



**Staff Development  
Report of District  
and Site Results and  
Expenditures for  
2005-2006**

**February 2007**

**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 2005-2006**

**February 2007**

**FOR MORE INFORMATION CONTACT:**

**Patricia K. King**

**Director**

**School Improvement Division**

**T: (651) 582-8655**

**E-MAIL: [patricia.k.king@state.mn.us](mailto:patricia.k.king@state.mn.us)**

**Report  
to the  
Legislature**

**Deborah Luedtke**

**Teacher Quality Supervisor**

**School Improvement Division**

**T: (651) 582-8440**

**E-MAIL: [deborah.luedtke@state.mn.us](mailto:deborah.luedtke@state.mn.us)**

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

**Minnesota Department of Education**

**1500 Highway 36 West**

**Roseville, MN 55113-4266**

**TTY: (800) 627-3529 OR (651) 582-8201**

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

**FY 2006 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 \$5,907.

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

The 2005-2006 Staff Development Report has been prepared as required by Minnesota Statutes, 122A.60, subdivision 1. Subdivision 1 (see Appendix C) 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, provides analysis of staff development activities and related information in district reports, and reports expenditure data.

**Table of Contents**

Executive Summary	Page 3
Part I: Staff Development Program Report	Page 6
Part II: Staff Development Expenditure Report	Page 25
Appendices	
A. Unit-By-Unit Staff Development Account Chart	Page 30
B. 2005-2006 Electronic Reporting System	Page 42
C. Minnesota Statutes	Page 60

(An electronic version of this report is available on the MDE Website:  
<http://education.state.mn.us/MDE>)

## **EXECUTIVE SUMMARY**

### **2005-2006 Legislative Report**

With the increasingly wide understanding and acceptance of the critical role of staff development in high-quality teaching that leads to improved student achievement, and the research evidence for it, it is especially important that school districts provide high-quality professional development to their staff members. In their book, *A Vision for Staff Development*, Dennis Sparks, executive director of the National Staff Development Council (NSDC), and Stephanie Hirsch, deputy executive director of the NSDC, articulated this connection: “Staff development ... helps educators close the gap between current practices and the practices needed to achieve the desired outcomes. This comprehensive approach to change assures that all aspects of the system—for example, policy, assessment, curriculum, instruction, parent involvement—are working together with staff development toward the achievement of a manageable set of student outcomes that the entire system values.”

Definitions of high-quality professional development, such as the U.S. Department of Education’s, and standards, such as NSDC’s Standards for Staff Development, help guide the best direction and focus of professional development and the assistance the Minnesota Department of Education provides for school districts.

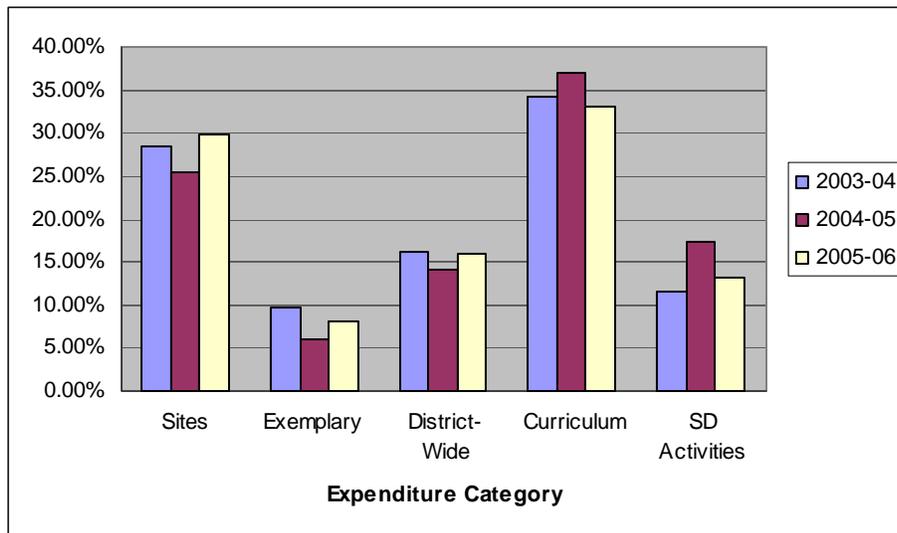
The 2005-2006 Staff Development Report to the legislature provides information regarding the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. Staff development reports were submitted by 96% of school districts (333 of 347). This is 5% more districts submitting reports in 2006 compared to 2005. Staff members of the Minnesota Department of Education’s School Improvement Division influenced the submission rate through varied means of communication, including direct contact, to alert districts that reporting was required even if no basic revenue had been set aside and to offer them continued assistance in using the online reporting system. Charter schools are not included in this count because 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 2006 report indicated that staff development expenditures were \$126,000,680. 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 31, 2007. Of that amount:

- 29.85% of staff development expenditures were distributed to sites
- 8.14% of staff development expenditures were awarded as exemplary grants
- 15.93% of staff development expenditures were utilized for district-wide initiatives
- 32.97% of staff development expenditures were for curriculum development
- 13.11% of staff development expenditures were for other staff development activities

Compared to the 2005 staff development expenditures, the 2006 expenditures show a 4.33% increase in distribution to sites, 2.03% increase in exemplary grants, and 1.87% increase in district-wide activities. For details on individual expenditures for exemplary grants see Appendix A under Finance Code 306, 307, and 308. Finance Code 307 for FY 2006 stands at 8.14% of the \$126,000,680 awarded as exemplary grants. Compared to the \$6,673,191 awarded as exemplary grants for FY 2005, this is a dramatic increase to \$10,254,899 for FY 2006.

### Staff development expenditure changes over time



Program information and analysis is derived from all district reports received by January 31, 2007. The analysis of the program information includes the amount and use of basic revenue reserves; types of high-quality staff development offered and numbers of teachers engaged; district and site goals and legislative goals addressed; and staff development content, designs/structures and evaluation results.

Among the highlights of the reported data are:

- **Staff development expenditures** in 2005-2006 were \$126,000,680, compared to \$109,182,558 in 2004-2005.
- The largest percentage of staff development expenditures (32.97%) went to curriculum development and the second largest percentage (29.85%) was distributed to sites for school-level staff development activities.
- The total amount of funds devoted to staff development shows sizable and consistent annual growth from expenditures in 2003-2004 to 2004-2005 to 2005-2006.
- Statewide data for FY 2006 identified a total of 60% of districts expending 2% or more of their basic revenue on staff development, a 24% increase compared to 2005. There was a total 5% of districts utilizing the 0% option, compared to 31% of all districts in 2005.
- For FY 2006, the percent of surveyed districts giving one or more **exemplary grant** increased substantially with 51% awarding site-level exemplary grants, compared to 39% the previous year.
- In FY 2006, districts self-reported for the first time on activities related to teacher induction. This range of activities was categorized in five **areas of staff development teacher induction**:

#### 1. Induction activities for new teachers

Most frequent induction activities were new teacher orientation (87%), programs for first-year teachers (80%), collaboration time expectations (67%), new teacher seminars/workshops (63%) and observations conducted by a mentor (52%). Respondents reported that only 41% of districts provided new teacher observations of master teachers and 45% of them provided formative assessments to guide professional growth.

#### 2. New teacher seminars or workshops

Almost all districts provided orientations to districts and schools (94%) and more than half of districts provided new teacher seminars or workshops on classroom management (67%), instructional strategies (59%) and curriculum and assessments (56%).

### **3. Formative assessments used with new teachers**

Formative assessments most frequently focused on mentor observations and feedback (66%) and self-assessments (51%).

### **4. Mentor training activities**

Districts provided mentor training activities most often focused on foundations (69%) and observation strategies (52%).

### **5. Evaluation measures**

Districts reported that they most often use new teacher's job satisfaction (72%) and impact on teacher effectiveness (58%) as evaluation measures.

- More than three-quarters of staff members in all four categories were reported by sites to have received **high-quality staff development**. That includes 88% of teachers, 87% of district administrators, 79% of licensed non-instructional staff and 77% of paraprofessionals.
- Only a small percentage of the districts reported that their **district student achievement goals** were **related to academic subject areas** such as reading (8.23%), math (6.26%), writing (2.42%), science (1.52%), language (1.25%), health/phy ed (0.72%) and art/music (0.09%). Goals were often written in broader terms.
- However, 71% of the district staff development goals were related to **school-site student achievement goals**.
- The **high-quality staff development component** most frequently used in teacher induction programs was improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (66.82% of total goals).
- One of the most frequently (87.48% of total goals) indicated goals and activities for the high-quality staff development in the teacher induction program is an integral part of school board, district-wide and school-wide educational improvement plans.
- **Several statewide** efforts support staff development, including MDE's professional development workshops and technical assistance, the Network for Student Success (NSS), Teacher Quality Networks (QTNs), the Minnesota First Five Mentorship Program and MDE assistance to districts and schools not meeting Adequate Yearly Progress (AYP), a requirement of federal No Child Left Behind legislation.

The 2005-2006 Staff Development Report to the legislature includes a description of the electronic staff development reporting format launched in 2006 and delivered through MDE's Website. The online reporting system (see Appendix B for sample pages) was initiated by MDE's Academic Standards and High School Improvement Division (formerly known as the Academic Standards and Professional Development Division) and the Information Technology Division. Effective January 2006, the new School Improvement Division took on responsibility for the online system implementation, training, assistance and reporting to the legislature. The electronic format offers ease of use and assists districts and schools with planning, implementation and reporting phases of staff development. The use of technology also improves capabilities for gathering and analyzing larger amounts of data for staff development reports to the Minnesota Legislature and the U.S. Department of Education.

## **PART I**

### **STAFF DEVELOPMENT PROGRAM REPORT**

## Overview: Reporting and Collecting Staff Development Program Results

This year, each school district using state staff development revenue under M.S. § 126C.10, subd. 2 and M.S. § 122A.61, including districts not reserving funds, was required to use designated online reporting forms to submit a copy of their annual staff development report regarding district and site(s) staff development activities and expenditures to the commissioner of education. The deadline was extended to December 15, rather than the usual October 15, for this reporting period to ensure each district had ample time to complete the new report.

Districts not meeting the December 15, 2006, deadline were contacted on several occasions, offered assistance and encouraged to submit reports by the extended deadline. At the time of this report, 96% (333 of 347) school districts filed reports. The total number of reports filed, 349, includes 13 charter schools.

In 2006, 14 school districts did not submit reports, compared to 31 the year before. The overall percentage of districts not submitting reports decreased to 4% (14 of 347) in 2006 from 9% (31 of 341) in 2005. School districts listed below did not turn in a 2005-2006 staff development report. An asterisk (\*) denotes each district that failed to submit a report for the past two years. A pound sign (#) denotes each district in statutory operating deficit (SOD); these districts were not required to set aside 2% of their budget for staff development.

Brandon *	Park Rapids *
Evansville *	Prinsburg #
Eveleth-Gilbert	Sibley East
Herman-Norcross	South St. Paul
Janesville-Waldorf-Pemberton *	Truman #
Kingsland *	Wabasso
Nett Lake *	Waconia *

## **2005-2006 Electronic Reporting Format**

Launched in 2006, the electronic format for submitting staff development reports was created in response to districts' requests and to facilitate use of resulting data. The online reporting system offers districts a uniform, systematic, user-friendly reporting process (see sample pages in Appendix B) to address staff development efforts at the district and site levels.

As the electronic format for the preparation and submission of district and school staff development reports moved forward, a new division was formed to consolidate school improvement initiatives. The School Improvement Division, directed by Patricia K. King, took on the responsibility for the online system implementation, training, assistance and reporting to the legislature.

Authorized district and school personnel chose and utilized user IDs and passwords to access the site, where information on district and school levels can be saved and revisited for multiple additions and edits. Throughout the electronic reporting site, users are assisted by:

- Directions
- Statutory references
- Forms tailored to pertinent information
- Drop-down lists
- Links to definitions of words and phrases
- Staffing information pulled from earlier reports

The table of contents is displayed online as a menu bar (see page 42 in Appendix B) and gives easy access to electronic pages categorized in three sections: district report (see pages 43-52), site report (see pages 53-58) and final reports (see page 59).

### **District-Level Information**

The district section includes the following information:

1. Contact information for district staff development chairs
2. Members of the district staff development advisory committees
3. District staff development goals
4. District student achievement goals and related subject areas
5. Activities or strategies used to implement the staff development goals
6. Designs or structures used to implement the staff development goals
7. High-quality components encompassed by this activity
8. Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation and evaluation)
9. Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning and identification of which goals will and will not be continued into the following year)
10. Revenue details (waiver of reserve requirement, SOD status, exemplary grants, Q Comp participation and set-aside of NCLB funds for professional development)
11. Information about new teacher induction programs and their evaluation
12. Identification of the numbers of district staff, broken out by category, who received high-quality staff development

The electronic format guides users to begin with reporting (1) staff development goals, then (2) activities and strategies tied to each specific goal and finally (3) evaluative findings tied to goals and activities.

These findings are reported through a narrative describing the impact on student learning and teacher learning. Over time, the user can both edit and report progress on multi-year goals.

After entering information on contacts; advisory committees; district goals, activities and strategies, and findings; and teacher induction; the final page of this section covers staff information. Numbers of staff—categorized as teachers, paraprofessionals, licensed non-instructional staff, and administrators—are pre-populated with data submitted earlier to MDE on other reports (STAR and MARSS), and users report how many of those staff members have received high-quality staff development. A link to the U.S. Department of Education’s list of high-quality staff development characteristics is provided.

### **School-Level Information**

The site section includes the following information:

1. School (site) staff development goals
2. School (site) student achievement goals and related subject areas
3. Related district staff development goals
4. Activities or strategies used to implement the staff development goals
5. Designs or structures used to implement the staff development goals
6. The high-quality components encompassed by this activity
7. Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation and evaluation)
8. Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning and identification of which goals will and will not be continued into the following year)
9. Identification of the numbers of school staff, broken out by category, who received high-quality staff development

The site report parallels the district report in terms of goals, activities and findings that were linked. Once inputted under the first section of the report, district goals appear automatically on the site pages, making apparent the alignment of district and site goals. This section also includes the number of staff members, broken out by category, who received high-quality staff development.

School-level planning and reporting is carried out on electronic pages that replicates the district-level pages in relation to goals, activities, evaluative findings and engagement in high-quality staff development.

### **Final Reports**

The third section includes error reports, a preview of final reports and the submission mechanism. Error reports provide specific details about which information in the report is incomplete. The preview of final reports offers printable collections of six types of district-level information and two collections of district-wide information inputted by the user up to that point. The final page, entitled “submit final report,” gives the user a statement of assurances that, after being signed, can be returned to MDE by mail, fax or email.

## **Training and Assistance**

Training on use of the electronic reporting format was an integral part of ongoing statewide staff development training conducted by staff members from the School Improvement Division for districts and schools. School improvement staff members also provided follow-up assistance by phone and email for district and school personnel responsible for meeting their program's reporting requirements.

To make sessions available throughout the state, trainings were held in-person in computer labs and also at ITV sites. Between October 24 and November 3, 14 trainings were held at MDE, Technology Plus in Mankato, Lakes Country Service Cooperative in Fergus Falls and Minneapolis Public Schools. The ITV sessions were accessed by participants in numerous other sites across the state. Throughout the entire time, one-on-one customer service was available.

## **Reporting Timeline**

Feedback from the inaugural year of the online staff development reporting system is being used to improve the system, which will be opened in spring 2007 for authorized school personnel to begin recording 2006-2007 staff development information. School and district personnel responsible for oversight of staff development planning, implementation and reporting will continue to have the opportunity to edit and review for accuracy up to the final submission deadline each year. Data from the reports will be aggregated and analyzed for annual reports to the Minnesota Legislature and the U.S. Department of Education.

## **2005-2006 Data Analysis**

Analysis of 2005-2006 online reporting components is guided by the order in which each component is identified on the electronic system (see Appendix B).

## **Report Sampling**

The analysis of 2005-2006 staff development reports was conducted by using all district data received by January 31, 2007. Based on the number of K-12 enrollments, comparison charts of four groups of populations are provided. And one comparison chart for the seven-county metro area was created.

The grouping variables for comparison are as follows:

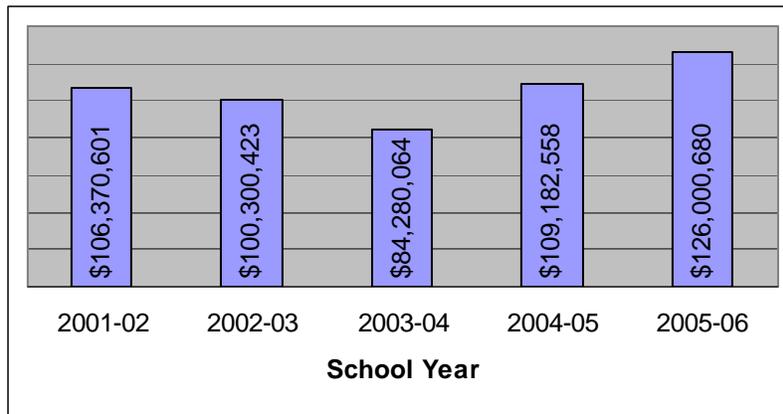
- 46 of the 47 districts, including Minneapolis and St. Paul, in the seven-county metro area
- 44 districts with enrollment of 2000 or more
- 72 districts with enrollment of 1000-1999
- 88 districts with enrollment of 500-999
- 99 districts with enrollment of less than 500

Percentages, charts and graphs presented in this report are based on the data derived from all district data that were reported by January 31, 2007. All district reports are on file with the Minnesota Department of Education and are available for review.

