



**Staff Development  
Report of District  
and Site Results and  
Expenditures for  
2004 - 2005**

**February 2006**

**Report  
To the  
Legislature**

**As required by  
Minn. Stat. §  
122A.60**

**COMMISSIONER:**  
**Alice Seagren**

**Staff  
Development  
Report of  
District and  
Site Results  
and  
Expenditures  
for 2004 - 2005**

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**February 2006**

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**Report  
To the  
Legislature**

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**As required by  
Minn. Stat. §  
122A.60**

Upon request, this report can be made available in alternative formats.

**FY 2005 LEGISLATIVE REPORT  
ON  
STAFF DEVELOPMENT EXPENDITURES AND RESULTS**

**Estimated Cost of Preparing This Report**

This report provides information that is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing the report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$5,874.

**Staff Development Report of District and Site Results and Expenditures**

The 2004 – 2005 Staff Development Report has been prepared as required by Minnesota Statutes, 122A.60, subdivision 1. Subdivision 1 (See Appendix D) includes requirements for using revenue as authorized for in-service education programs (MS 24A.29 and MS 120B.22, subdivision 2), establishing a staff development committee (roles and composition of committee) and reporting requirements for districts (staff development results and expenditures). This report describes the processes used to collect and report staff development results and expenditures; identifies the frequency of staff development activities are related to the six staff development legislative goals (MS, section 122A.60, subdivision 3); analysis of district reports; and expenditure data.

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(MDE web site maintains electronic version of full report)

## **EXECUTIVE SUMMARY**

### **2004 – 2005 Legislative Report**

In the *Journal of Staff Development*, Spring 1999 (Vol. 20, No. 2) article *Apply Time With Wisdom*, Thomas R. Guskey noted that if schools are to function as true learning organizations, they must support learning for both students and educators. For this reason, school schedules at all levels are being restructured to add time for professional development. More challenging student performance standards paired with rigorous accountability policies call for significant changes in instructional practices that can't be accomplished through modest, short-term professional development efforts. Instead, they demand expanded learning opportunities for teachers and school administrators, generous support from peers and mentors, and extended time to practice, reflect, critique, and practice again.

The 2004 – 2005 Staff Development Report to the Legislature provides information regarding the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. The staff development report was submitted by 91% of school districts (310 of 341). This is an increase of 2% over the numbers of districts submitting reports in 2004. The Minnesota Department of Education's Professional Development staff influenced the submission rate through varied means of communication, including direct contact, to alert districts that reporting is required even if no basic revenue had been set aside. Charter schools are not included in this count as their annual reports are not submitted under guidelines stipulated in M.S. § 126C.10, subd. 2 and M.S. § 122A.61.

Expenditure information for the fiscal year 2005 report indicated that staff development expenditures were \$109,182,558. This includes staff development set aside from basic revenue, whether it is new set-aside money or from reserves, and other funds available from the general fund. The data in this report is taken from all data submitted to the Minnesota Department of Education (MDE) by January 15, 2006. Of that amount:

- 25.52% of staff development expenditures were distributed to sites;
- 6.11% of staff development expenditures were awarded as exemplary grants;
- 14.06% of staff development expenditures were utilized for district-wide initiatives;
- 36.89% of staff development expenditures were for curriculum development;
- 17.42% of staff development expenditures were for other staff development activities.

Program information and analysis is derived from a stratified random sample of district reports received. The analysis of the program information includes amount and use of basic revenue reserves; types of high quality staff development offered and numbers of teachers engaged; types of needs assessments used; district and site goals and legislative goals addressed; and staff development content, designs/structures, and evaluation results.

Conclusions that can be drawn from the data include:

- The 2005 state-wide staff development expenditures rebound to \$109,182,558 as compared to \$84,280,064 in 2004. Districts reinstating staff development funds recognized and countered the negative impact of the 15% reduction in staff development expenditures experienced between 2003 and 2004, which resulted from the action by the Minnesota Legislature in 2003 to release

districts from the 2% set-aside mandate. A district in Statutory Operating Debt (SOD) is exempt from reserving basic revenue.

- Minnesota Comprehensive Assessments (MCA's) and Basic Skills Tests (BSTs) are providing longitudinal data that is guiding staff development planning, implementation, and evaluation.
- The core subject areas of reading, math, and writing are being emphasized with attention being given to developing teachers' content knowledge, instructional skills, and varied formative and summative assessments to measure student progress throughout the year.
- Schools recognize the need to address success for all students and close the achievement gap through instructional interventions and factors such as improving the school environment.
- Staff development is being framed by efforts to develop and/or align the curriculum with state and locally developed academic standards.
- Offering high quality staff development and the number of teachers and paraprofessionals receiving it was being influenced by requirements identified in the federal "No Child Left Behind" legislation.
- Classroom instruction and administrative duties were being impacted through staff development delivered through the use of technology and that provided training on the use of technology.
- Although workshops/conferences continue to be the most common mode of delivery there continues to be a move toward a "learning community" approach to delivering staff development.
- Developing new teachers' content knowledge and instructional skills has contributed to developing and maintaining mentoring components within staff development programs.

School personnel across the state engaged in MDE's Data Retreat workshops and utilized the data and procedures to improve their staff development processes. Their involvement demonstrates that Minnesota's schools continue to seek resources to guide staff development toward practices that identify areas of need that impact improved student achievement. To paraphrase Guskey, realizing professional development goals requires examining current evidence and rigorous analysis at the individual and school levels.

The 2005 Staff Development Report to the Legislature includes a review of the electronic staff development reporting format scheduled for release Spring of 2006. The electronic format, which will be delivered through MDE's web site, was developed by the MDE professional development staff working in collaboration with No Child Left Behind (NCLB) Needs Improvement Schools, Q-Comp (Alternative Teacher Professional Pay System) Schools, and Technology Integration Schools. The electronic format will assist districts and schools with planning, implementation, and reporting phases of staff development. The use of technology will vastly improve the data gathering and analysis for forthcoming staff development reports to the Minnesota state legislature and the United States Department of Education (USDOE).

## PART I

### STAFF DEVELOPMENT PROGRAM REPORT

#### Process for Reporting and Collecting Staff Development Program Results

School districts using state staff development revenue under M.S. § 126C.10, subd. 2 and M.S. § 122A.61 must use designated reporting forms to submit a copy of their annual staff development reports regarding district and site(s) staff development activities and expenditures to the Commissioner of Education by October 15. All districts, including those not reserving funds, must complete a program report. The Minnesota Department of Education's professional development staff provides assistance to districts and sites and oversees the reporting process.

A database has been developed to facilitate tracking the receipt of staff development reports. It is posted for public review at

[http://education.state.mn.us/mde/Accountability\\_Programs/Required\\_District\\_School\\_Reports/index.html](http://education.state.mn.us/mde/Accountability_Programs/Required_District_School_Reports/index.html).

Districts not meeting the October 15, 2005 deadline were contacted and encouraged to submit reports. At the time of this report 91% (310) of the 341 school districts had filed a report. The number of districts not submitting reports decreased from 11% in 2004 to 9% in 2005. School districts listed below did not turn in a 2004 - 2005 Staff Development Report. An asterisk \* denotes districts that failed to submit a report for the past two years.

Brandon *	Hendricks *	Milroy
Browerville *	Ivanhoe *	Mountain Iron-Buhl *
Campbell-Tintah *	Janesville-Waldorf-Pemberton *	Nett Lake
Carlton *	Kenyon-Wanamingo *	Park Rapids *
Chosen Valley/Chatfield *	Kerkhoven-Murdock-Sunburg	Princeton
Cook County	Kingsland	Renville County West
Ely	Lacrescent-Hokah *	Staples-Motley *
Evansville *	Lake Benton	Triton
Goodhue	Lakeview *	Waconia *
Granada Huntley-East Chain	Lecenter *	
Hancock	Mahnomen *	

## **2004 – 2005 Reporting Format**

In order to have a systemic, uniform reporting process, districts were provided with a 2004 - 2005 reporting format (See Appendix C) that addressed staff development efforts at the district and site levels. The report format included: (1) directions for reporting of staff development program results; (2) a statement of assurances certifying that the district was in compliance with legislative stipulations; (3) checklists regarding basic revenue, types of high-quality staff development, staff information, and types of needs assessments; (4) site level staffing information; (5) district advisory staff development committee membership; and (6) forms for reporting district and site goals and activities.

Separate forms for reporting district and site goals were provided and districts and sites were instructed to use one form per goal. In an effort to gather more relevant information each goal form requested goal statements, improvement outcomes, staff development content and designs/structures, and evaluation levels and results.

The 2004-2005 reporting format maintained the substantial changes identified in the 2003 – 2004 reporting process. One change was the action by the Minnesota legislature in 2003 that released districts from the 2% set-aside mandate for FY 2004 and FY 2005. A second change was data required from each state by the federal “No Child Left Behind” legislation. Federal requirements included data on high-quality staff development for both licensed professional staff and paraprofessional staff as well as information on the use and types of needs assessments that informed staff development planning.

The 2005 staff development reports had to be submitted in a paper format. To assist district reporting, all components are posted on the Minnesota Department of Education web site as a downloadable Microsoft Word document at [http://education.state.mn.us/mde/Accountability\\_Programs/Required\\_District\\_School\\_Reports/Staff\\_Development\\_Reporting/index.html](http://education.state.mn.us/mde/Accountability_Programs/Required_District_School_Reports/Staff_Development_Reporting/index.html).

## 2004-2005 Report Form Analysis

Analysis of 2005 reporting form components is guided by the order in which each component is identified on the 2004-2005 reporting form (See Appendix C).

### Report Sampling

The analysis of 2004 – 2005 Staff Development Reports was conducted using the same stratified random sampling of 25% of the district reports established for the 2003 – 2004 report to the legislature. Two factors were taken into account in determining the sampling including representation from all strata and a geographic balance across Minnesota. The strata sampling included:

14 of the 46 districts, including Minneapolis and St. Paul, in the seven-country metro area

11 of the 42 districts with enrollment of 2000 or more

19 of the 75 districts with enrollment of 1000 – 1999

23 of the 90 districts with enrollment of 500 – 999

22 of the 88 districts with enrollment of less than 500

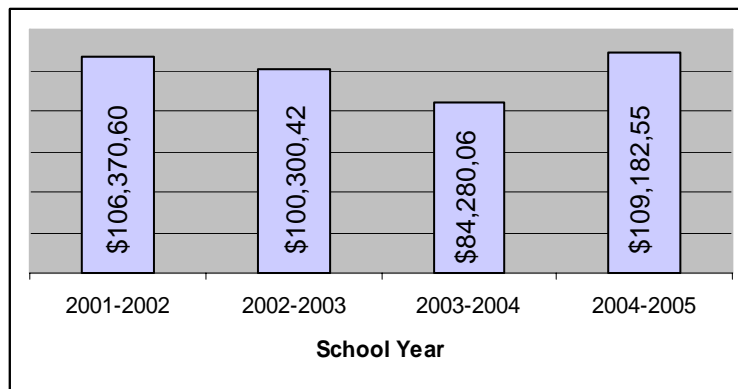
Geographic balance of this group was appraised on a northeast, northwest, southeast, southwest, and metro basis.

Percentages, charts and graphs presented in this report are based on the data derived from the stratified sampling. All district reports are on file with the Minnesota Department of Education and are available for review.

### Basic Revenue

The 2005 staff development expenditures returned to a pre-2003 level of \$109,182,558 as districts recognized the negative impact of the substantial reductions in staff development expenditures experienced between 2003 and 2004. The reduction had resulted from the action by the Minnesota Legislature in 2003 to release districts from the 2% set-aside mandate. While the total amount of funds devoted to staff development show a sizable increase over 2003-2004 expenditures, when compared to 2003-2004, it represents little more than a cost of living increase.

### Total Statewide Staff Development Expenditures Over Time





## Comparison Charts

The following charts compare 2005 and 2004 data in relation to percent of basic revenue reserved statewide and in districts sorted by student population. The charts were prepared with 2005 data from the sample districts and corresponding data provided in the 2004 Staff Development Report to the Legislature. (See Appendix B for all district's 2005 reserves and expenditures).

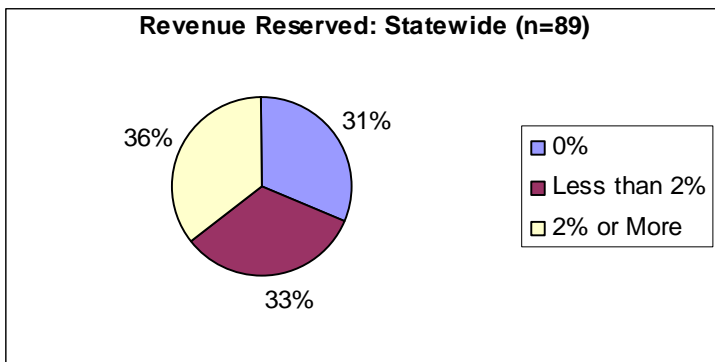
The 2004 data demonstrated the immediate impact of the 2003 legislation that allowed districts the discretion to set aside 0% of their basic revenue for staff development. The 2005 data demonstrates adjustments made to the initial reductions and the on-going influence of budget restrictions experienced by districts across Minnesota.

A review of the stratified random sample's 2005 data in comparison with 2004 data evidences the following:

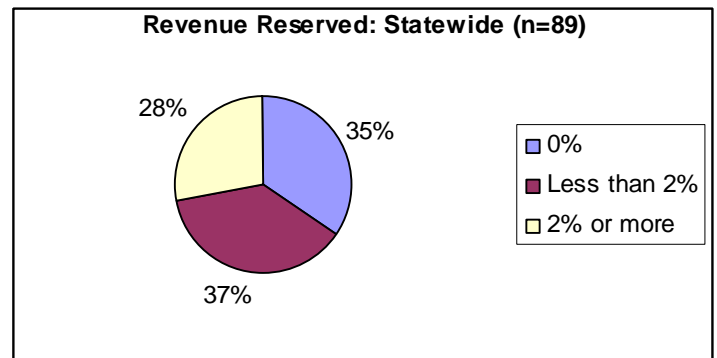
- **Statewide** data for 2005 identified an 8% increase in districts expending 2% or more of their basic revenue on staff development. There were 4% fewer districts utilizing the 0% option. In comparison, in 2004 fully one-third of all districts elected to spend nothing on staff development activities from general funding sources. (Title I federal funding requires a staff development set-aside.) Another one-third spent less than 2%.

