



New Millennium Academy

Combined Annual Report and World's Best Workforce Report
2022-2023

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Introduction

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 850 scholars in grades K-8 and has over 130 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.

Vision, Mission, and Values

Vision

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

Mission

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

Values & Principles

In 2018, NMA established a culture of learning framework that focuses on six core principles. These six core principles are:

1. Aiming for High Academic Achievement
2. Embracing Cultural Pride and Identity
3. Modeling the Way
4. Understanding How Data Drives Decisions
5. Having High Expectations
6. Creating a Social-Emotional Learning Environment

Student Values






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

Strategic Plan

2021-2025 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 Great Minnesota Schools (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. The strategic plan process helped the school leaders create four Impact Areas to focus on for the next three years as follows:

				
<p><u>ACADEMICS</u></p> <ul style="list-style-type: none"> • MCA Reading – above 45% • MCA Math – above 45% • By 2025, 50% of scholars at NMA will perform at the national norm of 50th percentile or greater in Math, Reading, and Science. • By 2025, scholars, who performed lower than the national norm of 50th percentile, will show 10% growth from Fall to Spring. 	<p><u>OPERATIONS</u></p> <ul style="list-style-type: none"> • Building Expansion with 200 additional scholars • Building and Facility management automation system • Increase fleet of buses and bring transportation in-house • Create three Social Enterprises generating unrestricted funding • Southeast Asia Trip 	<p><u>HMONG LANGUAGE & CULTURE</u></p> <ul style="list-style-type: none"> • K-8 Curriculum • Hmong workbook for each grade level • Hmong enrichment programs led by the community • Implementation of the Hmong Immersion program 	<p><u>PROGRAMS & FAMILY SERVICES</u></p> <ul style="list-style-type: none"> • Increase parent and family engagement by 20% • Basic Needs Programs and Services based on annual community needs assessments • Created community and culturally specific mental health services for families and scholars • Community & family nights focused on Hmong specific programs 	

PATHWAY TO EXCELLENCE – 2025 Goals

NMA's Commitment to Equity

NMA's approach to equity includes working alongside our stakeholders by using a multicultural, multi-generational model that supports culturally responsive learning and positive integration while honoring cultural diversity and heritage. As a Full-Service Community School, we make it an intentional effort to partner with organizations and our communities who share the same equity perspective. We center our programs and services on the lived experiences of the community, and this is critical to advancing racial equity and being trauma informed.

In the fall of 2021, our school's Board of Directors (BoD) contracted Tyneeta Canonge (she/her/hers) from We Consulting, a DEIA consultant with an emphasis in education. Tyneeta Canonge has supported our BoD to construct a robust DEIA strategic plan for the entire school. NMA's equity vision statement reads "to achieve its mission of academic excellence, development of cultural pride and celebration of identity, NMA will critically examine its policies and procedures through an equity lens, proactively work to remove barriers that limit learning and educate our scholars to exercise justice as global citizens." Our Board of Director's hopes to achieve this equity vision by meeting these 4 targeted goals by the end of the 2024-2025 academic school year:

1. Review and revise NMA's school curriculum, policies and procedures through a culturally responsive lens (systemic change);
2. Continuously contribute to DEIA-related professional development of NMA staff members and educators (operational and systematic change);
3. Create brave and courageous learning spaces/opportunities where scholars, staff members, families and the surrounding community can have courageous conversations along with providing them appropriate DEIA resources (operational and systematic change); and
4. Change the school culture to become a more inclusive and welcoming environment (cultural change).



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. The chart below shows the enrollment at NMA since 2005.

- 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
2005-2006	40	137	0	177
2006-2007	54	244	0	298
2007-2008	42	278	62	382
2008-2009	44	243	50	337
2009-2010	44	258	65	367
2010-2011	49	258	85	392
2011-2012	56	299	93	448
2012-2013	63	313	93	469
2013-2014	68	297	75	440
2014-2015	57	357	68	482
2015-2016	68	402	84	554
2016-2017	84	470	109	663
2017-2018	91	514	115	722
2018-2019	93	481	129	715
2019-2020	91	551	136	778
2020-2021	85	542	162	789
2021-2022	97	530	165	792
2022-2023	88	592	178	858

Student Retention

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

	2019-2020	2020-2021	2021-2022	2022-2023
Scholar Count	778	789	792	858
Retention Rate	94%	95%	81%	89%

Student Demographics

Race/Ethnicity	Count	Percent
Hispanic or Latino	19	2.2%
American Indian or Alaska Native (Federal Definition)	0	0%
Asian	798	93%
Black or African American	29	3.4%
Native Hawaiian or Pacific Islander	0	0%
White	5	0.6%
Two or more races	7	0.8%
All students	858	100%

Student Attendance

	Rate at NMA
Consistent Attendance	81.6%
Federal Chronic Absenteeism	18.4%

Governance and Operational Management

NMA's Executive Leadership Team

NMA began the 2022-2023 school year with an executive leadership team consisting of four members:

- **Executive Director:** Kevin Xiong
- **Vice President of Academics and Principal:** Thomas Thao
- **Vice President of Operations:** Mai Ka Yang
- **Vice President of Programs and Services:** Hli Xyooj

Kevin Xiong - Executive Director

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. He will be finished with this program in August 2023, where his dissertation is focused on how to infuse basic needs services in charter schools to increase parent engagement.

Thomas Thao - Vice President of Academics and Principal

Thomas Thao is a mission-driven leader with a decade of experience in both the public and charter school educational landscape. He is currently the Vice President of Academics and Principal at New Millennium Academy. Prior to that role, he has led various high performing teams as the Successor Principal with KIPP Minnesota and Director of Operations with Hiawatha Academies. Thomas has also served as a Climate Specialist and Special Education Teacher with Milwaukee Public Schools (MPS). Thomas holds a Masters of Business Administration (MBA) from Milwaukee School of Engineering, a Masters Degree (MA) in Urban Special Education from Cardinal Stritch University, and a Bachelor's Degree (BA) from the University of California, San Diego. Additionally, Thomas is a licensed K-12 Principal and Special Education Teacher in the state of Minnesota.

Mai Ka Yang - Vice President of Operations

Mai Ka Yang is the Vice President of Operations for New Millennium Academy. Mai Ka comes from a background of humility to better serve the communities of shared commonalities. Her background experiences are derived from community relations, financial services and focus on high performing client service/customer service to stakeholders. She utilizes her warm demanding leadership to build strong relationships with teams, the community, partners and families. Mai Ka's mission is to mold an operational team that is not only impactful but effective high performers.