## Basic Revenue

The FY 2006 staff development expenditures were \$126,000,680. The total amount of funds devoted to staff development shows sizable and consistent annual growth from expenditures in 2003-2004 to 2004-2005 to 2005-2006 (Figure 1). From a longitudinal perspective, staff development funding was relatively low in 2003-2004. This reduction resulted from the action by the Minnesota Legislature in 2003 to release districts from the 2% set-aside mandate. (A district may annually waive the requirement to reserve their basic revenue if a voting majority of the licensed teachers in the district and a voting majority of the school board agree to a resolution waiving the requirement.)

**Figure 1. Total statewide staff development expenditures over time**



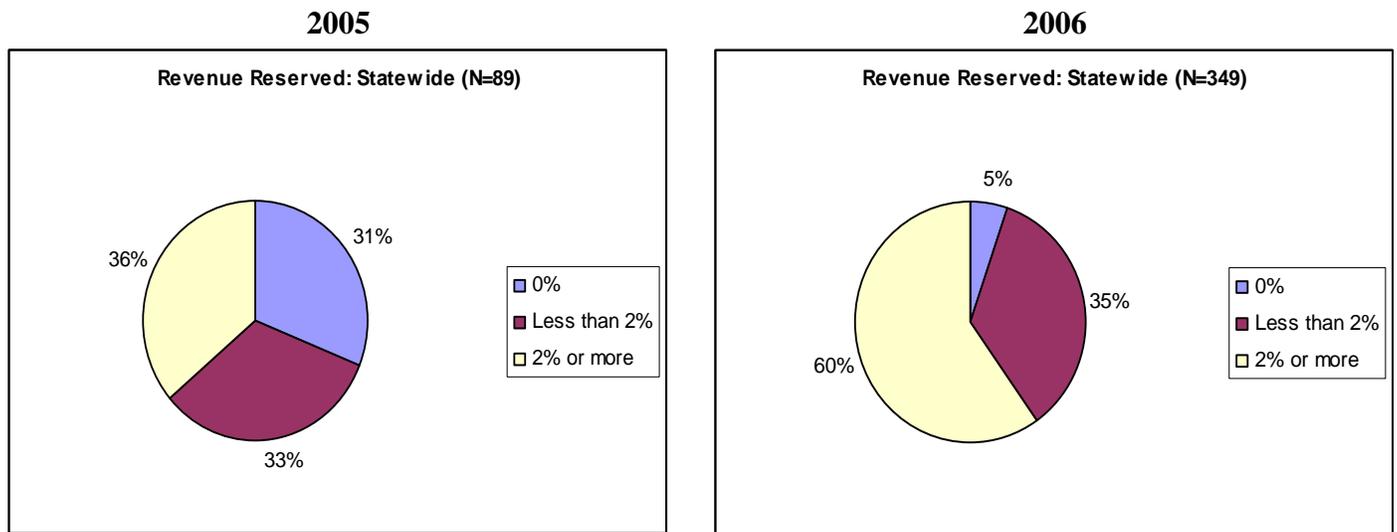
## Comparison Charts

The following charts compare FY 2006 and FY 2005 data in relation to percent of basic revenue reserved statewide and in districts, sorted by student population. The charts were prepared with 2006 data of all districts' reserves and expenditures and corresponding data provided in the 2005 Staff Development Report to the legislature, even though the analysis of the 2005 staff development data was conducted with a stratified sampling method.

A review of FY 2006 data in comparison with 2005 data evidences the following (Figure 2):

- Statewide data for FY 2006 identified a total of 60% of districts expending 2% or more of their basic revenue on staff development. This was a 24% increase compared to 2005. There was a total of 5% of districts utilizing the 0% option. This was 26% fewer districts compared to 2005, when 31% of all districts elected to spend nothing on staff development activities from general funding sources.

**Figure 2. Percent of basic revenue reserved statewide**



**NOTE: “N” stands for the number of districts**

### **Percent of basic revenue in relation to districts’ student population**

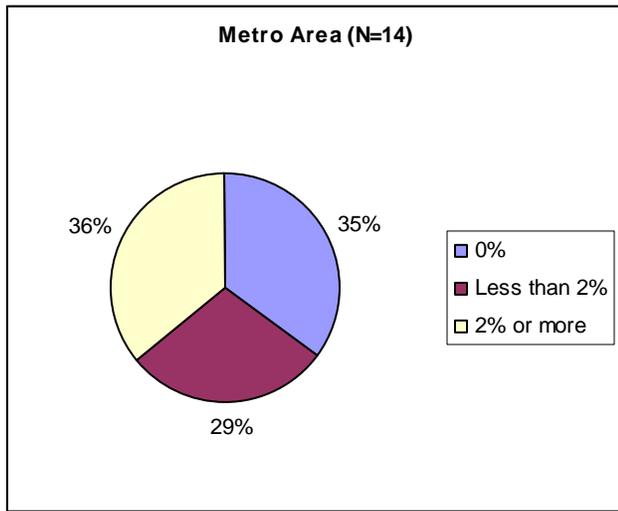
Overall, funding expended on staff development increased in 2005-2006. Given the clear research links between quality staff development and increased student achievement, this spending pattern is reassuring.

Population-based strata continue to demonstrate varied levels of basic revenue reserved for staff development. However, all of the following disaggregated groups show consistent trends of increased percentages of districts funding staff development at 2% or more, and consistent decreased percentages of districts spending 0% (Figure 3).

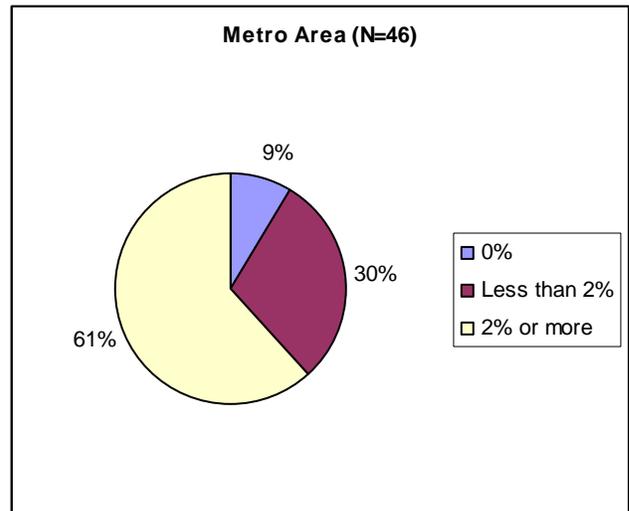
- Metro: In 2006, 61% of districts funded staff development at 2% or more. It was a significant shift from 36% of district funded staff development in 2005. Also dramatic was the decrease from 35% to 9% of districts electing to spend 0%.
- 2000 plus enrollment: Significant changes in funding are evident as those electing to spend more than 2% increased from 27% to 52%, and those electing to spend 0% decreased from 37% to zero.
- 1000-1999 enrollment: Significant changes in funding are evident as those electing to spend more than 2% increased from 32% to 58%, and those electing to spend 0% decreased from 26% to 4%.
- 500-999 enrollment: Significant changes in funding are evident as those electing to spend more than 2% increased from 35% to 54%, and those electing to spend 0% decreased 22% to 7%.
- 500 or less enrollment: Significant changes in funding are evident as those electing to spend more than 2% increased from 45% to 68%. And, the most dramatic change shows as those electing to spend 0% decreased 41% to 6%.

**Figure 3. Percent of basic revenue reserved in relation to districts' student population**

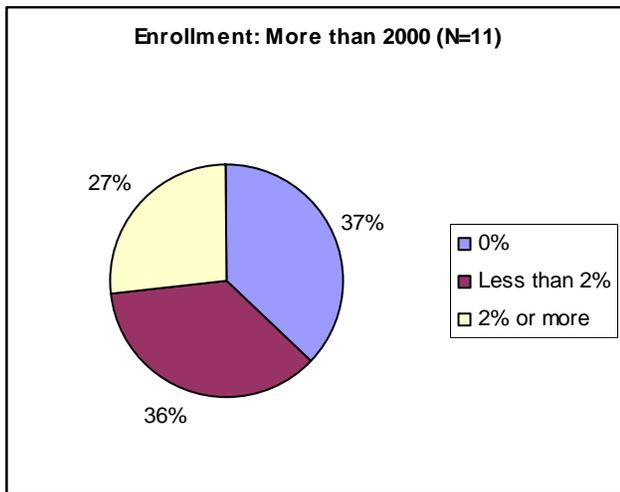
**2005**



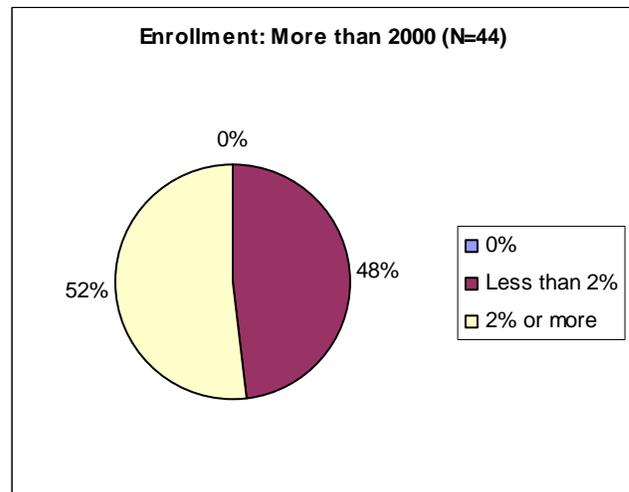
**2006**



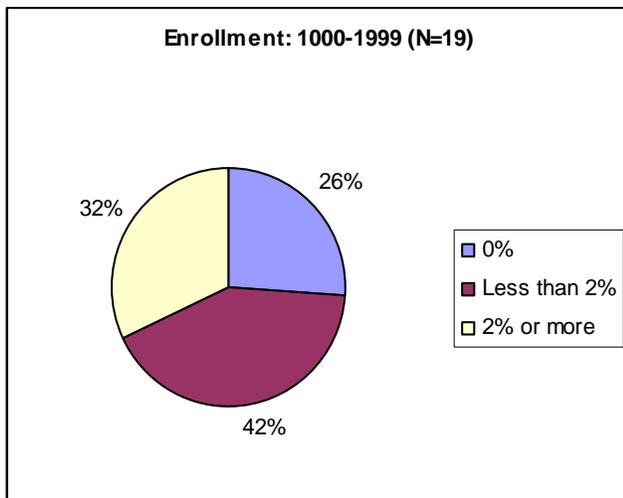
**Enrollment: More than 2000 (N=11)**



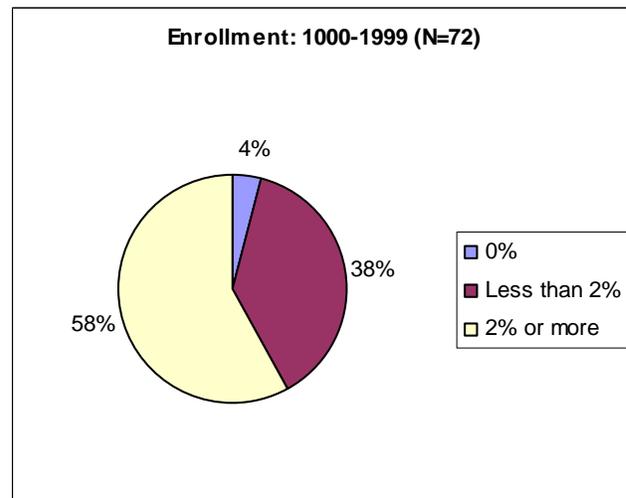
**Enrollment: More than 2000 (N=44)**

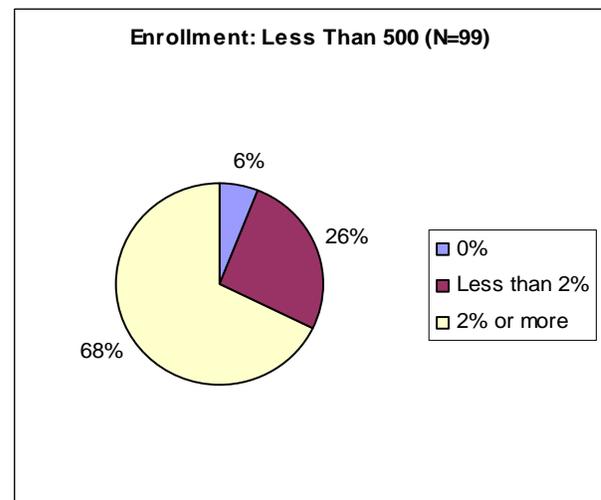
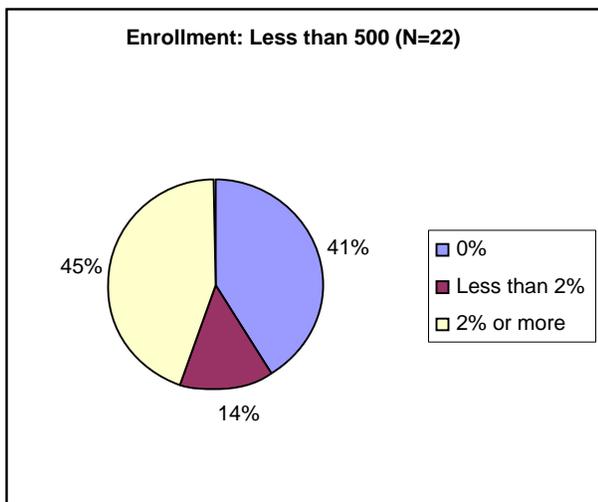
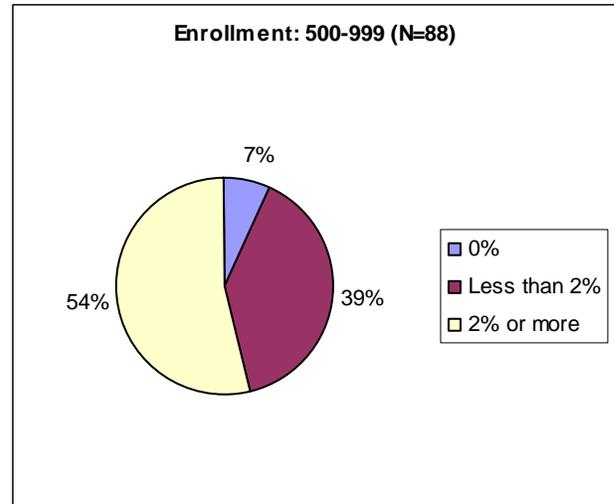
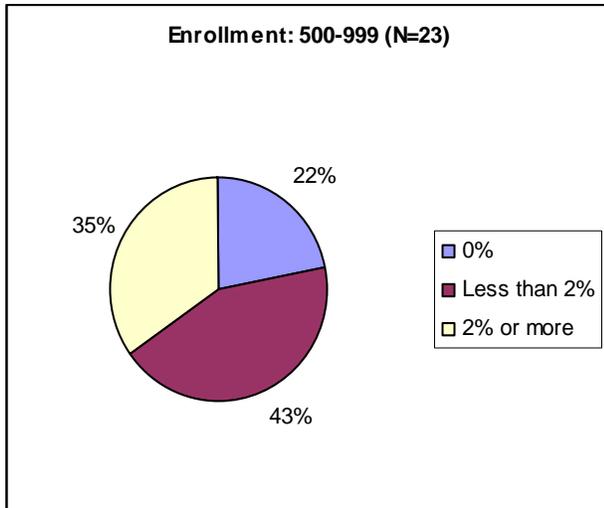