### Percent of basic revenue reserved statewide

2005



2004



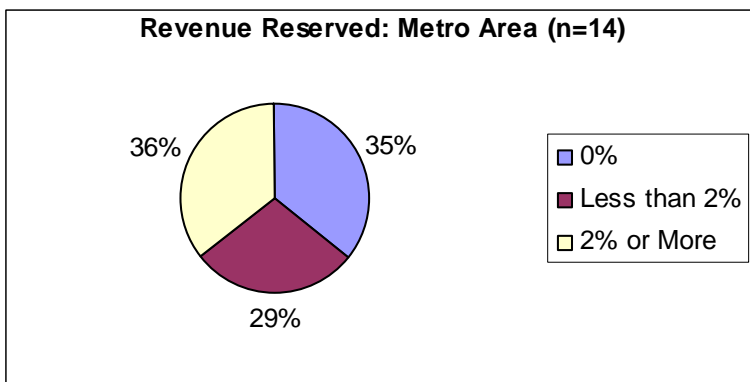
## Percent of basic revenue in relation to districts' student population

Population-based strata continue to demonstrate varied levels of basic revenue reserved for staff development. Across the state in 2005 certain districts continued to demonstrate a willingness to reduce staff development expenditures, no doubt in response to increased budget pressures. Given the clear research links between quality staff development and increased student achievement, this trend was troubling. (A district may annually waive the requirement to reserve their basic revenue if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution waiving the requirement.)

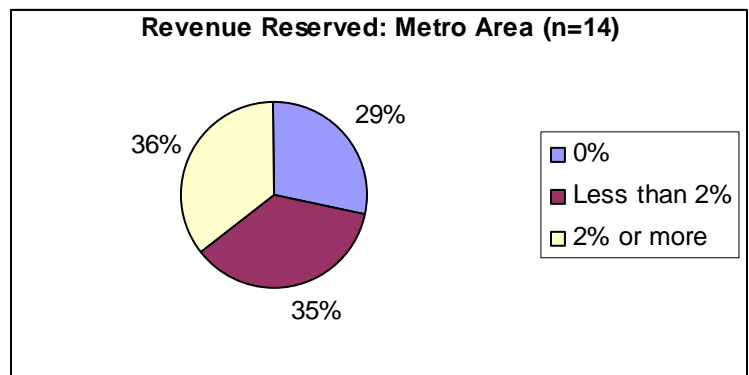
Further, this pattern was even more dramatic in smaller and out-state districts with the exception of those with 500 or fewer students.

- Metro: In 2005, 36% of districts funded staff development at 2% or more, much like 2004 figures. However, the percentage of districts electing to spend 0% increased from 29% to 35%. More than a third of districts spent no general fund money on staff development.
- 2000 plus enrollment: Here a significant shift in funding is evident as those electing to spend 2% decreased from 46% to 27%, and a corresponding number zeroed out general fund expenditures for staff development.
- 1000-1999 enrollment: This strata experienced the most dramatic change with 37% of the districts returning to the full 2%, up from just 5% in 2004.
- 500-999 enrollment: Despite tight budget parameters this category reduced the 0% funding by 17% and moved more solidly into funding levels of 2% or more.
- 500 or less enrollment: This strata made minimal shifts with an increase in the percent of districts reserving the 2%. However, with the increase in number of those electing 0% the extremes are even more evident.

2005

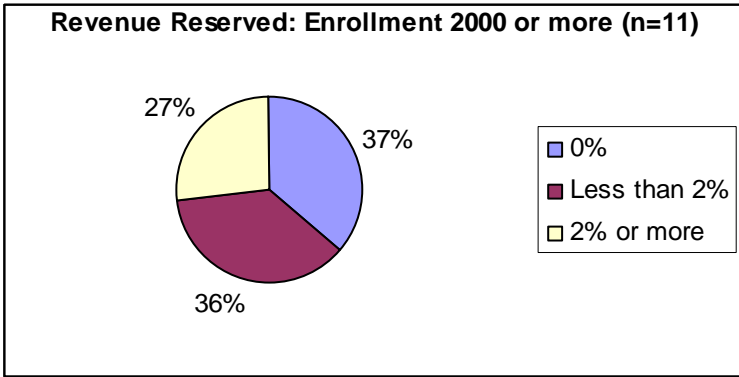


2004

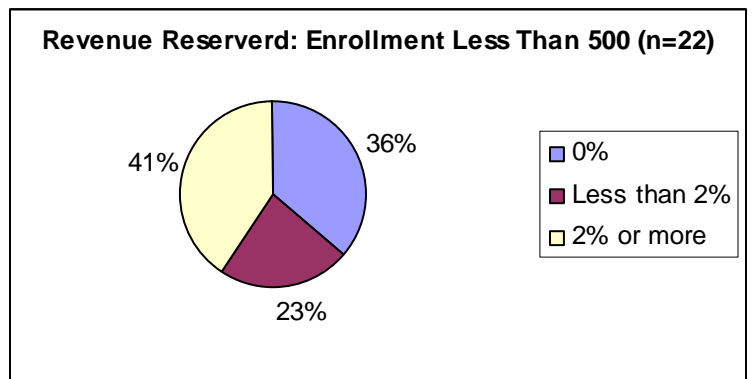
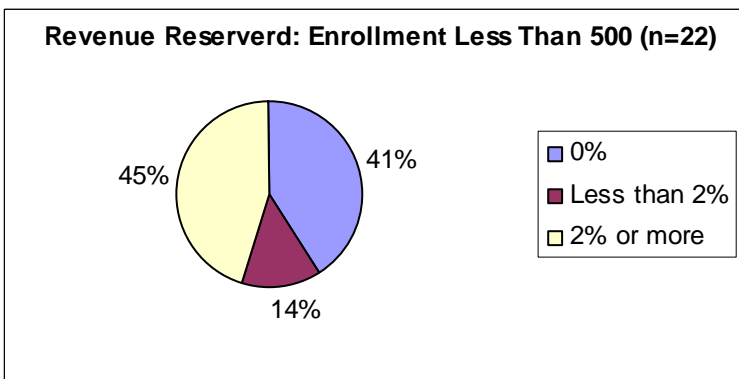
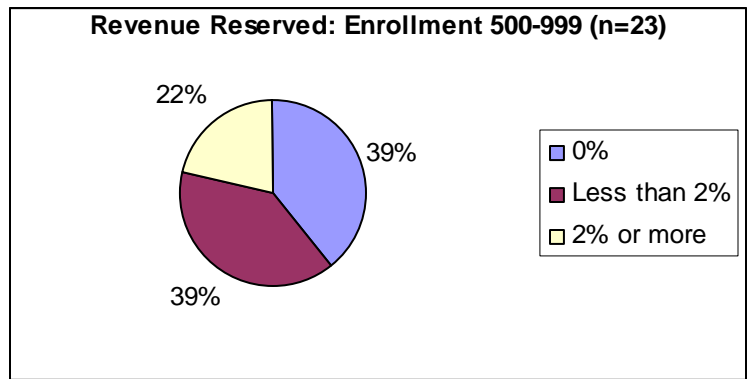
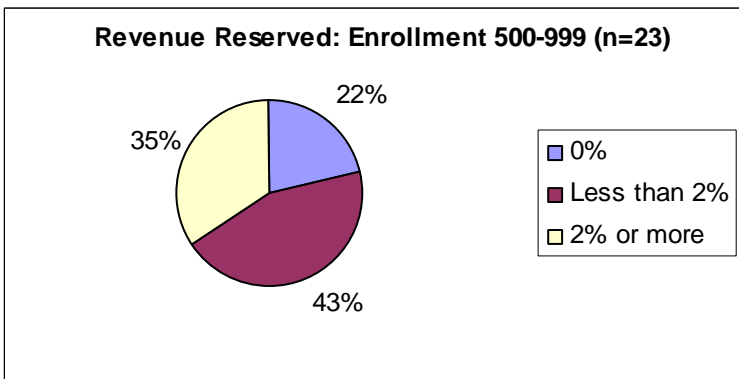
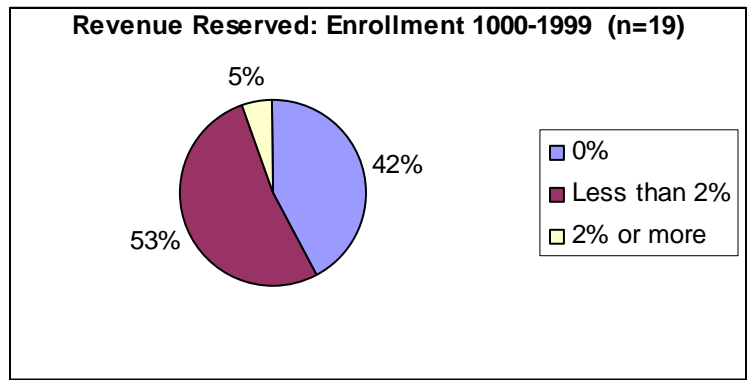
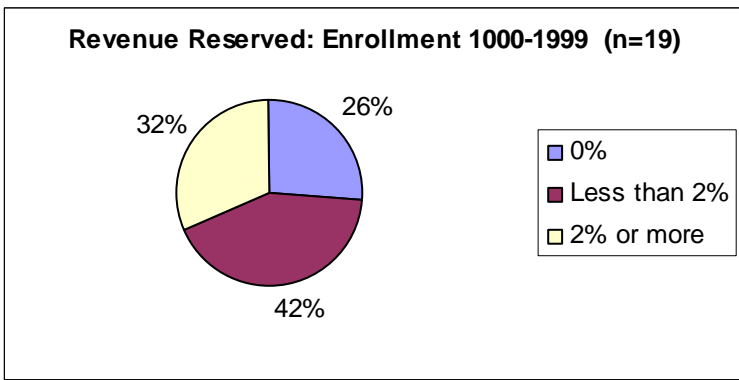
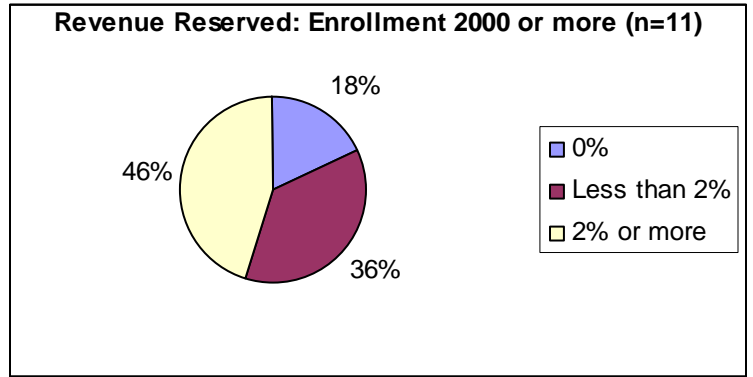


Percent of basic revenue charts (continued)

2005



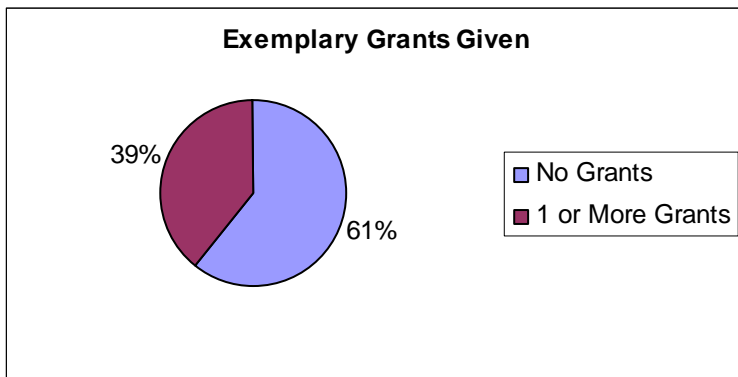
2004



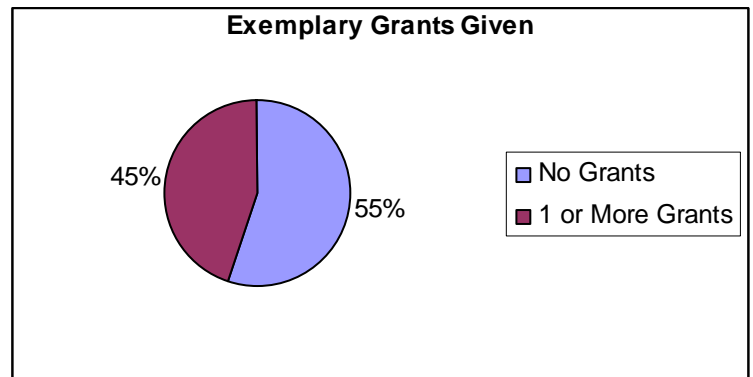
## Exemplary Grants

Districts that reserved funds may distribute up to 25% of staff development reserve funds in the form of Exemplary Grants to sites. MDE's professional development staff maintains a file of sample exemplary grants drawn from districts that award grants and available to districts interested in pursuing an exemplary grant process. Although overall reserved funding increased for FY 2005 the percent of surveyed districts giving one or more exemplary grant continued to decline with fewer than 40% awarding site level exemplary grants. For details on individual expenditures for exemplary grants see Appendix B under Finance Code 307. Finance Code 307 for FY2005 stands at 6.11% of the \$109,182,558 awarded as exemplary grants. This is a reduction from the 9.61% of the total funding reported for FY2004.

2005



2004



## High Quality Staff Development

Minnesota has a history of encouraging high quality staff development at both the district and site levels. The 2004 - 2005 reporting forms elicited specific numbers of staff engaged in high-quality staff development for reporting required from each state by the federal "No Child Left Behind" legislation. The reporting form checklist of 13 types of high-quality staff development is aligned with federal Title II definition. MDE professional development personnel assist districts in defining and designing high quality staff development.

Districts were asked to record both the number of staff in their district and provide the number receiving high-quality staff development. A summary of this component from **all** districts' reports prepared by MDE for the U.S. Department of Education identified a total of 97% of licensed professional staff state-wide who received high-quality staff development. This was a substantial increase over the 90% identified in 2004. The increase may indicate a better understanding of both the definition and purpose of high quality offerings.

The 2004 – 2005 reporting form specifically identified 13 types of high-quality staff development and asked districts to check all that apply. The following summary chart was developed with 2004 – 2005 data from **sample** districts. (It should be noted that the sample districts' totals for staff receiving high quality staff development aligned with the 97% participation data derived from all districts.)