Hli Xyooj - Vice President of Programs and Services

Hli Xyooj is a Hmong American organizer and advocate with more than 20 years of working for purpose-driven organizations centering and serving the community. Currently, she is the Vice President of Programs and Services at New Millennium Academy. Prior to this position, she concurrently served as a Program Director for Hmong American Partnership and was the Director of Programs and Policy for Hmong National Development. She oversaw health, education, and empowerment programs in addition to overseeing work of Hmong farm advocates across the states of Minnesota, Missouri, Arkansas, and Oklahoma. Ms. Xyooj is a licensed attorney and was a Senior Staff Attorney with Farmers' Legal Action Group (FLAG) for 10 years. During her time with FLAG, Ms. Xyooj was recognized for her legal advocacy work with Hmong farmers as a St. Paul Foundation Facing Race Award Honoree and was presented a Best Lawyers Under 40 Award by the National Asian Pacific American Bar Association. Ms. Xyooj obtained her Juris Doctor from Hamline University School of Law and her Master of Business Administration from Hamline University School of Business.

Executive Director Transition

In the Spring of 2023, NMA's executive director resigned. NMA's Board of Directors executed its succession plan and named Thomas Thao, Mai Ka Yang, and Hli Xyooj as interim co-executive directors to lead the organization until a successor was appointed.

New Millennium Academy's Board of Directors

The New Millennium Academy board of directors is a diverse group of professionals that bring an array of expertise. Board members represent a variety of sectors including education, consulting, business, law and non-profit. The board of directors consists of two community members, two parent members, and two teacher members. See NMA's board of directors roster below.

Name	Position	Seat	Term End	Notes
Chonburi Lee	Chair	Community Member	June 2023	
Amy Schwartz	Vice Chair	Community Member	June 2024	
Ker Vang	Treasurer	Parent Member	June 2023	
Tatyana Tuy	Director	Teacher Member	June 2024	Resigned 11/04/2022
Janie Yang	Secretary	Teacher Member	June 2024	Special Appointment to fill Teacher Vacancy on 1/17/2023
Hlis Nelson	Director	Parent Member	June 2025	
Rosie Chang	Director	Teacher Member	June 2025	

Board Training

All New Millennium Academy board members are in compliance with state required board trainings necessary for public charter school boards. New board members attend comprehensive board trainings with the support of Charter Source, a local board governance non profit, within the first six months of membership in the areas of board roles and responsibilities, employment policies and practices, and financial management.

Board Member	Board Training Content
Chonburi Lee	<ul style="list-style-type: none"> July 18, 2023: School Finance, Fiscal Responsibility, Interpreting Financials, Board Oversight September 19, 2023: NMA Policies Training October 17, 2023: Fundraising and Donor Cultivation
Amy Schwartz	<ul style="list-style-type: none"> July 18, 2023: School Finance, Fiscal Responsibility, Interpreting Financials, Board Oversight September 19, 2023: NMA Policies Training October 17, 2023: Fundraising and Donor Cultivation
Ker Vang	<ul style="list-style-type: none"> July 18, 2023: School Finance, Fiscal Responsibility, Interpreting Financials, Board Oversight September 19, 2023: NMA Policies Training
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Janie Yang	<ul style="list-style-type: none"> July 18, 2023: School Finance, Fiscal Responsibility, Interpreting Financials, Board Oversight September 19, 2023: NMA Policies Training October 17, 2023: Fundraising and Donor Cultivation
Hlis Nelson	<ul style="list-style-type: none"> July 18, 2023: School Finance, Fiscal Responsibility, Interpreting Financials, Board Oversight September 19, 2023: NMA Policies Training October 17, 2023: Fundraising and Donor Cultivation
Rosie Chang	<ul style="list-style-type: none"> September 19, 2023: NMA Policies Training October 17, 2023: Fundraising and Donor Cultivation

Charter School Authorizer Information

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 of Education and contact information is:

Elizabeth Topoluk, Charter School Liaison Friends of Education
 11100 Wayzata Boulevard, Suite 800
 Minnetonka, MN 55305
 Email: beth.e.topoluk@huntington.com

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



1. Academic Performance

- a. Monitoring academic performance occurs in the following three ways: testing, site visits, and review of annual reports.
- b. 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 engage in site visits and require the Academy to prepare an annual report.

2. Finance

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

3. Reporting and Legal Compliance

- a. 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.
- b. 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.

Financial Management

Financial Health

Strong enrollment continues to be a strong indicator of NMA's financial health. In SY22-23, we continued to refine and improve systems and processes established in the prior year to bring us in line with our financial commitments.

New Millennium Academy					
Statement of Revenue and Expenditures					
As of June 30, 2023					
		<i>Months</i>		<i>12</i>	<i>100.0%</i>
		Revised Budget	Working Budget	Year to Date	Percent of
		2022-2023	2022-2023	Activity	Budget
		2022-2023	2022-2023	2022-2023	2022-2023
	K-8 ADM	820	820	822	100.3%
Total All Funds					
Revenues					
	State Revenues	\$ 10,754,278	\$ 10,899,064	\$ 10,595,785	97.2%
	Federal Revenues	3,551,840	3,015,734	3,187,783	105.7%
	Local Revenues	302,441	277,183	265,622	95.8%
	Fund Transfers	-	-	-	0.0%
	Total Revenues	\$ 14,608,559	\$ 14,191,981	\$ 14,049,189	99.0%
		<i>14,608,559</i>	<i>14,191,981</i>	<i>14,049,189</i>	
Expenditures					
	Salaries and Wages	\$ 7,096,611	\$ 6,864,349	\$ 6,845,389	99.7%
	Employee Benefits	1,983,037	1,912,249	1,861,756	97.4%
	Purchased Services	3,552,846	3,567,570	3,522,748	98.7%
	Supplies and Materials	1,408,914	1,378,479	1,387,638	100.7%
	Furniture and Equipment	129,100	133,450	120,739	90.5%
	Dues and Memberships; Fees; Other Expenses	411,869	311,288	299,886	96.3%
	Fund Transfers	-	-	-	0.0%
	Total Expenditures	\$ 14,582,377	\$ 14,167,386	\$ 14,038,026	99.1%
		<i>14,582,377</i>	<i>14,167,386</i>	<i>14,038,026</i>	
	Net effect of Operations, All Funds	\$ 26,182	\$ 24,595	\$ 11,163	
		<i>26,182</i>	<i>24,595</i>	<i>11,163</i>	
	Beginning Fund Balance	\$ 4,633,927	\$ 4,633,927	\$ 4,633,927	
	Ending Fund Balance	\$ 4,660,109	\$ 4,658,522	\$ 4,645,090	
	Fund Balance % of Expenditures	32.0%	32.9%	33.1%	

Financial Highlights from 2022-2023 Financial Audit

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 \$1,145,161 (negative net position). Of this amount, negative \$3,122,139 is considered unrestricted.
2. The Academy's total net position increased \$333,393 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 \$6,836,116, an increase of \$51,485 in comparison with the prior year. Approximately 63 percent of this amount, \$4,340,178, is available for spending at the Academy's discretion.
4. At the end of the current fiscal year, the unassigned fund balance for the General Fund is \$4,340,178, or 32 percent of total General Fund expenditures.
5. The Academy's total debt decreased by \$257,596, or 2 percent, largely as a result of principal payments made during the year.

