

# YINGHUA ACADEMY

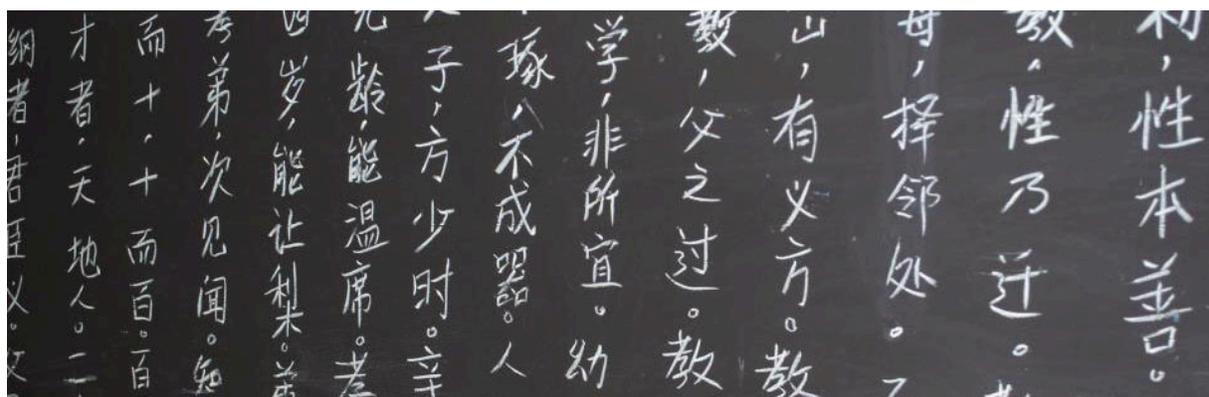


## WORLD'S BEST WORKFORCE ANNUAL REPORT

FY 2014

## Table of Contents

Introduction.....	1
2013-2014 Year in Review .....	2
Student Demographics.....	3
School Management and Administration.....	4
Professional Development of Instructional Leaders .....	6
Staffing.....	10
Teaching and Learning in a Q-Comp School .....	11
Curriculum .....	13
Assessment and Accountability Data .....	17
Academic Performance .....	18
Chinese Language Proficiency.....	25
School Culture Goals .....	27
Innovative Practices and Implimentation.....	29
Conclusion .....	31
Contact Information.....	32



## Introduction

Yinghua Academy is a national leader in Mandarin Chinese immersion education. When founded in 2006, it became the first Chinese immersion charter public school in the U.S. and the first Chinese immersion school in the Midwest. Yinghua Academy is a bilingual, tuition-free, public K-8 charter school with an international perspective. Yinghua's charter authorizer is Friends of Education.

***The mission of Yinghua Academy is to prepare its students to be engaged and productive global citizens by providing a research-based educational program that includes a rigorous academic program, immersion in Chinese language and culture, and a nurturing and supportive school environment.***

Yinghua is a full immersion school, meaning the content delivered in Chinese is not translated into English later in the day or week. Students in kindergarten through fourth grade receive all of their instruction in Chinese, with the exception of some specialist classes (art, physical education, music, and English). Yinghua's unique program, combined with the consistent academic success of its students, has enabled it to enjoy robust growth.

Yinghua offers a rigorous academic education that follows Minnesota Academic Standards, as well as the Common Core, and uses the Core Knowledge Sequence as the content foundation for all subject areas. Yinghua has placed high priority on preserving the integrity of its language immersion focus by not introducing English Language Arts until second grade, when the target language (Mandarin) is solidly established in its students. However, in preparation for Minnesota Comprehensive Assessment (MCA) testing in third grade, MCA-based content is incorporated *in Chinese* into the K-1 instruction. As a result, the school is able to consistently produce high academic results as measured by the State of Minnesota for all schools, while also producing high academic results based on measures of Chinese language acquisition. For example, in the first three data releases of the Minnesota Department of Education Multiple Measure Rating system (May and August 2012, September 2013), Yinghua ranked within the top 15% of all public schools in Minnesota. In all three waves of data, Yinghua was the #1 or #2 ranked language immersion program in Minnesota based on overall student achievement.

## 2013-14 Year in Review



In June 2014, Yinghua concluded its three-year charter contract with Friends of Education, achieving 91% of its contract goals.

### THREE-YEAR CHARTER CONTRACT PERFORMANCE

Academic Year	Academic Goals Achieved	School Culture Goals Achieved	Total Goals Achieved
2011-12	10 out of 11	4 out of 4	14 out of 15
2012-13	11 out of 11	3 out of 4	14 out of 15
2013-14	7 out of 9*	4 out of 4	11 out of 13

\*Two goals from 2013-14 are not yet measurable pending release of growth results

In November 2013, the school applied for and was offered a five-year charter contract renewal, reflecting the authorizer's confidence in the leadership of Yinghua's program.

This year marked the graduation of Yinghua's first cohort of full immersion students. For the first time, Yinghua was able to substantiate the strength of its elementary to middle school program using data from these eighth grade students' English, mathematics, science, and Chinese test scores.

## Student Demographics

Students attended Yinghua from 75 metropolitan zip codes, including urban, suburban, and rural areas. 36% were from Minneapolis and 20% were from Saint Paul. There has been an increase in Minneapolis residents each year since the school moved from Saint Paul to Minneapolis in 2009, increasing six percentage points from 2012-13 to 2013-14.

### DEMOGRAPHIC MEASURES: TWO-YEAR COMPARISON

Category	2012-13	2013-14
Geography	80 metro zip codes 30% Minneapolis 24% Saint Paul	75 metro zip codes 36% Minneapolis 20% Saint Paul
Ethnicity	49% Asian Pacific Islander 44% Caucasian 3% African American 3% Hispanic/Latino 1% Native American	47% Asian Pacific Islander 46% Caucasian 4% African American 2% Hispanic/Latino 1% Native American
English Language Learners	5% ESL 4% Heritage speakers of Chinese	7% ESL 4% Heritage speakers of Chinese
Free and Reduced Lunch Qualified	9%	13%
Special Education	9%	8%

## School Management and Administration

The School Board provides operational oversight at Yinghua Academy, ensuring successful implementation of the Yinghua Academy Strategic Plan. It has six active committees. The Academic Committee, comprised of board members, administration, teachers, and parents, approves criteria for monitoring continuous improvement of Yinghua student achievement and monitors the refinement of the curriculum; in this capacity, they will serve as an advisory committee for the board to assure that teaching and learning at Yinghua Academy is aligned with creating the World's Best Workforce.