<b>% of Districts That Used This Type</b>	<b>Types of High-Quality Staff Development You Have Used</b>
94%	Give teachers and principals the knowledge and skills to help students meet challenging state academic standards
92%	Provides instruction in methods of teaching children with special needs
92%	Provide training in the use of technology applications to improve teaching and learning
91%	Advance teacher understanding of effective instruction strategies that are based on scientifically based research
90%	Are an integral part of board school-wide and district-wide educational improvement plans
87%	Are sustained, intensive and classroom focused; are not one-day or short-term workshops
87%	Includes use of data and assessments to inform classroom practice
82%	Are developed with extensive participation of teachers, principals, parents and administrators
82%	Improve classroom management skills
81%	Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified
71%	Establishes regular evaluations to improve quality of professional development
60%	Helps all school personnel work effectively with parents
49%	Includes knowledge and skills to provide appropriate curriculum, instruction, assessment and services for Limited English Proficiency (LEP) children

## 2005 High Quality Staff Development Summary

The number one ranked type of High-Quality Staff Development used in 2005 and 2004 is:

- “Give teachers and principals the knowledge and skills to help students meet challenging state academic standards.”

This clearly supports increased emphasis on academic rigor and accountability

2005 evidences a change in the rank order for three types of high quality staff development as compared to the summary provided in the 2004 Staff Development Report to the Legislature:

- “Provides instruction in methods of teaching children with special needs” moved up from number six to number two.

A growing awareness of special needs and the interest in closing the achievement gap influenced contributed to additional offerings related to instructional methods.

- “Are developed with extensive participation of teachers, principals, parents, and administrators” moved up from number ten to number eight.

The directives and in-services regarding the makeup of staff development teams and the districts’ need to establish buy-in from all stakeholders has broadened the interest in participation on all levels. The Hayes Mitzell, Edna McConnell Clark Foundation, 2000, articulated that for systemic renewal to take place, “Context matters; reform cannot occur in a environment that is indifferent or hostile to it.”

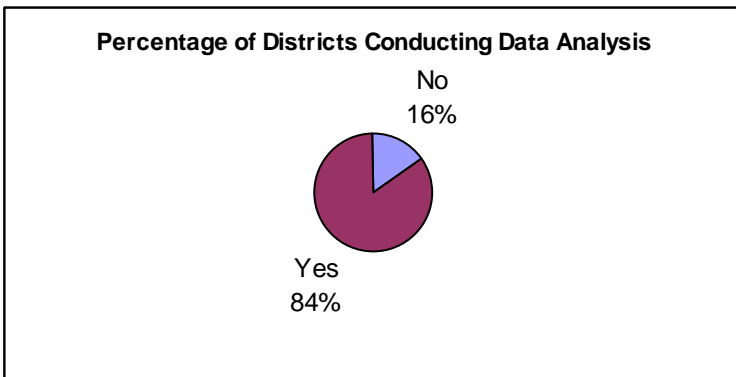
- “Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified” moved down from number three to number ten.

The ranking of this type indicates the success in moving all teachers to highly qualified status, as defined by NCLB. It does not indicate less interest in teacher’s knowledge level.

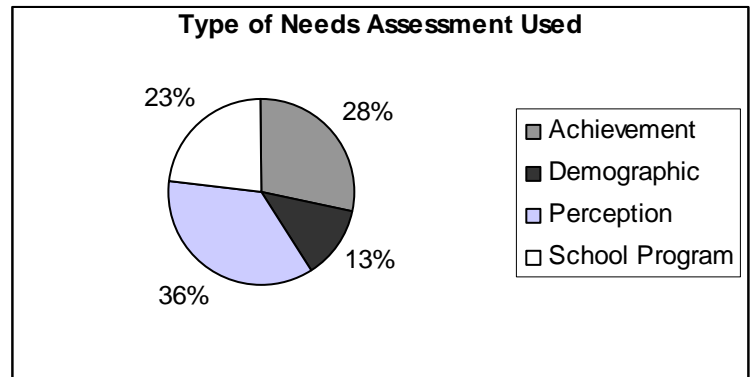
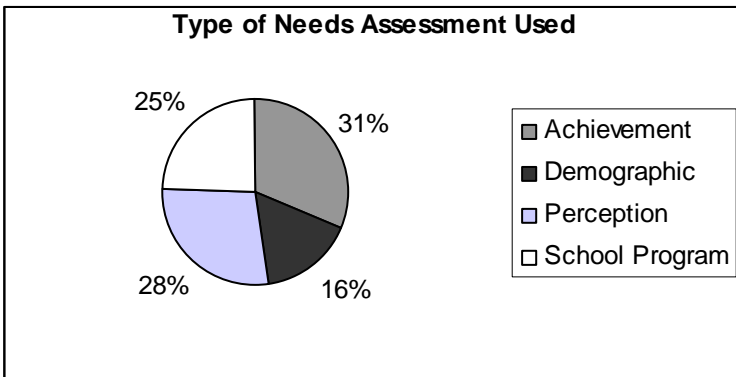
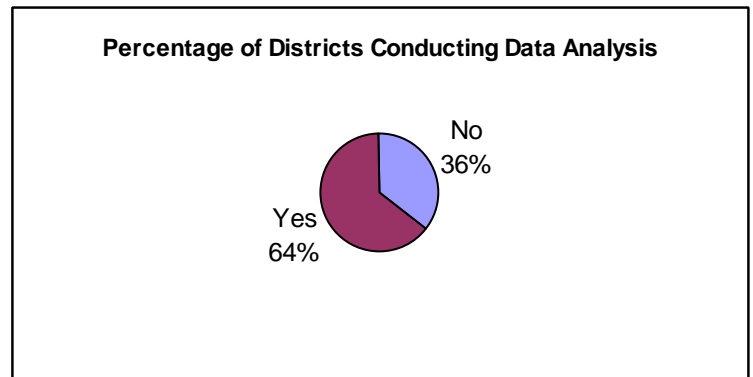
## Data Analysis

A separate Data Analysis section was included on the 2004 - 2005 report forms to encourage use of formal needs assessment(s) and analysis of resulting data to make decisions related to staff development and school continuous improvement planning. Needs assessments and corresponding data analysis are also an expectation articulated in the federal “No Child Left Behind” legislation. Districts were asked to record if they had conducted analysis of data related to local needs to inform staff development plans. If they had used needs assessments, they were asked to check the types of needs assessment used.

**2005**



**2004**



The increase to 84% of districts conducting formal data analysis over past (2004) reporting of 64% reflects the pressures administrators and educators are experiencing in this age of accountability and the support and assistance MDE provides through data retreats by MDE professional development staff and assistance with needs improvement components. Although 16% checked that a formal analysis did not take place, it should be noted that on district and site level forms, all respondents identified using some form of data to determine the reasons (need) for selecting a staff development focus. The types of data identified included achievement (test scores), demographics (students diversity), perception (student surveys), and school program (curriculum mapping). The evaluation of results reported on district and site level forms also referenced the four types of data (achievement, demographic, perception, and school program).

## **District Level and Site Level Forms**

The district level and site level goal forms requested a single goal statement for each form, information on alignment with other levels, data and reason for selecting goal, single or multi-year timeline, relationship to legislative goals, content used to achieve goal, designs/strategies utilized, and evaluation levels and results.

A review of the sample school board outcomes verified that they were most often phrased in general, broad terms. The district level goal statements most often aligned with and often restated the school board outcomes. More than one district goal may be developed from a school board outcome. When this was the case more specificity was provided for each goal.

Samples of site level reports indicated site goals were more site-specific. Those identified as aligned with district goals had an increased degree of specificity. This continues to build on improvement over past years as districts and sites moved toward more measurable goals. The electronic format which will be available beginning 2006 will allow district and site levels to immediately examine other levels and work through alignment issues.

District and site levels continue to favor a multi-year approach for their goals. On a number of forms, the multi-year check was followed with a comment that the district or site was on a 3 or 5-year plan. On the few forms that indicated a single year, the goal was focused and the designs/strategies were limited. Examples of single-year goals are training on and implementation of a technology tool and in-services on specific instructional modality.

## **Addressing Legislative Goals**

As Thomas R. Guskey's guidelines for successful staff development in *Apply Time With Wisdom*, state "If professional development time is to be used well and lead to truly meaningful improvement, activities that fill that time must focus clearly on learning and learners."

Specific staff development goals to be addressed within district staff development planning and implementation are listed in M.S. § 122A.60, subd. 3. The staff development reporting forms provide a section for districts to record which of the six legislated goals they were addressing:

1. Improve student achievement of state and local education standards in all areas of the curriculum by using best practice methods.
2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and in other settings.
3. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan.
4. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district.
5. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution.
6. Provide teachers and other members of site-based management teams with appropriate management and financial skills.



Districts and sites identified one or more legislated goal on each of their forms. During 2004 – 2005 the drive to deliver high-quality staff development forged a strong relationship with legislated goal number one which calls for improving student achievement of state and local academic standards. In order of frequency, the following content areas/standards were addressed in the district level goals: reading, mathematics, writing, science, social studies, and other. The summaries of content used to achieve these goals included developing and aligning the curriculum through curriculum mapping; knowledge and skills in the content area such as training on specific reading and/or math programs/resources; expanding instructional strategies; and the use of assessment data including examining student work.

Longitudinal data provided by the Minnesota Comprehensive Assessments (MCAs) and Basic Skills Tests (BSTs) were the most frequent sources of data identified to measure student success and evaluate the staff development results. In addition, training on examining student work and the use of formative and summative classroom assessments is providing data that assists teachers and administrators decision-making related to staff development on specific reading and/or math programs/resources and expanding instructional strategies. As evidenced in 2004 and 2005 reports, there is an increasing number of districts engaging in Northwest Evaluation Association (NWEA) tests, Iowa Test of Basic Skills (ITBS), and the ACT college admissions tests.

District and site reports were explicit in their intent to address legislated goal number two and meet the needs of all students in a peaceful and accepting environment. District goals used inclusive language and identified student populations to be served. The response to legislated goals two, three, and five, that address all students, inclusive curriculums, and safe environments, was usually merged and checked off under one district goal on one form. Information provided on these goals also indicated the intentional relationship to legislative goal one and increasing academic achievement for all students. Information in the ‘content used’ column usually referenced research and resources regarding social and emotional health as well as valuing and respecting one another. Statements were not limited to any particular program or curriculum. These goals frequently referred to improving school climate, introducing or expanding on character education activities, and reducing bullying. Evaluation of results was at a more personal level. Student, staff, parent, and community surveys were used as well as site and district data on student behavior.

Technology, although not specifically referenced in any of the six legislative goals, was ranked number three on the 2005 Checklist for the Type of High-Quality Staff Development Used. Technology was frequently included in district and site goal statements, summaries of content, and evaluation results related to each of the legislative goals. In 2005, as in past reports, understanding and using technology was identified as a staff development issue for classroom teachers, paraprofessionals, administrators, and office staff. The role of technology in classroom instruction, record keeping, using data, and internal and external communications was delineated.

Legislated goal number four, improving staff collaboration and developing mentoring and peer coaching programs for teachers new to the school or district, continues to receive attention as complexity of teaching expands for the entire staff. Collaboration is influencing formation and maintenance of “learning communities” used to achieve staff development on standards and best practices. This was supported by an increased use of study groups, on-going training/development, demonstration/modeling, and coaching/mentoring and a noticeable reduction from past years’ designs/structures dependence on workshops/conferences. The learning community model is a positive and productive approach supported by the National Staff Development Council’s research.

Legislated goal four was also checked as mentoring/peer coaching continues to expand at the district and site levels. The use of mentors is being identified as both a support for new staff and a positive way to share knowledge and develop skills of best practices in curriculum, instruction, and assessment. The content used to achieve these goals draws on a variety of national and state resources as well as both formal and informal models. Design/structures checked have both learning and personal components including: training, study groups, individual guided practice, reflection, demonstration/modeling, and observation/feedback. Evaluation was based on data drawn from the individual mentor and mentee as well as the overall program review.

State and federal expectations for paraprofessional qualifications has contributed to staff development goals that encompass and/or are specifically developed for paraprofessionals. Their involvement in the staff development content and activities was directed toward delivering the academic standards to all students. Approaches for paraprofessionals referenced refresher courses in math, reading, and writing proficiency to prepare their paraprofessionals for passing the ParaPro test. A tool used by many districts is Para eLink, an on-line curriculum available free to all Minnesota districts through the University of Minnesota's Institute for Community Integration.

Legislated goal six, providing teachers and other members of site-based management teams with appropriate management and financial skills, was not often identified as a specific district goal. The goals that stipulated gathering and analyzing test data often checked goal six in conjunction with other legislated goals. Content used mainly related to use of technology for communication and record keeping. The most common design/structures checked included demonstration/modeling, ongoing training, and workshops/conferences. Evaluation results were connected to management of data and communications.

### **Statewide Efforts That Support Staff Development**

Throughout 2004 – 2005 MDE's Division of Academic Standards and Professional Development had primary responsibility for assisting districts and sites with staff development activities. During FY 2005, the division's professional development specialists designed and delivered regional staff development workshops for district staff development teams. Staff Development 101 delivered the basic principles of staff development to new district and site staff development teams. Staff Development 201 provided training for advanced teams and individuals that had attended previous years' trainings. The workshops were designed to infuse the National Staff Development Council (NSDC) Standards for Staff Development into district staff development efforts.

During 2004 - 2005, the MDE staff in the Academic Standards and Professional Development Division developed and delivered two-day *Data Retreats* in 20 locations across the state. The two days were preceded by a half-day meeting with school principals. The 20 Data Retreats were attended by teams of five to seven members from 143 schools. During the two-day workshops school leadership teams examined their school and district achievement, demographic, perception, and program data. The school teams identified issues of concern, developed goals, and identified strategies for improvement. Teams then shared plans with staff at their respective schools for further refinement. MDE staff continue to offer data retreats in all regions of the state. During 2005 - 2006 data retreats were customized to address the needs of high schools and enhance support provided schools identified as needing improvement.

The Network for Student Success (NSS) meetings were conducted by professional development specialists four times during the year in fifteen locations across the state. The NSS meetings included presentations/updates by MDE's Assessment Division personnel and Academic Standards and Professional Development content specialists that work with Arts, Career & Technical Education, Health & Physical Education, Language Arts, Mathematics, Reading, Science, Social Studies, and World Languages. MDE's specialists also conducted state-wide workshops and provided technical assistance on state-wide assessments, delivering the standards and engaging in best practices. In addition, they worked with individual and teams of districts.

Teacher Quality Networks (QTNs) established in each of the content areas continued to provide districts and sites the opportunity to enhance staff development by learning from and with high quality teachers. Network members are experienced Minnesota educators who are selected on the basis of their content knowledge, pedagogical skill, leadership, and professional development experience. QTN members deliver local customized professional development on a variety of topics, including subject content, instructional best practices, curriculum alignment, and statewide and classroom assessment. Delivery methods include workshops, study groups, mentoring or working with curriculum teams.