Financial Contracted Services

The school contracts with Creative Planning formerly BerganKDV to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2022-2023 and/or organizational budget for 2022-2023 contact:

Jenny Abbs
Outsourced CFO, School Services
Phone: 952-563-6835
Email: jenny.abbs@bergankdv.com



Academic Program and Future Plans

NMA's Academic Strategy

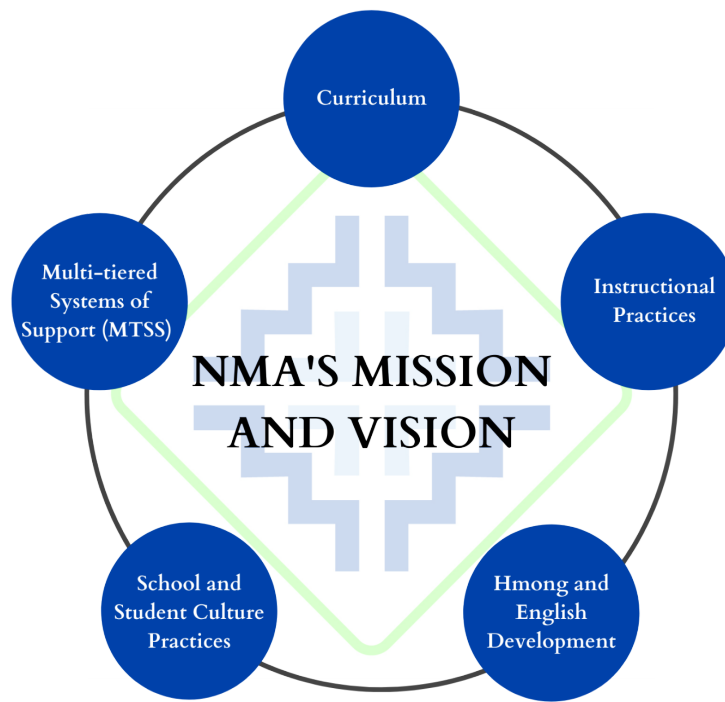
In 2022-2023, NMA's Vice President of Academics and Principal designed NMA's first academic strategy to align all academic programs towards achieving our mission and vision. This is part of a 3-year academic strategy to improve academic outcomes for all students in anticipation of NMA's renewal year with its charter authorizer in 2024-2025. This priority is in response to multiple year-over-year declines in MCA proficiency rates and the need to build strong cohesion and resources related to instruction. During the 2022-2023 (year 1 of the strategy) school year, we continued our plans to bolster our academic program and increase the rigor of content given to students, including:

- Rolling out aligned curricula in K - 8th English Language Arts and 5th - 8th Science
- Continued our 3rd year of a 3-year partnership with Groves Academy to provide curriculum and coaching for K-3 foundation literacy skills and phonics.
- Establishing 5 Foundations of Instruction which set a bar of excellence for all classrooms during the first six weeks of school.
- Created a master schedule that allowed time for interventions, targeted small group instruction, and to maximize EL and special education teacher support.
- Aligning the core components of school culture systems, including schoolwide expectations, academic habits, and positive behavior systems

The academic strategy aims to create inclusive learning communities that are rigorous, joyful, and builds upon student agency. Therefore, the academic strategy consists of 5 key pillars that we believe have the high leverage towards increasing student achievement. The 5 pillars of NMA's academic strategy is below:

1. Students have consistent access to rigorous, high-quality curriculum
2. Teachers utilize engaging and demanding instructional practices
3. Authentic Hmong and English language development are embedded in all subjects
4. Students are motivated through effective school culture practices
5. Multi-tiered systems of supports that reach all learners

To learn more about each pillar of our academic strategy, please see below.



**NEW MILLENNIUM ACADEMY'S
ACADEMIC VISION AND STRATEGY**

5 Core Components of NMA's Academic Strategy	How we do this in NMA's Academic Program
<p>1. Curriculum</p> <p>a. Consistent access to relevant, engaging, standards-aligned, grade-level appropriate curriculum and texts in every core class.</p>	<ul style="list-style-type: none"> ● Math Vision and Priorities ● ELA Vision and Priorities ● Science Vision and Priorities ● Social Studies Vision and Priorities
<p>2. Instructional Practices</p> <p>a. Cognitively demanding instructional practices that require students to pursue conceptual understanding, develop procedural and skill fluency, acquire academic language, and apply knowledge.</p>	<ul style="list-style-type: none"> ● NMA's instructional Coaching Vision ● NMA's Instructional Foundations ● QCOMP System ● Danielson Framework
<p>3. Hmong and English Language Development</p> <p>a. Commitment to building students' deep authentic engagement with Hmong and English language development.</p>	<ul style="list-style-type: none"> ● Hmong Vision and Priorities ● ELL Education Program Vision and Priorities <ul style="list-style-type: none"> ○ Sheltered Instruction Observation Protocol

<p>4. School and Student Culture Practices</p> <p>a. Joyful, demanding, and inclusive school culture practices that maximize time and focus on learning and build student leadership, character, and motivation.</p>	<ul style="list-style-type: none"> ● NMA's School and Student Culture Vision
<p>5. Multi-tiered systems of support (MTSS)</p> <p>a. Multi-tiered systems of support that ensure profound growth and achievement for all students.</p>	<ul style="list-style-type: none"> ● NMA's MTSS Vision ● NMA's Special Education Vision

Academic Curriculum

Literacy

NMA 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

NMA 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.