Yinghua Academy's charter authorizer is Friends of Education (Friends). The charter authorizer provides strict financial and academic controls and ensures school adherence to national standards for charter school oversight and quality. Friends of Education monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance, by monitoring student testing, conducting site visits, reviewing annual reports, and communicating with MDE. Friends can be contacted at: Friends of Education, 200 East Lake Street, Wayzata, MN 55391 or [info@improveK-12education.org](mailto:info@improveK-12education.org). Contact information for Yinghua's Authorizer Liaison is R.E. Topoluk, Executive Director of Friends of Education, Phone 952.745.2717, Fax 952-745-2739, and Email [topoluk@tcfbank.com](mailto:topoluk@tcfbank.com).

Yinghua Academy's charter contract with Friends of Education was renewed effective July 1, 2014 for a five-year period, the longest term allowed by Minnesota Charter School law. In the letter to the school awarding the five-year contract renewal, Friends of Education Executive Director Beth Topoluk wrote "(we applaud) Yinghua Academy for its superior academic performance, having achieved 90% of its academic goals; consistent lack of material or significant deficiencies in its external audits; timely compliance reporting which has evolved into a model of reporting compliance; and its transparency in disclosing matters to Friends of Education - the transparency Yinghua has displayed establishes confidence in its leadership team, both board and administration."

### SUSAN BERG, CEO/EXECUTIVE DIRECTOR

Since January 2012, Mrs. Berg has served as Yinghua's Executive Director. Sue has proven herself to be a collaborative, visionary leader. She is comfortable with high expectations and works tirelessly with the administrative team, the teachers, support staff, and the Board of Education to ensure that the school is meeting, if not exceeding, its goals. She has demonstrated the educational and organizational expertise to be the internal leader of Yinghua and the political and public relations background to be the external leader of Yinghua. With 40 years of experience in traditional public,

charter, and private schools as both teacher and administrator, her repertoire is vast, giving her a solid foundation from which to tackle day-to-day operations as well as unexpected challenges. Although Mrs. Berg does not speak Mandarin, she has been connected to Chinese language and culture since 2006, when the College Board and Hanban announced the launch of their cooperative Chinese Guest Language Teacher Program. Twice, in July 2007 and November 2012, Sue was selected to be a member of the Chinese Bridge Delegation, a group of educators from across the US, who toured K-12 schools and universities in China. In addition, her family has hosted two Chinese high school students, developing a close relationship with their families and providing an intimate reference point for Chinese/American cultural appreciation and understanding. Overall, Mrs. Berg has spent much of her career working with an international community of students, families, and colleagues.

#### LUYI LIEN, PH.D., ACADEMIC DIRECTOR

Dr. Lien has held this critical position since the school's founding in 2006. Respected as a pioneer in Chinese immersion education, she is sought out as a presenter for organizations such as the American Council of Teachers of Foreign Languages (ACTFL) and the Asia Society. Just within the last year, she has led training/mentoring sessions in California and Utah for teachers of Chinese. Recently, language experts from the national STARTALK center recognized the "outstanding expertise, experience, and dedication" of Dr. Lien, the program director. Dr. Lien holds a PhD from the College of Education and Human Development at the University of Minnesota, and has published several elementary level textbooks in Taiwan. She provides daily guidance, support, and resources to all teachers at Yinghua Academy and leads curriculum development for all grades. Dr. Lien and Mrs. Berg work hand in hand with lead teachers to refine curriculum design and delivery, to create proper assessments, and to ensure students' academic success in a rigorous, but well-rounded learning environment; together they are responsible for on-going teacher training specifically focused on immersion techniques, the core knowledge sequence, responsive classroom, and data-driven instruction.

# Professional Development of Instructional Leaders

Professional development plans were in place for both the Executive Director and the Academic Director for the school year ending June 2014. The professional development plans approved by the board for these individuals and implementation of the plans are:

## MRS. SUSAN BERG, EXECUTIVE DIRECTOR

### **Goal #1: Network with other immersion programs to ensure cutting-edge immersion research and practice**

- Represent Yinghua Academy as a member of a National Advisory Committee in a newly formed network of Chinese immersion associates, Chinese Early Language Immersion Network (CELIN). The Asia Society has agreed to collaborate in developing CELIN; CELIN will be housed at the Asia Society and linked to the Asia Society's Chinese Language Initiatives. Initial Meeting was held in New York City, 30-31 January 2014. Funded through the Asia Society.
- Visit Portland, Oregon, public schools, Woodstock Elementary School Chinese immersion program and the Hosford Middle School immersion program, with Dr. Lien, 17 October 2013. In addition, visit a new Chinese immersion charter school, Hope Academy, which is only in its second year of operation, to offer feedback and advice. Funded through STARTALK grant.
- Attend STARTALK conference in Portland, Oregon, and present "Creating a Target-Language Only Classroom" with Dr. Lien, 18-19 October 2013. Funded through STARTALK grant.
- Attend the National Chinese Language Conference (NCLC) in Los Angeles, California, with Dr. Lien, and co-present several topics with other immersion schools, namely Yu Ying Academy in Washington DC and the Chinese American International School (CAIS) in San Francisco, California, 5-10 May 2014.

### **Goal #2: Professional Development relative to online learning systems to enhance instruction at Yinghua, particularly at the Middle School**

- Participate in several online webinar training sessions on iPad usage since the launch last spring of Yinghua's 7th and 8th grade one-on-one iPad program. Continue this pursuit in order to maximize students' content learning at the middle school level. One specific opportunity, 1:1 iPad Technology, will be offered as part of the Minnetonka Institute of Leadership on June 26, 2014. Funded through Q-Comp.
- Starting in October 2013, begin conversations with Dr. Lien and the Minnesota Online High School (MNOHS) to explore the possibility of developing courses in Chinese that will be appropriate for Yinghua's 8th grade immersion graduates. The first course will be a high school level Chinese Language Arts class designed by Dr. Lien and several Yinghua teachers, anticipated to be ready for

Fall 2014. The expectation is to add courses, one per semester. Collaborate with Dr. Lien to see that the content of these high school level courses is appropriate and leads to successful completion of the AP Chinese Language exam and beyond. All initial costs to the school will be covered by the 2014 STARTALK grant.

**Goal #3: Strengthen ties with other outstanding charter school programs within the Twin Cities**

- Join a consortium of Friends of Education schools whose directors meet regularly to tackle timely topics or challenges facing charter schools. Major tasks already being researched and addressed are:
  1. Teacher evaluation
  2. Full day kindergarten funding
  3. Branding/marketing
  4. Licensure of qualified teachers
  5. Salary compensation
  6. Employee benefits
- Partner with Ann Jurewicz, Director of the Twin Cities German Immersion School, upon her request.

