	Community Vice Chair	angela.lee@nmaedu.org
Chonburi Lee	Seated October 12, 2017 End Term: June 30, 2021	Community Treasurer	Chonburi.lee@nmaedu.org
Terence Jones	Seated August 17, 2017 End Term: June 30, 2021	Community Secretary	Terence.jones@nmaedu.org
Kinley Vang	Seated July 18, 2019 End Term: June 30, 2022	Parent	Kinley.vang@nmaedu.org
Janie Yang	Seated July 18, 2019 End Term: June 30, 2022	Teacher	Janie.yang@nmaedu.org

2019-2020 Board of Directors Training		
Board Member	Position/Officer Designation	Title and Date of Training
Bridget Mealman	Teacher – Board Chair	<ol style="list-style-type: none"> 1. Best Practices of High Performing Boards; Charter Source; 10/14/2019 2. Solutions for Standards Based Grading Workshop; Marzano Resources; 12/3 and 12/4/2019 3. Strong Governance, Open Meeting Law During COVID-19; Charter Source; 03/23/2020 4. Board Chat - Managing the Election Process during COVID-19; Charter Source; 04/03/2020 5. Promising Practices for Meeting the Needs of Students Learning English as a new Language During Distance Learning; MDE School Support, 04/29/2020 6. On-going training and support with goals per board approved agreement w/ Charter Source; Charter Source; bimonthly trainings
Angela Lee	Community – Vice Chair	<ol style="list-style-type: none"> 1. Best Practices of High Performing Boards; Charter Source; 10/14/2019 2. On-going training and support with goals per board approved agreement w/ Charter

		Source; Charter Source; bimonthly trainings
Chonburi Lee	Community – Treasurer	<ol style="list-style-type: none"> 1. Best Practices of High Performing Boards; Charter Source; 10/14/2019 2. Community of Practice; GMS Board Training Kickoff; 12/11/2019 3. Understanding What Accountability for Student Outcomes & School Quality Looks Like in Practice and Implementation; GMS Board Training; 02/26/2020 4. Board Management During a Crisis; GMS Board Training; 04/29/2020 5. Governing with Equality at the CEnter; GMS Board Training; 06/18/2020
Terence Jones	Community – Secretary	<ol style="list-style-type: none"> 1. Best Practices of High Performing Boards; Charter Source; 10/14/2019 2. Office365; HAP; 10/23/2019 3. Charter School Board and Leader Training - COVID19 Pandemic, Charter School Board Open Meeting Law and General Election; NEST; 04/14/2020 4. Distance Learning Impact on Families of Refugee Experience; MDE; 04/18/2020 5. ByLaws; MACS; 04/22/2020 6. Conducting an Effective Executive Director Search; HAP; 05/22/2020
Kinley Vang	Parent	<ol style="list-style-type: none"> 1. Board Governance, Financial Matters, and Employment Matters; MSBA; 08/06/2019 2. Best Practices of High Performing Boards; Charter Source; 10/14/2019 3. Board Basics; MNACS; 11/11/2019
Janie Yang	Teacher	<ol style="list-style-type: none"> 1. Best Practices of High Performing Boards; Charter Source; 10/14/2019 2. Board Basic Series; Charter Source; 11/11/2019 3. Board Basics; MNACS; 11/23/2019 4. Board Infrastructure; MNACS; 11/23/2019

STAFFING

2019-2020 Licensed Teachers and Staff

Teacher Name	File #	License (Grade/Subject)	2019-2020 Assignment (Gr/Subj)	Expiration Date
Adam Satterlie	499081	K-12 Visual Arts	Art Teacher	6/30/2023
Amanda Jean Roberg	480162	K-6 Elementary Education	5th Grade	6/30/2020
Andrea Upham	502704	K-6 Elementary Education 5-8 Communication Arts/Literature	1st Grade	6/30/2023
Anna Kleinschmidt	505717	K-6 Elementary Education	2nd Grade	6/30/2023
Bao Cha	493430	K-6 Elementary Education	3rd Grade	6/30/2023
Brianna Dietz	481028	K-6 Elementary Education	Academic Coach	6/30/2020
Brianna (Oseland) Singh	434943	K-6 Elementary Education K-12 French 5-8 Communication Arts /Literature	4th Grade	6/30/2023
Bridget Mealman	476519	K-6 Elementary Education B-Grade 3 Early Childhood Education	1st Grade	6/30/2020
Ceeiab Samantha Vang	515295	Short call Substitute	K-8 Building Sub	6/30/2022
Chueyim Vang	510681	5-8 Mathematics	MS Math	6/30/2020
Colleen Klein	466193	K-12 Emotional Behavior Disorders K-12 Learning Disabilities K-12 Autism Spectrum Disorders B-Grade 3 Early Childhood Education	K-8 Special Education Department	6/30/2023
Courtney Lynn Anderson	486916	K-6 Elementary Education	Kindergarten	6/30/2023
Emily Kay Loose	423492	B-Grade 3 Early Childhood Education	Kindergarten	6/30/2021
Gary W Giel	415817	K-12 Physical Education	K-8 Phy Ed	6/30/2023
George Vang	1001866	5-12 Communication Arts/Literature	K-8 Building Sub	6/30/2022
Hailey Collins-Hill	487616	1-6 Elementary Education	4th Grade	6/30/2022
Heidi Ann Pendroy	390695	Pre K-3 Early Childhood Education	2nd Grade	6/30/2021
Huishu Jia	1000349	K-12 English as a Second Language	ELL Teacher	6/30/2022
Janie Yang	501774	5-12 Communication Arts/Literature	MS English Language Arts	6/30/2023