**Enrollment: 1000-1999 (N=19)**



**Enrollment: 1000-1999 (N=72)**



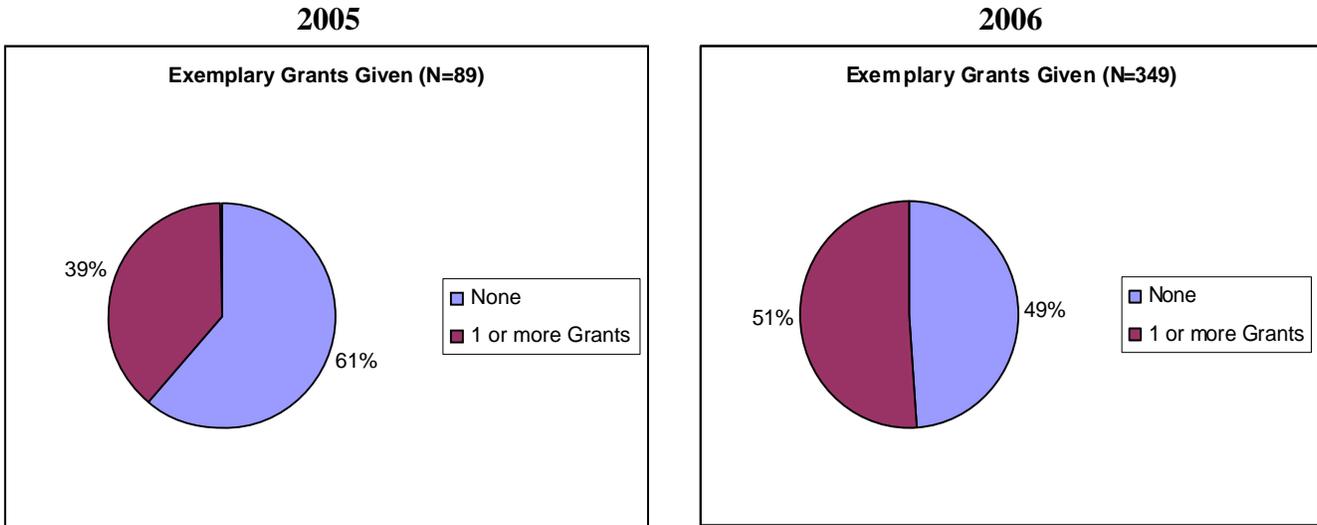


**NOTE: “N” stands for the number of districts**

### Exemplary Grants

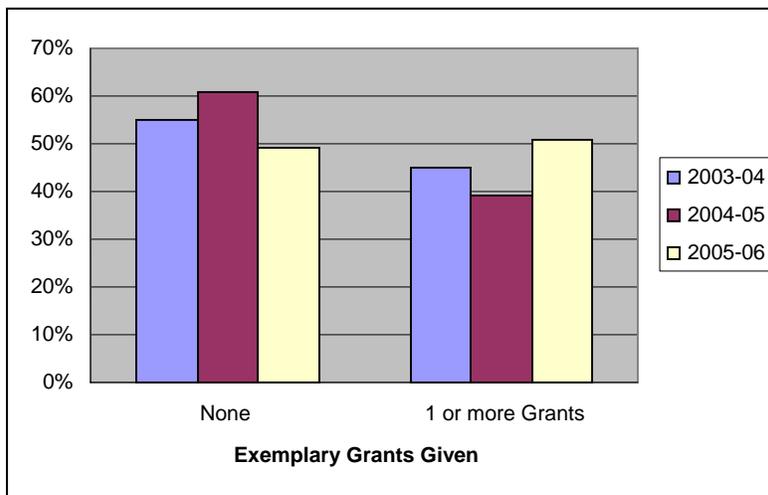
Districts that reserved funds may distribute up to 25% of staff development reserve funds in the form of exemplary grants to sites. For FY 2006, the percent of surveyed districts giving one or more exemplary grant(s) increased substantially with 51% awarding site-level exemplary grants, compared to 39% the previous year (Figure 4). For details on individual expenditures for exemplary grants, see Appendix A under Finance Code 307. Finance Code 307 for FY 2006 stands at 8.14% of the \$126,000,680 awarded as exemplary grants. Compared to the \$6,673,191 awarded as exemplary grants for FY 2005, this is a dramatic increase to \$10,254,899 for FY 2006 (see also Figure 5).

**Figure 4. Percent of exemplary grants**



NOTE: “N” stands for the number of districts

**Figure 5. Changes in exemplary grants given**



### Teacher Induction

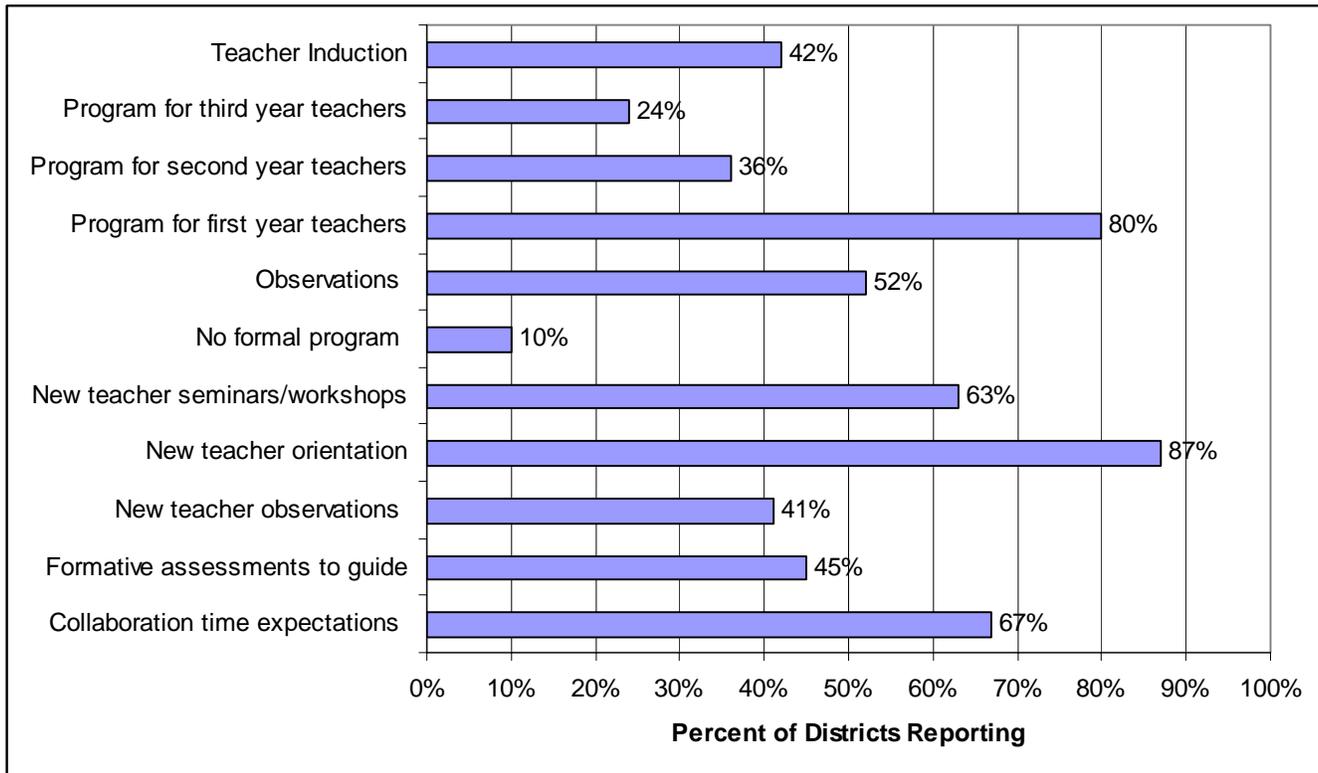
Teacher induction or mentoring programs are often used to provide a formal support structure for teachers during their first years of teaching. Among the many activities that can be encompassed by a comprehensive induction program are an orientation to the school setting, professional development, teacher induction support, observation and feedback, professional development plans and formative assessments. Table 1 (see next page) shows a range of teacher induction activities, seminars/workshops, formative assessments, mentor training activities and evaluation measures provided for new teachers across the districts. In FY 2006, districts self-reported for the first time on teacher induction activities.

Figures below show information about statewide staff development teacher induction; it is detailed for each of the five categories (A-E in Table 1).

**Table 1**  
**2006 Statewide Staff Development Teacher Induction**

	Statewide Count	% of Districts Reporting
<b>A. Induction Activities for New Teachers</b>		
Collaboration time expectations for new teacher and mentor	166	67%
Formative assessments to guide their professional growth	111	45%
New teacher observations of master teachers	102	41%
New teacher orientation	215	87%
New teacher seminars/workshops	157	63%
No formal program was provided to new teachers in their first three years of teaching	24	10%
Observations conducted by a mentor	129	52%
Program for first-year teachers	198	80%
Program for second-year teachers	89	36%
Program for third-year teachers	60	24%
Teacher induction	104	42%
<b>B. New Teacher Seminars or Workshops</b>		
Classroom management	166	67%
Content or program knowledge	103	42%
Curriculum and assessments	139	56%
Differentiated instruction	90	36%
Instructional strategies	147	59%
Lesson planning	105	42%
Orientation to district and school	234	94%
Using data to improve instruction	121	49%
<b>C. Formative Assessments used with New Teachers</b>		
Examining student work or student data	89	36%
Mentor logs focused on issues and results	87	35%
Mentor observations and feedback	163	66%
Needs assessments	99	40%
Self-assessments using professional teaching standards	127	51%
<b>D. Mentor Training Activities</b>		
Coaching skills	109	44%
Foundations (basic skills and knowledge to teacher induction)	172	69%
Observation strategies	129	52%
Professional teaching standards	107	43%
Using formative assessments	66	27%
<b>E. Evaluation Measures</b>		
Impact on student achievement	70	28%
Impact on teacher effectiveness (professional growth)	143	58%
Impact on teacher retention	82	33%
New teacher's job satisfaction	178	72%
Program model effectiveness	109	44%
Teacher induction relationship	90	36%

**Figure 6. Percentage distribution of the frequency of districts providing various induction activities for new teachers**



In Figure 6, most respondents (87%) reported that they provided new teacher orientation to their respective districts and schools as **induction activities for new teachers**. Eighty percent of them provided programs for first-year teachers, as well. Although a large percentage of districts reported providing orientations for new teachers, only 41% of respondents provided new teacher observations of master teachers and 45% provided formative assessments to guide professional growth.

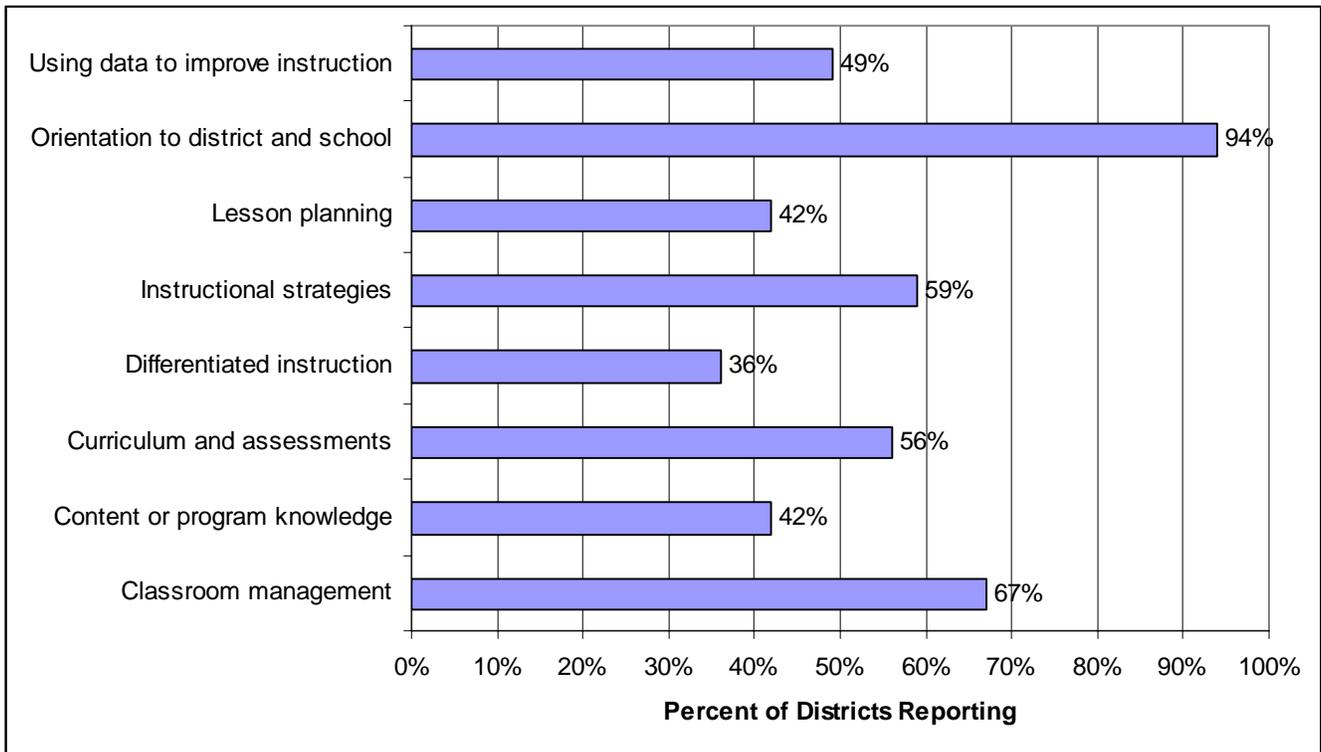
Eighty percent of the respondents reported they provided the teacher induction activities for first-year teachers, while only 24% of the respondents reported that they provided programs for third-year teachers.

Almost two-thirds (63%) of the respondents provided seminars/workshops for new teachers.

Detailed information reported on seminars/workshops is in Figure 7.

**Figure 7. Percentage distribution of the frequency of districts**

### providing new teacher seminars or workshops

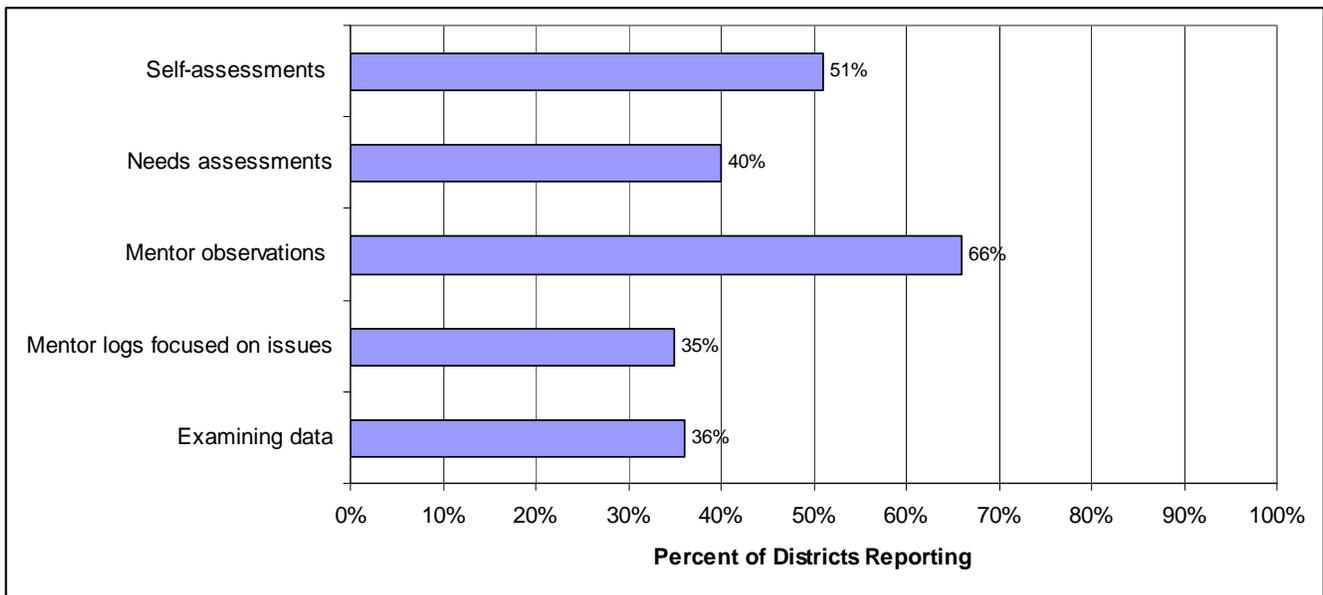


In Figure 7, a large percentage of the respondents reported that their **new teacher seminars or workshops** included orientations to districts and schools (94%), classroom management (67%), instructional strategies (59%) and curriculum and assessments (56%). Percentages of the respondents indicating lesson planning (42%), content or program knowledge (42%), and differentiated instruction (36%) were relatively small.

Percentages of the frequency of districts using formative assessments with new teachers are indicated in Figure 8.