**Goal #4: Build a rapport and network with other public and private school administrators within the Twin Cities**

- Invited by Minneapolis Public Schools to serve on two teams to visit two immersion programs. Observe and evaluate these existing programs and experience firsthand other well-regarded immersion programs at the elementary and middle school levels. Dialogue with other experts on the team.
- Support Yinghua Academy Futures initiative and visit the top ten high schools of interest to Yinghua students and families. These schools are: 1) Mounds View High School; 2) Roseville High School; 3) Minneapolis Southwest; 4) Minneapolis South; 5) DeLaSalle High School; 6) St. Paul Highland Park High School; 7) St. Paul Central; 8) Minnetonka High School; 9) Breck High School; 10) Nova Classical Academy.

**Goal #5: Continue to learn about Chinese culture and language**

- Build advising sessions with 8th graders inspired by *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-Li Jiang. Invite author to Yinghua.
- Read *Coming Home Crazy* by Bill Holm, an American poet writing about traveling through China.
- Attend several Chinese New Year celebrations at XinXing Academy and CAAM Dance Theater.
- Watch a selection of movies that illustrate modern China and discuss with Dr. Lien and colleagues.

## DR. LUYI LIEN, ACADEMIC DIRECTOR

### **Goal #1: Network with other immersion programs to ensure up-to-date immersion research and practice**

- Represent Yinghua Academy in the network of Chinese immersion associates, Chinese Early Language Immersion Network (CELIN). The Asia Society has agreed to collaborate in developing CELIN; CELIN will be housed at the Asia Society and linked to the Asia Society's Chinese Language Initiatives.
- Visit Portland, Oregon, public schools, Woodstock Elementary School Chinese immersion program and the Hosford Middle School immersion program, with Mrs. Berg, 17 October 2013. In addition, visit a new Chinese immersion charter school, Hope Academy, which is only in its second year of operation, to offer feedback and advice. Funded through STARTALK grant.
- Attend STARTALK conference in Portland, Oregon, and present "Creating a Target-Language Only Classroom" with Mrs. Berg, 18-19 October 2013. Funded through STARTALK grant.
- Attend the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Language Expo in Orlando, Florida, 23-25 November 2013. Language educators, administrators, and researchers from all over the world gather every year to share expertise, ideas, experiences, and innovations. Co-presented two conference sessions at the ACTFL Convention. The first session, "Goal-Setting and Language Proficiency: Data-Driven Instruction in Immersion Programs," was co-developed with Mr. Kevin Chang at Chinese American International School (CAIS). The second session, "Understanding YCT and Its Applicability in Assessing Mandarin Immersion Students," was organized by the Confucius Institute at the University of Minnesota, chaired by Dr. Yongling Zhang-Gorke, and presented by Director Joan Brzezinski, Dr. Qijie Li (all Confucius Institute staff), and Dr. Lien.
- Attend the Chinese Education Conference in Salt Lake City, Utah, and co-present and participate in several panels, 7-8 March 2014.
- Attend the National Chinese Language Conference (NCLC) in Los Angeles, California, with Mrs. Berg, and co-present several topics with other immersion schools, 5-10 May 2014.

### **Goal #2: Professional development on online learning systems**

- Participate in several online webinar training sessions on iPad usage and topics related to technology.
- Invited by the College Board and New York University's Developing Chinese Language Teachers (DCLT) project to conduct a webinar training session to member teachers of the Chinese Language Teachers Association of Greater New York, 6 December 2013. The webinar session was entitled "From Curriculum to Daily Lessons – Successful Chinese Immersion Program Implementation."
- Starting in January 2014, work with the Minnesota Online High School (MNOHS) to develop a high school level Chinese Language Arts class for Yinghua immersion graduates. Attend 60 hours of

online training on techniques of developing online courses and strategies for using online tools to engage students.

- Lead two Yinghua teachers in the online training and course development process so Yinghua can support MNOHS to sustain these online Chinese courses to Chinese immersion students.

**Goal #3: Work on supervisory skills and continue to develop leadership competence**

- Read suggested leadership books, and discuss with mentor, Mrs. Berg. Suggested books include *Born to Rise* for charter school development, and *Leverage Leadership: A Practical Guide to Building Exceptional Schools*.
- Attend workshops or take summer classes in leadership topics.

**Goal #4: Learn up-to-date assessment knowledge**

- Participate in NWEA professional training sessions with six teachers to learn how to better use NWEA for instruction and assessment.
- Attend an Oral Proficiency Interview (OPI) workshop to be trained and to implement OPI assessments for administering to Yinghua Middle School students during the 2014-15 school year.

## Staffing

For the 2013-14 academic year, Yinghua Academy’s budget included the opportunity to employ 36 full-time teachers and 2 part-time teachers. All teachers employed by Yinghua are credentialed or approved for credentialing and meet State requirements for public education instructors. Seventy-eight percent (78%) of Yinghua’s faculty have advanced degrees in their fields, including three who have earned a Ph.D. In addition, Yinghua employed 33 non-teaching staff.

HISTORICAL SUMMARY OF TEACHERS AND STAFF

Position	2011-12	2012-13	2013-14	2014-15	2015-16
				Budgeted	Projected
Teachers	31	39	38	43	47
Administrators	2	3	3	3	3
Other Instructional Staff	16	16	*15	15	16
Other Staff Members	14	13	14	14	16
<b>Total Employees</b>	<b>63</b>	<b>71</b>	<b>70</b>	<b>75</b>	<b>82</b>

*Notes:* Summary table does not include part-time Yinghua Care staff. Table does not reflect FTE (full time equivalency). Some individuals listed above were employed part time. Table above represents positions only, not people who filled the positions. For people, see detail below. \* Other instructional staff includes two (2) Hanban teachers, who are sponsored and paid for by Hanban, the Ministry of Education in China.

For the 2013-14 school year, the student to teacher ratio (including instructional staff) was approximately 10:1.

The Yinghua Academy teaching staff is selected using a three-tiered interview process; first interview with the hiring committee, second interview teaching a model lesson, and the final interview with the administrative team to review policies and procedures, salary and benefit information, and job description.

Once a teacher or other educational staff member is employed at Yinghua, she/he is evaluated three times during the year. Teachers reported that they valued the feedback and coaching that was provided by teacher leaders and administration. This year Yinghua Academy also began using i pads to record teachers during their lessons. These recordings were a part of the observation process and enabled the teachers to gain a different perspective on their own classroom instruction and the engagement of all students in the class.