The Minnesota First Five Mentorship Program, funded under a Higher Education Act, Title II, Part A, Teacher Quality Enhancement Grant, supports teachers in their first five years of teaching. There are three regional mentoring sites. Two are located in rural Minnesota and one in the Twin Cities. During 2004-2005 there were 60 new teachers and 56 mentors from 29 schools in 15 districts participating. The focus of the Mentorship Program is to build capacity of new teachers around content area knowledge, instructional practices, and pedagogy. The new teacher was provided specific assistance working with curriculum, instruction, and assessment. The design and activities included: mentor teams, mentor training, orientations, seminars, networks, collaboration, observations, formative assessments, and goals and action planning.

Federal "No Child Left Behind" (NCLB) legislation continues to impact staff development practices. NCLB requires the schools to meet Adequate Yearly Progress (AYP) or be identified as needing improvement. Schools identified as 'needs improvement' are required to expend increasing amounts of their federal funds for staff development as they progress each year along the AYP continuum of consequences. Intensive staff development programs in reading and mathematics have been initiated, particularly in the metropolitan area. "Reading First" funding from NCLB, directed to high poverty schools, is the best example of such a program. Comprehensive School Reform programs also serve to encompass the entire staff development program of a school site with one intensive experience. While this report does not include expenditures from federal sources, it is clear that federal directives about staff development are beginning to impact decisions at both the site and district level. Increasingly, MDE is collaborating between state and federal divisions to articulate and deliver high-quality professional development.

## PART II

### STAFF DEVELOPMENT EXPENDITURE REPORT-FY05

#### System for Collecting and Reporting Expenditure Data

District expenditures are reported to the Minnesota Department of Education (MDE) using the Uniform Financial Accounting and Reporting Standards (UFARS) system. The UFARS coding system requires districts to track and report sources of funds and how they were expended. This report utilized data reported by specific finance, program, and object dimensions of the UFARS system that impacted requirements of staff development legislation. The UFARS system contains seventeen (17) digits arranged by six dimensions.

#### Finance Dimension of UFARS

The finance dimension is used to track the relationship between the source of certain funds and their use, and/or to track the relationship between the source of certain funds and a reserve account. Since the Minnesota Statutes, Section 122A.61, Subd. 1 required a district to set aside 2% of its basic revenue (except in specific situations) for use in staff development activities (reserved for only that type of activity), it was necessary to track the particular use of those monies and track unspent funds to a reserve account for staff development. The finance dimension codes 306, 307 and 308 were used to capture those relationships. See **Figure 1** for a description of the finance dimension codes used in this report.

Code	Title and Definition
000	<b>District-wide:</b> Record revenue and expenditures when a specific finance code is not required
306	<b>50% Site:</b> Staff development expenditures at the site
307	<b>25% Grants:</b> Staff development expenditures for effective practices at the sites
308	<b>25% District-Wide:</b> Staff development expenditures for district-wide activities

**Figure 1: Selected UFARS Finance Dimension Codes**

The 2003 legislative session released units from the 2% set-aside mandate for FY 2004 and FY2005. However, as can be seen from the data below, there was little effect on the amount and type of spending from year to year.

#### Program Dimension of UFARS

The finance codes can be used with particular program codes to designate funds used for staff development. Program code 640 is the designation for staff development. Program code 610 is the designation for curriculum development which is an activity that could also receive staff development fund support. Districts may also use these program codes to designate that funds are used for staff

development, but noting that those funds were not part of the 2% set aside. In those cases, the finance code 000 would be used with program codes 640 or 610, instead of the finance codes 306,307 and 308. However, a finance code of 451 must be used in the case of federal charter development grant funds. See **Figure 2** for a brief description of the program dimension codes used in this report.

<b>Code</b>	<b>Title and Definition</b>
610	<b>Curriculum Consultant and Development:</b> Professional and technical assistance in curriculum consultation and development. This includes preparing and utilizing curriculum materials, training in the various techniques of motivating pupils, and instruction-related research and evaluation done by consultants.
640	<b>Staff Development:</b> Activities designed to contribute to professional growth of instructional staff members during their service to the school districts. This includes costs associated with workshops, in-service training, and travel.

**Figure 2: Selected UFARS Program Dimension Codes**

### **Object Dimension of UFARS**

The object dimension codes are used to provide the most detail of all the reported UFARS dimensions. This dimension defines the specific object of the purchase including salaries, benefits, travel and dues. See **Figure 3** for a brief definition of the object dimension codes used.

<b>Code</b>	<b>Title and Definitions</b>
100 series	<b>Salaries</b>
200 series	<b>Personnel benefits</b>
300 series	<b>Purchased services</b> , consulting fees, travel and conventions
400 series	<b>Supplies and materials</b>
500 series	<b>Capital</b> expenditures including leases
800 series	<b>Other</b> expenditures including dues and memberships

**Figure 3: Selected UFARS Object Dimension Codes**

The data contained on the next pages are taken from all data submitted to MDE by January 5, 2006. The statutory deadline for reporting final UFARS data was November 30, 2005. However, a large number of districts continued to load data after that date. The data also reflect the current balance sheet codes for specific reserve accounts.

## Findings from Data Submitted on Staff Development Expenditures

The following three tables contain summary information on staff development expenditures and balances for 343 regular school districts, two (2) common school districts, 134 charter schools and 68 regional and intermediate units. The data is arranged by Finance and Program Codes in **Table 1** and by Object Codes in **Table 2**. **Table 3** contains summary information on balances in reserved staff development accounts. **Table 3** also contains a comparison of balances from FY04 to FY05.

### Expenditures by Finance and Program Dimension

The table below contains summary information on the amount of money spent by the set-aside categories of site, grant and district, whether it was new set-aside money or from reserves. There were other funds available to districts from the general fund. Those expenditures are reported under Program Dimension Code 610 (curriculum) and Program Dimension Code 640 (staff development) with Finance Dimension Code 000.

**TABLE ONE: SUMMARY DATA OF STAFF DEVELOPMENT EXPENDITURES BY FINANCE DIMENSION AND PROGRAM DIMENSION FOR FY05**

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	\$27,861,065	25.52%
Finance 307 (25% grant)	\$6,673,192	6.11%
Finance 308 (25% district)	\$15,348,357	14.06%
Program 610 (curriculum)	\$40,281,417	36.89%
Program 640 (staff development)	\$19,018,527	17.42%
<b>TOTAL</b>	<b>\$109,182,558</b>	<b>100.00%</b>

Overall, reporting units spent almost 25 million more than the previous year on staff development as reported in this format. And, spending patterns were consistent for the past several years in terms of percentages.

Conclusions from **Table 1** include:

1. As in the past, Finance Code 306, site, recorded the largest percentage of expenditures of the three finance codes.
2. Districts spent 59.2 million dollars outside the parameters of the 2% set aside funds or reserved funds, up from the previous year total of 38.6 million.

**Expenditures by Object Dimension**

Data reported by object is summarized by four (4) categories: salaries and benefits, purchased services, materials and equipment, and other.

**TABLE TWO: SUMMARY DATA OF STAFF DEVELOPMENT EXPENDITURES BY OBJECT DIMENSION FOR FY05**

Object Codes	Total Funds Spent	Percent of Total Spent
100-200 Salaries/benefits	\$73,935,758	67.72%
300 Purchased services	\$20,893,046	19.13%
400-500 Materials/equipment	\$13,502,413	12.37%
600-899 All Other	\$ 851,341	0.78%
<b>TOTAL</b>	<b>\$109,182,558</b>	<b>100.00%</b>

Conclusions that can be drawn from **Table 2** include:

1. The majority of the expenditures for staff development went to salaries and benefits of employees in the reporting units.
2. There were additional personnel dollars spent through the 300 code-purchased services that included consultant fees.

**TABLE THREE: SUMMARY DATA OF STAFF DEVELOPMENT BALANCES BY BALANCE SHEET CODES FOR FY 04 AND FY05**

Balance Sheet Name	Balances FY04	Balances FY05
403 Regular-Staff Development	\$10,686,238	\$7,075,784
437 Phase out-Staff Development	\$ 20,608	\$ 8,711
438 Phase out-Gifted/Talented	\$ 15,780	\$ 12,253
439 Phase out-Standards	\$ 950,589	\$ 708,795
<b>TOTAL</b>	<b>\$11,673,215</b>	<b>\$7,805,543</b>

Conclusions that can be drawn from **Table 3** include:

1. Regular staff development reserves decreased by \$3.5M.
2. The phase out accounts of 437, 438, and 439 were reduced by approximately \$255,000.

## District by District Statistics

The information contained in **Appendix A** is displayed unit-by-unit and contains the names of the reporting units with positive balances in the phase out staff development reserve accounts. This data was run on January 5, 2006. The staff development reserve accounts of 437, 438, and 439 were no longer funded and could not go negative in FY2005. Units were encouraged to spend those funds for regular staff development. For FY2006, the gifted reserve account (438) may be reinstated.

The information contained in **Appendix B** is displayed unit-by-unit. It is the same UFARS information that was aggregated to create **Tables 1, 2** and parts of **Table 3**. Minor differences may occur when comparing data from **Appendix B** and the tables due to round off.

Contact Charles Speiker at the address or number below for inquiries on the data.

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## **PART III**

### **2006 PROPOSED ELECTRONIC REPORTING FORMAT**

In response to districts' requests and to facilitate use of resulting data, an electronic format for staff development reporting has been prepared and is scheduled for release beginning with 2006 reporting.

Beginning in Spring 2006, electronic reporting forms for developing and submitting Annual Staff Development Reports will be posted on the Minnesota Department of Education web site. The program will have undergone review and testing during March and April 2006.

#### **Collaborating Programs**

The electronic format for the preparation and submission of district and school staff development reports has been created by Minnesota Department of Education's (MDE) Division of Academic Standards and High School Improvement and the Division of Information Technology. As the design and content moved forward, three additional MDE programs were invited to collaborate and each has contributed to the format and content of the electronic staff development reporting. Collaborating programs include: No Child Left Behind (NCLB) Needs Improvement Schools, Q-Comp (Alternative Teacher Professional Pay System) Schools', and Technology Integration Schools.

Training on the electronic reporting format will be an integral part of on-going statewide staff development training conducted by MDE's professional development staff for district and school staff development teams. Personnel from each of collaborating programs will provide training and assistance for district and school personnel responsible for meeting their program's reporting requirements.

The process for developing the electronic format involved conducting a number of focus groups that included administrators and teachers from varied districts and schools as well as MDE staff interested in staff development issues and/or electronic reporting. The focus groups expanded the vision from a simple record and report format to a more expansive planning and reporting resource. The school and MDE participants valued the time savings that a year long/always open/use as you need it/format would provide.

#### **Design Format**

The design is configured to include a two year timeframe. During each year's planning/recording phase the electronic reporting site is only accessible by authorized personnel through a user ID and password for use as an active tool. As of October 15<sup>th</sup> of each year, the legislated date for submitting the annual Staff Development Report to MDE, the report will be posted on the MDE web site for the public review and utilized to prepare reports to the Minnesota legislature and the U.S. Department of Education. The second year components that can be carried forward will automatically populate that section of the next year's form.

The format provides forms for annual staff development reporting required on both district and school levels. The users will be required to indicate if their planning, implementation, and reporting will also be addressing staff development issues related to NCLB needs improvement schools, Q-Comp participation, and/or Technology integration. Based on the program reporting categories they have

checked, the user will receive special prompts and be required to respond to additional questions as they move through the forms. Throughout the electronic reporting site the user will be assisted by drop-down lists and ‘?’ symbols they can click on that link to definitions and files that provide tools/resources/information.

## **District Level**

On the **district level information** to be recorded includes:

- Revenue items checked to identify decisions regarding reserving 2% of basic revenue; district’s statutory operating debt (SOD) status; number of exemplary grants; and checkpoints related to funding Title program and Q-Comp participation.
- Advisory committee membership entered on the chart provided.
- Public Contact – information the individual responsible for responding inquires after the district report has been finalized and posted for the public.
- District staff statistics to be entered are based on October 1 count and once given will be carried over to future years with the capacity to edit.

District staff development reporting identifies **school board achievement goals**. These may not have changed from year to year and as such the next year’s forms will be pre-populated with the established goals, which may then be changed or edited. The Focus Groups strongly supported and were helpful in identifying a number of areas that could be pre-populated with data MDE already has on file from such sources as UFARS and carryover information from last year’s report.

In the next step reporting on **district goal(s)**, and the types of data used to determine each the goals are identified. The goal(s) may or may not be directly correlated to school board goals. The form includes indicating if the goal is for a single or multiple years and if multiple years is checked the goal will automatically show up on the next years form. Student achievement results and staff learning are the primary focus throughout the planning, implementation, and final reporting of goals, activities and evaluation processes.

As the user moves through the electronic reporting format components unique to NCLB Needs Improvement schools, Q-Comp schools and Technology plans are automatically flagged based on indicators the initial user has checked. Examples of specific requirements include:

- Needs Improvement schools must address categories of students and content areas that places them in needs improvement status. A checked list, prepared by MDE, identifies the student categories and whether reading and/or mathematics need to be addressed is provided. A worksheet is provided to assist development of their Adequate Yearly Progress (AYP) Improvement Plan.
- Q-Comp, on a school site basis, must provide data analysis focusing on rigorous professional development systems and impact on classroom instruction. A worksheet is provided to assist the development of their O-Comp Educational Improvement Plan.
- Technology Integration relates staff development activities that enhance the use of technology for instruction.

Districts and schools that did not check one or more of the collaborating programs may choose to use the tools/resources designed for these programs to augment their work and identify best practices.

The electronic format moves from reporting goals to **reporting activities** that must be tied to a specific goal. (Adding a calendar for use as a planning and recording tool is under consideration). The user enters a staff development activity. The form provides the user with a list on which they are to check off the staff development designs/structures used or planned for to carry out the activity. The checklist format is used to facilitate aggregation of the resulting data.

The next step in reporting activities is reporting **evaluation results**. Evaluation levels are provided in a checklist format adapted from *Evaluating Professional Development* by Thomas R. Guskey.

Another step in evaluation is identifying and recording the High Quality components the activity encompassed/will encompass. Recording engagement in High Quality staff development is accomplished through a checklist and filling in a chart with numbers of district staff including teachers, administrators, and paraprofessionals. The data will be aggregated for the U.S. Department of Education, which also provides definitions of High Quality.

An evaluation of goal(s) is conducted through reporting findings/results for each goal. The findings are reported through a narrative on impact on student learning and impact on teacher learning. The user is asked if the goals will continue into the next year. If yes it will appear on the next year's planning/report form. Over time the user can both edit and report the progress on multiyear goals.