Professional Development and Teacher Evaluation

At New Millennium Academy, we believe that teachers do the most important work towards realizing our school culture and instructional vision. Therefore, we empower, support, and develop teachers through content-based professional learning communities, job embedded professional

development, and individualized instructional coaching. We ensure profound learning for every student by providing an aligned K-8 academic model that gives guidance to our instructional staff on what to teach and by training all teachers on a set of core instructional practices that outline how to teach.

Focused Staff Development

New Millennium Academy provides professional development for teachers and school leaders on a regular basis. Teachers review curriculum, unit planning, instructional strategies and student performance at grade level meetings and all-staff trainings to further discussion and refinement of instructional practices. Teachers meet weekly in grade level teams to discuss instructional strategies towards the school-wide goals. Staff members also meet every Tuesday morning to attend school-wide professional development on a variety of topics. Furthermore, teachers have consistent one-on-one meetings with their school leader or academic coach to discuss best practices and areas of growth.

Teacher Evaluation

New Millennium Academy has a robust teacher observation and evaluation process that is ongoing throughout the school year, based on the Danielson Rubric. Teachers are formally observed and evaluated by their direct manager multiple times in the year. In addition, every teacher is observed consistently by their direct manager and/or academic coach to receive ongoing support and development to improve their teaching practice. Teachers and leaders utilize one-on-one meetings to discuss areas for growth and observation results. New Millennium Academy also implements the state of Minnesota Q Comp program district-wide.

Licensed Staff Roster and Operations and Support Staff Roster.

NMA is proud of its work to recruit and retain highly qualified teachers and staff. Please see **Appendix A** for NMA's Licensed Staff Roster and **Appendix B** for NMA's Operations and Support Staff Roster.

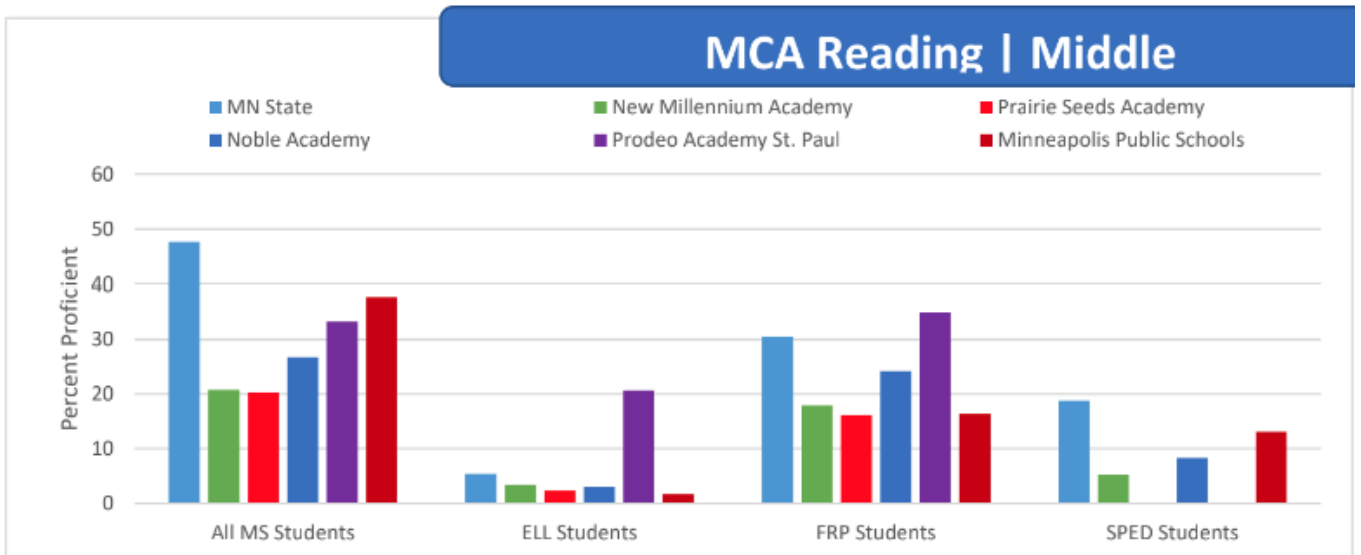
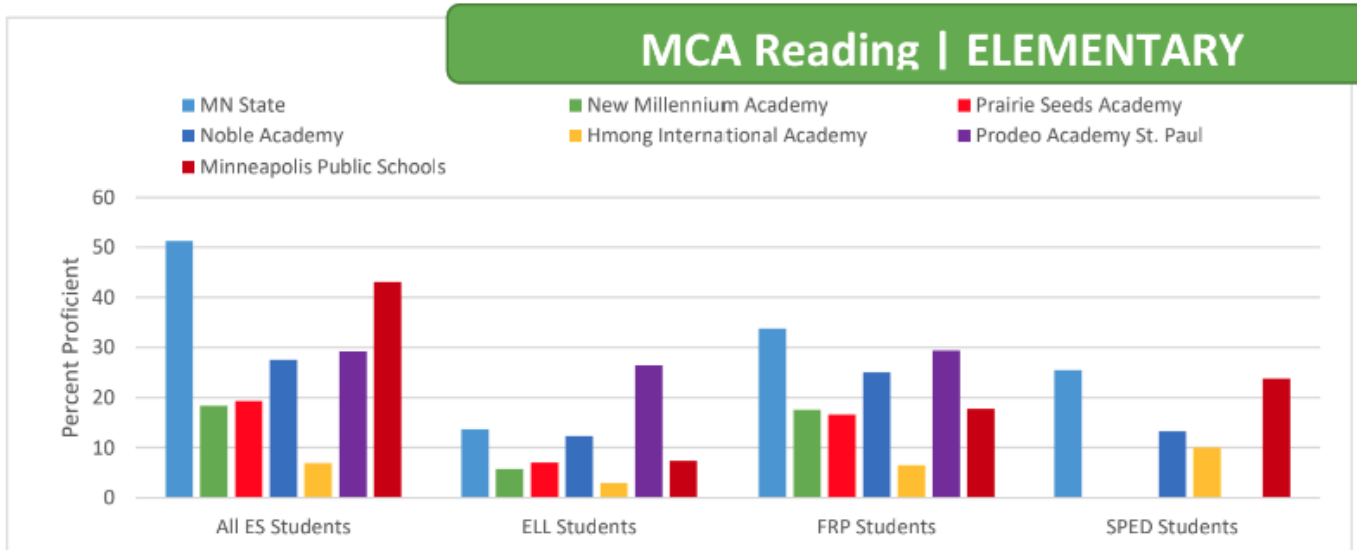