*Figure 8. Percentage distribution of the frequency of districts*

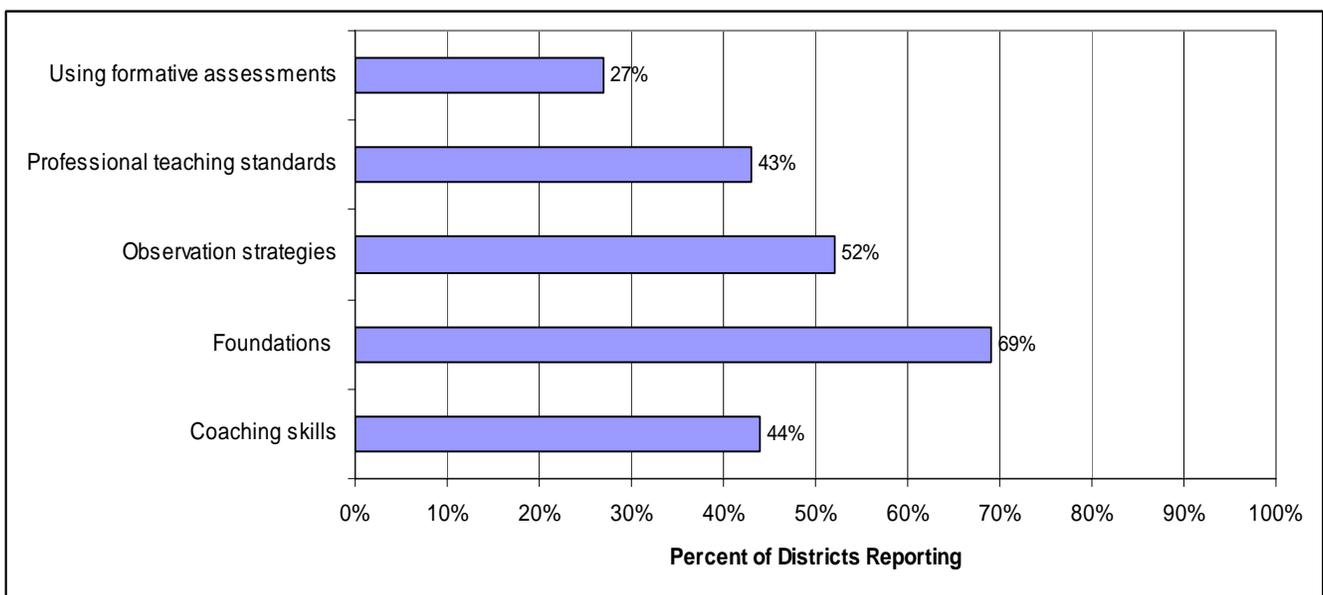
### using formative assessments with new teachers



As indicated in Figure 8, **formative assessment programs** most frequently focused on mentor observations and feedback (66%) and self-assessments (51%). Percentages of programs using mentor logs focused on issues (35%), examining student work or student data (36%) and needs assessments (40%) were relatively small.

Since building mentorship for the new teacher is a beacon for the success of the teacher induction program, the characteristics of mentor training activities are shown in Figure 9.

**Figure 9. Percentage distribution of the frequency of districts providing various mentor training activities**



In Figure 9, half of the respondents reported that, for **mentor training activities**, they provided foundations (69%), observation strategies (52%), coaching skills (44%) and professional teaching standards (43%). However, only 27% of the respondents reported that they provided activities using formative assessments.

**Figure 10. Percentage distribution of the frequency of districts providing various evaluation measures**

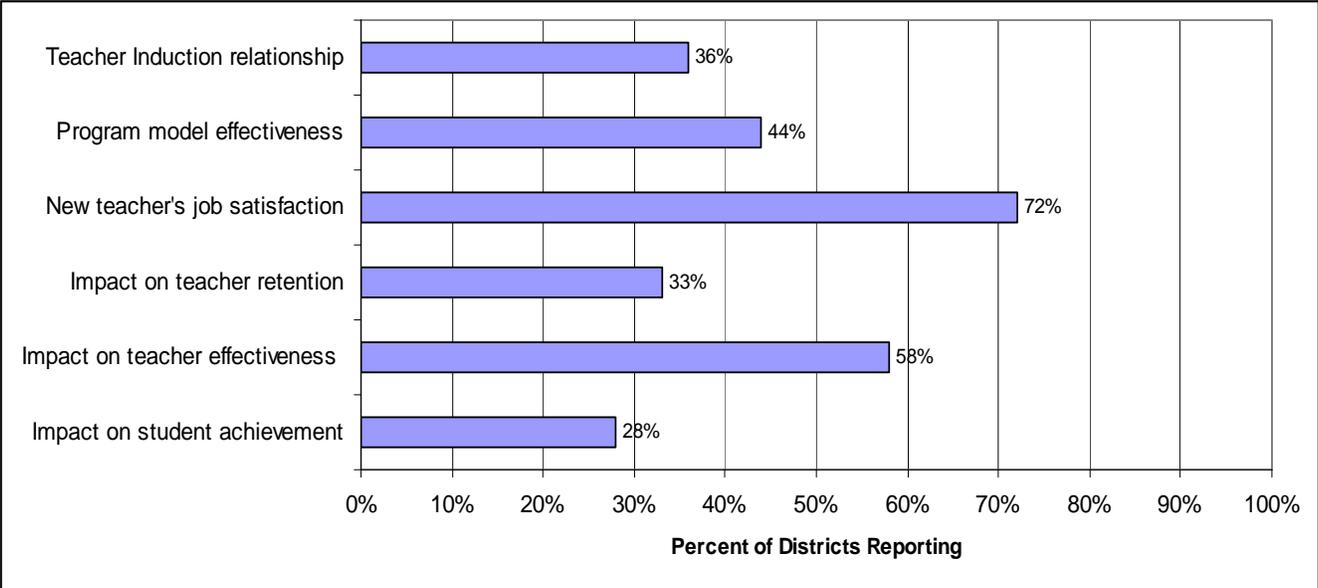


Figure 10 indicates the percentage of districts providing various **evaluation measures**. A large percentage of the respondents reported that they used new teacher’s job satisfaction (72%) and impact on teacher effectiveness (58%) as evaluation measures, while a small percentage of respondents indicated that they provided programs such as program model effectiveness (44%), teacher induction relationship (36%), impact on teacher retention (33%) and impact on student achievement (28%).

**District and Site Staff Development Activities**

Minnesota has a history of encouraging high-quality staff development at both the district and site levels. The 2005-2006 online reporting system 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. Personnel in MDE’s School Improvement Division assist districts in defining and designing high-quality staff development.

On the online reporting system, each district was asked to record, next to the pre-populated number of staff in their district, the number receiving high-quality staff development. A convenient link took respondents to the U.S. Department of Education List of High Quality Staff Development Characteristics.

**Table 2**  
***The Number of Each Professional Group across the State and Those that Have Received High-Quality Staff Development (HQSD) across the State, as Reported by Sites***

	Teachers	Paraprofessionals	Licensed Non-Instructional Staff	District Administrators Working on Site
Total number of staff members	49249 (88%)	16222 (77%)	7915 (79%)	2441 (87%)

Table 2 indicates the number of teachers, paraprofessionals, licensed non-instructional staff and district administrators across the district and the number in each category who have received high-quality staff development. Among them, the majority of the teacher (88%) and district administrator (87%) groups received high-quality staff development. More than three-quarters of the paraprofessional (77%) and licensed non-instructional staff (79%) groups also received high-quality staff development.

**Table 3**  
***Total Number of District Student Achievement Goals that Are Related to Subject Areas***

Related Subject Areas	Number	Percent of Total Goals
Reading	92.00	8.23%
Math	70.00	6.26%
Writing	27.00	2.42%
Science	17.00	1.52%
Language	14.00	1.25%
Health/phy ed	8.00	0.72%
Art/music	1.00	0.09%
Other	1,118	100.00%
Total number of district staff development goals:	1,118	
District staff development goals that were related to school site student achievement goals:	793 (71%)	

The respondents indicated a student achievement goal if it was content specific. Table 3 shows the number of district staff development goals that were related to subject areas. Only a small percentage of the districts reported that their district student achievement goals were related to academic subject areas such as reading (8.23%), math (6.26%), writing (2.42%), science (1.52%), language (1.25%), health/phy ed (0.72%) and art/music (0.09%). Instead of relating to specific subject areas, goals were often written in broader terms, such as overall improvement. Note that 71% of the district staff development goals were related to school-site student achievement goals.

**Table 4**  
***Total Number of Each Identified Design or Structure***

Each Identified Design or Structure	% of Total Goals (N=1118)	% of Total Activities (N=1969)
Participate in ongoing training	67.80%	57.08%
Attend workshop/conference	59.93%	50.48%
Examine data - student and staff	55.46%	41.85%
Develop curriculum	47.32%	34.79%
Work in study groups	46.33%	35.04%
Team meetings with instructional focus	43.83%	32.10%
Professional learning communities	40.25%	31.49%
Practice with reflection	32.29%	25.09%
Examine/analyze student work	31.66%	23.31%
Instructional strategy modeling	26.83%	21.99%
Demonstration teaching	22.45%	16.56%
Engage in individual guided practice	21.47%	15.54%
Peer or cognitive coaching	16.91%	11.88%
Design and evaluate assessment	16.64%	12.19%
Coach/mentor/induction program	16.55%	11.63%
Content coaching/instructional coaching	15.21%	11.07%
Train the trainer	15.12%	10.41%
Conduct action research	13.06%	8.23%
Lesson study	11.36%	7.36%
Team teaching	10.20%	6.70%
Other	9.93%	7.62%
Case studies	7.25%	4.82%

Table 4 shows the designs or structures used to implement the goals and activities during the school year for the teacher induction programs. For the district staff development goals, more than half of the goals were linked to these designs or structures: participate in ongoing training (67.80%), attend workshop/conference (59.93%) and examine data (55.46%). For the district staff development activities, more than half of the activities were shown in these items: participate in ongoing training (57.08%) and attend workshop/conference (50.48%).

The respondents were asked to indicate each high-quality staff development component in their teacher induction programs (Table 5). For the district staff development goals, more than half of the goals were indicated in improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (66.82%), included the use of data and assessments to inform classroom practice (53.49%), advanced teacher understanding of effective instruction strategies using scientifically based research (53.31%) and improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified (50.27%).

**Table 5**  
***Total Number of Each High-Quality Staff Development Component***

Each High-Quality Staff Development Component	% of Total Goals (N=1118)	% of Total Activities (N=1969)
Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards	66.82%	61.91%
Included the use of data and assessments to inform classroom practice	53.49%	44.44%
Advanced teacher understanding of effective instruction strategies using scientifically based research	53.31%	50.84%
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified	50.27%	44.18%
Provide instruction in methods of teaching children with special needs	41.41%	34.38%
Improved teachers' classroom-management skills	39.62%	32.61%
Provide technology training to improve teaching and learning	34.53%	26.87%
Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children	29.70%	25.80%
Helped all school personnel work effectively with parents	27.01%	20.31%
Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade	13.77%	9.24%

For the district staff development activities, more than half of the activities were shown in: improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (61.91%) and advanced teacher understanding of effective instruction strategies using scientifically based research (50.84%).

**Table 6**  
***Total Number of Each High-Quality Activity***

Total for each High-Quality Activity	% of Total Goals (N=1118)	% of Total Activities (N=1969)
An integral part of school board, district-wide and school-wide educational improvement plans	87.48%	87.61%
Sustained, intensive, and classroom focused; they were not one-day or short-term workshops	64.40%	58.00%
Developed with extensive participation of teachers, principals, parents, and administrators	60.82%	52.82%
Evaluated regularly to improve the quality of future professional development	57.78%	53.48%

The respondents indicated each high-quality staff development activity used in their teacher induction programs (Table 6). For the district staff development activities, the majority of the goals are: an integral part of school board, district-wide and school-wide educational improvement plans (87.48%) and sustained, intensive, and classroom focused; they were not one-day or short-term workshops (64.40%).

For the district staff development activities, the most frequent activity is: an integral part of school board, district-wide and school-wide educational improvement plans (87.61%). Relatively small percentages are shown in: developed with extensive participation of teachers, principals, parents and

administrators (52.82%) and evaluated regularly to improve the quality of future professional development (53.48%).

**Table 7**  
***NCLB Funds Reserved for Professional Development (PD)***

	N	Total	Mean
Title I Part A for PD	205	\$7,139,190.00	\$20,456.13
Title I Part A for AYP	32	\$1,296,755.00	\$3,715.63
Title II Part A for PD	166	\$15,891,786.00	\$45,535.20
Title II Part D for PD	116	\$921,455.00	\$2,640.27
Title III ELL for PD	51	\$720,111.00	\$2,063.36
Title V for PD	58	\$903,106.00	\$2,587.70

Table 7 indicates the amounts of NCLB funds reserved for professional development. Two hundred and five districts reported that they set aside Title 1 Part A funds for professional development. One hundred sixty-six districts indicated use of Title II Part A funds for professional development. The smallest NCLB fund reserved for professional development is Title I Part A for AYP funds. Only 32 districts indicated that they set aside the Title I Part A for AYP funds for professional development. The total amount of NCLB funds is \$26,872,403.00, 21.33% of the \$126,000,680 devoted to staff development. Note that this is the self-reported data submitted by districts for the first time as part of staff development reports and the data shown here is not that of the Uniform Financial Accounting and Reporting Standards (UFARS) system (UFARS data is included in Part II of this report).

### **Statewide Efforts that Support Staff Development**

At the beginning of school year 2005-2006, MDE’s Division of Academic Standards and Professional Development had responsibility for providing statewide support in staff development. Through agency reorganization in January 2006, the School Improvement Division was formed and the Academic Standards and Professional Development Division became the Academic Standards and High School Improvement Division. The School Improvement Division became responsible for assisting schools, districts and charter schools with continuous improvement through staff development, teacher induction, Q Comp, education technology and technical assistance programs. Additionally, the division assists schools identified as not meeting Adequately Yearly Progress (AYP) in developing strategies to achieve student success. During this transition period, statewide staff development activities were conducted by both divisions.

The School Improvement staff developed and delivered professional development trainings across the state pertaining to state and local school improvement initiatives. Regional trainings were provided in *Professional Development* (aligning student centered goals with appropriate professional development), *Teacher Evaluations* (use of professional teaching standards and data driven observations), *Growth Measures* (using data to drive instruction and professional development), and *Leadership* (effective implementation of distributive leadership). Regional trainings were provided to districts and schools considering participation in Minnesota’s Q Comp program with follow-up support provided at the district or school level.

The Network for Student Success (NSS) meetings were conducted by professional development specialists four times during the year in 15 locations across the state. The NSS meetings included presentations/updates by MDE’s Assessment Division personnel and Academic Standards and High

School Improvement Division content specialists who work with arts, career and technical education, health and 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 2005-2006, there were 152 new teachers and 171 mentors from 67 schools in 33 participating districts. During its second year, the First Five program supported two cohort groups: a new first-year group and a continuing second-year group. The focus of the mentorship program is to build capacity of new teachers around content area knowledge, instructional practices and pedagogy. The new teachers were 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 move each year along the AYP progression 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. 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 unifying the assistance it offers on articulation and delivery of high-quality professional development, per state and federal initiatives.

## PART II

### STAFF DEVELOPMENT EXPENDITURE REPORT – FY 2006

#### 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 document 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 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 some of the finance dimension codes used in this report.

*Figure 1. Selected UFARS finance dimension codes*

Finance Code Number	Finance Code Name and Definition
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

The 2003 legislative session released units from the 2% set-aside mandate for FY 2004 and FY 2005. However, 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 could be used with program codes 640 or 610, instead of the finance codes 306, 307 and 308. Districts could also use a finance code of 451 as in the case of federal charter development grant funds

or a host of other finance codes. See **Figure 2** for a brief description of the program dimension codes used in this report.

**Figure 2. Selected UFARS program dimension codes**

<b>Program Code Number</b>	<b>Program Code Name 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.

Again, the program code of 640 can be used with one of the set-aside finance codes, a federal charter code, a 000 code or a host of other codes. In this report, program code 640 captures all expenditures for staff development that did not get funded with set-aside revenue.

**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.

**Figure 3. Selected UFARS object dimension codes**

<b>Object Code Number</b>	<b>Object Code Name 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

The data contained on the next pages are taken from all data submitted to MDE by January 5, 2007. The statutory deadline for reporting final UFARS data was November 30, 2006. 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, 139 charter schools and 67 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 FY 2005 to FY 2006.

### 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), whether the finance dimension code was 000, 451 or a host of other numbers.

**Table 1**  
*Summary Data of Staff Development Expenditures by Finance Dimension and Program Dimension for FY 2006*

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	\$37,611,945	29.85%
Finance 307 (25% grant)	\$10,254,898	8.14%
Finance 308 (25% district)	\$20,068,663	15.93%
Program 610 (curriculum)	\$41,540,549	32.97%
Program 640 (staff development)	\$16,524,625	13.11%
<b>TOTAL</b>	<b>\$126,000,680</b>	<b>100.00%</b>

Overall, reporting units spent almost the same amount of money as the previous year on staff development. Total funds spent increased by almost 17 million dollars due to the more complete reporting of staff development expenditures in all other finance codes. Spending patterns were consistent for the past several years in terms of percentages by category, with the largest amount reported in the curriculum account (PRO 610).

Conclusions from **Table 1** include:

1. Finance code 306-site recorded the largest percentage of expenditures of the three finance codes. This has been a consistent finding.
2. Reporting units spent 58 million dollars outside the parameters of the 2% set aside funds or reserved funds, down slightly from the previous year total of 59.2 million dollars.

### 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 2**  
*Summary Data of Staff Development Expenditures by Object Dimension for FY 2006*

Object Codes	Total Funds Spent	Percent of Total Spent
100-200 Salaries/benefits	\$87,657,711	69.57%
300 Purchased services	\$24,393,550	19.36%
400-500 Materials/equipment	\$12,829,398	10.18%
600-899 All other	\$ 1,120,021	0.89%
<b>TOTAL</b>	<b>\$126,000,680</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 as it has been for years.
2. There were additional personnel dollars spent through the 300 code-purchased services that included consultant fees.