### **School Level**

**School level** planning and reporting is carried out on school level forms that replicate the district level forms related to goals, activities, evaluation of impact on student achievement and teacher learning, and High Quality engagement. If the school is engaged in the Q-Comp program, they must also provide additional team data.

### **Reporting Timeline**

School and district personnel responsible for oversight of staff development planning, implementation and reporting will have the opportunity to edit and review for accuracy up to the release date of October 15 each year. As of October 15 each year the annual report will be posted, for public access, on the MDE website in the Report Card section. Data from the reports will be aggregated and analyzed for annual reports to the Minnesota legislature and the U.S. Department of Education.

**APPENDIX A**

**Staff Development Unfunded Reserve Balances – FY 2005**

This appendix contains districts with balances in the unfunded reserve accounts that relate to staff development. Units with balances of \$200.00 or less were removed from the list. There were 6 reporting units on the list in FY 2004. It was reduced to 5 units in FY2005 year.

		#437 Graduation Standards		#438 Gifted Grad Standards		#439 Graduation Standards District	
District Number	District Name	Begin Balance	End Balance	Begin Balance	End Balance	Begin Balance	End Balance
11	Anoka-Hennepin	11,685	595	442	442	848,420	693,492
466	Dassel-Cokato			11,811	11,811	46,792	0
709	Duluth	8,116	8,116				
2215	Norman County East					41,972	2,171
2689	Pipestone-Jasper					13,405	13,132
	<b>TOTALS</b>		<b>8,711</b>		<b>12,253</b>		<b>708,795</b>

**APPENDIX B**

**Unit by Unit Staff Development Account Chart – FY2005**

<b>District No.</b>	<b>Type</b>	<b>District</b>	<b>306</b>	<b>307</b>	<b>308</b>	<b>Prog 610</b>	<b>Prog 640</b>
1	1	AITKIN	20,212.32	1,145.72	0	50,168.43	35,332.91
1	3	MINNEAPOLIS	4,306,615.00	504	1,469,819.92	107,209.66	4,052,229.12
2	1	HILL CITY	0	0	69.76	644.86	0
4	1	MCGREGOR	14,161.73	0	7,210.40	3,106.86	0
6	3	SOUTH ST. PAUL	26,150.19	2,994.08	14,780.43	436,814.02	0
11	1	ANOKA-HENNEPIN	676,755.72	94,045.15	1,321,879.12	4,559,162.64	1,423,898.17
12	1	CENTENNIAL	503,217.86	10,165.34	164,472.41	228,696.07	0
13	1	COLUMBIA HEIGHTS	22,516.57	0	0	104,126.26	0
14	1	FRIDLEY	306,069.90	0	484.75	130,234.14	30,043.49
15	1	ST. FRANCIS	310,709.27	176,574.11	157,932.96	137,978.18	39,570.90
16	1	SPRING LAKE PARK	167,638.00	82,220.00	82,220.00	471,993.84	1,465.99
22	1	DETROIT LAKES	45,387.78	23.56	121,916.26	10,144.93	0
23	1	FRAZEE-VERGAS	27,430.45	8,203.93	14,288.59	0	0
25	1	PINE POINT	733.1	1,070.18	960	0	238
31	1	BEMIDJI	54,106.89	9,447.45	42,041.61	83,960.51	0
32	1	BLACKDUCK	10,633.26	764.74	769.7	0	0
36	1	KELLIHER	2,757.96	1,378.96	1,378.98	0	6,785.10
38	1	RED LAKE	45,195.61	20,853.61	17,138.78	0	128,259.21
47	1	SAUK RAPIDS	139,942.73	0	36,003.75	217,006.04	64,019.42
51	1	FOLEY	71,698.91	431.5	35,063.31	144,951.22	10,762.73
62	1	ORTONVILLE	11,875.92	4,651.61	7,721.13	353.84	0
75	1	ST. CLAIR	30,761.43	0	16,139.29	1,972.13	2,270.93
77	1	MANKATO	131,553.63	14,284.42	97,298.51	352,024.00	37,385.67
81	1	COMFREY	3,552.36	1,378.58	0	0	2,815.30
84	1	SLEEPY EYE	16,566.36	8,283.18	8,283.18	0	0
85	1	SPRINGFIELD	19,258.41	9,629.00	9,721.10	0	0
88	1	NEW ULM	35,203.01	17,927.10	16,568.01	124,875.22	9,511.02
91	1	BARNUM	4,592.57	4,841.03	8,751.73	0	0
93	1	CARLTON	4,004.49	1,035.36	127.18	52,630.84	0
94	1	CLOQUET	92,590.13	4,477.05	58,473.81	73,341.23	0
95	1	CROMWELL-WRIGHT	7,593.84	3,796.94	3,809.99	0	1,518.61
97	1	MOOSE LAKE	17,510.98	4,055.31	7,737.69	0	20,166.84
99	1	ESKO	7,279.43	104.28	1,524.58	0	0
100	1	WRENSHALL	4,084.53	0	4,869.06	0	0
108	1	NORWOOD	4,999.00	101.21	3,176.28	0	0
110	1	WACONIA	50,005.93	3,734.85	86,463.82	8,459.75	0
111	1	WATERTOWN-MAYER	32,388.91	25,837.73	15,131.99	0	0
112	1	CHASKA	237,789.66	168.97	161,540.52	1,209,306.12	0
113	1	WALKER-HACKENSAC	43,757.24	2,579.45	5,610.65	0	6,369.94
115	1	CASS LAKE-BENAS	2,466.72	29,465.05	10,684.79	0	0
116	1	PILLAGER	41,886.72	20,952.90	21,157.66	0	0
118	1	NORTHLAND COMMUN	10,869.42	0	0	52,513.78	218,159.02
129	1	MONTEVIDEO	38,594.81	0	31,332.14	90,168.85	0

District No.	Type	District	306	307	308	Prog 610	Prog 640
138	1	NORTH BRANCH	125,277.20	85,449.78	44,874.06	263,467.91	37,628.66
139	1	RUSH CITY	42,593.24	416.37	25,222.22	0	0
146	1	BARNESVILLE	16,998.15	0	5,084.57	0	0
150	1	HAWLEY	9,513.60	0	8,767.30	0	0
152	1	MOORHEAD	59,163.09	28,623.42	42,083.78	5,986.30	338,779.92
162	1	BAGLEY	0	0	0	92,473.21	0
166	1	COOK COUNTY	11,511.33	0	22,573.21	0	0
173	1	MOUNTAIN LAKE	11,655.71	5,576.76	19,709.99	0	0
177	1	WINDOM	8,561.09	7,935.81	7,803.00	21,880.64	0
181	1	BRAINERD	449,055.04	103,823.15	243,849.36	0	31,929.12
182	1	CROSBY-IRONTON	18,389.51	300	10,241.21	0	0
186	1	PEQUOT LAKES	19,138.37	10,345.19	8,179.92	59,538.38	0
191	1	BURNSVILLE	0	25,251.32	186,735.58	137,405.13	0
192	1	FARMINGTON	0	0	0	178,828.97	3,063.93
194	1	LAKEVILLE	137,636.81	332,348.29	264,591.60	127,104.84	0
195	1	RANDOLPH	0	15,981.01	4,169.40	0	599.87
196	1	ROSEMOUNT-APPLE	1,428,165.62	714,717.36	723,418.71	1,445,392.52	37,575.11
197	1	WEST ST. PAUL-ME	65,161.15	3,407.86	21,283.96	1,163,453.87	48,164.94
199	1	INVER GROVE HEIG	29,116.87	0	11,375.39	0	17,446.38
200	1	HASTINGS	23,469.57	18,620.90	54,089.65	0	9,447.28
203	1	HAYFIELD	11,362.58	0	0	0	0
204	1	KASSON-MANTORVIL	22,679.48	0	53,936.62	34,772.60	370
206	1	ALEXANDRIA	119,271.82	72,819.73	63,652.35	238,042.61	0
207	1	BRANDON	744	215.3	423.25	14,186.44	0
208	1	EVANSVILLE	8,784.73	155	755	0	0
213	1	OSAKIS	2,291.76	19,819.78	2,632.90	0	0
227	1	CHATFIELD	15,762.90	7,115.98	7,804.35	0	0
229	1	LANESBORO	18,397.37	10,342.65	8,544.85	0	0
238	1	MABEL-CANTON	10,692.49	60	72	0	0
239	1	RUSHFORDPETERS O	624	825.73	1,279.96	0	0
241	1	ALBERT LEA	69,458.71	45,357.74	5,373.26	45,427.00	0
242	1	ALDEN	12,242.86	393	0	0	0
252	1	CANNON FALLS	68,691.62	25,123.15	33,901.55	0	0
253	1	GOODHUE	12,659.36	33	3,804.62	0	0
255	1	PINE ISLAND	30,053.72	1,192.62	23,519.65	0	0
256	1	RED WING	38,148.82	690.17	18,803.28	84,450.06	0
261	1	ASHBY	6,007.52	3,376.00	4,120.31	0	0
264	1	HERMAN- NORCROSS	0	0	0	6,851.77	0
270	1	HOPKINS	102,223.23	53,590.79	53,705.33	1,223,200.83	28,215.00
271	1	BLOOMINGTON	133,574.53	207,428.44	240,523.54	740,853.38	140,974.68
272	1	EDEN PRAIRIE	168,244.87	0	427,288.17	768,323.67	200,284.36
273	1	EDINA	571,913.91	251,975.01	227,532.00	584,686.99	0.71
276	1	MINNETONKA	7,553.81	744.63	826.59	326,865.77	435,541.74
277	1	WESTONKA	21,881.39	14,444.20	11,560.97	276,709.46	0
278	1	ORONO	0	37,053.15	30,801.24	91,588.75	2,976.53
279	1	OSSEO	177,219.81	83,674.77	547,010.49	834,448.08	356,713.33
280	1	RICHFIELD	32,927.47	12,877.21	12,411.01	61,344.00	0

District No.	Type	District	306	307	308	Prog 610	Prog 640
281	1	ROBBINSDALE	1,396,660.84	18,902.59	94,164.92	1,286,153.87	7,421.04
282	1	ST. ANTHONY-NEW	54,263.99	23,981.11	25,028.60	303,523.69	0
283	1	ST. LOUIS PARK	146,571.09	13,547.08	155,303.81	472,319.07	59,266.29
284	1	WAYZATA	192,116.75	32,210.00	131,077.58	348,936.23	65,904.67
286	1	BROOKLYN CENTER	60,281.63	16,232.21	37,540.11	55,188.00	0
287	6	INTERMEDIATE SCH	0	0	0	200,414.01	245,342.11
294	1	HOUSTON	63,049.85	750	13,720.34	0	0
297	1	SPRING GROVE	7,045.57	5,640.65	1,325.74	0	0
299	1	CALEDONIA	0	35,209.19	19,662.58	0	0
300	1	LACRESCENT-HOKAH	3,115.56	21,631.00	17,348.51	29,228.95	6,446.93
306	1	LAPORTE	3,754.47	453	3,817.46	0	0
308	1	NEVIS	0	0	0	0	0
309	1	PARK RAPIDS	3,949.15	1,439.17	1,582.84	160,932.39	0
314	1	BRAHAM	50,827.51	25,326.50	25,190.02	0	0
316	1	GREENWAY	0	0	0	1,406.40	0
317	1	DEER RIVER	34,854.33	14,191.86	8,581.38	10,250.00	0
318	1	GRAND RAPIDS	335,237.97	12,683.80	59,236.08	42.5	13,561.49
319	1	NASHWAUK-KEEWATI	0	0	0	0	0
323	2	FRANCONIA	0	0	0	0	0
330	1	HERON LAKE-OKABE	0	0	0	0	0
332	1	MORA	81,640.32	9,464.87	11,621.55	56,604.91	6,575.05
333	1	OGILVIE	8,967.65	19,611.30	3,682.66	0	0
345	1	NEW LONDON-SPICE	19,780.57	2,121.04	11,752.24	0	0
347	1	WILLMAR	61,746.52	27,684.55	0	3,320.01	16,380.94
356	1	LANCASTER	7,049.71	0	0	0	0
361	1	INTERNATIONAL FA	31,188.37	1,266.81	10,520.57	15,163.73	0
362	1	LITTLEFORK-BIG F	16,364.13	0	5,454.91	0	0
363	1	SOUTH KOOCHICHIN	8,371.41	340	11,096.59	0	0
371	1	BELLINGHAM	5,789.12	2,798.50	2,462.29	0	0
378	1	DAWSON-BOYD	27,729.36	0	8,886.49	0	3,193.37
381	1	LAKE SUPERIOR	15,762.83	25.61	5,523.29	26.25	0
382	52	NORTHWEST RGN IN	0	0	0	0	0
390	1	LAKE OF THE WOOD	13,091.84	0	0	0	0
391	1	CLEVELAND PUBLIC	2,370.25	5,569.79	9,433.71	1,299.00	0
392	1	LECENTER	26,664.94	8,757.40	14,345.16	0	0
394	1	MONTGOMERY-LONSD	15,188.44	10,599.57	6,337.63	656.62	4,415.89
397	52	LAKE AGASSIZ SP.	0	0	0	0	0
398	52	MIDWEST SP. ED.	0	0	0	0	0
402	1	HENDRICKS	0	0	0	0	40,391.92
403	1	IVANHOE	1,049.34	0	0	0	36,548.92
404	1	LAKE BENTON	430.8	446.98	4,337.50	0	0
409	1	TYLER	1,103.28	555.05	555.02	0	0
411	1	BALATON	3,664.74	1,832.37	1,832.36	0	2.98
413	1	MARSHALL	6,992.33	80,929.97	51,425.58	39,646.07	0
414	1	MINNEOTA	24,250.59	0	0	0	0
415	1	LYND	6,576.45	0	3,835.66	0	180