Academic Achievement

Academic Achievement Information

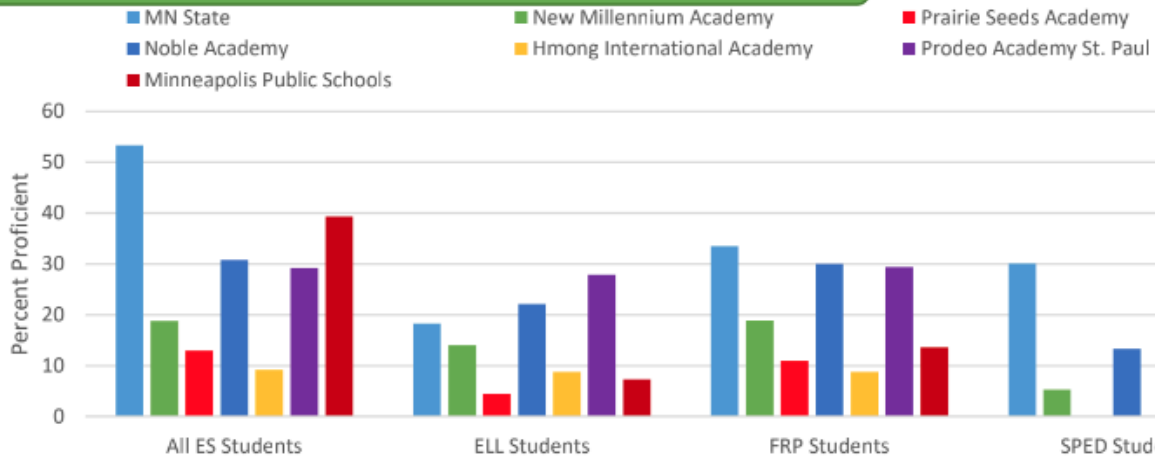
NMA participates in the Minnesota Comprehensive Assessments (MCAs). The MCAs are given in the spring of each year to students in grades 3–8 in reading and math. The Science MCAs are given in grades five and eight and once in high school. Students who receive special education services and meet eligibility requirements take the Minnesota Test of Academic Skills (MTAS) in the same grades. Both the MCA and the MTAS measure student learning of the Minnesota Academic Standards. More detailed information about Minnesota's K–12 Academic Standards can be found on the [Academic Standards section](#) of the MDE website. Below are the results of NMA's academic achievement based on the 2023 MCAs.

