



2016-17 World's Best Workforce Report Summary

District or Charter Name: New Millennium Academy 4143-07

Grades Served: K - 8

Contact Person Name and Position: Bao Vang, CEO

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

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

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

- 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.
- <http://www.newmillenniumacademy.org/information.cfm?subpage=221985>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
- October 22, 2016 Annual Mtg, May 11, 2017 Forum and Election

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Yee Yang	Executive Director/Title (administrator and parent)
Sydney Chang	Parent Engagement (support staff)
Halee Vang	Principal (administrator)
Pia Vang	Parent Advisory Council – Chair (parent)
Laisanee Lor	Parent Advisory Council – Vice Chair (parent)
Ker Vang	Parent Advisory Council (parent)
Mai Kao Xiong	Parent Advisory Council (parent)
Vicki Svanoe	Title (teacher)

2. Goals and Results

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

2a. All Students Ready for School

Goal	Result	Goal Status
<p>During the 2016-17 school year, NMA will monitor the Kindergarten intake process using the established Kindergarten Readiness screening tool that is aligned to current MN Academic Standards in both Reading and Math and Social/Emotional age appropriate expectations.</p> <p>NMA will follow the guidelines and entry limits set.</p> <p>The Kindergarten skills assessment is aligned with the current MN Academic Standards in both Reading and Math for beginning of the year expectations.</p>	<p>A screening process is in place for students who request early entry (birthday after September 1 and before October 31). Guidelines and limits are clearly established and discussed with parents prior to registration. The baseline Kindergarten skills assessment is integrated and it is aligned with current MN Academic Standards in both Reading and Math.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Individual Student progress in reading accuracy will be tracked using A-Z Reading levels in Grades K - 2.</p> <p>On grade level for second grade is Level P. A PLC wide expectation of 75% of students reaching their individual growth goal has been established.</p> <p>This parameter can also be applied to reaching a minimum reading accuracy.</p>	<p>61% of Second Grade students reached the goal reading level by the Spring testing session.</p> <p>2017 Third Grade MCA data show a static trend in Reading proficiency from 2016 to 2017.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p><i>NMA will have lower percentages of students in WIDA levels 1,2 and 3 than the state average and the authorizer average.</i></p> <p><i>NMA will have higher percentages of students in WIDA levels 4, 5 and 6 than the state average and the authorizer average.</i></p>	<p><i>See chart below.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

ACCESS Test – Overall Composite Score – all grade levels

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

Measure	Level					
	6	Level 5	Level 4	Level 3	Level 2	Level 1
Statewide	0.2%	3.2%	24.0%	38.8%	20.3%	13.5%
	121	2,178	16,241	26,323	13,782	9,129
Friends of Education (Charter Authorizer)	0.6%	5.6%	30.9%	37.6%	16.8%	8.5%
	7	66	367	447	200	101
New Millennium Academy Charter Sch (Charter LEA)	0.0%	6.8%	33.2%	35.5%	16.2%	8.3%
	0	33	160	171	78	40

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status

<p>GOAL 1: During the 2016 – 17 school year, NMA Eighth grade (enrolled by Oct 1, 2016) will maintain a proficiency score at or above the MN State 8th grade average proficiency in Math as indicated by MCA III results.</p> <p>Goal 2: During the 2016 – 17 school year, NMA Eighth grade (enrolled by Oct 1, 2016) will no lower than 15 percentage points of the MN State 8th grade average proficiency in Reading as indicated by MCA III results.</p>	<p><i>Goal 1 Data:</i></p> <p><i>Statewide 8th Math Avg. 56.9%</i></p> <p><i>NMA 8th grade Math Avg. 65.5%</i></p> <p>Data source: http://rc.education.state.mn.us/#testResults/orgId-74143000000__groupType--district__test--allAccount__subject--M__year--2017__grade--08__categories--oct1__p--5</p> <p><i>Goal 2 Data:</i></p> <p><i>Statewide 8th Reading Avg. 59.9%</i></p> <p><i>NMA 8th grade Avg. 41.8%</i></p>	<p><i>Check one of the following:</i></p> <p>X <i>Goal 1 Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><i>Goal 2</i> <input type="checkbox"/> <i>Goal Met</i> X <i>Goal 2 Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>
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2e. All Students Graduate

Goal	Result	Goal Status
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N/A – New Millennium Academy is a K-8 school.