District No.	Type	District	306	307	308	Prog 610	Prog 640
417	1	TRACY	76,534.55	8,819.01	11,665.99	0	14,328.03
418	1	RUSSELL	126.45	63.19	63.19	0	0
423	1	HUTCHINSON	64,541.73	44,620.58	36,616.33	210,296.90	13,004.49
424	1	LESTER PRAIRIE	958.72	5,146.31	922.35	2,972.62	0
432	1	MAHNOMEN	15,466.22	749.25	4,213.41	0	0
435	1	WAUBUN	23,551.47	5,860.10	8,021.20	0	400
441	1	MARSHALL COUNTY	7,448.18	6,182.42	4,766.95	113.5	0
447	1	GRYGLA	65	0	0	0	0
458	1	TRUMAN	1,802.68	0	2,305.42	0	0
463	1	EDEN VALLEY-WATK	62,180.52	11,679.55	10,057.74	0	0
465	1	LITCHFIELD	45,718.84	7	14,792.98	0	185
466	1	DASSEL-COKATO	59,405.57	57,499.83	45,888.18	251,950.21	10,795.60
473	1	ISLE	16,550.11	0	12,856.90	0	0
477	1	PRINCETON	93,567.47	0	44,896.72	46,016.63	0
480	1	ONAMIA	5,159.45	2,319.79	7,084.35	0	0
482	1	LITTLE FALLS	2,137.32	0	8,538.57	57,170.98	3,164.62
484	1	PIERZ	23,008.59	20,960.12	9,595.68	21,062.67	0
485	1	ROYALTON	4,942.72	1,565.00	779.16	0	0
486	1	SWANVILLE	18,973.83	0	2,295.75	0	0
487	1	UPSALA	13,673.60	0	0	0	1,493.27
492	1	AUSTIN	73,569.21	279.72	141,184.41	0	0
495	1	GRAND MEADOW	6,190.80	3,095.42	2,796.33	0	619.09
497	1	LYLE	11,885.00	5,940.00	22,089.02	0	-17,789.55
499	1	LEROY	3,214.70	0	341.9	0	0
500	1	SOUTHLAND	35,468.75	0	21,271.11	0	0
505	1	FULDA	18,273.37	5,243.96	7,134.65	0	0
507	1	NICOLLET	12,623.88	0	3,170.16	0	0
508	1	ST. PETER	57,287.52	0	529.91	7,088.33	4,441.57
511	1	ADRIAN	12,396.83	7,802.06	345.71	0	0
513	1	BREWSTER	3,343.45	183.64	1,198.56	0	0
514	1	ELLSWORTH	2,732.04	0	0	0	1,100.88
516	1	ROUND LAKE	6,141.50	116.97	1,198.57	0	0
518	1	WORTHINGTON	57,738.87	14,025.73	77,145.30	0	0
531	1	BYRON	49,133.23	16,768.04	38,690.28	0	0
533	1	DOVER-EYOTA	30,940.62	6,829.80	24,484.75	112,857.30	0
534	1	STEWARTVILLE	19,258.44	5,479.39	37,186.28	56,635.24	1,207.37
535	1	ROCHESTER	667,648.87	230,277.23	324,466.57	886,352.31	1,206,167.99
542	1	BATTLE LAKE	20,152.02	1,497.04	500	0	1,100.00
544	1	FERGUS FALLS	128,789.68	64,378.81	64,714.03	57,392.39	0
545	1	HENNING	10,968.63	3,121.71	3,732.50	0	306.88
547	1	PARKERS PRAIRIE	9,196.05	0	3,065.00	0	0
548	1	PELICAN RAPIDS	12,842.81	19,592.46	0	0	0
549	1	PERHAM	54,968.53	0	3,974.21	0	0
550	1	UNDERWOOD	3,949.63	1,974.82	1,974.82	856.14	0
553	1	NEW YORK MILLS	32,177.02	0	0	14,552.96	0
561	1	GOODRIDGE	190	0	270	1,757.11	0
564	1	THIEF RIVER FALL	65,190.30	12,462.45	33,225.53	61,801.64	0
577	1	WILLOW RIVER	223.18	756	3,203.65	0	55
578	1	PINE CITY	2,990.96	2,349.66	10,152.36	150,292.62	0



District No.	Type	District	306	307	308	Prog 610	Prog 640
581	1	EDGERTON	6,452.47	2,150.83	234.06	17,981.86	90.12
584	1	RUTHTON	176.18	88.09	88.09	0	0
592	1	CLIMAX	23,073.38	0	0	0	0
593	1	CROOKSTON	45,303.41	11,480.97	11,765.91	8,717.34	198.75
595	1	EAST GRAND FORKS	94,309.91	43,142.24	46,308.38	0	84.14
599	1	FERTILE-BELTRAMI	5,265.00	1,755.00	29,082.79	0	0
600	1	FISHER	41,894.96	466.16	0	0	37,943.83
601	1	FOSSTON	31,176.38	0	1,876.05	0	468.4
611	1	CYRUS	9,624.84	648	150	0	0
621	1	MOUNDS VIEW	146,012.58	0	147,424.12	554,536.08	141,944.04
622	1	NORTH ST PAUL-MA	573,978.57	140,543.31	266,347.60	1,196,687.63	88,158.74
623	1	ROSEVILLE	150,365.04	5,320.54	114,434.02	423,001.27	883,256.88
624	1	WHITE BEAR LAKE	109,405.23	146,998.47	209,275.37	0	0
625	1	ST. PAUL	3,572,399.94	428,099.89	365,823.29	3,585,951.36	2,244,692.62
627	1	OKLEE	16,488.45	115	0	0	0
628	1	PLUMMER	0	0	0	0	0
630	1	RED LAKE FALLS	0	0	0	0	9,129.44
635	1	MILROY	0	0	0	0	0
640	1	WABASSO	0	0	0	0	15,245.66
656	1	FARIBAULT	280,987.90	100,639.56	50,820.26	470,945.76	43,651.64
659	1	NORTHFIELD	224,183.90	143,290.05	106,063.60	269,207.99	197,290.18
671	1	HILLS-BEAVER CRE	23,674.51	1,243.04	2,096.40	8,371.59	0
676	1	BADGER	17,190.83	4,815.55	0	0	855.23
682	1	ROSEAU	20,616.16	30,000.00	33,383.48	0	0
690	1	WARROAD	16,480.62	3,815.97	16,459.68	0	0
695	1	CHISHOLM	0	0	0	0	12.87
696	1	ELY	12,044.32	0	1,709.67	0	0
698	1	FLOODWOOD	16,843.72	1,000.00	6,245.62	0	0
700	1	HERMANTOWN	221,207.51	81,718.10	101,525.53	0	0
701	1	HIBBING	239,737.85	12,087.35	120,513.98	0	0
704	1	PROCTOR	17,981.21	13,803.83	99,923.58	0	0
706	1	VIRGINIA	53	14,000.90	15,099.46	0	0
707	1	NETT LAKE	6,207.88	0	0	0	0
709	1	DULUTH	1,247.12	0	0	272,400.70	450,345.80
712	1	MOUNTAIN IRON-BU	7,458.72	0	3,619.67	0	0
716	1	BELLE PLAINE	825.94	11,671.37	3,352.40	0	0
717	1	JORDAN	128,329.90	4,463.18	13,963.26	69,886.80	0
719	1	PRIOR LAKE-SAVAG	295,812.50	159,399.67	216,681.11	596,812.71	1,758.03
720	1	SHAKOPEE	120,663.31	22,955.30	259,063.13	127,394.08	491.29
721	1	NEW PRAGUE AREA	78,185.22	13,780.34	56,144.91	344,604.50	1,283.03
726	1	BECKER	62,960.13	0	11,447.79	178,133.12	3,241.78
727	1	BIG LAKE	142,392.40	39,840.21	94,305.89	154,247.54	0
728	1	ELK RIVER	185,291.09	8,808.04	276,397.45	839,709.63	24,497.01
738	1	HOLDINGFORD	35,002.68	0	0	0	21,019.36
739	1	KIMBALL	7,337.51	0	1,312.42	47,449.94	0
740	1	MELROSE	29,562.95	8,236.43	0	0	18,913.09
741	1	PAYNESVILLE	1,896.51	23.8	2,331.55	19,366.46	0
742	1	ST. CLOUD	20,007.91	14,333.15	27,441.69	700,273.48	0
743	1	SAUK CENTRE	2,586.35	0	29,525.02	155.89	1,082.00

District No.	Type	District	306	307	308	Prog 610	Prog 640
745	1	ALBANY	170,601.80	0	23,093.73	103,947.12	0
748	1	SARTELL	3,769.27	74,821.09	86,634.14	0	0.02
750	1	ROCORI	20,801.05	8,925.23	4,853.51	113,566.64	556.78
756	1	BLOOMING PRAIRIE	29,724.86	4,585.64	4,834.44	0	2,216.21
761	1	OWATONNA	107,546.50	68,035.42	99,268.77	340,849.36	20,332.45
763	1	MEDFORD	14,734.70	0	6,579.22	0	0
768	1	HANCOCK	19,473.76	3,328.83	0	0	0
769	1	MORRIS	9,556.47	8,925.56	6,620.60	0	0
771	1	CHOKIO-ALBERTA	3,406.63	0	0	0	0
775	1	KERKHOVEN-MURDOC	3,219.21	592.8	2,464.54	0	30
777	1	BENSON	26,949.21	0	31,961.27	-25	0
786	1	BERTHA-HEWITT	11,612.20	31.5	5,665.34	0	0
787	1	BROWERVILLE	25,198.91	1,015.82	6,634.16	0	0
801	1	BROWNS VALLEY	2,944.72	0	3,748.87	0	0
803	1	WHEATON AREA SCH	16,076.69	3,586.41	14,289.11	0	359
806	1	ELGIN-MILLVILLE	4,510.47	2,451.00	2,842.84	1,223.93	0
810	1	PLAINVIEW	11,726.73	12,651.88	9,980.86	28,761.33	0
811	1	WABASHA-KELLOGG	12,314.96	0	1,014.42	0	3,574.27
813	1	LAKE CITY	105,490.58	7,048.24	29,626.87	12,760.36	0
815	2	PRINSBURG	0	0	0	0	0
818	1	VERNDALE	11,391.87	0	200	0	0
820	1	SEBEKA	7,754.17	3,138.00	1,465.98	4,367.58	197.83
821	1	MENAHGA	32,423.95	26,421.19	14,285.33	0	0
829	1	WASECA	41,837.99	0	14,653.04	0	8,749.33
831	1	FOREST LAKE	0	0	804,989.71	228,142.39	0
832	1	MAHTOMEDI	16,413.19	0	50,150.18	0	0
833	1	SOUTH WASHINGTON	996,601.79	497,419.57	234,027.15	182,664.60	253,870.22
834	1	STILLWATER	9,584.50	39,709.00	36,680.00	2,610,163.25	352,780.22
836	1	BUTTERFIELD	705.09	0	323.24	0	674.8
837	1	MADELIA	15,710.07	4,323.59	7,423.78	0	0
840	1	ST. JAMES	10,205.61	0	36	0	2,328.88
846	1	BRECKENRIDGE	0	0	20,433.96	0	0
850	1	ROTHSAY	13,525.69	0	0	0	0
852	1	CAMPBELL-TINTAH	0	0	2,309.95	0	12.15
857	1	LEWISTON-ALTURA	19,901.34	6,882.09	9,534.05	0	0
858	1	ST. CHARLES	26,021.61	3,066.39	4,931.50	2,939.92	0
861	1	WINONA AREA PUBL	15,418.02	11,131.66	21,973.29	0	12,798.88
865	82	REGION 5	0	0	0	0	0
866	82	REGION 4	0	0	0	0	0
867	82	REGION 3	0	0	0	0	0
868	82	REGION 2	0	0	0	0	0
869	82	REGION 1	0	0	0	0	0
870	52	SOUTHERN MINNESO	0	0	0	0	0
876	1	ANNANDALE	56,239.33	74,316.13	36,149.04	31,756.59	0
877	1	BUFFALO	71,725.47	79,008.16	102,000.77	304,012.43	21,374.30
879	1	DELANO	33,442.44	0	16,182.96	40,024.79	0

District No.	Type	District	306	307	308	Prog 610	Prog 640
881	1	MAPLE LAKE	36,135.98	0	13,889.95	25,702.02	0
882	1	MONTICELLO	135,732.55	26,012.35	151,378.91	0	0
883	1	ROCKFORD	2,449.20	403.02	4,607.70	54,801.34	360
885	1	ST. MICHAEL-ALBE	131,718.15	4,507.56	246,050.56	6,075.31	2,902.32
891	1	CANBY	33,081.53	44,777.49	6,121.62	0	0
901	52	NORTHERN LAKES S	0	0	0	0	0
911	1	CAMBRIDGE-ISANTI	146,289.49	46,434.57	109,623.98	264,731.94	36.52
912	1	MILACA	0	21,408.63	18,194.93	0	6,397.91
914	1	ULEN-HITTERDAL	13,680.00	6,844.00	6,835.87	0	0
915	52	SOUTHERN PLAINS	0	0	0	0	0
916	6	N.E. METRO INTER	0	0	0	0	181,136.17
917	6	INTERMEDIATE SCH	0	0	0	140,089.16	42,821.95
919	51	NORTH COUNTRY VO	0	0	0	0	0
920	83	REGION 11-METRO	0	0	0	0	287,209.91
921	83	REGION 10-SOUTHE	0	0	0	0	47,700.00
922	83	REGION 9-SOUTH C	0	0	0	0	7,933.03
923	83	REGION 7-RESOURC	0	0	0	0	271,665.06
924	83	REGION 5-NORTH C	0	0	0	0	37,784.68
925	82	REGION 7	0	0	0	0	0
926	83	REGION 4-LAKES C	0.1	0	0	5,770.67	0
927	83	REGION 3 - NORTH	0	0	0	0	0
928	83	REGION 1 & 2-NOR	0	0	0	72,764.30	77,521.43
930	53	CARVER-SCOTT EDU	0	0	0	0	50,729.05
935	52	FERGUS FALLS ARE	0	0	0	0	594.82
937	52	CROW RIVER SP. E	0	0	0	0	0
938	52	MEEKER & WRIGHT	0	0	0	0	0
957	51	OAK LAND VOC. CN	10,900.14	0	2,528.42	12,761.45	0
963	51	EAST RANGE SEC.	0	0	0	0	0
964	51	COTTONWOOD RIVER	0	0	0	0	0
966	51	WRIGHT TECH. CTR	0	0	0	0	6,257.00
978	52	MINNESOTA VALLEY	0	0	0	0	0
985	51	PINE TO PRAIRIE	0	0	0	14,546.00	0
987	82	REGION 8	0	0	0	0	0
991	83	REGN 6 & 8-S.W/W	0	0	0	49,908.88	552,615.36
993	52	MINNESOTA RIVER	0	0	0	0	0
997	52	AREA SPECIAL EDU	0	0	0	0	0
998	52	BEMIDJI REGIONAL	0	0	0	0	0
2071	1	LAKE CRYSTAL-WEL	13,041.66	0	4,260.58	0	0
2125	1	TRITON	30,420.26	9,593.80	26,726.13	0	0
2134	1	UNITED SOUTH CEN	24,123.98	6,094.03	16,073.03	0	0
2135	1	MAPLE RIVER	30,910.11	3,825.28	8,504.95	0	3,853.05
2137	1	KINGSLAND	19,815.37	4,626.80	12,036.11	56,528.12	0
2142	1	ST. LOUIS COUNTY	24,020.88	206.29	86,351.28	0	206.05
2143	1	WATERVILLE-ELYSI	32,829.33	2,573.35	5,608.72	0	0
2144	1	CHISAGO LAKES	13,095.82	47,765.82	21,694.53	88,982.00	9,756.98
2149	1	MINNEWASKA	233.43	5,896.67	0	0	0
2154	1	EVELETH-GILBERT	70,498.46	2,638.50	12,162.99	0	0