**Balance Sheet Accounts**

Legislation required that some expenditures funded by specific revenues be used for only specific purposes. Those revenues were restricted or reserved. Any remaining revenue at the end of a fiscal year would be recorded in a reserve account. All set-aside staff development revenue balances went to the balance sheet code 403. There were other reserve staff development accounts that were no longer funded and were being phased out. Those balances were reported as an encouragement to units to expend the funds for staff development generally.

Initially, there were pages of district names that had positive balances in the phased-out staff development reserve accounts. Each year the number of districts was reduced until only one name remained with a positive balance in a discontinued account:

<u>Unit Name</u>	<u>Account Name</u>	<u>Balance</u>
Pipestone-Jasper School District	Account 439 Graduation Standards	\$13,132

**Table 3**  
*Summary Data of Staff Development Balances by Balance Sheet Codes for FY 2005 and FY 2006*

Balance Sheet Name	Balances FY 2005	Balances FY 2006
403 Regular-staff development	\$7,075,784	\$14,733,510
437 Phase out-staff development	\$ 8,711	\$ 00
438 Phase out-gifted/talented	\$ 12,253	New function
439 Phase out-standards	\$ 708,795	\$ 13,132
<b>TOTAL</b>	\$7,805,543	\$14,746,642

Conclusions or comments directed to **Table 3** include:

1. Regular staff development reserves more than doubled from the prior year.
2. The 437 account is completely depleted and balance sheet code 439 is almost gone.
3. The 438 account was reinstated as a general gifted reserve account and the designation to graduation standards was dropped from the UFARS manual.

### **Appendix A: Unit-by-Unit Data**

The information contained in **Appendix A** is displayed unit by unit. It is the same UFARS information that was aggregated to create **Table 1**. Minor differences may occur when comparing data from **Appendix A** and the table due to rounding of numbers.

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

Charles A. Speiker  
 Financial Management Section  
 Program Finance Division  
 (651) 582-8737 or at [charles.speiker@state.mn.us](mailto:charles.speiker@state.mn.us)

## **APPENDIX A**

**Unit-by-Unit Staff Development Account Chart – FY 2006**

<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0001-01	AITKIN PUBLIC SC	19,937.54	11,278.04	11,272.58	53,448.62	33,792.20
0001-03	MINNEAPOLIS PUBL	2,690,834.48	62,919.03	1,289,019.99	0.00	3,042,936.98
0002-01	HILL CITY PUBLIC	0.00	0.00	0.00	186.83	0.00
0004-01	MCGREGOR PUBLIC	27,882.56	12,604.22	12,000.48	408.44	0.00
0006-03	SOUTH ST. PAUL P	17,591.21	4,279.70	14,845.46	658,821.93	0.00
0011-01	ANOKA-HENNEPIN P	1,476,074.38	235,015.97	862,259.52	4,638,432.98	1,518,714.82
0012-01	CENTENNIAL PUBL	501,291.14	30,231.07	173,338.35	220,575.04	0.00
0013-01	COLUMBIA HEIGHTS	29,962.99	1,011.42	25,446.65	175,248.40	0.00
0014-01	FRIDLEY PUBLIC S	185,142.44	87,447.78	4,468.61	231,284.25	58,659.29
0015-01	ST. FRANCIS PUBL	319,554.82	173,504.77	160,701.90	191,176.14	259,691.68
0016-01	SPRING LAKE PARK	396,435.87	94,442.38	73,661.49	606,783.61	2,290.30
0022-01	DETROIT LAKES PU	40,736.64	0.00	113,744.31	0.00	0.00
0023-01	FRAZEE-VERGAS PU	21,157.35	18,594.40	72,637.64	0.00	0.00
0025-01	PINE POINT PUBLI	2,999.85	1,250.00	2,280.05	0.00	324.50
0031-01	BEMIDJI PUBLIC S	85,413.60	32,493.84	63,089.71	79,435.48	0.00
0032-01	BLACKDUCK PUBLIC	31,076.37	232.70	1,797.35	0.00	0.00
0036-01	KELLIHER PUBLIC	10,005.30	703.08	4,595.61	0.00	897.99
0038-01	RED LAKE PUBLIC	65,391.91	39,823.74	39,823.74	0.00	133,511.05
0047-01	SAUK RAPIDS PUBL	393,701.90	0.00	17,276.27	181,891.01	80,896.00
0051-01	FOLEY PUBLIC SCH	78,956.70	0.00	36,800.45	212,612.78	9,332.61
0062-01	ORTONVILLE PUBLI	6,854.53	6,583.83	5,441.01	358.34	0.00
0075-01	ST. CLAIR PUBLIC	35,946.99	18,119.13	18,542.66	2,465.65	2,130.62
0077-01	MANKATO PUBLIC S	200,192.80	6,073.57	130,955.91	472,593.10	40,055.40
0081-01	COMFREY PUBLIC S	6,934.02	2,051.18	5,929.40	0.00	4,497.90
0084-01	SLEEPY EYE PUBLI	35,352.59	17,676.29	17,676.29	0.00	0.00
0085-01	SPRINGFIELD PUBL	25,488.72	12,744.37	12,744.37	0.00	0.00
0088-01	NEW ULM PUBLIC S	48,620.38	24,442.19	24,667.75	127,454.95	5,810.71
0091-01	BARNUM PUBLIC SC	18,597.18	2,605.75	23,912.03	0.00	0.00
0093-01	CARLTON PUBLIC S	9,694.19	1,028.00	1,647.00	42,223.75	0.00
0094-01	CLOQUET PUBLIC S	109,277.63	341.60	55,570.87	64,906.54	0.00
0095-01	CROMWELL-WRIGHT	8,805.28	4,402.66	3,942.62	0.00	645.11
0097-01	MOOSE LAKE PUBLI	25,457.38	11,157.92	30,553.17	0.00	0.00
0099-01	ESKO PUBLIC SCHO	12,089.04	2,465.40	2,754.78	0.00	0.00
0100-01	WRENSHALL PUBLIC	27,673.11	5,874.17	4,836.58	0.00	0.00
0108-01	NORWOOD PUBLIC S	13,670.44	621.81	3,849.04	0.00	0.00
0110-01	WACONIA PUBLIC S	125,398.56	22,409.49	28,521.74	161,704.33	0.00
0111-01	WATERTOWN- MAYER	48,350.25	23,992.16	41,535.76	0.00	0.00
0112-01	CHASKA PUBLIC SC	529,383.26	264,665.00	264,831.75	554,463.06	0.00
0113-01	WALKER- HACKENSAC	48,682.97	30,150.40	28,882.62	0.00	4,034.89
0115-01	CASS LAKE-BENA P	66,581.79	6,070.55	29,339.00	0.00	0.00
0116-01	PILLAGER PUBLIC	41,394.00	20,697.00	20,697.00	0.00	0.00
0118-01	NORTHLAND COMMUN	7,480.12	285.17	1,166.47	35,323.07	219,381.24
0129-01	MONTEVIDEO PUBLI	46,473.86	18,500.00	16,592.16	95,339.93	0.00
0138-01	NORTH BRANCH PUB	52,773.11	169,248.16	77,629.61	248,873.43	4,510.81
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0139-01	RUSH CITY PUBLIC	56,595.09	25,996.67	23,505.40	0.00	0.00

0146-01	BARNESVILLE PUBL	14,419.37	3,970.49	10,649.28	0.00	0.00
0150-01	HAWLEY PUBLIC SC	35,139.58	2,132.01	8,991.89	0.00	0.00
0152-01	MOORHEAD PUBLIC	297,748.08	148,873.00	148,873.00	4,118.10	0.00
0162-01	BAGLEY PUBLIC SC	59,460.86	27,789.39	23,098.58	110,966.79	0.00
0166-01	COOK COUNTY PUBL	33,414.55	38,422.27	12,134.47	0.00	0.00
0173-01	MOUNTAIN LAKE PU	11,153.36	4,370.98	22,534.13	0.00	0.00
0177-01	WINDOM PUBLIC SC	17,669.45	6,533.14	51.14	12,652.67	0.00
0181-01	BRAINERD PUBLIC	426,794.86	141,144.15	213,510.78	0.00	25,420.55
0182-01	CROSBY-IRONTON P	35,008.10	59,734.76	17,837.82	0.00	0.00
0186-01	PEQUOT LAKES PUB	21,191.23	8,348.80	18,595.48	60,733.43	0.00
0191-01	BURNSVILLE PUBLI	0.00	15,589.75	246,423.71	107,470.58	69,665.59
0192-01	FARMINGTON PUBLI	185,943.46	140,431.00	192,009.66	674,101.65	112.65
0194-01	LAKEVILLE PUBLIC	209,892.38	343,818.36	225,437.93	146,399.49	0.00
0195-01	RANDOLPH PUBLIC	29,619.85	17,029.24	12,602.08	0.00	1,542.21
0196-01	ROSEMOUNT-APPLE	1,580,895.63	802,726.74	789,269.74	1,522,573.34	0.00
0197-01	WEST ST. PAUL-ME	249,185.90	81,021.13	132,189.00	1,269,875.34	9,036.86
0199-01	INVER GROVE HEIG	392,698.57	0.00	162,444.65	0.00	29,766.34
0200-01	HASTINGS PUBLIC	14,541.09	12,138.17	57,830.21	0.00	9,336.99
0203-01	HAYFIELD PUBLIC	17,213.77	0.00	1,663.42	0.00	0.00
0204-01	KASSON-MANTORVIL	35,866.84	14,586.14	79,594.64	34,725.46	196.39
0206-01	ALEXANDRIA PUBLI	122,423.73	57,189.54	37,837.54	421,449.76	0.00
0207-01	BRANDON PUBLIC S	114.00	914.14	54.00	14,615.74	0.00
0208-01	EVANSVILLE PUBLI	11,598.57	622.32	2,619.29	0.00	0.00
0213-01	OSAKIS PUBLIC SC	30,838.09	19,942.00	11,861.10	0.00	0.00
0227-01	CHATFIELD PUBLIC	25,003.72	12,314.96	12,490.13	0.00	0.00
0229-01	LANESBORO PUBLIC	18,254.95	10,650.46	10,144.50	0.00	0.00
0238-01	MABEL-CANTON PUB	599.66	75.00	1,224.20	0.00	0.00
0239-01	RUSHFORD- PETERSO	85,918.68	1,959.67	7,175.66	0.00	0.00
0241-01	ALBERT LEA PUBLI	155,791.13	23,870.55	39,336.08	178,649.68	0.00
0242-01	ALDEN-CONGER PUB	32,754.25	1,896.51	11,618.69	0.00	0.00
0252-01	CANNON FALLS PUB	76,224.81	38,112.41	38,112.42	0.00	2,931.47
0253-01	GOODHUE PUBLIC S	33,261.87	3,893.42	20,354.10	0.00	0.00
0255-01	PINE ISLAND PUBL	35,254.23	0.00	13,845.47	0.00	0.00
0256-01	RED WING PUBLIC	39,621.82	157.61	38,541.38	91,440.52	0.00
0261-01	ASHBY PUBLIC SCH	10,512.63	45,507.90	5,760.49	0.00	0.00
0264-01	HERMAN-NORCROSS	540.00	0.00	110.00	0.00	0.00
0270-01	HOPKINS PUBLIC S	83,543.80	0.00	47,067.41	1,270,902.88	27,882.68
0271-01	BLOOMINGTON PUBL	827,831.22	292,198.12	141,622.25	751,007.55	164,069.96
0272-01	EDEN PRAIRIE PUB	426,771.32	45,400.00	632,846.27	634,628.61	1,616.70
0273-01	EDINA PUBLIC SCH	425,463.30	221,074.87	211,995.75	712,850.40	59,902.50
0276-01	MINNETONKA PUBLI	177,778.36	87,457.00	212,117.25	416,880.23	0.00
0277-01	WESTONKA PUBLIC	17,257.89	39,641.04	8,236.57	173,244.25	26.12
0278-01	ORONO PUBLIC SCH	0.00	32,770.63	42,264.17	117,231.35	0.00
0279-01	OSSEO PUBLIC SCH	1,141,003.17	51,142.86	1,235,046.62	1,074,997.61	-1,018,173.73
0280-01	RICHFIELD PUBLIC	36,983.58	20,317.55	30,310.01	28,190.77	128,069.10
0281-01	ROBBINSDALE PUBL	1,303,545.25	125,330.00	85,011.62	815,991.39	8,467.28
0282-01	ST. ANTHONY-NEW	45,467.86	23,350.59	27,986.00	312,672.89	0.00
0283-01	ST. LOUIS PARK P	245,845.71	115,272.20	171,464.46	688,579.78	29,187.81
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0284-01	WAYZATA PUBLIC S	289,016.30	165,043.11	190,351.91	403,708.21	102,608.45

0286-01	BROOKLYN CENTER	31,471.61	13,042.11	22,431.29	46,529.28	0.00
0287-06	INTERMEDIATE SCH	0.00	0.00	0.00	229,006.69	262,439.02
0294-01	HOUSTON PUBLIC S	42,386.88	7,224.29	29,068.20	28,483.71	0.00
0297-01	SPRING GROVE SCH	9,316.90	5,096.89	4,666.83	8,982.83	0.00
0299-01	CALEDONIA PUBLIC	47,155.22	3,956.46	26,220.53	0.00	0.00
0300-01	LACRESCENT-HOKAH	23,746.60	3,092.68	30,242.28	29,953.71	0.00
0306-01	LAPORTE PUBLIC S	1,868.45	0.00	1,176.66	0.00	0.00
0308-01	NEVIS PUBLIC SCH	28,378.00	14,194.00	15,655.00	0.00	0.00
0309-01	PARK RAPIDS PUBL	29,451.00	535.00	10,000.00	125,852.08	0.00
0314-01	BRAHAM PUBLIC SC	51,512.81	26,000.00	26,338.86	0.00	910.07
0315-01	GREENWAY PUBLIC	0.00	0.00	1,888.18	0.00	0.00
0317-01	DEER RIVER PUBLI	31,578.86	18,422.09	3,771.14	0.00	0.00
0318-01	GRAND RAPIDS PUB	292,474.54	9,689.87	57,976.78	0.00	0.00
0319-01	NASHWAUK-KEEWATI	44,842.44	22,065.22	22,245.00	0.00	0.00
0330-01	HERON LAKE-OKABE	8,544.29	4,786.00	4,096.38	0.00	0.00
0332-01	MORA PUBLIC SCHO	49,373.47	11,834.37	9,553.58	16,839.41	5,627.06
0333-01	OGILVIE PUBLIC S	21,104.98	190.00	3,269.79	0.00	81.75
0345-01	NEW LONDON-SPICE	27,719.80	682.02	14,188.78	0.00	0.00
0347-01	WILLMAR PUBLIC S	67,692.29	92,477.31	42,811.20	24,450.88	0.00
0356-01	LANCASTER PUBLIC	10,958.97	6,000.00	6,000.00	0.00	0.00
0361-01	INTERNATIONAL FA	25,870.47	2,568.00	34,211.44	10,225.00	0.00
0362-01	LITTLEFORK-BIG F	34,063.51	0.00	7,025.61	0.00	0.00
0363-01	SOUTH KOOCHICHIN	22,507.99	16,973.18	3,760.78	0.00	0.00
0371-01	BELLINGHAM PUBLI	3,038.30	757.67	2,806.61	0.00	0.00
0378-01	DAWSON-BOYD PUBL	38,686.66	0.00	13,441.20	0.00	2,960.48
0381-01	LAKE SUPERIOR PU	15,628.17	2,193.61	4,025.72	1,006.67	0.00
0390-01	LAKE OF THE WOOD	29,368.69	13,058.73	0.00	0.00	0.00
0391-01	CLEVELAND PUBLIC	23,063.97	13,725.53	10,189.02	1,680.66	0.00
0392-01	LECENTER PUBLIC	31,853.72	9,851.18	20,343.10	0.00	0.00
0394-01	MONTGOMERY-LONSD	16,156.29	9,757.41	2,558.22	744.78	4,449.35
0402-01	HENDRICKS PUBLIC	8,314.50	4,157.25	4,157.25	0.00	9,823.24
0403-01	IVANHOE PUBLIC S	10,597.76	5,298.89	5,298.89	0.00	11,238.04
0404-01	LAKE BENTON PUBL	9,844.18	5,666.66	5,098.73	0.00	0.00
0409-01	TYLER PUBLIC SCH	6,443.51	0.00	0.00	0.00	0.00
0411-01	BALATON PUBLIC S	4,933.93	2,466.96	2,106.97	0.00	0.00
0413-01	MARSHALL PUBLIC	105,007.62	60,277.04	60,277.04	61,346.92	0.00
0414-01	MINNEOTA PUBLIC	51,432.26	0.00	0.00	0.00	0.00
0415-01	LYND PUBLIC SCHO	8,696.97	4,348.49	4,348.49	0.00	200.00
0417-01	TRACY PUBLIC SCH	88,166.48	15,334.55	12,177.44	0.00	49,351.32
0418-01	RUSSELL PUBLIC S	2,451.57	0.00	0.00	0.00	0.00
0423-01	HUTCHINSON PUBLI	228,249.81	38,512.79	56,616.67	192,082.10	6,523.80
0424-01	LESTER PRAIRIE P	1,472.00	3,722.96	10,157.79	3,241.76	0.00
0432-01	MAHNOMEN PUBLIC	21,236.45	0.00	19,212.24	0.00	0.00
0435-01	WAUBUN PUBLIC SC	30,965.33	17,435.15	13,277.09	0.00	298.00
0441-01	MARSHALL COUNTY	9,486.92	9,210.90	6,061.45	0.00	0.00
0447-01	GRYGLA PUBLIC SC	0.00	0.00	0.00	0.00	0.00
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0458-01	TRUMAN PUBLIC SC	7,662.08	0.00	1,420.50	0.00	0.00