Jenna M (Bjerke) Flomo	464307	K-6 Elementary Education Age 3 - K Pre Primary	1st Grade	6/30/2023
Katelyn Louise Haller	450583	5-8 Science 9-12 Chemistry	6th -8th Grade Science	6/30/2021
Kaethe Eltawetly	447208	Short call Substitute	K-8 Building Substitute	6/30/2022
Katherine Eileen Wagner	492637	K-6 Elementary Education	3rd Grade	6/30/2022
KaYoua Her Yang	490545	K- 6 Elementary Ed	1st Grade	6/30/2022
Kevin G. Weber	389785	1-6 Elementary Education K-12 English as a Second Language	Title 1 Reading Interventionist	06/30/2022
Khou Vang	504260	Mathematics	K-8 Hmong	06/30/2022
Kristie Kay Flemming	271791	1-6 Elementary Education	5th Grade	06/30/2020
Lu De Vang	500977	K-6 Elementary Education	2nd Grade	6/30/2021
Lynda Yang-Gungsing	487334	K-6 Elementary Education Grade 3 Early Childhood 3-K Pre-Primary	2nd Grade	6/30/2021
Mai Houa Vue	463258	5-12 Family and Consumer Sciences	K - 8 Educational Assistant K-8 Substitute	6/30/2022
Mai Ker Vang	511790	Short Call Substitute	K-8 Building Substitute	6/30/2021
Mai Yang Lor	506901	Pre K To Adult Short Call Substitute	Family Support Specialists	6/30/2020
Margaret Fashant Daniewicz	437218	K-12 English as a Second Language	ELL Teacher	6/30/2023
Mark Campbell	453078	5-12 Social Studies -ALL-	MS Social Studies	6/30/2021
Melanie L. Eicher	420460	K-6 Elementary Education K-12 Reading Age 3-PRE- Pre-Primary	Title 1 Reading Interventionist	6/30/2021
Michael J. Gorski	446434	5-12 Communication Arts/Literature	MS English Language Arts	6/30/2022
Mina Skoglund Ogawa	476268	K-12 English as a Second Language	ELL Teacher	6/30/2024
Pazong Mua	1002601	K-12 Tier 1 Hmong	Hmong	6/30/2020

Pheng Yang	509927	5-8 Science	MS Science	6/30/2020
Rachel Anne Clapp	1001956	K-6 Elementary Education	5th Grade	6/30/2022
Rachel Paulson	459780	K-6 Elementary Education 5-8 Communication Arts/Literature	3rd Grade	6/30/2022
Samantha Harms	491271	K-6 Elementary Education	3rd Grade	6/30/2022
Samantha Olson	495991	K-6 Elementary Education	Student Success Coordinator	6/30/2023
Sarah Elizabeth Kongslien	502479	K-6 Elementary Education	Kindergarten	6/30/2023
Sidney Miller	449995	K-12 Physical Education 5-12 Health Education	Health/Gym	6/60/2024
Sierra Marie Robinson	434802	K-6 Elementary Education K-12 Reading - Restricted *Note- applied for Reading Teacher K-12- need to check status	Reading Specialist	6/30/2024
Stephanie N Short	481040	K-6 Elementary Education	Kindergarten	6/30/2020
Stephanie Steen	436347	K-12 Reading, 5-12 Communication Arts/Literature, Principal K-12	Principal	06/30/2023
Stephanie Wheelock	397593	7-12 English/Language Arts, Principal K-12	Assistant Principal	06/30/2022
Sweet Flower Vang	503812	Pre K to Adult Short Call Substitute	Media Center Coordinator	06/30/2020
Theresa Mahowald	255536	Pre K K-6 Elementary Education K-12 Learning Disabilities	K-8 Special Education	6/30/2021
Thown Thor	444026	5-12 Social Studies -ALL-	MS Social Studies	6/30/2023
Tou Thao	498402	PRE K-ADULT Short Call Substitute	Building Substitute	6/30/2022
Virginia Mae	513412	PRE K-ADULT Short Call Substitute	Math 6-8	6/30/2022
Vue Lor	496107	1-6 Elementary Education PRE K-ADULT Short Call Substitute	4th Grade	06/30/2023
Yelena Sergeyevna Baskova	377719	K-12 English as a Second Language	ELL Teacher	6/30/2023

2019-2020 Operations and Support Staff

Kaonue Xiong	Executive Assistant to Principal Steen
Mai Ka Yang	Director of Operations
Sue Bentley	Operations Manager & HR
Kalia Lee	Office Manager
KaNong Yang	Administrative Assistant/Accounting
Pachia Thao	Front Desk Receptionist
Lisa Xiong	Student Enrollment Coordinator
Jeffrey Eicher	IT Administrator
La Her	Impact Coach
Rasheed Stephens	Impact Coach
Knick Thaosen	Chilcare Coordinator
Terra Eicher	Health & Wellness Coordinator
Jonathan Yang	Operations Supervisor
Amy Ledin	Bus Driver
Christopher Stone	Bus Driver
Leng Khang	Bus Driver
Avis Kai Vang	Bus Driver
Ariana Klein	EA
Barbie Maas	EA
Mai Kia Vang	EA
Cheng Vang	SpEd EA
Chia Lee	SpEd EA
Key Yang	SpEd EA
Fue Khang	SpEd EA
Kevin Lee	SpEd EA
Chimeng Vang	SpEd EA
Tiffany Her	SpEd EA

Timothy Moua	SpEd EA
Kou Kong	Maintenance Coordinator
Chia Khang	PM Custodian
Vang Leng Lor	Day Custodian
Panyia Vang	Day Custodian
Lee Kong	PM Custodian
Soua Khang	Kitchen Supervisor
Xao Vang	Head Cook/Server/Prep
Neng Thao	SpEd Due Process Coordinator