District No.	Type	District	306	307	308	Prog 610	Prog 640
2155	1	WADENA-DEER CREE	75,259.82	40,000.00	41,682.78	0	600
2159	1	BUFFALO LAKE-HEC	12,501.42	0	0	0	0
2164	1	DILWORTH-GLYNDON	50,017.45	870.48	17,226.79	25,663.28	0
2165	1	HINCKLEY-FINLAYS	386.1	169.38	16,668.83	0	722.25
2167	1	LAKEVIEW	8,652.71	0	0	0	0
2168	1	N.R.H.E.G.	43,025.51	0	15,250.67	241.83	0
2169	1	MURRAY COUNTY CE	21,691.79	16,693.54	7,669.62	0	0
2170	1	STAPLES-MOTLEY	6,237.14	3,296.21	0	0	77,232.29
2171	1	KITTSOON CENTRAL	13,589.82	0	8,924.39	0	1,222.21
2172	1	KENYON-WANAMINGO	13,626.22	0	7,086.49	0	0
2174	1	PINE RIVER-BACKU	61,640.86	24,540.67	30,890.55	77,831.33	0
2176	1	WARREN-ALVARADO-	2,858.66	0	5,451.16	92.58	0
2180	1	M.A.C.C.R.A.Y.	5,823.73	5,823.74	11,647.48	0	0
2184	1	LUVERNE	21,076.64	1,122.83	17,198.54	10,781.78	0
2190	1	YELLOW MEDICINE	1,553.05	6,189.53	39,148.94	48,379.00	-10,375.00
2198	1	FILLMORE CENTRAL	15,010.96	0	5,630.84	0	0
2215	1	NORMAN COUNTY EA	12,707.09	0	6,211.04	156.16	2,230.13
2310	1	SIBLEY EAST	36,591.43	0	29,523.21	0	0
2311	1	CLEARBROOK-GONVI	0	0	13,584.46	0	0
2342	1	WEST CENTRAL ARE	17,258.27	0	21,519.31	4,649.66	0
2358	1	TRI-COUNTY	23,389.03	0	0	0	0
2364	1	BELGRADE-BROOTEN	0	0	0	0	80,000.00
2365	1	G.F.W.	40,374.29	9,580.35	35,530.69	0	9,160.27
2396	1	A.C.G.C.	61,218.17	5,550.36	658.78	89,833.73	0
2397	1	LESUEUR-HENDERSO	31,078.79	16,175.73	13,654.27	43,186.24	3,510.30
2448	1	MARTIN COUNTY WE	47,974.34	8,926.42	19,495.08	0	816.24
2527	1	NORMAN COUNTY WE	11,000.00	5,500.00	5,124.07	0	0
2534	1	BIRD ISLAND-OLIV	4,146.99	0	0	0	0
2536	1	GRANADA HUNTLEY-	1,284.07	642.04	4,015.21	47,796.40	1,346.51
2580	1	EAST CENTRAL	14,040.92	0.02	19,850.48	0	0
2609	1	WIN-E-MAC	42,523.53	0	2,984.51	0	2,206.80
2683	1	GREENBUSH-MIDDLE	27,303.95	13,652.00	13,652.00	0	0
2687	1	HOWARD LAKE-WAVE	752.25	0	43,613.00	32,365.63	0
2689	1	PIPESTONE AREA S	5,862.33	2,361.07	6,438.01	993.67	0
2711	1	MESABI EAST	8,449.12	604.5	0	0	52.45
2752	1	FAIRMONT AREA SC	71,107.97	34,489.90	29,895.45	4,562.88	8,979.26
2753	1	LONG PRAIRIE-GRE	201,915.20	25,905.37	22,000.05	48,406.16	0
2754	1	CEDAR MOUNTAIN	0	0	0	0	0
2759	1	EAGLE VALLEY PUB	23,031.84	473	1,044.44	0	0

District No.	Type	District	306	307	308	Prog 610	Prog 640
2805	1	ZUMBROTA-MAZEPPA	29,900.91	17,138.80	21,014.59	0	235.19
2835	1	JANESVILLE-WALDO	240.69	0	0	0	0
2853	1	LAC QUI PARLE VA	71,270.14	20,939.26	26,479.06	15,847.90	0
2854	1	ADA-BORUP	16,378.73	3,645.63	17,754.19	0	0
2856	1	STEPHEN-ARGYLE C	8,262.35	0	0	0	0
2859	1	GLENCOE-SILVER L	23,558.27	0	25,512.75	29,650.13	0
2860	1	BLUE EARTH AREA	51,633.46	0	33,905.13	0	2,766.67
2884	1	RED ROCK CENTRAL	1,561.69	9,566.48	1,200.00	0	6,731.64
2886	1	GLENVILLE-EMMONS	879.35	75	41.23	0	0
2887	1	MCLEOD WEST SCHO	2,296.37	1,289.00	1,454.13	16,448.82	0
2888	1	CLINTON-GRACEVIL	13,097.62	0	12,738.05	0	0
2889	1	LAKE PARK AUDUBO	9,762.47	1,997.07	4,602.95	3,950.21	0
2890	1	RENVILLE COUNTY	0	0	0	40	0
2895	1	JACKSON COUNTY C	23,966.71	3,767.04	10,807.61	0	49,383.26
2897	1	REDWOOD AREA SCH	105,374.77	0	1,621.87	0	8,122.40
2898	1	WESTBROOK-WALNUT	23,658.35	950.78	15,601.60	0	0
4000	7	CITY ACADEMY	0	55.95	0	0	22,240.52
4001	7	BLUFFVIEW MONTES	0	0	0	0	5,409.99
4003	7	NEW HEIGHTS SCHO	0	0	0	0	0
4004	7	CEDAR RIVERSIDE	4,213.00	0	11,249.00	0	1,597.00
4005	7	METRO DEAF CHART	0	0	0	1,029.25	0
4006	7	SKILLS FOR TOMOR	784.29	0	180	0	0
4007	7	MINNESOTA NEW CO	549.28	0	637.54	0	1,698.11
4008	7	PACT CHARTER SCH	557.56	0	553.07	18,370.63	8,661.42
4011	7	NEW VISIONS CHAR	273.18	129.4	149.15	1,139,475.88	407.33
4012	7	EMILY CHARTER SC	3,564.14	1,564.42	1,564.42	76.25	0
4015	7	COMMUNITY OF PEA	1,740.95	0	0	50	13,719.48
4016	7	WORLD LEARNER CH	3,077.34	0	0	0	0
4017	7	MINNESOTA TRANSI	4,440.24	0	744.85	64,683.69	4,311.00
4018	7	ACHIEVE LANGUAGE	0	0	0	0	0
4019	7	NEW VOYAGE ACADE	0	0	220	84.6	325.36
4020	7	DULUTH PUBLIC SC	6,127.92	0	22,544.45	0	0
4021	7	VILLAGE SCHOOL O	0	0	0	0	16
4025	7	CYBER VILLAGE AC	0	0	0	0	900
4026	7	E.C.H.O. CHARTER	7,132.77	0	454.9	0	2,358.02
4027	7	HIGHER GROUND AC	4,750.17	0	0	0	1,425.85
4028	7	ECI' NOMPA WOONS	0	0	523	0	0
4029	7	NEW SPIRIT SCHOO	6,485.79	0	0	0	0
4030	7	ODYSSEY CHARTER	3,925.07	0	0	0	0
4031	7	JENNINGS EXPERIE	3,259.02	0	0	0	0
4032	7	HARVEST PREP SCH	0	0	0	0	0
4035	7	CONCORDIA CREATI	0	0	0	0	0
4036	7	FACE TO FACE ACA	0	0	0	2,087.97	170
4038	7	SOJOURNER TRUTH	18,339.79	0	0	0	0

District No.	Type	District	306	307	308	Prog 610	Prog 640
4039	7	HIGH SCHOOL FOR	0	0	0	0	2,472.33
4042	7	TWIN CITIES ACAD	4,586.04	0	0	6,618.40	0
4043	7	MATH & SCIENCE A	11,881.90	0	0	0	0
4044	7	HEART OF THE EAR	354.46	0	12,383.18	0	0
4045	7	LAKES AREA CHART	691.8	0	0	0	0
4046	7	LAKE SUPERIOR HI	8,091.93	0	0	0	100
4048	7	GREAT RIVER EDUC	3,392.28	0	0	0	0
4049	7	COON RAPIDS LEAR	13,041.01	0	0	0	813.6
4050	7	LAFAYETTE PUBLIC	0	0	2,499.64	0	0
4052	7	FOUR DIRECTIONS	12,807.46	0	0	0	0
4053	7	NORTH LAKES ACAD	2,182.33	0	41.41	0	0
4054	7	LACRESCENT MONTE	8,504.94	0	0	0	0
4055	7	NERSTRAND CHARTE	0	0	0	0	4,652.00
4056	7	ROCHESTER OFF-CA	7,723.06	0	0	0	0
4057	7	EL COLEGIO CHART	12,686.54	0	0	0	0
4058	7	SCHOOLCRAFT LEAR	8,668.76	2,898.95	2,950.22	0	0
4059	7	CROSSLAKE COMMUN	4,378.73	2,189.36	2,189.36	0	0
4061	7	STUDIO ACADEMY C	0	0	0	0	712.2
4062	7	FAMILY ACADEMY C	0	0	0	0	0
4064	7	RIVERWAY LEARNIN	0	0	707.13	0	0
4065	7	MINNESOTA BUSINE	-72	0	0	0	0
4066	7	RIVERBEND ACADEM	0	0	1,483.79	0	0
4067	7	AURORA CHARTER S	0	0	0	49	0
4068	7	EXCELL ACADEMY C	0	0	0	0	2,882.45
4070	7	HOPE COMMUNITY A	145	0	0	40	0
4072	7	YANKTON COUNTRY	2,476.29	0	0	0	0
4073	7	ACADEMIA CESAR C	1,350.39	0	11,365.21	32,340.00	0
4074	7	AGRICULTURAL FOO	4,436.75	0	0	0	2,030.22
4075	7	AVALON SCHOOL	0	0	0	0	4,366.60
4076	7	MINNESOTA ACADEM	0	0	0	0	1,490.00
4077	7	TWIN CITIES INTE	0	0	0	0	17,034.56
4078	7	MN INTERNATIONAL	0	0	0	3,634.07	13,242.71
4079	7	FRIENDSHIP ACDMY	4,134.42	0	0	0	0
4080	7	PILLAGER AREA CH	573.01	1,766.26	0	0	0
4081	7	COVENANT ACADEMY	134.93	0	0	0	0
4082	7	BLUESKY CHARTER	1,946.03	0	0	0	0
4083	7	RIDGEWAY COMMUNI	2,012.05	0	291.84	0	0
4084	7	NORTH SHORE COMM	9,146.34	0	0	4,263.67	5,762.81
4085	7	HARBOR CITY INTE	8,534.53	0	0	0	2,349.98
4086	7	WOODSON INSTITUT	0	0	0	0	5,520.25
4087	7	SAGE ACADEMY CHA	2,832.27	0	0	0	135
4088	7	URBAN ACADEMY CH	15,134.67	0	0	7,400.00	1,435.91

District No.	Type	District	306	307	308	Prog 610	Prog 640
4089	7	NEW CITY SCHOOL	0	0	0	15,000.00	21,313.10
4090	7	PRAIRIE CREEK CO	0	0	0	0	14,596.14
4091	7	ARTECH	80.9	0	0	57,470.92	12,194.47
4092	7	WATERSHED HIGH S	0	0	0	0	39,598.54
4093	7	NEW CENTURY CHAR	275.49	0	0	0	9,852.32
4095	7	TRIO WOLF CREEK	1,381.01	0	0	0	0
4097	7	PARTNERSHIP ACAD	4,017.82	0	0	0	12,950.72
4098	7	NOVA CLASSICAL A	3,701.20	0	0	0	3,638.00
4099	7	TAREK IBN ZIYAD	3,217.38	0	0	480	1,920.00
4100	7	GREAT EXPECTATIO	0	0	0	31,340.51	0
4101	7	MINNESOTA NORTH	0	0	0	7,950.00	0
4102	7	MINNESOTA INTERN	0	0	0	68,241.25	8,819.85
4103	7	HMONG ACADEMY	55.37	0	0	14,626.24	21,792.74
4104	7	LIBERTY HIGH SCH	0	0	0	0	10,231.38
4105	7	GREAT RIVER SCHO	0	0	0	108,875.07	220.64
4106	7	TREKNORTH HIGH S	0	0	0	0	1,761.02
4107	7	VOYAGEURS EXPEDI	0	0	0	0	12,479.88
4108	7	GENERAL JOHN VES	0	0	0	0	3,422.77
4109	7	SOBRIETY HIGH	0	0	0	6,650.00	17,126.35
4110	7	MAIN STREET SCHO	0	0	0	4,700.00	2,102.15
4111	7	AUGSBURG ACAD	0	0	0	0	0
4112	7	ST PAUL CONSERVA	0	0	0	1,980.00	2,211.80
4113	7	FRASER ACADEMY	0	0	0	2,273.70	513.75
4114	7	ASCENSION ACADEM	120	0	0	13,215.83	4,318.00
4115	7	MINNEAPOLIS ACAD	398.96	0	0	4,162.67	360
4116	7	LAKES INTERNATIO	5,406.68	0	0	42,946.52	10,612.13
4117	7	CITIES WEST ACAD	0	0	0	0	0
4118	7	KALEIDOSCOPE CHA	3,768.50	0	0	14,718.00	5,846.92
4119	7	RIVER HEIGHTS CH	0	0	0	26,769.39	5,564.10
4120	7	ST. CROIX PREPAR	0	0	0	8,407.19	4,932.48
4121	7	UBAH MEDICAL ACA	0	0	0	3,960.00	3,467.88
4122	7	EAGLE RIDGE ACAD	0	0	0	7,424.40	4,036.26
4123	7	DAKOTA AREA COMM	0	0	0	13,191.99	28,300.24
4124	7	BEACON ACADEMY	0	0	0	0	4,686.00
4125	7	WORTHINGTON AREA	0	0	0	1,030.00	9,896.72
4126	7	PRAIRIE SEEDS AC	0	0	0	0	10,148.89
4127	7	TEAM ACADEMY	0	0	0	0	66,148.41
4129	7	MARY MCVOY EARLY	0	0	0	0	0
4130	7	CENTRAL SCHOOL C	0	0	0	0	1,401.00
4131	7	LIGHTHOUSE ACADE	0	0	0	0	0
4132	7	TWIN CITIES ACAD	4,693.33	0	0	0	0
4133	7	VERITAS ACADEMY	0	0	0	0	0
4134	7	F. SCOTT FITZGER	0	0	0	0	0
4135	7	ADAM ABDULLE ACA	0	0	0	2,880.63	2,528.50
4136	7	SOUL ACADEMY CHA	0	0	0	876.75	0
4137	7	SWAN RIVER MONTE	0	0	0	0	5,721.00