# Teaching and Learning in a Q-Comp School

## IMPACT OF TEACHER LEADERS ON STUDENT SUCCESS

Over the course of the year, teacher leaders were able to support both returning and new classroom teachers through ongoing coaching, weekly grade level meetings, and classroom observations. Teacher leaders assisted with lesson planning, specific teaching strategies as well as general classroom procedures and routines. Teacher leaders were also able to provide pre and post observation conferences during the observation cycles, which allowed classroom teachers to obtain immediate feedback and professional advice on lesson planning, differentiation, and the implementation of specific teaching techniques and strategies.

As a result, the work of teacher leaders had a positive impact on student achievement over the course of the year. Through ongoing coaching and mentoring, teacher leaders were able to help classroom teachers create an environment that promoted improved interaction between teachers and students.

- This improved interaction led to increased proficiency on the NWEA Reading, where the percent of students scoring above the national median moved from 73% in the spring of 2013 to 80% in the spring of 2014; on the NWEA Mathematics, we also realized an increase in proficiency from 90.7% to 91% in that same time frame.
- MCA scores from May 2014 indicate that 88.8% of all Yinghua students met or exceeded proficiency in mathematics, 78.8% met or exceeded proficiency in reading, and 83.6% met or exceeded proficiency in science.

Teacher leaders were required to attend weekly meetings and training sessions. During these meetings, teacher leaders discussed specific teaching strategies and techniques with school administrators in order to meet the needs of staff members. All teacher leaders were veteran teachers with prior leadership experience.

All teacher leaders received a score of proficient or higher on their evaluations. These results indicated that their ongoing coaching and mentoring work had a positive effect on their team members. Teachers overwhelmingly reported that the teacher leaders were always available to provide assistance and support to their team members. Yet in an effort to continuously improve, Yinghua Academy will make a collective effort to establish a more specific focus for teachers to work toward in the coming year.

## IMPACT OF GRADE LEVEL TEAMS ON STUDENT SUCCESS

Grade level teams were required to meet for at least 60 minutes every week. This time allowed grade level teams to share what was working in the classroom as well as those areas that needed improvement. Grade level teams were able to brainstorm different activities, share reading strategies, and discuss possible interventions. These meetings were also used to layout our DDI (data driven instruction) process. Grade level teams would discuss exactly what needed to occur before, during, and after each assessment cycle. Classroom teachers were able to quickly implement this newly acquired knowledge into their classroom instruction.

Teacher learning from grade level teams had a positive impact on student achievement as is indicated by the NWEA and MCA growth identified above. At the beginning of the school year, classroom teachers analyzed data from the Fall NWEA assessments to determine areas that were in need of improvement, paying close attention to teaching strategies as well as the pacing of the curriculum. As the year progressed, classroom teachers were able to use formative and summative assessments within the classroom to target particular areas that were in need of improvement. Mentor teachers would also meet with the Academic and Executive Directors to discuss assessment results and generate topics that would be beneficial to new teachers. During grade level meetings, teachers would analyze student work samples and assessment data to guide future instruction. Through the use of data driven instruction, classroom teachers were able to focus on the needs of their students.

## Curriculum

Yinghua's academic curriculum follows Minnesota Standards, Common Core standards, the Core Knowledge Sequence, and national standards for foreign language education. The sequence is based on the Core Knowledge Sequence, a systematic model of education in which each successive year of education is built on what children have learned in prior years. The Core Knowledge Sequence is based on the notion that, although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong K-8 curriculum.

The school's Academic Director, Dr. Luyi Lien, leads all curriculum development, ensuring that the content delivered in Mandarin covers all Minnesota State Standards and the Core Knowledge Sequence, building both knowledge and Mandarin fluency. Dr. Lien works with experts from the University of Minnesota's Department of Curriculum and Instruction, the Center for Applied Linguistics, the Confucius Institute of Minnesota, the Asia Society, the National Foreign Language Center, and other immersion programs nationwide to continually evolve the program and develop curriculum which incorporates the latest research.

The school has implemented Professional Learning Communities for all instructional staff, and staff is trained in Differentiated Instruction to meet every student's needs and challenge every learner. Yinghua has established a data-driven instruction protocol to closely monitor students' progress with formal and informal assessments, and uses student assessment data to improve and inform instruction at all levels in an iterative way throughout the year. Yinghua uses a variety of assessments to measure student achievement, including standardized tests, student academic performance-based assessments, portfolios of student work, teacher observation, and classroom-based assessment.

Rigorous academic programming is a critical part of all curriculum design and implementation across subject areas. Highlights of the curriculum and instruction at Yinghua include:

## CHINESE LANGUAGE ARTS AND CONTENT-BASED INSTRUCTION

Yinghua instructs with a total language immersion model. Full-day kindergarten and first grade students work 100% of their academic day in Mandarin, with the exception of specialists (i.e. Art, Physical Education, Music) who may teach in English. Based on immersion research best practices, English Language Arts is introduced in second grade. The percent of time spent working in English increases to approximately 50% for 5<sup>th</sup>-8<sup>th</sup> grades, which gradually prepares students for a successful transition to a traditional high school, while continuing to enhance and maintain the students' Mandarin skills.

The Mandarin Chinese immersion program incorporates both content-based instruction (CBI) and thematic-based instructional approaches. The full early immersion model program was designed in consultation with the Center for Applied Linguistics (CAL) and the University of Minnesota Center for Advanced Research on Language Acquisition (CARLA).

Yinghua immersion classroom teachers participate in training to ensure that all instruction is delivered based on the best practices of immersion and foreign language research, while also following the guidelines of Minnesota state educational standards for each academic subject content area and National Standards for Foreign Language Learning. Chinese Language Arts teachers use the Core Knowledge Sequence as the backbone of the curriculum and use the responsive classroom approach to promote character education and increase social language usage. All Chinese immersion teachers attend workshops for professional development and have formed support groups to discuss "differentiation instruction" and strategies for teaching Chinese characters.

Immersion teachers employ innovative teaching strategies such as: integration of language, content, and culture; feedback techniques for continuous growth and improvement of accuracy; making input comprehensible with body language, visuals, realia, etc.; creating a language-rich learning environment; using effective teacher talk such as enunciation, repetition, rephrasing, etc.; and promoting student output and attending to diverse learner needs, with strategies such as cooperative learning, student choice, learning centers, and presentation of material in a variety of learning styles.

Yinghua's Chinese Language Arts curriculum includes modern and classical literature, informational texts, and the foundational skills of listening, speaking, reading, and writing. Topics integrate history, social studies, science, and technical subjects. Classical literacy is incorporated during grades K-8 in a variety of forms to support students' language and cultural understanding. In middle school, Chinese Language Arts systematically introduces classical Chinese (also referred to as literary Chinese, or "wen yan wen") to widen the scope of students' Chinese language knowledge and advance their literacy ability.