Reading Proficiency Report

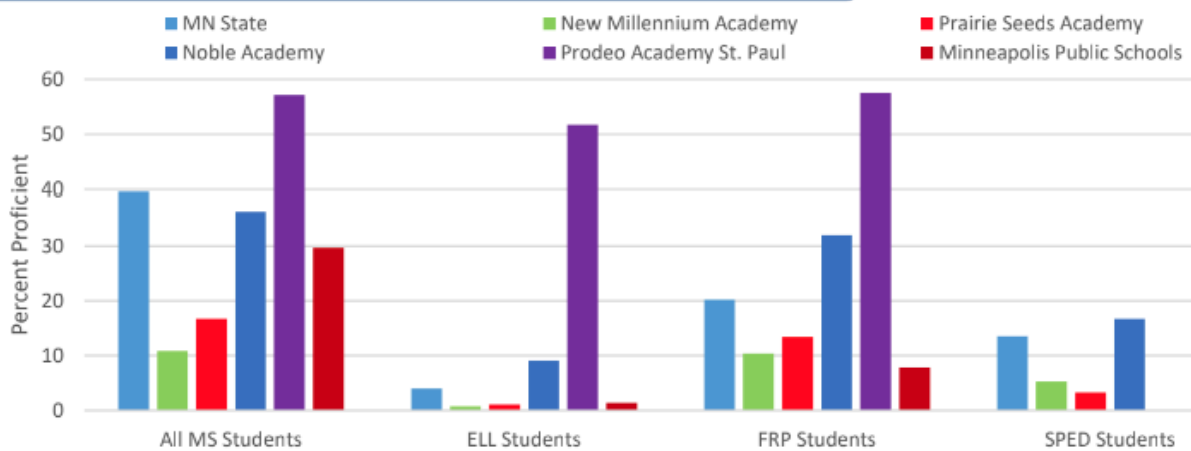


Math Proficiency Report

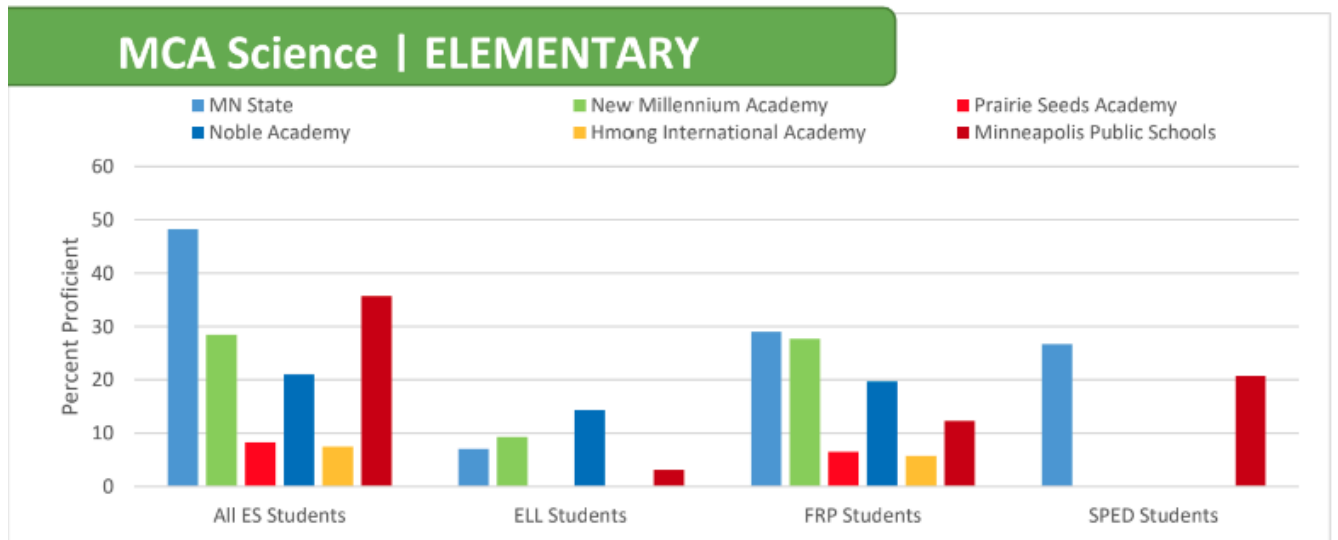
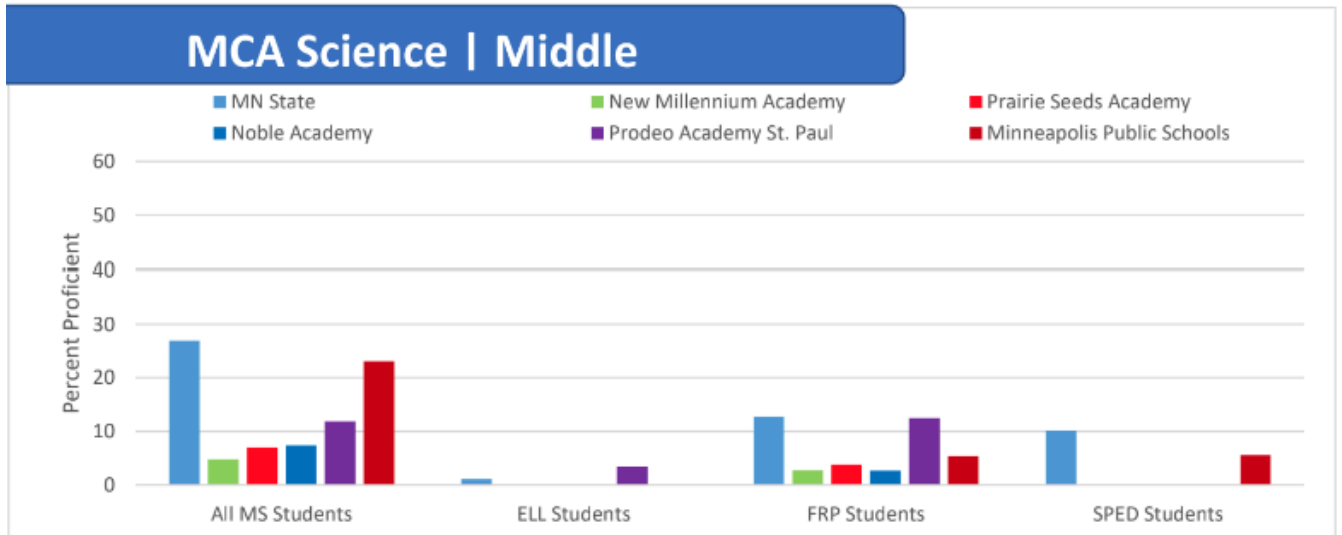
MCA MATH | ELEMENTARY



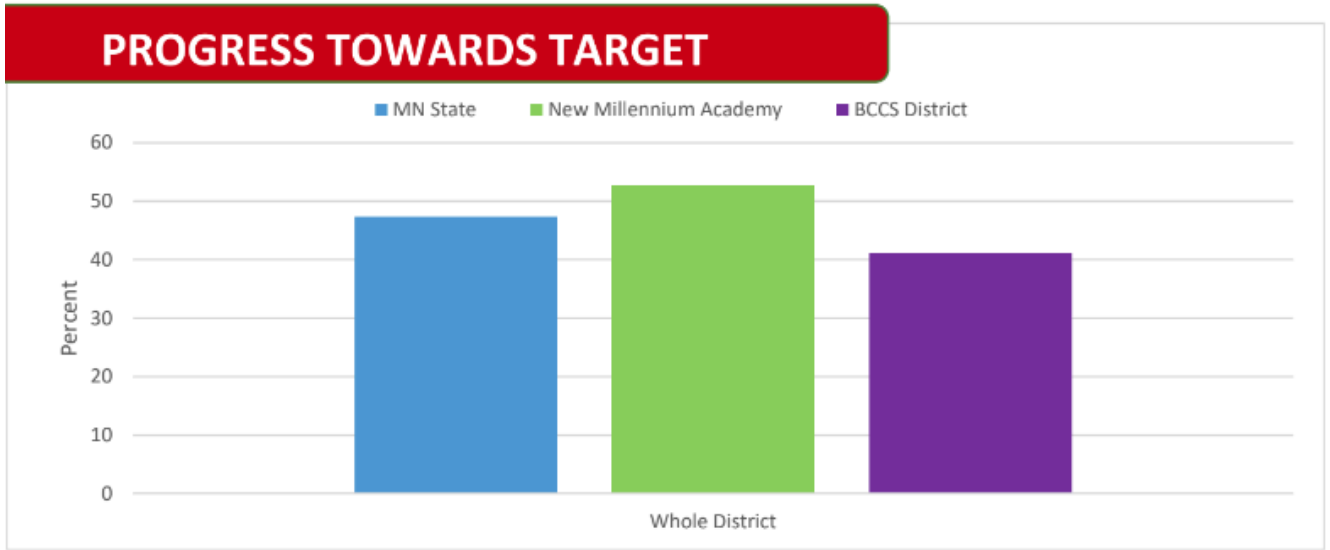
MCA MATH | Middle



Science Report



Academic Progress Towards Target



BCCS = Brooklyn Center Community School District

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

	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Percent	NA	1.3%	19.5%	45.6%	25.8%	7.8%
Count	NA	5	75	175	99	30



Future Plans

At NMA, we believe in continuous improvement in order to live out our promise to students and families of achieving our mission and vision. Therefore, NMA is committed to growing our practice through evidence based research to ensure that our students continue to grow towards proficiency. Below outlines some of NMA's future plans to ensure that all of our students are able to realize their dreams and their full potential.

To support increased reading proficiency,

- NMA will adopt Data Driven Instruction (DDI) as a core component of their training for academic leaders and instructional staff.
- NMA adopted and continues to train teachers on the reading (ELA) curriculum *Wit and Wisdom* aligned to the common core standards. Teachers use the curriculum to plan and teach, as evidenced by lesson plans and classroom observations. Initially, the new curriculum adoption was for grades K-5. The goal for the future is to move the entire K-8 system to a unified ELA curriculum in SY23-24.
- NMA has partnered with The Groves Learning Organization to provide and implement foundational literacy aligned to the science of reading to ensure that all students in grades K-3 receive a systematic approach to reading foundational skills.
- NMA hired a data analyst to build data infrastructure so that NMA academic leaders can make more data informed decisions. Additionally, all NMA leaders are being trained in data driven instruction (DDI).
- NMA will partner with a tutoring program called Reading Partners to provide high quality tutoring during the academic day for struggling readers.