District No.	Type	District	306	307	308	Prog 610	Prog 640
4138	7	MILROY AREA CHAR	0	0	0	1,888.57	0
4139	7	LOVEWORKS ACADEM	0	0	0	4,720.00	0
4140	7	HARRIET BISHOP E	0	0	0	0	0
4141	7	PAIDEIA ACADEMY	0	0	0	771.15	0
4142	7	STRIDE ACADEMY C	0	0	0	8,390.00	528
4143	7	NEW MILLENNIUM A	0	0	0	2,371.59	50
4144	7	GREEN ISLE COMMU	0	0	0	0	130
4145	7	BIRCH GROVE COMM	0	0	0	0	7,523.89
4146	7	NORTHERN LIGHTS	0	0	0	4,780.00	5,066.67
4148	7	ACADEMY OF BIOSC	0	0	0	0	0
4149	7	CYGNUS ACADEMY	0	0	0	0	4,025.00
4150	7	MINNESOTA ONLINE	0	0	0	17,354.68	2,737.00
4151	7	EDVISIONS OFF CA	0	0	0	0	0
4152	7	TWIN CITIES GERM	0	0	0	22,636.09	8,185.24
4153	7	DUGSI ACADEMY	0	0	0	0	1,117.28
4154	7	RECOVERY SCHOOL	0	0	0	0	0
4155	7	NAYTAUWAUSH COMM	0	0	0	0	0
6003	50	EAST CENTRAL MN	0	0	0	0	0
6004	61	FRESHWATER ED. D	0	0	0	8,274.77	0
6009	61	ST. CROIX RIVER	0	0	0	150,000.00	102,940.20
6012	61	ZUMBRO ED. DISTR	0	0	0	0	8,987.96
6013	61	HIAWATHA VALLEY	2,971.61	0	0	0	0
6014	61	RUNESTONE AREA E	0	0	0	0	5,008.19
6016	61	POMME DE TERRE E	0	0	0	0	0
6017	61	CEDAR RIVER EDUC	0	0	0	0	22,743.24
6018	61	MINNESOTA RIVER	0	0	0	0	53,289.02
6020	61	BORDER REGION ED	0	0	0	0	0
6026	61	WEST CENTRAL ED.	0	0	0	0	0
6027	61	MINNESOTA VALLEY	0	0	0	0	0
6040	50	LITTLE CROW TELE	0	0	0	0	0
6042	61	ROOT RIVER ED. D	0	0	0	0	0
6048	50	WASIOJA ED. TECH	0	0	3,542.50	5,727.39	0
6049	61	RIVER BEND ED. D	0	0	0	0	0
6051	61	GOODHUE COUNTY	0	0	0	0	0
6054	50	CENTRAL MINN ED	0	0	0	0	0
6065	62	METROPOLITAN LEA	185	0	0	0	0
6067	62	EAST METRO INTEG	0	5,812.68	14,347.75	118,541.25	102,031.19
6069	62	WEST METROEDUCA	20	0	0	421.87	1,546,956.70
6070	50	QUAD COUNTY TELE	0	0	0	0	0
6071	51	QUAD COUNTY VOCA	0	0	0	0	0
6072	62	VALLEY CROSSING	0	0	0	0	145,008.77
6074	50	CENTRAL MINNESOT	0	0	0	0	0
6076	50	NORTHLAND LEARNI	0	0	0	0	2,620.87
6078	62	N.W.SUBURBAN INT	0	0	0	608,228.65	281,964.12
6383	61	BENTON-STEARNES E	0	0	0	0	0
6979	61	MID STATE ED. DI	0	0	0	0	0



<b>District No.</b>	<b>Type</b>	<b>District</b>	<b>306</b>	<b>307</b>	<b>308</b>	<b>Prog 610</b>	<b>Prog 640</b>
	EPO	RT TOTAL *	27,861,064.7 7	6,673,191.5 7	15,348,356.5 2	40,281,417.93	19,018,527.3 9

## APPENDIX C

### 2004-2005 Program Report Format

#### Directions for Reporting of Staff Development Program Results

School districts using state staff development revenue under M.S. §126C.10, subd. 2 and M.S. §122A.61 must complete these forms and submit a copy to the Minnesota Department of Education Professional Development Team by October 15, 2005. A program report must be completed by all districts, including those not reserving funds.

Please complete and submit the following:

1. **Statement of Assurances**, including:
  - a. Percentage of basic revenue set aside for staff development;
  - b. Number of exemplary grants awarded;
  - c. Assessment of locals needs to inform your staff development plan and your target group;
  - d. Total number of licensed professional staff in the district;
  - e. Total number of licensed professional staff receiving high-quality staff development;
  - f. Total number of paraprofessionals in the district;
  - g. Total number of paraprofessionals receiving high-quality staff development;
  - h. Signatures.
2. A grid for each **district staff development goal**, one form per goal, which relate to achievement in the legislative outcome areas (see attached). Twenty-five percent of staff development revenue may be used for district-wide staff development efforts. **See Grid I.**
3. A grid for each **site goal**. If your district is a single district building, then you need to only complete Grid I. Fifty percent of revenue shall be allocated to the school sites in the district on a per-teacher basis and shall be retained by the school site until used. **See Grid II.**

#### Form Submission Instructions

Please fill out the staff development reporting forms online and save a copy. Print and mail or fax an electronic copy of your completed forms to:

**Mail:** Minnesota Department of Education  
Attn: Lori Keene  
1500 Hwy 36 West  
Roseville, MN 55113

**Fax:** 651-582-8845

#### Contact a professional development team member for more information:

Connie Anderson	651-582-8750	E-mail: <a href="mailto:connie.j.anderson@state.mn.us">connie.j.anderson@state.mn.us</a>
Pat Bernhoft	651-582-8754	E-mail: <a href="mailto:pat.bernhoft@state.mn.us">pat.bernhoft@state.mn.us</a>
Sherry Grundman	651-582-8581	E-mail: <a href="mailto:sherry.grundman@state.mn.us">sherry.grundman@state.mn.us</a>
Donna Oakey	651-582-8420	E-mail: <a href="mailto:donna.oakey@state.mn.us">donna.oakey@state.mn.us</a>
Marlys Peters-Melius	651-582-8848	E-mail: <a href="mailto:marlys.peters-melius@state.mn.us">marlys.peters-melius@state.mn.us</a>
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**Minnesota Department of Education  
Annual Staff Development Report**

General Information and Instructions: School districts using state staff development revenue under M.S. §126C.10 subd. 2, and M.S. §122A.61 must complete these forms and submit one copy to the Professional Development Team at MDE by October 15, 2005. A program report must be completed by all districts, including those not reserving funds.

**District Contact Information**

District Name: \_\_\_\_\_ District Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
District Staff Development Chair: \_\_\_\_\_  
E-mail: \_\_\_\_\_

**Statement of Assurances**

On behalf of the school district identified above, we assure the Minnesota Department of Education that the district is in compliance with the stipulations for staff development allocations; two percent reserved revenue and any additional funding legislation related to:

- 1. Revenue Expenditures;
- 2. Staff Development Planning; and,
- 3. Staff Development Outcomes.

We hereby certify that the program information provided is complete and accurate, that the district will abide by the statement of assurances, and that records will be maintained at the district to verify program development, participation and expenditures.

**District Outcomes** (Goals) for improving student achievement for 2004-2005 were:

Superintendent	Date
Board of Education Chair	Date
District Staff Development Chair	Date

## Basic Revenue

According to M.S. §122A.61 “a district may annually waive the requirement to reserve their basic revenue under this section” with a majority vote of the licensed teachers in the district and a majority vote of the school board.

Reserved 2%    OR    Amount Reserved                      % (if zero percent was reserved, enter 0)

A district in statutory operating debt (SOD) is exempt from reserving basic revenue according to this section but may choose to do so anyway.

Check here if your district is SOD

Reserved 2%    OR    Amount Reserved                      % (if zero percent was reserved, enter 0)

Number of **Exemplary Grants** awarded by the district:  
(25% of staff development revenue)

What **types of high-quality staff development** have you used (check all that apply):

- Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified
- Are an integral part of board school-wide and district-wide educational improvement plans
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards
- Improve classroom management skills
- Are sustained, intensive and classroom focused; are not one-day or short-term workshops
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research
- Are developed with extensive participation of teachers, principals, parents and administrators
- Includes knowledge and skills to provide appropriate curriculum, instruction, assessment and services for LEP children
- Provides training in the use of technology applications to improve teaching and learning
- Establishes regular evaluations to improve quality of professional development
- Provides instruction in methods of teaching children with special needs
- Includes use of data and assessments to inform classroom practice
- Helps all school personnel work effectively with parents

**Staff Information**

Please provide numbers for each of the categories listed below based on information from page 4.

Total number of licensed professional staff in the district	
Total number of licensed professional staff in the district receiving high-quality professional development	
Total number of paraprofessional staff in the district	
Total number of paraprofessional staff in the district receiving high-quality professional development	

**Data Analysis**

Did you complete an assessment of local needs to inform your staff development plan?  Yes  No  
If yes, check all that apply:

Type of data analyzed:  Achievement  Demographic  Perception  School Program/Process

Data was collected from (check all that apply):

Teachers  Administrators  Paraprofessionals  Parents  Students

**Site Level Staffing Information**

Please complete the table below, one line for each site in the district, and the numbers of professional and paraprofessional staff at each site. **If sites exceed space**, please complete another Staff Development Report form, including **only** the district information on page one and the continuing site list on the page below.

Site Name (List all school sites)	Number of Licensed Professional (LP) staff at site	Number of LP receiving high-quality professional development	Number of Paraprofessional (PP) staff at site	Number of PP receiving high-quality professional development

# **District Advisory Staff Development Committee Membership List**

“A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators.” *M.S. 122A.60*

**2004-2005 School Year**

**District Name:**

**District Number:**

Name	Position*	Subject	Grade Level



Minnesota Department of Education  
 2004-2005 Staff Development Program Report  
**District Level**

**GRID I. District Level Staff Development**

**Use a separate page for each staff development goal**

District Number:	District Name:
School Board Improvement Outcome:	
District Staff Development Goal:	Legislative goals (check all that apply): <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Data and Reasons for Selecting Staff Development Focus:	Choose one: <input type="checkbox"/> single-year goal <input type="checkbox"/> multi-year goal [Year        of        ]

Summary of SD Content Used to Achieve SD Goal (continue, if needed, on page 2)	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
	(Check all that apply)  <input type="checkbox"/> Examining Data <input type="checkbox"/> Student Work <input type="checkbox"/> Study Groups <input type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify)	(Check all levels for which you have evaluation data*)  <input type="checkbox"/> Participants' Reaction/ Awareness  <input type="checkbox"/> Participants' Learning  <input type="checkbox"/> Organization Support and Learning  <input type="checkbox"/> Participants' Use of New Knowledge and Skills  <input type="checkbox"/> Student Learning  * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources           Describe Findings

Expenditures are reported through UFARS. To view the UFARS report, see [http://education.state.mn.us/html/intro\\_finance\\_ufars.htm](http://education.state.mn.us/html/intro_finance_ufars.htm)





Minnesota Department of Education  
 2004-2005 Staff Development Program Report  
**Site Level**

**GRID II. Site Level Staff Development**

**Use a separate page for each staff development goal**

District Number:	Site Name:		
Student Achievement Goal:			
Site Staff Development Goal:	Legislative goals (check all that apply): <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		
Is this goal a site-specific goal?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Is this goal aligned with a district staff development goal?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, which goal:			
Data and Reasons for Selecting Staff Development Goal:	Choose one: <input type="checkbox"/> single-year goal <input type="checkbox"/> multi-year goal [Year      of      ]		
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
	(Check all that apply) <input type="checkbox"/> Examining Data <input type="checkbox"/> Student Work <input type="checkbox"/> Study Groups <input type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify)	(Check all levels for which you have evaluation data*) <input type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning  * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources          Describe Findings
Expenditures are reported through UFARS. To view the UFARS report, see <a href="http://education.state.mn.us/html/intro_finance_ufars.htm">http://education.state.mn.us/html/intro_finance_ufars.htm</a>			

## APPENDIX D

### Minnesota Statutes

#### **122A.60 Staff development program.**

Subdivision 1. **Staff development committee.** A school board must use the revenue authorized in section [122A.61](#) for in-service education for programs under section [120B.22](#), subdivision 2, or for staff development plans under this section. The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators.

Subd. 1a. **Effective staff development activities.** (a) Staff development activities must:

- (1) focus on the school classroom and research-based strategies that improve student learning;
- (2) provide opportunities for teachers to practice and improve their instructional skills over time;
- (3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- (4) enhance teacher content knowledge and instructional skills;
- (5) align with state and local academic standards;
- (6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
- (7) align with the plan of the district or site for an alternative teacher professional pay system.

Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

(b) Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under section [122A.61](#).

Subd. 2. **Contents of the plan.** The plan must include the staff development outcomes under subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education outcomes.

**Subd. 3. Staff development outcomes.** The advisory staff development committee must adopt a staff development plan for improving student achievement. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- (1) improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
- (2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- (5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
- (6) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

**Subd. 4. Staff development report.** (a) By October 15 of each year, the district and site staff development committees shall write and submit a report of staff development activities and expenditures for the previous year, in the form and manner determined by the commissioner. The report, signed by the district superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities under subdivision 3.

(b) The report must break down expenditures for:

- (1) curriculum development and curriculum training programs; and
- (2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards.

(c) The commissioner shall report the staff development progress and expenditure data to the house of representatives and senate committees having jurisdiction over education by February 15 each year.