## MATHEMATICS

Yinghua uses Singapore Math, an internationally-recognized, highly successful, applied mathematics curriculum. Singapore Math is best known for its ability to help students understand the “why” behind math concepts, by teaching mathematical concepts from concrete through pictorial to abstract, developing key critical thinking skills.

Singapore Math employs systematic use of word problems as the way of building the semantics of mathematical operations, which teaches students to conceptually understand a problem. In addition, pre-algebra is embedded throughout the K-8 scope and sequence.

In kindergarten through 4th grade, Yinghua’s math program provides a solid foundation as the key to developing even stronger math skills for middle school. For middle school students, the curriculum is designed to match individual students’ learning style and pace. Level 1 is the “basic” level; all students’ math skills and knowledge should be at or above their grade levels. Level 2 students are encouraged to learn at a faster pace. Students who are in middle school Level 3 may be ready for pre-calculus courses in 9th grade. The chart below shows the progress and pace for each math level.

YINGHUA MIDDLE SCHOOL MATH CURRICULUM

Math Group	Grade 5	Grade 6	Grade 7	Grade 8	Ready for Grade 9
Level 1	Intro to Pre-Algebra	Pre-Algebra	Intro to Algebra I	Algebra I	Geometry
Level 2	Intro to Pre-Algebra	Intro to Algebra I	Algebra I	Geometry	Algebra II
Level 3	Pre-Algebra	Algebra I	Geometry	Algebra II	Pre-Calculus

## ENGLISH LANGUAGE ARTS

Yinghua’s English Language Arts (ELA) curriculum aligns with the most current Minnesota State Standards for ELA. The school adopted the 2013 *Reading Street* series published by Pearson Education, Inc., which is aligned with the common core standards for grades 2-5. With a foundation in authentic literature the program includes reading, writing, language, speaking, and listening components. Early exposure to literary circles, composition, research, journal writing, speech, and debate provides the essential building blocks for Yinghua’s robust middle school ELA program.

The ELA curriculum is integrated across languages and subjects. English teachers work with Chinese teachers to synchronize their lesson plans and to accelerate the transfer of literacy skills, enabling students to learn in both languages.

## SCIENCE

Yinghua's science curriculum is aligned to the current Minnesota State Science Standards and with national standards published by the National Research Council. Yinghua also incorporates core knowledge standards from the Core Knowledge foundation. At the elementary school level (grades K-4), science is taught in Chinese immersion classrooms. Science at the middle school level (grades 5-8) is taught in English. Elementary and middle school science teachers work together to solidify the sequence of science curriculum from K through 8<sup>th</sup> grade. The standards incorporate the nature of science and technology, the connection between science and engineering, and earth, life, and physical sciences throughout the grade levels.

Middle school science at Yinghua includes the disciplines of Biology, Ecology, Geology, Meteorology, Astronomy, Chemistry, and Physics. Instruction emphasizes both the methods of doing science and the understanding of important science concepts. Students are taught in an inquiry method that encourages them to ask questions based on direct observations made from hands-on experiments, academic reading, and multimedia presentations. Students complete research projects as well as design and conduct their own investigations. Important science concepts are constructed and internalized as students make connections between life experiences and classroom learning of the science disciplines.

## SOCIAL STUDIES

Social studies curriculum at Yinghua is provided by Chinese immersion classroom teachers from kindergarten through 5<sup>th</sup> grade. In middle school, it is divided into English social studies and Chinese social studies according to the various topics and content. The curriculum is aligned to Minnesota Standards, and follows the Core Knowledge Sequence.

## SPECIALIST CLASSES

Yinghua recognizes the strong connections between art, music, and physical education, and academic achievement, and is committed to providing an education that includes these elements.

## Assessment and Accountability Data

Yinghua Academy uses a variety of assessments to measure student achievement, including standardized tests, academic performance-based assessments, portfolios of student work, teacher observation, and traditional formative and summative assessments. Throughout the school year, educational staff works with the Academic Director and Executive Director to develop units and lessons in accordance with the curriculum map as well as to collect data on academic achievement in the areas of Chinese and English Language Arts, math, science, and social studies.

The following standardized testing occurred for the 2013-14 school year:

- Statewide MCA for grades 3-8 in math and reading; grades 5 and 8 in science
- NWEA for grades 1-8
- SOPA (Student Oral Proficiency Assessment) for grades K, 2, and 5-8
- Youth Chinese Test (YCT) Assessment of student Chinese reading and listening comprehension, grades 4-8

Results for MCA, NWEA, SOPA, and YCT are on the following pages. The MCA and NWEA data are organized according to what is required in Yinghua's charter contract with Friends of Education. School Culture goals from the charter contract are also included.



## Academic Performance

Yinghua's academic performance is exceptional and was recognized by Friends of Education, the school's authorizer, as a major factor warranting the awarding of a five year contract renewal, the maximum allowed by law, beginning July 1, 2014. The school made Adequate Yearly Progress (AYP) each year of the previous three-year contract. Moreover, a number of Yinghua grades earned an average 2013 MCA score in the top ten of all public elementary and middle schools in the state (6th grade math, 7th grade math, 3rd grade reading, 6th grade reading, 7th grade reading, and 8th grade reading), which demonstrates that teaching is directly aligned to state standards and results in high proficiency.

In the three-year charter contract that ended June 30, 2014, Yinghua achieved 91% of its contract goals, which were broken down into two sub-categories: Academic Goals and School Culture Goals. Yinghua achieved 10 out of 11 academic goals in the 2011-12 year, 11 out of 11 academic goals in the 2012-13 year, and 7 out of 9 academic goals in the 2013-14 year (the two growth goals are temporarily excluded due to data not yet being available) for a current tally of 90% achievement of academic goals. Implementation of data-driven instruction is included in these achieved goals. Yinghua achieved 4 out of 4 school culture goals in the 2013-14 year for a current tally of 92% achievement of school culture goals.

In Mandarin testing, Yinghua students are on track to advance approximately one scale per year on the Student Oral Proficiency Assessment (SOPA), concluding 8th grade at level eight, which is the second highest of nine possible levels in Mandarin. On the Youth Chinese Test (YCT), the majority of 4th-8th grade students passed the highest level (Level 4) in both 2011-12 and 2012-13, although the percentage that passed has declined as the school has grown.

In English testing, Yinghua far outpaces the Minneapolis district for MCA testing and the national mean for NWEA testing. In 2013-14, the difference in Yinghua MCA scores vs. Minneapolis district MCA scores (average for all grades) is as follows: Math +45% higher, Reading +36% higher, Science +51% higher.