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Check one of the following:

- Goal Met*
- Goal Not Met*
- Goal in Progress*
(only for multi-year goals)

District/charter does not enroll students in grade 12

3. Identified Needs Based on Data

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

- *List and describe the district’s needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*

Need - Increase proficiency of students prior to grade 3 in both reading and math, maintain and increase academic growth in spite of continuing population growth

Data – Continuing low proficiency in grade 3 MCA results, On track for success measurement (MDE Report Card)

Recommendations for 2017-18 – Content Instructional Coaching in Reading and Math, Individualized intervention via technology in both Reading and Math, integrate targeted learning with Guided Math and increased Guided Reading, review of cultural learning structure for Hmong, Hispanic and Somali students to increase teacher effectiveness

MCA Reading Proficiency	2013	2014	2015	Results: 2016
3rd	15.6	7.1	32.8	21.6
MCA Math Proficiency	2013	2014	2015	2016
3rd	38.8	37.5	50	44.6

- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - Grade level common assessments in reading, and mathematics are administered every nine weeks and are utilized within a continuous DDI learning cycle:
 - 1) Analyze data/student work,
 - 2) Differentiate and prioritize student needs,
 - 3) Set/ revisit SMART goals,
 - 4) Select/adjust strategies,
 - 5) Monitor progress, and
 - 6) Evaluate results.
 - Teachers participate in this learning cycle within the NMA Teacher Development and Evaluation Plan (TDE) framework of ongoing applied professional growth and instructionally focused accountability (SIOP Model School wide).
 - The process allows more frequent quality feedback on the progress each student is making on the appropriate MN Standards in both Math and Reading. Teachers are allotted time together to analyze their grade level, review information with support staff, and plan for adjustments in their teaching.
 - *Process to disaggregate data by student group.*
 - Teaching teams and coaches track their student data by grade level and classroom. Team for data analysis include EL and SpEd teachers for clarity. All teachers have WIDA leveled lists for sorting data and student support groups.
 - Student achievement data is sorted after every DDI test into academic achievement bands in both Reading and Math.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - Instructional Coaches utilizing the SIOP instruction rubric for regular alignment and feedback
 - PLC system of reviewing and refining best practice among educators
 - Ongoing staff development in SIOP areas
 - *Curriculum*
 - Reading: Follow up and deeper implementation training was provided by the publisher and our own staff collaborated on the implementation expectations for this year.
 - Math: Math curriculum is in the review process including survey of materials currently used, requests for sample curriculums, review of recommended EL Math curriculums.
 - *Teacher evaluations*
 - The NMA Teacher Development and Evaluation (TDE) Plan framework includes:
 - regular teacher observations (formal and informal) along with
 - peer/collegial collaboration and observation
 - data gathered prompts the individual and school wide professional development
 - coaching that supports teachers in their continued professional growth
 - Individual goal setting by every teacher.
 - *Principal evaluations*
 - Formal principal evaluation process was not implemented in 16-17. Principal development and monitoring was done by the Executive Director. NMA employed a Vice Principal beginning in Sept 2016 and a Principal beginning in Feb 2017.

4c. District

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
- Include the district practices around high-quality instruction and rigorous curriculum which integrate:
 - *Technology*
 - REACH Reading curriculum has an imbedded technology component
 - Technology class is offered at all grade levels
 - Chrome books utilized one-on-one in Grades 6-8
 - Tablets utilized as a self-guided center in Grade K – 2
 - Laptops available in classrooms grades 3-5
 - Online Math support ALEKS utilized in grades 3 – 8.
 - *Collaborative professional culture*
 - The staff meets biweekly in to discuss the needs of their student groups.
 - Staff identify students in need of accommodations or increased attention, students that are having problems at home, solutions to issues and strategies to help other staff.
 - Meetings are also attended by the school administration to ensure that our students have access to all of the services that are available to them.
 - Staff includes a process for looking at student work (LASW) regularly throughout the year. Teachers review work together across multi-grade level and topic based PLC groups to continually monitor progress and support specific school wide strategies.
 - Common planning time is scheduled at all grade levels and is attended by EL, SpEd and Title teachers

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
- Each year NMA reviews the distribution of teachers within the school.
- Factors noted during these conversations: years of experience (at NMA and at other schools), leadership qualities, student progress, teacher development, additional experiences or licensure areas, team/PLC achievement, subject preference/expertise.
- Administration and staff work together to place teachers in purposeful positions that will be most beneficial to students and create a positive learning environment with high expectations.
- Open positions are posted within the school, and teachers follow the application process prior to approval for a new position. They are considered alongside new applicants and informed decisions about assignment are made to promote student growth.
- Approximately 85% of our students come from low-income families and 99% are students of color. Decisions about teacher assignment are not typically based on these factors, but focus on which teachers can provide optimal learning opportunities for which students.
- With our focus on Hmong culture and literacy, it is also important to spread our proportion of Hmong speaking staff throughout the grade levels.
- Experience and leadership are both valued at NMA, and teacher teams are created to support new teachers while allowing them to bring new innovations to add strength to the school.
- Grade levels with low achievement results in a given year are supported with data and needs analysis and additional professional development. A follow-up plan for teacher improvement has been approved by the board for teachers who require more specific support.