To support increased mathematics proficiency,

- NMA is adopting a new math curriculum called Illustrative Math to be more aligned to the common core standards and the MN state standards. Teachers will use the curriculum to plan and teach with fidelity. The implementation plan includes grades 5-8 adopting the curriculum in SY23-24 and full K-8 adoption in SY24-25.
- NMA is partnering with The Achievement Network (ANet) specifically to increase math outcomes through bi-weekly coaching sessions with leaders and teachers, utilizing interim assessments, and data analysis to closely monitor progress to goals.
- NMA is adopting personalized learning programs in math such as IXL to ensure that students are able to practice previous skills that have been unlearned from the past several years. Additionally, NMA is adding an online program for our high achieving students to accelerate their learning using a program called ALEKS.

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 received the Minnesota MTSS grant and is working monthly with MDE on building robust MTSS structures. NMA continues to add to the support and interventions available to students through its MTSS.
- NMA is utilizing Panorama Education to support tracking and implementing interventions for students and to use the platform to better visualize student data to make more informed decisions.
- NMA will use Panorama's Student SEL surveys to understand the social, emotional, and mental health supports of our students to make better informed decisions about student supports.

World's Best Workforce Summary and Report

2022–23 World's Best Workforce (WBWF) Summary

District or Charter Name: **New Millennium Academy**

WBWF Contact: **Thomas Thao**

Title: **Interim Executive Director**

Phone: **763-235-7900**

Email: **Thomas.thao@nmaedu.org**

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

___ Yes ___ No

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

___ Year 1 (3-year plan spans 2023–25 SY)

___ Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

___ Yes ___ No



World's Best Workforce

Annual Report

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

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

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

<https://nmaedu.org/compliance/annual-reports/>

Provide the direct website link to the A&I materials: **NA**

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2022-23 SY.*

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

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

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: **May 15, 2023**



Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Yes

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Each year, by January 31, 70% of all NMA's kindergarten students continuously enrolled since the first day of school will be able to identify 24 of 26 upper-case letters and 24 of 26 lower-case letters and count to 31.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>64.9% of Kindergarten students were able to meet this goal.</p>	<p>Check one of the following:</p> <p>On Track (multi year goal)</p>

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>NMA's third-grade reading proficiency rate will have increased to at least 36% proficiency on the MCAs.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>10.1% (9/89) of NMA's 3rd graders were proficient on the MCAs.</p>	<p>Check one of the following:</p> <p>Not On Track (multi-year goal)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status																																				
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The average number of progress points generated by students based on changes in their achievement levels will average no less than 2.0 for each subgroup in each math and reading.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Group</th> <th>Math Achievement Levels Improved</th> <th>Math Achievement Levels Maintained</th> <th>Reading Achievement Levels Improved</th> <th>Reading Achievement Levels Maintained</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>ALL</td> <td>11.1%</td> <td>18.2%</td> <td>23.3%</td> <td>24.5%</td> </tr> <tr> <td>Asian Students</td> <td>ASI</td> <td>11.6%</td> <td>11.6%</td> <td>21.0%</td> <td>24.4%</td> </tr> <tr> <td>English Learner Students</td> <td>EL</td> <td>11.2%</td> <td>16.1%</td> <td>19.1%</td> <td>19.1%</td> </tr> <tr> <td>Special Education Students</td> <td>SPED</td> <td>12.5%</td> <td>5.0%</td> <td>20.0%</td> <td>10.0%</td> </tr> <tr> <td>Students Eligible for Free/Reduced Priced Meals</td> <td>FRP</td> <td>12.2%</td> <td>18.7%</td> <td>20.4%</td> <td>23.5%</td> </tr> </tbody> </table>	Student Group	Group	Math Achievement Levels Improved	Math Achievement Levels Maintained	Reading Achievement Levels Improved	Reading Achievement Levels Maintained	All Students	ALL	11.1%	18.2%	23.3%	24.5%	Asian Students	ASI	11.6%	11.6%	21.0%	24.4%	English Learner Students	EL	11.2%	16.1%	19.1%	19.1%	Special Education Students	SPED	12.5%	5.0%	20.0%	10.0%	Students Eligible for Free/Reduced Priced Meals	FRP	12.2%	18.7%	20.4%	23.5%	<p>Check one of the following:</p> <p>Met Some (multiple goals)</p>
Student Group	Group	Math Achievement Levels Improved	Math Achievement Levels Maintained	Reading Achievement Levels Improved	Reading Achievement Levels Maintained																																	
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Students Eligible for Free/Reduced Priced Meals	FRP	12.2%	18.7%	20.4%	23.5%																																	

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>NMA does not have a goal in this area due to being a K-8 school. However, all 8th graders attend our annual high school fair and are able to participate in college tours as part of our programs and services programming.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>NA</p>	<p>Check one of the following:</p> <p>NA</p>

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>NMA is only a K-8 school and does not enroll 12th graders and therefore does not have a goal in this area.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>NA</p>	<p>Check one of the following:</p> <p>NA</p>

Appendices

Appendix A: Licensed Staff Roster

Amanda Jean Roberg	480162	Elementary Education K-6	5th Grade
Amber Krygiel	445739	Learning Disabilities/Sped/K-12	Middle School
Andrea Twiss	1002677	Science 5-8	Science Teacher
Andrea Haberer	502704	K-6 Elementary Education	1st Grade Math
Bao Cha	493430	K-6 Elementary Education	Q-Comp Coach
Bridget Mealman	476519	K-6 Elementary Education	Literacy Specialist
Camille McMillan	509314	Birth-Grade 3	3rd Grade Math
Cathy Vang	517851	K-6 Elementary Education	4th Grade ELA
Cayden (Chue) Thao	1019027	English as a Second Language	5th Grade
Cassandra Anderson	1005996	Communication arts/Literature	Middle School ELA
Charis McCann	1007555	Academic and Behavioral Strategist K-12	Sped Teacher (K-2)
Chee Xiong	503073	K-6 Elementary Education	3rd Grade Math
Chee Kong Yang	1019857	K-6 Elementary Education	4th Grade EL
Chin Nou Khang	1002482	5-12 Social Studies	Middle School Social Studies
Christina Althoff	1019323	K-6 Elementary Education	3rd Grade
Christine Clay	347815	1-6 Elementary Education, K-12 Learning Disabilities	Sped
Dania Fathroen	1012391	B- Grade 3 Early Childhood Education	3rd Grade ELA
Duabci (Joyce) Thao	1005483	Mathematics	Middle School Math
Elizabeth Sierminski	449802	K-6 Elementary Education, 5-8 Social Studies	4th Grade Math
Emily Loose	423492	B- Grade 3 Early Childhood Education	Kindergarten
Gao Nou Yang	1007872	K-6 Elementary Education/ Early Childhood B- Grade 3	Kindergarten
Gary Giel	415817	K-12 Physical Education	K-8 Phy Ed
George Vang	1001866	5-12 Communication Arts/ Literature	ELL Teacher
Margaret Treiber	1005220	K-12 Visual Arts	Art
Hailey Collins	487616	1-6 Elementary Education	Literacy Coach