Achievements of a more qualitative nature include the following: 7th and 8th grade students involved in Yinghua's Student Life Organization attended the first ever WE Day along with 18,000 youth to celebrate the power of American youth to create positive and lasting change locally and globally, and earned accolades in international Chinese essay and local dictionary contests; and 15 middle school students along with Academic Director Dr. Luyi Lien completed a March 2014 study-

tour of China including a visit to Yinghua’s sister school in Inner Mongolia, China – the first time this trip occurred during the school year (over spring break) instead of in June. In addition, in Yinghua’s fall Read-A-Thon, students read an impressive total of 207,551 minutes in English or Chinese and earned over \$19,000 for the school’s library. As a culmination to the school year, every Yinghua student from K-8 participated in Yinghua’s Academic Performances, which showcased the children’s spoken and written language, creativity, and critical thinking.

## GOAL 1: STATE ASSESSMENT TESTS (MCAS)

### Sub Goal #1: MATH

#### 1.1 Absolute Proficiency – FRL students

The difference between the state average, for the same grades as offered by the School, of students who score proficient and who do not qualify for free or reduced lunch, and the School’s average of students who score proficient and who do qualify for free or reduced lunch will decrease at least two percentage points each year.

Math MCA	State Average, K-8 Proficient and Not Qualified FRL	Yinghua Average, K-8 Proficient and Qualified for FRL	Difference
2010-11 (baseline)	69.1%	62.5%	-6.6%
2011-12	76.8%	80.8%	+3.2%
2012-13	74.5%	77.3%	+2.8%
<b>2013-14</b>	<b>72.3%</b>	<b>69.0%</b>	<b>-3.3%</b>

*Results:* Yinghua met this goal in math in the first two contract years, since the Yinghua average exceeded the State average these years. However, Yinghua did not meet this goal in 2013-14, since it had only 69% of the target students proficient as compared to the state’s target group at 72% proficient. It is notable though that Yinghua outperformed its baseline year all three contract years, so improvements are being made in this area.

### 1.2 Comparative Proficiency – District

The School will demonstrate higher grade level and school wide proficiency rates than the Minneapolis public school district for the same grades as offered by the School, each year.

Math MCA School-Wide	MPS District-Wide	Yinghua School-Wide	Difference
2011-12	39.3%	90.8%	+51.5%
2012-13	42.2%	89%	+46.8%
<b>2013-14</b>	<b>43.1%</b>	<b>88.8%</b>	<b>+45.7%</b>

*Results:* The goal was met in all three contract years.

### 1.3. Growth: MATH

Each year, the percentage of students achieving high growth *will exceed the state average* percentage of students achieving high growth (for the same grades as offered by the School), and the percentage of students achieving low growth *will be less than the state average* percentage of students achieving low growth (for the same grades as offered by the School).

Math MCA High Growth	State Average, K-8 Percentage High Growth	Yinghua Average, K-8 Percentage High Growth	Difference
2011-12	35.4%	50.9%	+15.5%
2012-13	32.1%	37.0%	+4.9%
<b>2013-14</b>	<b>31.8%</b>	<b>40.9%</b>	<b>+9.1%</b>

Math MCA Low Growth	State Average, K-8 Percentage Low Growth	Yinghua Average, K-8 Percentage Low Growth	Difference
2011-12	23.1%	10.5%	-12.6%
2012-13	27.4%	22.7%	-4.7%
<b>2013-14</b>	<b>26.1%</b>	<b>20.5%</b>	<b>-5.6%</b>

*Results:* The goal was met in all three contract years.

## Sub Goal #2: READING

### 2.1 Absolute Proficiency – FRL students

The difference between the state average, for the same grades as offered by the School, of students who score proficient and who do not qualify for free or reduced lunch, and the School’s average of students who score proficient and who do qualify for free or reduced lunch will decrease at least two percentage points each year.

Reading MCA	State Average, K-8 Proficient and Not Qualified FRL	Yinghua Average, K-8 Proficient and Qualified for FRL	Difference
2010-11 (baseline)	84.0%	93.8%	+9.8%
2011-12	85.7%	66.7%	-19.0%
2012-13	69.7%	59.1%	-10.6%
<b>2013-14</b>	<b>70.8%</b>	<b>58.6%</b>	<b>-12.2%</b>

*Results:* Yinghua did not meet this goal for reading in 2011-12, because instead of decreasing the difference between the Non-FRL State Average and the Yinghua FRL Average by +2 percentage points, the gap widened by -9.2 percentage points. In 2012-13, it did meet the goal because it closed the gap by +8.4 percentage points. In 2013-14, it did not meet the goal because the gap widened by -1.6 percentage points.

### 2.2 Comparative Proficiency – District

The School will demonstrate higher grade level and school wide proficiency rates than the Minneapolis public school district for the same grades as offered by the School, each year.

Reading MCA School-Wide	MPS District-Wide	Yinghua School-Wide	Difference
2011-12	56.9%	83.8%	+26.9%
2012-13	41.8%	73.6%	+31.8%
<b>2013-14</b>	<b>42.4%</b>	<b>78.8%</b>	<b>+36.4%</b>

*Results:* The goal was met in all three contract years.

### 2.3 Growth: READING

Each year, the percentage of students achieving high growth *will exceed the state average* percentage of students achieving high growth (for the same grades as offered by the School), and the percentage of students achieving low growth *will be less than the state average* percentage of students achieving low growth (for the same grades as offered by the School).

Reading MCA High Growth	State Average, K-8 Percentage High Growth	Yinghua Average, K-8 Percentage High Growth	Difference
2011-12	34.3%	44.7%	+10.4%
2012-13	31.3%	39.2%	+7.9%
<b>2013-14</b>	<b>31%</b>	<b>48.5%</b>	<b>+17.5%</b>

Reading MCA Low Growth	State Average, K-8 Percentage Low Growth	Yinghua Average, K-8 Percentage Low Growth	Difference
2011-12	23.3%	14.0%	-9.3%
2012-13	27.9%	20.9%	-7.0%
<b>2013-14</b>	<b>27.9%</b>	<b>14.2%</b>	<b>-13.7%</b>

*Results:* The goal was met in all three contract years.

### Sub Goal #3: SCIENCE

The School will demonstrate higher 5<sup>th</sup> and 8<sup>th</sup> grade level scores than the Minneapolis school district.

Science MCA	MPS 5th Grade	Yinghua 5th Grade	Difference	MPS 8th Grade	Yinghua 8th Grade	Difference
2011-12	38.1%	84.2%	+46.1%	27.7%	100.0%	+72.3%
2012-13	37.5%	76.9%	+39.4%	29.9%	72.7%	+42.8%
<b>2013-14</b>	<b>40.8%</b>	<b>83.6%</b>	<b>+42.8%</b>	<b>32.2%</b>	<b>83.3%</b>	<b>+51.1%</b>

*Results:* The goal was met in all three contract years, for both grades.