0463-01	EDEN VALLEY-WATK	85,902.60	23,875.33	8,814.38	0.00	0.00
0465-01	LITCHFIELD PUBLI	115,794.05	19,263.00	41,863.68	0.00	325.50
0466-01	DASSEL-COKATO PU	47,549.19	40,022.56	17,774.11	192,666.61	12,398.08
0473-01	ISLE PUBLIC SCHO	49,555.51	0.00	17,888.97	0.00	0.00
0477-01	PRINCETON PUBLIC	105,513.60	0.00	19,249.67	17,873.39	0.00
0480-01	ONAMIA PUBLIC SC	11,282.42	0.00	9,028.05	0.00	0.00
0482-01	LITTLE FALLS PUB	135,774.11	65,468.53	42,850.45	48,129.29	0.00
0484-01	PIERZ PUBLIC SCH	58,703.94	29,393.48	29,447.95	15,853.67	0.00
0485-01	ROYALTON PUBLIC	17,183.21	1,592.38	3,153.04	0.00	0.00
0486-01	SWANVILLE PUBLIC	35,394.60	1,894.83	0.00	0.00	465.63
0487-01	UPSALA PUBLIC SC	32,730.59	0.00	11,942.00	0.00	0.00
0492-01	AUSTIN PUBLIC SC	217,418.78	116,597.83	116,560.79	0.00	96,464.26
0495-01	GRAND MEADOW PUB	19,656.22	9,828.11	9,828.10	0.00	1,479.28
0497-01	LYLE PUBLIC SCHO	12,847.60	6,423.80	6,424.03	0.00	1,227.54
0499-01	LEROY PUBLIC SCH	30,377.33	0.00	8,346.47	0.00	-17,919.05
0500-01	SOUTHLAND PUBLIC	20,185.55	0.00	28,136.66	0.00	0.00
0505-01	FULDA PUBLIC SCH	19,340.37	7,256.74	1,251.74	0.00	0.00
0507-01	NICOLLET PUBLIC	7,157.63	3,486.00	6,536.85	0.00	0.00
0508-01	ST. PETER PUBLIC	63,067.69	0.00	320.00	9,849.62	1,268.48
0511-01	ADRIAN PUBLIC SC	36,316.60	1,643.87	1,353.57	0.00	0.00
0513-01	BREWSTER PUBLIC	3,920.57	21.53	2,966.87	0.00	0.00
0514-01	ELLSWORTH PUBLIC	9,953.67	0.00	4,180.24	0.00	0.00
0516-01	ROUND LAKE PUBLI	2,426.79	38.36	2,972.37	0.00	0.00
0518-01	WORTHINGTON PUBL	66,439.73	21,049.95	91,471.01	0.00	15,375.00
0531-01	BYRON PUBLIC SCH	59,155.92	23,911.01	29,288.98	2,276.11	0.00
0533-01	DOVER-EYOTA PUBL	31,836.75	5,944.45	19,703.00	127,114.79	0.00
0534-01	STEWARTVILLE PUB	36,793.59	12,915.90	32,028.78	62,163.99	1,343.31
0535-01	ROCHESTER PUBLIC	686,043.72	369,890.24	324,147.29	922,902.70	1,142,385.37
0542-01	BATTLE LAKE PUBL	32,139.36	2,942.25	644.74	0.00	1,490.32
0544-01	FERGUS FALLS PUB	85,725.82	149,453.45	65,571.31	45,060.67	0.00
0545-01	HENNING PUBLIC S	21,232.25	2,713.07	4,961.86	0.00	734.04
0547-01	PARKERS PRAIRIE	10,002.00	0.00	3,334.00	0.00	0.00
0548-01	PELICAN RAPIDS P	62,499.61	31,250.39	31,250.00	0.00	0.00
0549-01	PERHAM PUBLIC SC	71,670.69	0.00	4,137.91	0.00	0.00
0550-01	UNDERWOOD PUBLIC	27,485.99	13,743.00	13,743.00	0.00	0.00
0553-01	NEW YORK MILLS P	28,621.38	9,055.45	10,575.95	15,254.00	0.00
0561-01	GOODRIDGE PUBLIC	13,758.63	4,900.00	1,378.35	1,738.70	0.00
0564-01	THIEF RIVER FALL	89,042.97	17,894.56	56,660.78	70,345.47	0.00
0577-01	WILLOW RIVER PUB	1,442.01	38.48	8,472.89	0.00	0.00
0578-01	PINE CITY PUBLIC	5,124.02	4,021.86	39,063.20	68,181.93	0.00
0581-01	EDGERTON PUBLIC	12,987.58	13,199.00	8,875.00	14,483.51	0.00
0584-01	RUTHTON PUBLIC S	5,444.01	0.00	0.00	0.00	0.00
0592-01	CLIMAX PUBLIC SC	10,460.95	4,810.70	4,810.72	0.00	0.00
0593-01	CROOKSTON PUBLIC	52,477.75	45,414.19	40,203.48	150,876.70	734.89
0595-01	EAST GRAND FORKS	93,206.84	41,512.00	48,261.66	0.00	0.00
0599-01	FERTILE-BELTRAMI	30,000.00	30,000.00	13,019.89	0.00	0.00
0600-01	FISHER PUBLIC SC	24,376.95	8,532.74	8,648.78	0.00	653.06
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0601-01	FOSSTON PUBLIC S	29,645.53	0.00	4,782.37	0.00	570.32

0611-01	CYRUS PUBLIC SCH	4,759.62	0.00	1,365.96	0.00	0.00
0621-01	MOUNDS VIEW PUBL	21,440.09	0.00	140,615.14	683,137.60	891,794.58
0622-01	NORTH ST PAUL-MA	324,401.51	40.16	428,626.44	835,742.26	248,839.40
0623-01	ROSEVILLE PUBLIC	88,196.65	6,125.63	107,479.91	325,071.18	874,679.04
0624-01	WHITE BEAR LAKE	733,048.94	82,499.21	218,169.85	0.00	0.00
0625-01	ST. PAUL PUBLIC	3,389,641.00	305,119.13	1,033,128.99	3,433,328.45	2,314,223.61
0627-01	OKLEE PUBLIC SCH	15,943.92	4,174.57	3,050.00	0.00	0.00
0628-01	PLUMMER PUBLIC S	10,702.68	4,173.99	4,729.93	0.00	0.00
0630-01	RED LAKE FALLS P	21,863.46	11,181.73	11,181.72	0.00	500.00
0635-01	MILROY PUBLIC SC	0.00	0.00	0.00	0.00	0.00
0640-01	WABASSO PUBLIC S	23,075.00	11,538.00	11,538.00	0.00	-32,275.47
0656-01	FARIBAULT PUBLIC	326,918.65	78,006.38	36,119.98	661,951.51	7,431.26
0659-01	NORTHFIELD PUBLI	39,393.20	706.70	27,975.88	198,342.41	222,124.39
0671-01	HILLS-BEAVER CRE	11,584.11	8,903.24	8,840.95	8,110.41	0.00
0676-01	BADGER PUBLIC SC	29,531.25	6,243.63	0.00	0.00	782.09
0682-01	ROSEAU PUBLIC SC	19,167.98	27,879.12	42,046.27	0.00	0.00
0690-01	WARROAD PUBLIC S	47,854.06	17,434.37	4,326.90	0.00	0.00
0695-01	CHISHOLM PUBLIC	0.00	0.00	0.00	0.00	0.00
0696-01	ELY PUBLIC SCHOO	35,862.12	13,359.37	13,961.89	0.00	0.00
0698-01	FLOODWOOD PUBLIC	26,681.55	1,385.00	13,511.44	0.00	0.00
0700-01	HERMANTOWN PUBLI	109,629.10	55,152.78	54,935.93	0.00	0.00
0701-01	HIBBING PUBLIC S	296,832.59	19,233.15	103,132.77	0.00	0.00
0704-01	PROCTOR PUBLIC S	27,636.86	22,031.52	27,504.45	1,391.85	0.00
0706-01	VIRGINIA PUBLIC	88,342.01	44,171.01	44,171.00	0.00	0.00
0707-01	NETT LAKE PUBLIC	8,584.01	3,000.00	3,000.00	0.00	0.00
0709-01	DULUTH PUBLIC SC	302,106.53	20,814.07	308,478.30	351,017.24	252,489.71
0712-01	MOUNTAIN IRON-BU	11,250.54	930.00	3,222.85	0.00	0.00
0716-01	BELLE PLAINE PUB	23,041.75	18,083.69	17,027.30	0.00	0.00
0717-01	JORDAN PUBLIC SC	124,436.20	15,000.00	15,987.65	1,520.45	0.00
0719-01	PRIOR LAKE-SAVAG	306,201.63	144,284.99	209,843.06	510,831.47	8,202.89
0720-01	SHAKOPEE PUBLIC	137,196.29	47,822.63	287,172.48	500,777.46	0.00
0721-01	NEW PRAGUE AREA	250,889.93	14,175.90	123,415.13	439,421.11	120.66
0726-01	BECKER PUBLIC SC	132,713.09	64,955.91	84,241.10	223,047.36	25.00
0727-01	BIG LAKE PUBLIC	238,900.76	44,157.42	101,657.48	189,713.42	301.85
0728-01	ELK RIVER PUBLIC	306,444.99	7,301.77	315,498.05	1,595,025.48	39,236.24
0738-01	HOLDINGFORD PUBL	25,549.38	0.00	0.00	0.00	12,387.90
0739-01	KIMBALL PUBLIC S	55,878.85	1,260.00	12,240.62	24,499.31	1,113.54
0740-01	MELROSE PUBLIC S	25,697.29	10,310.39	17,012.57	0.00	9,009.72
0741-01	PAYNESVILLE PUBL	6,208.44	2,530.66	3,665.75	19,424.42	0.00
0742-01	ST. CLOUD PUBLIC	599,868.24	436,470.42	447,121.25	761,198.92	-1,157,406.40
0743-01	SAUK CENTRE PUBL	85,647.06	0.00	36,530.59	0.00	1,497.81
0745-01	ALBANY PUBLIC SC	179,999.84	300.00	28,775.03	117,774.84	0.00
0748-01	SARTELL-ST. STEP	250,583.37	85,815.95	58,235.85	0.00	0.00
0750-01	ROCORI PUBLIC SC	9,842.47	6,224.06	4,185.52	100,855.59	643.14
0756-01	BLOOMING PRAIRIE	33,100.28	3,387.93	4,561.06	0.00	2,363.11
0761-01	OWATONNA PUBLIC	157,119.29	65,513.38	118,918.83	344,428.35	18,455.78
0763-01	MEDFORD PUBLIC S	14,473.14	2,100.00	6,005.14	0.00	0.00
0768-01	HANCOCK PUBLIC S	24,110.78	5,000.00	0.00	0.00	0.00
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>

0769-01	MORRIS PUBLIC SC	14,623.61	3,864.73	4,622.74	0.00	0.00
0771-01	CHOKIO-ALBERTA P	4,617.21	0.00	0.00	0.00	0.00
0775-01	KERKHOVEN-MURDOC	6,893.07	1,531.51	28,210.36	0.00	30.00
0777-01	BENSON PUBLIC SC	27,058.99	13,532.00	13,518.43	0.00	0.00
0786-01	BERTHA-HEWITT PU	15,498.93	7,501.00	7,194.49	0.00	0.00
0787-01	BROWERVILLE PUBL	37,526.12	17,967.26	7,143.57	0.00	0.00
0801-01	BROWNS VALLEY PU	6,283.42	500.00	4,551.12	0.00	0.00
0803-01	WHEATON AREA PUB	16,318.21	1,648.91	10,927.43	0.00	0.00
0806-01	ELGIN-MILLVILLE	19,289.84	9,353.36	9,353.36	1,215.95	0.00
0810-01	PLAINVIEW PUBLIC	21,923.68	23,798.52	8,660.56	34,353.87	0.00
0811-01	WABASHA-KELLOGG	8,213.41	371.76	1,143.14	0.00	3,800.02
0813-01	LAKE CITY PUBLIC	109,413.93	18,690.82	26,196.23	13,662.43	0.00
0818-01	VERNDALE PUBLIC	49,373.95	0.00	0.00	0.00	0.00
0820-01	SEBEKA PUBLIC SC	12,924.12	5,511.70	5,508.90	5,593.70	0.00
0821-01	MENAHGA PUBLIC S	41,708.80	20,593.85	20,589.78	0.00	0.00
0829-01	WASECA PUBLIC SC	58,455.90	0.00	24,227.39	0.00	7,449.26
0831-01	FOREST LAKE PUBL	337,318.00	98.00	609,432.82	326,021.78	0.00
0832-01	MAHTOMEDI PUBLIC	209,985.56	85,524.64	93,401.37	0.00	0.00
0833-01	SOUTH WASHINGTON	1,099,235.29	524,576.13	542,130.34	316,412.04	428,865.79
0834-01	STILLWATER PUBLI	116,968.79	59,355.41	125,661.00	1,843,715.82	257,544.00
0836-01	BUTTERFIELD PUBL	2,109.62	360.00	867.44	0.00	0.00
0837-01	MADELIA PUBLIC S	11,879.30	603.09	4,122.41	0.00	0.00
0840-01	ST. JAMES PUBLIC	12,176.64	5,455.31	2,721.41	0.00	0.00
0846-01	BRECKENRIDGE PUB	28,483.98	3,700.00	11,567.26	0.00	0.00
0850-01	ROTHSAY PUBLIC S	17,484.60	0.00	7,885.50	0.00	0.00
0852-01	CAMPBELL-TINTAH	0.00	0.00	3,197.49	0.00	13.35
0857-01	LEWISTON-ALTURA	41,535.65	20,737.88	20,730.70	0.00	0.00
0858-01	ST. CHARLES PUBL	55,285.73	10,381.47	22,218.67	0.00	0.00
0861-01	WINONA AREA PUBL	19,029.26	25,806.29	28,546.10	0.00	18,407.38
0876-01	ANNANDALE PUBLIC	64,266.88	54,333.30	18,018.94	59,220.84	0.00
0877-01	BUFFALO PUBLIC S	389,531.17	129,491.49	96,739.48	327,285.27	29,578.71
0879-01	DELANO PUBLIC SC	111,815.16	11,138.20	54,228.61	18,446.11	0.00
0881-01	MAPLE LAKE PUBLI	53,181.57	26,361.93	26,665.00	19,729.19	0.00
0882-01	MONTICELLO PUBLI	243,506.73	121,753.36	121,753.36	0.00	0.00
0883-01	ROCKFORD PUBLIC	48,828.93	1,056.00	10,378.38	13,012.24	7,211.61
0885-01	ST. MICHAEL-ALBE	297,552.74	35,791.03	193,396.59	4,763.18	4,429.02
0891-01	CANBY PUBLIC SCH	27,199.17	49,437.01	5,502.01	0.00	0.00
0911-01	CAMBRIDGE-ISANTI	178,148.43	47,551.66	401,867.34	256,121.69	142.80
0912-01	MILACA PUBLIC SC	106,822.40	46,653.65	53,318.18	29,486.95	0.00
0914-01	ULEN-HITTERDAL P	17,552.20	8,776.09	8,776.28	0.00	0.00
916-06	N.E. METRO INTER	0.00	0.00	0.00	0.00	211,225.37
917-06	INTERMEDIATE SCH	0.00	0.00	4,101.38	115,782.24	25,844.97
920-83	REGION 11-METRO	0.00	0.00	0.00	0.00	317,781.59
921-83	REGION 10-SOUTHE	0.00	0.00	0.00	0.00	92,831.04
922-83	REGION 9-SOUTH C	0.00	0.00	0.00	0.00	19,373.02
923-83	REGION 7-RESOURC	0.00	0.00	0.00	0.00	271,052.86
924-83	REGION 5-NORTH C	0.00	0.00	0.00	0.00	24.92
926-83	REGION 4-LAKES C	0.00	0.00	40,238.47	4,837.48	0.00
928-83	REGION 1 & 2-NOR	0.00	0.00	15,323.07	226,913.56	61,132.21

Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
930-53	CARVER-SCOTT EDU	0.00	0.00	0.00	0.00	40,763.24
935-52	FERGUS FALLS ARE	0.00	0.00	0.00	0.00	392.47
937-52	CROW RIVER SPECI	0.00	0.00	0.00	0.00	0.00
957-51	OAK LAND VOCATIO	16,385.47	0.00	5,350.95	16,035.07	0.00
966-51	WRIGHT TECHNICAL	0.00	0.00	0.00	0.00	2,427.83
985-51	PINE TO PRAIRIE	0.00	0.00	0.00	19,689.00	0.00
991-83	REGN 6 & 8-S.W/W	0.00	0.00	31,901.00	52,816.85	878,795.13
2071-01	LAKE CRYSTAL-WEL	9,299.68	0.00	22,909.06	0.00	572.92
2125-01	TRITON SCHOOL DI	64,021.10	21,224.00	63,197.90	0.00	0.00
2134-01	UNITED SOUTH CEN	27,153.44	8,278.33	19,010.91	0.00	0.00
2135-01	MAPLE RIVER SCHO	36,981.81	16,912.25	44,731.74	0.00	7,564.47
2137-01	KINGSLAND PUBLIC	44,953.95	24,204.05	664.61	11,169.42	0.00
2142-01	ST. LOUIS COUNTY	132,092.39	63,048.12	13,458.30	0.00	0.00
2143-01	WATERVILLE-ELYSI	37,494.20	268.77	33,725.76	0.00	0.00
2144-01	CHISAGO LAKES SC	93,129.22	0.00	15,280.97	109,963.81	36,613.61
2149-01	MINNEWASKA SCHOO	10,076.91	8,742.59	19,370.92	0.00	0.00
2154-01	EVELETH-GILBERT	91,379.04	0.00	45,631.13	0.00	0.00
2155-01	WADENA-DEER CREE	67,564.55	34,000.00	1,470.00	0.00	1,490.00
2159-01	BUFFALO LAKE-HEC	30,561.93	15,280.97	22,465.86	0.00	0.00
2164-01	DILWORTH- GLYNDON	54,794.24	1,157.82	6,367.28	26,922.16	0.00
2165-01	HINCKLEY-FINLAYS	66,280.34	29,511.62	10,451.63	0.00	0.00
2167-01	LAKEVIEW SCHOOL	33,746.51	18,533.05	9,184.22	0.00	0.00
2168-01	N.R.H.E.G. SCHOO	83,714.02	1,215.00	6,081.43	78.05	0.00
2169-01	MURRAY COUNTY CE	18,277.50	2,830.06	56,365.56	0.00	0.00
2170-01	STAPLES-MOTLEY S	34,897.65	17,314.76	5,038.12	520.34	40,543.68
2171-01	KITSON CENTRAL	12,037.93	251.59	17,417.31	0.00	826.32
2172-01	KENYON- WANAMINGO	8,970.03	67.85	17,774.18	0.00	0.00
2174-01	PINE RIVER-BACKU	59,750.06	34,340.08	75,546.31	40,935.07	0.00
2176-01	WARREN-ALVARADO-	24,297.64	772.83	6,605.87	0.00	0.00
2180-01	M.A.C.C.R.A.Y. S	12,056.01	3,572.56	7,220.89	84,464.28	0.00
2184-01	LUVERNE PUBLIC S	40,952.45	0.00	61,675.64	10,265.01	0.00
2190-01	YELLOW MEDICINE	64,538.86	35,694.24	21,380.77	-10,680.00	0.00
2198-01	FILLMORE CENTRAL	15,368.31	1,642.28	22,324.19	0.00	0.00
2215-01	NORMAN COUNTY EA	6,433.44	832.26	0.00	0.00	2,709.43
2310-01	SIBLEY EAST SCHO	30,177.24	8,543.65	0.00	0.00	0.00
2311-01	CLEARBROOK-GONVI	0.00	0.00	54,661.84	0.00	0.00
2342-01	WEST CENTRAL ARE	44,648.37	22,324.19	11,766.68	5,048.60	0.00
2358-01	TRI-COUNTY SCHOO	21,985.56	7,140.00	75,304.97	0.00	0.00
2364-01	BELGRADE- BROOTEN	0.00	0.00	27,768.54	0.00	80,000.00
2365-01	G.F.W.	27,056.27	9,090.46	8,723.05	0.00	7,484.85
2396-01	A.C.G.C.	-3,382.86	3,363.19	8,322.13	88,226.17	23.87
2397-01	LESUEUR- HENDERSO	33,293.16	29,142.30	4,568.18	43,338.93	5,801.27
2448-01	MARTIN COUNTY WE	58,399.96	11,465.65	24,027.58	0.00	1,014.00
2527-01	NORMAN COUNTY WE	17,447.50	8,723.76	15,818.39	0.00	0.00
2534-01	BIRD ISLAND-OLIV	6,856.42	4,219.64	17,365.00	0.00	0.00

Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
2536-01	GRANADA HUNTLEY-	20,733.74	730.43	109,164.38	0.00	693.00
2580-01	EAST CENTRAL SCH	39,215.25	6,584.34	9,371.17	0.00	24.99
2609-01	WIN-E-MAC SCHOOL	50,620.10	14,685.00	1,531.29	0.00	1,066.20
2683-01	GREENBUSH-MIDDLE	44,790.46	17,365.00	53,426.56	0.00	0.00
2687-01	HOWARD LAKE- WAVE	0.00	0.00	46,692.22	670.62	0.00
2689-01	PIPESTONE AREA S	1,524.10	0.00	11,500.57	0.00	0.00
2711-01	MESABI EAST SCHO	5,149.56	7,431.46	3,446.18	0.00	879.85
2752-01	FAIRMONT AREA SC	105,876.38	45,196.82	14,406.08	2,830.53	9,344.18
2753-01	LONG PRAIRIE-GRE	96,817.36	46,694.00	30.00	71,072.22	0.00
2754-01	CEDAR MOUNTAIN S	22,913.76	11,555.08	26,590.42	0.00	0.00
2759-01	EAGLE VALLEY PUB	25,682.67	9,254.12	9,219.26	0.00	0.00
2805-01	ZUMBROTA- MAZEPPA	16,434.08	9,134.33	0.00	0.00	432.28
2835-01	JANESVILLE-WALDO	73,581.62	0.00	14,026.58	0.00	0.00
2853-01	LAC QUI PARLE VA	74,804.98	21,388.36	38,866.70	6,359.00	200.00
2854-01	ADA-BORUP PUBLIC	34,862.17	15,443.79	13,894.00	0.00	0.00
2856-01	STEPHEN-ARGYLE C	32,097.85	10,577.00	2,639.00	0.00	0.00
2859-01	GLENCOE-SILVER L	4,934.88	0.00	5,295.11	30,572.14	0.00
2860-01	BLUE EARTH AREA	47,817.88	0.00	9,929.24	0.00	3,009.99
2884-01	RED ROCK CENTRAL	27,787.00	13,894.00	8,456.79	0.00	-36,147.50
2886-01	GLENVILLE-EMMONS	5,932.72	0.00	0.00	0.00	0.00
2887-01	MCLEOD WEST PUBL	9,685.14	4,940.00	16,360.95	494.34	0.00
2888-01	CLINTON-GRACEVIL	18,169.47	2,650.10	5,525.91	0.00	0.00
2889-01	LAKE PARK AUDUBO	24,669.74	8,401.25	20,219.81	4,472.08	0.00
2890-01	RENVILLE COUNTY	0.00	0.00	172.40	30.00	0.00
2895-01	JACKSON COUNTY C	34,650.70	4,301.63	0.00	0.00	7,687.68
2897-01	REDWOOD AREA SCH	107,732.09	0.00	0.00	0.00	34,811.33
2898-01	WESTBROOK- WALNUT	53,993.34	1,488.08	6,459.00	0.00	0.00
4000-07	CITY ACADEMY	762.00	477.97	0.00	0.00	32,511.31
4001-07	BLUFFVIEW MONTES	0.00	0.00	0.00	0.00	24,274.68
4003-07	NEW HEIGHTS SCHO	0.00	0.00	0.00	0.00	0.00
4004-07	CEDAR RIVERSIDE	1,668.00	0.00	0.00	0.00	995.00
4005-07	METRO DEAF SCHOO	0.00	0.00	0.00	0.00	0.00
4006-07	SKILLS FOR TOMOR	0.00	0.00	1,555.76	0.00	0.00
4007-07	MINNESOTA NEW CO	450.00	0.00	0.00	0.00	3,041.34
4008-07	PACT CHARTER SCH	8,123.49	0.00	0.00	23,304.54	40.00
4011-07	NEW VISIONS CHAR	0.00	0.00	2,557.01	331,148.19	4,053.67
4012-07	EMILY CHARTER SC	3,376.62	1,443.42	0.00	219.00	0.00
4015-07	COMMUNITY OF PEA	19,884.17	0.00	24,343.44	0.00	4,318.58
4016-07	WORLD LEARNER CH	5,029.03	0.00	0.00	0.00	720.00
4017-07	MINNESOTA TRANSI	120.00	0.00	250.00	70,602.73	0.00
4018-07	ACHIEVE LANGUAGE	0.00	0.00	0.00	0.00	0.00
4020-07	DULUTH PUBLIC SC	2,574.81	0.00	0.00	0.00	0.00
4021-07	VILLAGE SCHOOL O	0.00	0.00	279.94	0.00	76.00
4025-07	CYBER VILLAGE AC	744.27	278.25	0.00	0.00	0.00
4026-07	E.C.H.O. CHARTER	3,842.52	60.00	0.00	0.00	521.92
4027-07	HIGHER GROUND AC	31,746.93	0.00	0.00	0.00	12,580.90
4028-07	ECI' NOMPA WOONS	0.00	0.00	0.00	0.00	0.00

Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
4029-07	NEW SPIRIT SCHOO	8,255.82	0.00	0.00	0.00	0.00
4030-07	ODYSSEY CHARTER	210.00	0.00	0.00	0.00	0.00
4031-07	JENNINGS EXPERIE	0.00	0.00	0.00	520.00	130.00
4032-07	HARVEST PREP SCH	29,540.79	0.00	0.00	2,500.00	3,500.00
4035-07	CONCORDIA CREATI	810.03	0.00	0.00	0.00	0.00
4036-07	FACE TO FACE ACA	0.00	0.00	0.00	146.22	0.00
4038-07	SOJOURNER TRUTH	19,484.66	0.00	0.00	0.00	0.00
4039-07	HIGH SCHOOL FOR	0.00	0.00	0.00	0.00	151.48
4042-07	TWIN CITIES ACAD	8,816.72	0.00	0.00	7,128.04	0.00
4043-07	MATH & SCIENCE A	13,402.13	0.00	0.00	0.00	0.00
4044-07	HEART OF THE EAR	35,477.99	0.00	0.00	0.00	0.00
4045-07	LAKES AREA CHART	3,051.39	3,643.86	1,528.05	0.00	120.56
4046-07	LAKE SUPERIOR HI	10,414.28	0.00	0.00	0.00	0.00
4048-07	GREAT RIVER EDUC	2,211.30	0.00	1,418.56	0.00	1,094.02
4049-07	COON RAPIDS LEAR	20,540.51	0.00	0.00	0.00	0.00
4050-07	LAFAYETTE PUBLIC	0.00	0.00	0.00	0.00	0.00
4052-07	FOUR DIRECTIONS	130.00	0.00	5,506.03	0.00	4,137.18
4053-07	NORTH LAKES ACAD	8,869.71	0.00	0.00	0.00	0.00
4054-07	LACRESCENT MONTE	0.00	0.00	2,665.35	0.00	0.00
4055-07	NERSTRAND CHARTE	0.00	0.00	8,432.31	0.00	2,609.10
4056-07	ROCHESTER OFF-CA	3,677.08	1,286.82	178.00	0.00	0.00
4057-07	EL COLEGIO CHART	17,843.63	0.00	2,193.63	0.00	0.00
4058-07	SCHOOLCRAFT LEAR	11,028.33	2,641.39	0.00	0.00	0.00
4059-07	CROSSLAKE COMMUN	0.00	0.00	2,151.46	0.00	135.00
4061-07	STUDIO ACADEMY C	728.96	0.00	0.00	0.00	0.00
4064-07	RIVERWAY LEARNIN	0.00	0.00	0.00	0.00	3,531.37
4065-07	MINNESOTA BUSINE	929.00	0.00	0.00	0.00	-33.51
4066-07	RIVERBEND ACADEM	0.00	0.00	0.00	0.00	0.00
4067-07	AURORA CHARTER S	0.00	0.00	6,417.94	49.00	77.00
4068-07	EXCELL ACADEMY C	1,025.29	0.00	0.00	0.00	9,704.60
4070-07	HOPE COMMUNITY A	25,084.18	0.00	0.00	0.00	809.84
4072-07	YANKTON COUNTRY	1,443.20	0.00	0.00	0.00	0.00
4073-07	ACADEMIA CESAR C	19,694.03	0.00	0.00	4,712.69	488.85
4074-07	AGRICULTURAL FOO	7,701.39	0.00	0.00	0.00	0.00
4075-07	AVALON SCHOOL	0.00	0.00	0.00	0.00	6,893.14
4077-07	TWIN CITIES INTE	0.00	0.00	0.00	2,059.25	43,445.97
4078-07	MN INTERNATIONAL	0.00	0.00	0.00	3,908.79	45,855.84
4079-07	FRIENDSHIP ACDMY	3,371.90	0.00	663.02	0.00	394.78
4080-07	PILLAGER AREA CH	1,499.08	890.85	0.00	0.00	0.00
4081-07	DISCOVERY PUBLIC	60.00	0.00	0.00	0.00	92.75
4082-07	BLUESKY CHARTER	7,286.59	0.00	0.00	355.00	0.00
4083-07	RIDGEWAY COMMUNI	1,780.39	0.00	0.00	0.00	0.00
4084-07	NORTH SHORE COMM	4,073.02	0.00	0.00	3,325.70	0.00
4085-07	HARBOR CITY INTE	4,088.05	0.00	55.00	0.00	0.00
4086-07	WOODSON INSTITUT	301.50	0.00	0.00	47,224.86	2,854.19
4087-07	SAGE ACADEMY CHA	1,482.45	0.00	0.00	0.00	2,649.40

4088-07	URBAN ACADEMY CH	2,855.00	0.00	0.00	19.95	10,857.75
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
4089-07	NEW CITY SCHOOL	0.00	0.00	71.78	16,868.40	14,590.94
4090-07	PRAIRIE CREEK CO	0.00	0.00	0.00	0.00	1,630.13
4091-07	ARTECH	353.86	0.00	0.00	0.00	8,329.78
4092-07	WATERSHED HIGH S	17,154.00	44.50	0.00	0.00	0.00
4093-07	NEW CENTURY CHAR	8,069.62	0.00	0.00	0.00	1,020.78
4095-07	TRIO WOLF CREEK	13,192.71	0.00	0.00	0.00	0.00
4097-07	PARTNERSHIP ACAD	15,021.07	0.00	0.00	34,723.25	0.00
4098-07	NOVA CLASSICAL A	600.53	0.00	0.00	54,731.29	4,667.49
4099-07	TAREK IBN ZIYAD	800.00	0.00	0.00	5,750.00	7,833.30
4100-07	GREAT EXPECTA	1,512.46	3,902.75	0.00	15,213.24	12,439.85
4101-07	MINNESOTA NORTH	0.00	200.80	0.00	0.00	1,608.20
4102-07	MINNESOTA INTERN	0.00	0.00	3,902.75	2,505.12	113.95
4103-07	HMONG ACADEMY	0.00	0.00	530.80	0.00	4,340.33
4104-07	LIBERTY HIGH SCH	0.00	0.00	0.00	12,137.00	16,226.49
4105-07	GREAT RIVER SCHO	0.00	0.00	0.00	60,517.38	21,138.99
4106-07	TREKNORTH HIGH S	7,434.96	0.00	0.00	0.00	0.00
4107-07	VOYAGEURS EXPEDI	0.00	0.00	0.00	1,050.00	6,855.77
4108-07	GENERAL JOHN VES	0.00	0.00	0.00	47,524.76	2,369.11
4109-07	SOBRIETY HIGH	0.00	0.00	0.00	0.00	17,692.31
4110-07	MAIN STREET SCHO	724.00	0.00	0.00	35,632.78	1,243.00
4111-07	AUGSBURG ACADEMY	589.22	0.00	0.00	16,026.42	1,089.56
4112-07	ST PAUL CONSERVA	1,260.00	0.00	0.00	91,671.17	0.00
4113-07	FRASER ACADEMY	794.14	0.00	0.00	0.00	7,958.39
4114-07	ASCENSION ACADEM	0.00	0.00	0.00	5,042.15	22,262.84
4115-07	MINNEAPOLIS ACAD	60.83	0.00	0.00	0.00	140.00
4116-07	LAKES INTERNATIO	10,898.50	0.00	0.00	41,018.62	11,035.03
4118-07	KALEIDOSCOPE CHA	18,540.40	0.00	0.00	0.00	808.52
4119-07	RIVER HEIGHTS CH	0.00	0.00	0.00	944.92	47,878.12
4120-07	ST. CROIX PREPAR	0.00	0.00	0.00	5,017.73	22,439.74
4121-07	UBAH MEDICAL ACA	0.00	0.00	0.00	41,588.73	3,030.62
4122-07	EAGLE RIDGE ACAD	0.00	0.00	0.00	30,834.00	5,687.83
4123-07	DAKOTA AREA COMM	0.00	0.00	0.00	11,657.33	22,561.45
4124-07	BEACON ACADEMY	0.00	0.00	0.00	0.00	14,204.92
4125-07	WORTHINGTON AREA	3,644.21	0.00	0.00	6,078.11	15,621.36
4126-07	PRAIRIE SEEDS AC	1,867.45	0.00	0.00	54,125.58	2,562.96
4127-07	TEAM ACADEMY	35.58	0.00	0.00	0.00	4,208.28
4129-07	MARY MCEVOY EARL	1,250.00	0.00	0.00	0.00	11,905.00
4131-07	LIGHTHOUSE ACADE	0.00	0.00	0.00	0.00	13,046.07
4132-07	TWIN CITIES ACAD	4,790.00	0.00	0.00	0.00	0.00
4133-07	BEACON PREPARATO	0.00	0.00	0.00	0.00	690.51
4134-07	F. SCOTT FITZGER	0.00	0.00	0.00	0.00	0.00
4137-07	ADAM ABDULLE ACA	0.00	0.00	0.00	1,684.00	3,313.70
4136-07	SOUL ACADEMY CHA	0.00	0.00	0.00	9,409.29	8,391.02
4137-07	SWAN RIVER MONTE	0.00	0.00	0.00	70,569.13	5,645.16
4138-07	MILROY AREA CHAR	142.16	0.00	0.00	0.00	35,078.43