Jamie Neal	492805	5-8 Science / 9-12 Life Science	Middle School Science Teacher
Janie Yang	501774	5-12 Communication Arts / Literature	Middle School Language Arts
Jenna Bjerke	464307	K-6 Elementary Education	Impact Coach
Joanne Mok	1010344	Academic and Behavioral Strategist K-12	Sped Teacher Grade 3
Julie Xiong	1014355	K-6 Elementary Education	1st Grade ELA
Kaethe Eltawely	447208	Short Call Substitute	K-8 Building Substitute
Karen Kerr	376097	K-12 Principal / K-12 Director of Sped	Sped Director
Kayleigh Anderson	510489	K-6 Elementary Education	5th Grade ELA
Kelly Pundzus	1014602	K-6 Elementary Education	Kindergarten
Khou Vang	504260	Mathematics	Hmong Director
Kimberly Lee	1001397	5-12 Mathematics	Middle School Math
Kristena Cruzan	1010802	5-12 Mathematics / Principal K-12	Title 1 Math Interventionist
Kyla Berges	1002578	K-6 Elementary Education	4th Grade ELA
Linda Yang	1004347	B- Grade 3 Early Childhood Education	2nd Grade Math
Lindsey Goodell	505598	K-6 Elementary Education	1st Grade ELA
Madelynn Knowles	517230	K-6 Elementary Education	2nd grade Math
Mai Yang Lor	506901	Short Call Substitute	Family Support Specialist
Margaret Daniewicz	437218	K-12 English as a second Language	K-8 ELL
Mark Campbell	453078	Social Studies 5-12	Middle School Social Studies
Matthew Kilanowski	409628	K-6 Elementary Education, 5-8 Communication arts	2nd Grade
May Vang Swanson	442396	5-12 Mathematics	Math Coach
Mee Xiong	1020635	Library Media Specialist	Librarian
Melanie Eicher	420460	K-6 Elementary Education/ K-12 Reading	Title 1 Reading Interventionist
Mina Skoglund - Ogawa	476268	K-12 English as a second Language	ELL Teacher
Molly Kroiss	1008261	K-6 Elementary Education / English as a second Language	EL/MTSS Coordinator
Oksana Sviderski	1009496	K-6 Elementary Education	4th Grade Math
Pakou Xiong	1006124	K-12 Hmong (Tier 1)	Hmong
Pa Chia Yang	1013943	K-6 Elementary Education	Kindergarten
Pazong Moua	1002601	K-12 Hmong (Tier 1)	Hmong
Pang Cha Khang	1005821	English as Second Language	Kindergarten
Rachel Clapp	1001956	K-6 Elementary Education	5th Grade

Rebekka Surber	1020492	Academic and Behavioral Strategist	Sped
Reham Farid	431395	Principal K-12	Assistant Principal 5-8
Rosie Chang	509402	B- Grade 3	2nd Grade ELA
Sean Yang	515657	Short Call Substitute	K-12 Sped Substitute
Tatyana Tuy	510244	K-12 Academic and Behavioral Strategist	3rd Grade ELL
Thomas Thao	516207	Principal K-12	Principal
Todd Mulder	487716	Principal K-12	Assistant Principal K-4
Tou Thao	498402	Short Call Substitute	Building Substitute
La'Mara White	1020271	K-6 Elementary Education	1st Grade Math
Cienna Vang	1010335	K-6 Elementary Education	2nd Grade ELL

Appendix B: Operations and Support Staff

Last Name, First Name	Position
Xiong, Kevin	Executive Director
Xyooj, Hli	Vice President of Programs and Services
Yang, Mai Ka	Vice President of Operations
Yang, Cam	Compliance Manager
Hu, Alice	Communications Coordinator
Machalec, Daniel	Human Resources
Yang, Wa	IT Manager
Xiong, Lisa	Enrollment Coordinator
Yang, Kongsue	Lead Custodian
Khang, Chia	Custodian
Lor, Vang Leng	Custodian
Khang, Nhialue	Custodian
Vang, Lopao	Custodian
Vang, Chimeng	Transportation Coordinator
Thao, Nhianeng	Bus Driver
Ledin, Amy	Bus Driver
Vang, Avis	Bus Driver

Yang, Va	Bus Driver
Khang, Leng	Bus Driver
Vang, Xao	Kitchen Supervisor
Xiong, Kevin	Cook
Her, Pang Houa	Hmong Elder
Khang, Fue	After School Manager
Her, La	Impact Coach
Stephens, Rasheed Jamal	Impact Coach
Lee, Chia	Paraprofessional
Vang, Mai Kia	Paraprofessional
Xiong, Sandy	Paraprofessional
Vue, Cha Mee	Paraprofessional
Her, Mai Youa	Paraprofessional
Oldham, Hurt	Paraprofessional
Xiong, Der	Paraprofessional
Xiong, Vivian	Paraprofessional
Xiong, Kingston	Paraprofessional
Yang, Shoua	Paraprofessional
Maas, Barbara	Paraprofessional
Yang, Key	Paraprofessional
Yang, Shoua	Paraprofessional
Vue, Mai Houa	Paraprofessional
Porter, Holli Carrera	Paraprofessional
Vang, Cheng	Paraprofessional
Moua, Timothy	Paraprofessional
Vang, Kannitha	Paraprofessional
Her, Alexander	Paraprofessional
Thao, Fuchi	Paraprofessional
Xiong, Ungalee	Paraprofessional
Yang, Robert	Paraprofessional



Thao, Nellie	Paraprofessional
Thao, Pachia	Administrative Assistant
Xiong , Mai	Administrative Assistant
Yang, Kanong	Administrative Assistant / Purchasing
Thao, Grover	Support Coordinator / Security
Eicher, Terra	School Nurse
Xiong, Mong	Executive Assistant
Xiong, Kaonue	Executive Assistant