## GOAL 2: NATIONALLY-NORMED ASSESSMENT

The School will administer a nationally-normed assessment, approved by the Board. At least 75% of students taking the assessment will score above the national median.

NWEA Math 2013-14	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
National mean, end-of year*	191.3	203.1	212.5	221.0	224.6	230.5	234.5
Yinghua mean	209.29	216.81	229.30	235.41	242.2	253.1	256.39
% of Yinghua students who score at or above the national mean	94.68%	91.18%	98.44%	87.27%	85.29%	100%	91.67%

*Results:* The school met this goal. By the end of the 2013-14 school year, at least 85% of Grade 2-8 students scored at or above the national mean.

<b>NWEA Reading 2013-14</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
National mean, end-of year*	189.6	199.2	206.7	212.3	216.4	219.7	222.4
Yinghua mean	196.12	205.17	220.19	225.15	224.96	234.4	236.8
% of Yinghua students who score at or above the national mean	74.74%	70.59%	92.18%	83.64%	70.37%	100%	91.67%

*Results:* The school met this goal. By the end of the 2013-14 school year, at least 70% of Grade 2-8 students scored at or above the national mean.

*Note:* \*On all reported measures for NWEA, we provided the mean, not the median, because mean is the calculation that is provided by NWEA. Some districts may use these interchangeably, but we recognize that they are not the same. Normative data is from 2011 NWEA RIT Scale Norms Study, the latest available.

### **GOAL 3: DATA-DRIVEN INSTRUCTION**

**4.1 Math:** The School will create and implement DDI summative assessments on a quarterly basis in all grades. The staff will review results with the director or their DDI leader and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

**4.2 Reading:** The School will create and implement DDI summative assessments on a quarterly basis in all grades. The staff will review results with the director or their DDI leader and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

**4.3 Science:** The School will create and implement DDI summative assessments on a quarterly basis in grades 5 and 8. The staff will review results with the director or their DDI leader and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

*Results:* The school has created and implemented DDI summative assessments on a quarterly basis in all grades. The assessment dates for 2013-14 school were as follows:

<b>2013-14 Assessment Weeks</b>	<b>Subjects</b>	<b>DDI results and meeting with the Director</b>	<b>Necessary follow-up</b>
Term I end of term assessment, November 20-26	Math, English, Science, Social Studies, and CLA	December 2-11	December 2-20
Term II end of term assessment, March 3-7	Math, English, Science, Social Studies, and CLA	March 17-21	March 17-27
Term III mid-term assessment, May 29-June 4	Math, English, Science, Social Studies, and CLA	June 9-10	Curriculum meeting and adjustment during summer

Between each term's *End-of-Term* exams, there were unit tests for each unit. The results were discussed in team meetings between team members and the Academic Director. Necessary actions were identified and taken after the unit tests and team meetings.

Friends of Education staff were invited to attend DDI discussion meetings on:

- November 11, 2013 email invited Friends to Dec. 11 DDI meeting; reminder sent
- April 14, 2014 site visit and discussion about DDI with Friends representative

Academic Performances were held on May 16 for grades one through eight, and May 30 for kindergarten. Students used different formats to present their learning. The alternative assessments function as an effective way to assess student's proficiency level in language, subject content, and culture.

# Chinese Language Proficiency

## STUDENT ORAL PROFICIENCY ASSESSMENT (SOPA) IN MANDARIN CHINESE

The Student Oral Proficiency Assessment (SOPA) for Grades 2-8 and Early Language Listening and Oral Proficiency Assessment (ELLOPA) for Grades K-2 are innovative language proficiency assessment instruments designed to allow students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. These interactive listening and speaking assessments are designed for children who are learning a foreign language in a school setting. They include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language.

The SOPA 9-point scale is:

1. Junior Novice Low
2. Junior Novice Mid
3. Junior Novice High
4. Junior Intermediate Low
5. Junior Intermediate Mid
6. Junior Intermediate High
7. Junior Advanced Low
8. Junior Advanced Mid
9. Junior Advanced High

### HISTORICAL SOPA FLUENCY LEVELS

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	2.58	2.5	3.16	3.21	3.34	3.33
1	2.98	3.74	-	-	-	
2	4.33	4.94	-	5.49	-	3.29
3	6.14	5.42	-	-	-	
4	1.99*	4.81	-	6.45	-	
5	3.33*	2.64*	5.99	7.32	-	6.01
6	-	4.85*	3.93*	8.00	7.45	6.05
7	-	-	4.76*	4.60*	7.7	6.93
8	-	-	-	4.78*	5.4*	7.11

\*Non-Immersion Students; Red indicates first class of full immersion students as they progressed through the years.

Yinghua student SOPA results demonstrate that language acquisition increases approximately one point (on the SOPA scale) per grade, from a score of ~3.00 in K to a score of ~7.00 in middle school for full immersion students. The first cohort of 8th graders who were full immersion students were tested in 2013-14, and scored 7.11, which matches program expectations. The progress of this cohort can be seen in red on the previous table.

The Yinghua program switches from 90% of instruction in the target language to 50% of instruction in the target language beginning in 5th grade, with the goal of middle school being to maintain the students' Mandarin proficiency while preparing them for advanced placement work in high school.

## YOUTH CHINESE TEST (YCT)

The Youth Chinese Test (YCT) is a standardized test developed by the office of the Hanban, the government office in the People's Republic of China charged with oversight of formal study of the Chinese language. It assesses student listening comprehension and reading in Chinese, and additionally, at the Level 4 test, Chinese writing ability.

### YCT WRITING TEST LEVELS

<b>Level I</b>	80 commonly used words and related grammar patterns
<b>Level II</b>	150 commonly used words and related grammar patterns
<b>Level III</b>	300 commonly used words and related grammar patterns
<b>Level IV</b>	600 commonly used words and related grammar patterns

### HISTORICAL SUMMARY OF YCT RESULTS

	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b># of Students Taking Test</b>	227	92	87
<b># of Students Passing</b>	219	82	59
<b>Passing Rate</b>	96.5%	89.1%	67.8%

In the spring of 2014, 87 students in grades 4-8 took the YCT level 4 test. 59 students passed, for a passing rate of 67.8%. This is the lowest passing rate at Yinghua since 2009. Results have been analyzed in detail, and the conclusion is that reading and writing in Chinese present the most difficulty for Yinghua students. The focus for next school year will be to improve Chinese reading and writing.

# School Culture Goals

Yinghua met 4 out of 4 School Culture goals in 2013-14.

## 1. Student Attendance Rate

Goal: The school will maintain at least a 95% attendance rate.

Attendance Rate	K-8
2011-12	96%
2012-13	96%
2013-14	96.5%

Result: The school met the goal in all three years.

## 2. Parent Satisfaction Survey

Goal: At least 80% of parents returning the annual survey will indicate overall satisfaction with the school.

Parent Satisfaction	% Satisfied*
2011-12	89%
2012-13	81%
2013-14	85%

\*Sum of Very satisfied + Satisfied response

Result: The school met the goal in all three years.

## 3. Staff Satisfaction Survey

Goal: At least 80% of all staff returning the annual survey will indicate overall satisfaction at the school.

Staff Satisfaction	% Satisfied*
2011-12	97%
2012-13	52%
2013-14	93%

\*Satisfied "with employment": Sum of Strongly Agree + Agree

Result: The school met the goal in 2011-12 and 2013-14, but not in 2012-13. The Yinghua School Board and Administration continue to partner with staff to improve staff satisfaction. We expected 2012-13 and 2013-14 to be challenging years because of space constraints and the adjustment to a new Director, however, 2012-13 was a surprise. To improve communication in 2013-14, the following changes were made:

- Administrators rolled out a team initiative at orientation that emphasized how everyone plays a role in creating a positive culture.
- The Board conducted fall and spring listening sessions at two staff meetings, and followed up on feedback received with the administrative team. Many quick fixes were identified early on using the listening method instead of waiting until the spring staff survey.
- The Board and Executive Director implemented a suggestion box in the office. The suggestion box was primarily used by students.
- A Golden Ticket feature was launched on the Yinghua website, inviting anyone to pay a compliment to someone in the Yinghua community for extraordinary work or deeds. Many staff members have been recognized in this way.

**4. Professional Development Rate**

Goal: 100% of all staff shall receive professional development each year, as demonstrated by school records.

<b>Professional Development</b>	<b>% of Staff Received</b>
2011-12	100%
2012-13	100%
2013-14	100%

*Result:* This goal was met in all three years. 100% of staff received professional development training including: teaching staff, support staff, administrative team, and the school board.

## Innovative Practices and Implementation

In 2006, Yinghua Academy established the first Chinese immersion program in the state of Minnesota. Yinghua Academy Chinese language teachers continue to employ and share innovative and creative immersion teaching techniques and strategies, according to the Immersion Teaching Strategies Observation Checklist developed by Tara Fortune of CARLA, including:

- Integration of language, content and culture
- Continuous language growth and improvement of accuracy, with feedback techniques
- Making input comprehensible with body language, Total Physical Response, visuals, realia, routines and prior knowledge
- Creating a rich learning environment for the target language (with written text displayed in hallways and classrooms, native speakers in the classroom, target language resources)
- Using teacher talk effectively, with enunciation, rephrasing, modeling, and consciously recycling vocabulary and language structures
- Promoting extended student output and attending to diverse learner needs, with strategies such as cooperative group learning, student choice, learning centers, and presentation of material in a variety of learning styles

Outside the classroom, Yinghua Academy supports Chinese language and cultural learning by hosting cultural events, providing highly polished student performances for the Chinese New Year annual celebration, and through international collaboration with a sister school in China. Not only do middle school students participate in monthly teleconferencing, but Yinghua has hosted visitors from the Number 8 Middle School in Hohhot, Inner Mongolia, and conducted an annual study abroad trip with middle school students to visit the sister school. This past year's trip took place in March, which allowed the students the opportunity to experience a school setting more fully, in addition to home stays. Yinghua received generous scholarship support from Hanban, the Ministry of Education in China, which allowed 15 middle school students to participate in this ultimate immersion experience. Other innovative practices implemented during 2013-14 included:

- Establishment of course offerings such as media studies, psychology, and advising for students in grades 7-8
- One-on-one iPad program for grades 7-8
- Homework labs, available before school, with peer tutors as well as teacher support
- Creation of Homework FIRST, staffed by Chinese and English speaking teachers, for one-on-one instruction

- Continued development of the Student Life Organization (SLO) led by a Head Prefect and seven Deputy Head Prefects who oversee departments including Academics, Discipline, Activities, Community Service, Sports, Management, and Lower School (LS)
- Refinement of leveled course offerings in mathematics and Chinese language for middle school students
- Creation of a Futures Taskforce, a group of administrators and parents, focused on high school and educational opportunities beyond Yinghua. One significant outcome has been the development of a partnership between Yinghua and Minnesota Online High School (MNOHS). Beginning in Fall 2014, graduates of Yinghua, any other 8th grade Chinese immersion program, or a student with equivalent Chinese language skills may enroll in this online advanced immersion language and literature course designed by Dr. Lien, Yinghua's Academic Director, and taught by Yinghua's Chinese language arts teachers, from any high school in the Twin Cities and beyond. Yinghua was fortunate to be awarded a STARTALK grant for \$112,499 for a four week summer program entitled, "Chinese Language, Leadership, and Technology for Middle School Students", which launched the start of this exciting pilot program.

## Conclusion

In conclusion, Yinghua is achieving its mission of preparing students to be engaged global citizens through rigorous academics in all subjects including immersion in Chinese language and culture. Its comprehensive, long-term strategic plan supports teaching and learning and is aligned with creating the *World's Best Work Force*. This is supported by the school's measurable results from this past year:

- Top 15% of all state schools ranking in the Minnesota Multiple Measurement Ratings (MMR)
- Top two of all state immersion schools ranking in the MMR
- First place ranking out of all Minneapolis Public and Charter K-5 and 6-8 High Impact Schools. (School Rating: 92) on the Minneapolis School Finder tool
- Exceptional scores on both the SOPA and YCT tests
- First place ranking of all Friends of Education schools on the measure of "taxpayer value"
- Successful conclusion of three-year charter contract, with 91% of goals achieved
- Authorizer offer for charter contract renewal for longest possible term of five years
- Best student retention in five years, with 93% returning for the 2014-15 school year
- Best teacher retention in five years, with 89% returning for the 2014-15 school year

Above all, Yinghua remains committed to making decisions with the good of the students and the overall program at the forefront. Yinghua is a success story because of this commitment.

## Contact Information

Karen Lu  
Chair of the Yinghua Academy School Board  
(612) 701-7016  
karen.lu@yinghuaacademy.org

Sue Berg  
CEO/Executive Director of Yinghua Academy  
(612) 788-9095  
susan.berg@yinghuaacademy.org



Minnesota School District #4140-07