4139-07	LOVEWORKS ACADEM	0.00	0.00	0.00	16,160.00	0.00
4140-07	Yinghua Academy	0.00	0.00	0.00	0.00	0.00
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
4141-07	PAIDEIA ACADEMY	7,864.52	0.00	0.00	4,325.85	3,778.49
4142-07	STRIDE ACADEMY C	5,598.42	8,597.43	0.00	13,775.00	14,663.84
4143-07	NEW MILLENNIUM A	10,848.09	0.00	0.00	1,853.93	14,258.38
4144-07	GREEN ISLE COMMU	0.00	0.00	0.00	10,527.03	8,560.81
4145-07	BIRCH GROVE COMM	0.00	0.00	0.00	14,646.47	1,072.30
4146-07	NORTHERN LIGHTS	0.00	0.00	0.00	3,175.00	31,084.09
4148-07	ACADEMY OF BIOSC	745.00	0.00	0.00	0.00	0.00
4149-07	CYGNUS ACADEMY	0.00	0.00	0.00	0.00	0.00
4150-07	MINNESOTA ONLINE	200.00	0.00	0.00	86,691.29	10,287.85
4151-07	EDVISIONS OFF CA	0.00	0.00	0.00	0.00	21,270.87
4152-07	TWIN CITIES GERM	0.00	0.00	0.00	37,984.68	11,011.37
4153-07	DUGSI ACADEMY	0.00	0.00	0.00	0.00	20,325.44
4154-07	RECOVERY SCHOOL	0.00	0.00	0.00	0.00	11,072.13
4155-07	NAYTAHWAUSH COMM	0.00	0.00	0.00	50.00	7,948.10
4157-07	NEW SALEM ACADEM	0.00	0.00	0.00	62,749.88	7,258.69
4158-07	DAKOTA ACADEMY	0.00	0.00	0.00	0.00	0.00
4159-07	SEVEN HILLS CLAS	0.00	0.00	0.00	124,949.40	375.47
4160-07	SPECTRUM HIGH SC	0.00	0.00	0.00	0.00	0.00
4161-07	NEW DISCOVERIES	0.00	0.00	0.00	0.00	3,414.05
4162-07	SOUTHSIDE FAMILY	0.00	0.00	0.00	0.00	518.00
4163-07	LEARNING FOR LEA	0.00	0.00	0.00	2,000.00	5,600.00
4164-07	LAURA JEFFREY AC	0.00	0.00	0.00	0.00	0.00
6003-50	EAST CENTRAL MN	0.00	0.00	0.00	0.00	0.00
6004-61	FRESHWATER ED. D	0.00	0.00	0.00	8,816.96	0.00
6009-61	ST. CROIX RIVER	0.00	0.00	0.00	128,483.76	79,278.70
6012-61	ZUMBRO EDUCATION	0.00	0.00	0.00	0.00	10,484.20
6013-61	HIAWATHA VALLEY	7,454.38	0.00	0.00	0.00	0.00
6014-61	RUNESTONE AREA E	0.00	0.00	0.00	0.00	2,165.52
6016-61	POMME DE TERRE E	0.00	0.00	0.00	0.00	0.00
6017-61	CEDAR RIVER EDUC	0.00	0.00	0.00	0.00	19,336.19
6018-61	MN RIVER VALLEY	0.00	0.00	0.00	0.00	10,477.35
6020-61	BORDER REGION ED	0.00	0.00	0.00	0.00	0.00
6026-61	WEST CENTRAL EDU	0.00	0.00	4,360.00	0.00	0.00
6027-61	MN VALLEY EDUCAT	0.00	0.00	0.00	0.00	0.00
6040-50	LITTLE CROW TELE	0.00	0.00	0.00	0.00	0.00
6042-61	ROOT RIVER EDUCA	0.00	0.00	0.00	0.00	0.00
6048-50	WASIOJA ED. TECH	0.00	0.00	0.00	5,130.10	0.00
6049-61	RIVER BEND EDUCA	0.00	0.00	19,573.91	0.00	0.00
6051-61	GOODHUE COUNTY E	0.00	0.00	0.00	0.00	0.00
6054-50	CENTRAL MN ED TE	0.00	0.00	0.00	0.00	0.00
6065-62	METROPOLITAN LEA	2,882.00	0.00	0.00	0.00	0.00
6067-62	EAST METRO INTEG	0.00	0.00	0.00	38,145.87	91,012.89
6069-62	WEST METRO EDUCA	0.00	0.00	0.00	111,489.88	1,890,066.90
6070-50	QUAD COUNTY TELE	0.00	0.00	0.00	0.00	0.00

6071-51	QUAD COUNTY VOCA	0.00	0.00	0.00	0.00	0.00
6072-62	VALLEY CROSSING	0.00	0.00	0.00	0.00	140,795.89
6074-50	CENTRAL MINNESOT	0.00	0.00	0.00	0.00	0.00
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
6076-50	NORTHLAND LEARNI	0.00	0.00	0.00	0.00	2,197.50
6078-62	N.W.SUBURBAN INT	0.00	0.00	0.00	489,703.49	213,037.24
6383-61	BENTON-STEARN S E	0.00	0.00	0.00	0.00	0.00
6979-61	MID STATE EDUCAT	0.00	0.00	0.00	0.00	0.00
	<b>REPORT TOTAL</b>	<b>37,611,945</b>	<b>10,254,899</b>	<b>20,068,663</b>	<b>41,540,550</b>	<b>16,524,626</b>



# APPENDIX B

## 2005-2006 Electronic Reporting System – Sample Pages

Advisory Staff Development Committee - Staff Development - Microsoft Internet Explorer provided by MDE

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print W Yellow Folder User

Address <https://education.state.mn.us/StaffDevelopment/advisoryCommittee.do> Go Links


Staff Development

User: hons0083 Logout
District:  School Year: 05-06

**District Report Sections**

- Advisory Committee
- Goals
- Activities
- Findings
- Revenue
- Teacher Induction
- Staff

**Site Report Sections**

- Select a School
- Goals
- Activities
- Findings
- Staff

**Final Reports**

- Admin Reports
- Error Report
- Preview Final Report
- Submit

**District Report: Add or Edit Contact and Advisory Committee Information**

**Statutory Reference**  
 "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

Remember to **save** after adding or editing information on this page.

1. Please enter the contact information for your District Staff Development Chair. This is information that MDE will use to contact your district with questions regarding staff development.

Name:

Address:

City:  State:  Zip:

Phone:  ext.

Email:

2. Who are the members of your current Staff Development Advisory Committee?

Name	Position	Subject	Grade Level
<input style="width: 95%;" type="text"/>			
<input style="width: 95%;" type="text"/>			
<input style="width: 95%;" type="text"/>			
<input style="width: 95%;" type="text"/>			
<input style="width: 95%;" type="text"/>			
<input style="width: 95%;" type="text"/>			
<input style="width: 95%;" type="text"/>			

43

## District Report: Add or Edit Contact and Advisory Committee Information

### Statutory Reference

"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

Remember to **save** after adding or editing information on this page.

1. Please enter the contact information for your District Staff Development Chair. This is information that MDE will use to contact your district with questions regarding staff development.

Name:

Address:

City:  State:  Zip:

Phone:  ext.

Email:

2. Who are the members of your current Staff Development Advisory Committee?

Name	Position	Subject	Grade Level
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## District Report: Add or Edit Goals

Enter a student achievement goal and indicate if it is content specific. Then enter a district staff development goal. Remember to **save** after adding or editing information on this page.

1. The student achievement goal should answer the question, "How do we want to see our students improve?". It should be student-centered and linked to the district staff development goal.

### District Student Achievement Goal



*\*800 characters maximum*

2. If this goal is content specific please identify the subject area below:

- |                                        |                                                      |
|----------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Art/Music     | <input type="checkbox"/> Science                     |
| <input type="checkbox"/> Health/Phy Ed | <input type="checkbox"/> Writing                     |
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Math/Science                |
| <input type="checkbox"/> Math          | <input type="checkbox"/> Other: <input type="text"/> |
| <input type="checkbox"/> Reading       |                                                      |

3. The district staff development goal should answer the question, "How did we train staff to accomplish the student achievement goal above?"

### District Staff Development Goal



*\*800 characters maximum*

---

## District Report: Add or Edit Activities and Strategies

For the staff development goal shown below enter or edit an activity or strategy and indicate which designs or structures were used to implement the goal during the school year. Also indicate which high quality components were included in the activity. Each goal must have at least one corresponding activity or strategy. Remember to **save** after adding or editing information on this page.

### Staff Development Goal:

1. Enter an activity or strategy to support this goal.



*\*800 characters maximum*

2 - Check each of the **designs or structures** used to implement the goal during the reporting year (check at least one). Mouse over any of the designs or structures listed below to see a definition of terms.

- [Professional Learning Communities](#)
- [Examine Data - Student and Staff](#)
- [Examine/Analyze Student Work](#)
- [Work in Study Groups](#)
- [Participate in ongoing training](#)
- [Conduct Action Research](#)
- [Demonstration Teaching](#)
- [Instructional Strategy Modeling](#)
- [Engage in Individual Guided Practice](#)
- [Practice with Reflection](#)
- [Develop Curriculum](#)
- [Coach/Mentor/Induction Program](#)
- [Content Coaching/Instructional Coaching](#)

- [Peer or Cognitive Coaching](#)
- [Attend Workshop/Conference](#)
- [Team Meetings with Instructional Focus](#)
- [Team Teaching](#)
- [Lesson Study](#)
- [Case Studies](#)
- [Train the Trainer](#)
- [Design and Evaluate Assessment](#)
- [Other](#)

3 - This activity encompassed the following **high quality components** (check at least one):

- Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.
- Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.
- Improved teachers' classroom-management skills.
- Advanced teacher understanding of effective instruction strategies using scientifically based research.
- Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.
- Provide technology training to improve teaching and learning.
- Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade.
- Provide instruction in methods of teaching children with special needs.
- Included the use of data and assessments to inform classroom practice.
- Helped all school personnel work effectively with parents.

4 - This high quality **staff development activity** was (check at least one):

- An integral part of school board, district-wide and school-wide educational improvement plans.
- Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
- Developed with extensive participation of teachers, principals, parents, and administrators.
- Evaluated regularly to improve the quality of future professional development.

## **District Report: Review Findings**

District staff development goals and findings associated with the implementation of each goal are listed below. Make sure findings are added for every goal. Click on 'Edit' to make changes or 'Add Finding' to add a new finding.

### **Staff Development Goal A :**

**Finding:**

**Impact on Student Learning:**

**Impact on Teacher Learning:**

**Continue next year?**

## Revenue Information

### Statutory Reference

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.

Answer the following questions about how district revenue was used to support staff development efforts in your district. Remember to **save** after adding or editing information on this page.

1. Did your district vote to waive the reserve requirement?

- Yes  
 No

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

2. Is your district in SOD?

- Yes  
 No

3. If you answered no to the question above, please indicate the amount reserved:

- Reserved 2%      OR      Amount Reserved  %

### Exemplary Grants

4. Did your district set aside 25% of the staff development revenue for Exemplary Grants?

- Yes  
 No

5. If you answered yes to question 4, how many Exemplary Grants were awarded by the district:

### Q Comp

6. Does your district participate in Q Comp?

Yes

No

7. Amount Q Comp funds used for Professional Development: \$

8. Number of lead teachers receiving salary augmentation:

9. Total amount of Q Comp funds used for salary augmentation: \$

10. Is the district using part of the 2% set aside to support Q Comp?

Yes

No

11. If you answered yes to question 10, what is the amount of money being set aside? \$

### NCLB Professional Development

12. Did your district set aside any of the following NCLB funds for professional development?

Title I Part A funds for professional development ( Do not include AYP set-asides )

Amount:\$

Title I Part A district set-aside for districts identified as AYP Needs Improvement

Amount:\$

Title II Part A funds for professional development

Amount:\$

Title II Part D (Technology) funds for professional development ( \*Districts must set aside 25% from Title II D for professional development unless granted an exemption )

Amount:\$

Title III (ELL) funds for professional development

Amount:\$

- Title V (Innovative Program) funds for professional development

Amount:\$

### **District Report: Add or Edit District Teacher Induction Information**

Teacher induction or mentoring programs are designed to provide a formal support structure for teachers during their first years of teaching. A comprehensive induction program includes an orientation to school, professional development, Teacher Induction support, observation and feedback, professional development plans and formative assessments. Please identify activities, seminars or formative assessments provided for new teachers in your district. Remember to **save** after entering or editing information on this page.

1. Did the district provide a New Teacher Mentorship Program for teachers in their first three years of teaching?

- Yes - Please answer questions 2-6 below then save
- No - Save then proceed to the next section of your district report

2. What type of induction activities were provided for new teachers? (check at least one)

- No formal program was provided to new teachers in their first three years of teaching
- Program for first year teachers
- Program for second year teachers
- Program for third year teachers
- Teacher Induction
- New teacher orientation
- Collaboration time expectations for new teacher and mentor
- New teacher seminars/workshops
- Observations conducted by a mentor
- New teacher observations of master teachers

- New teacher observations of master teachers
- Formative assessments to guide their professional growth (needs assessments, self-assessments using professional teaching standards, mentor logs, mentor observations, examining student work, etc.)

3. What types of new teacher seminars/workshops were provided? (check at least one)

- Orientation to district and school
- Classroom management
- Lesson planning
- Instructional strategies
- Content or program knowledge
- Curriculum and assessments
- Differentiated instruction
- Using data to improve instruction

4. What types of formative assessments were used with new teachers? (check at least one)

- Needs assessments
- Self-assessments using professional teaching standards
- Mentor logs focused on issues and results
- Mentor observations and feedback
- Examining student work or student data

5. What type of activities were provided in mentor training? (check at least one)

- Foundations (basic skills and knowledge to Teacher Induction)
- Professional teaching standards
- Coaching skills
- Using formative assessments
- Observation strategies

6. What was measured when you evaluated the program? (check at least one)

- Program model effectiveness
- Impact on teacher retention
- Impact on teacher effectiveness (professional growth)
- Impact on student achievement
- Teacher Induction relationship
- New teacher's job satisfaction

## Staff Information

The tables below show the number of teachers, paraprofessionals and administrative staff assigned across the district. Please indicate the number in each category who have received high quality staff development. Information for individual sites should be entered on the specific school site page. The data for the district office totals are from the 05-06 STAR collection. Remember to **save** after entering or editing information on this page. [USDOE List of High Quality Staff Development Characteristics](#)

- **There is no Staff Information available for this district**

<u>Teachers</u>	
Total number of Teachers in the district	0
Total who received High Quality Staff Development	<input type="text"/>

<u>Paraprofessionals</u>	
Total number of Paraprofessionals in the district	0
Total who received High Quality Staff Development	<input type="text"/>

<u>Licensed Non-Instructional Staff</u>	
Total number of Licensed Non-Instructional Staff in the district	0

Total number of Licensed Non-Instructional Staff in the district	0
Total who received High Quality Staff Development	<input type="text"/>

<u>Administrators</u>	
Total number of Administrators in the district	0
Total who received High Quality Staff Development	<input type="text"/>

## 2006 Staff Development Annual Report - School Site Report

Please choose a school site in your district to enter or review information for the 2006 Staff Development Annual Report.

### Access Staff Development Report for this School

To complete the school site section of the 2005 Staff Development Annual Report for your district you will need to enter the following types of information for each school:

- Student Achievement and Staff Development Goals
- Staff Development Activities
- Findings and Impact of Staff Development for Each Goal
- Number of Staff who Received Staff Development Training

Information for each is required to submit the final report for your district. For a complete list of required information at the district and school level [Click here](#) . As you complete each section remember to **save** before leaving each page or your information will be lost.

## School Site Report: Add or Edit Goals

First Enter a student achievement goal and indicate if it is content specific. If the student achievement goal relates to a district staff development goal select goal from the drop down menu. Next enter a school site staff development goal. Remember to **save** after adding or editing information on this page.

1. Enter a student achievement goal. It should answer the question, "How do we want to see our students improve?". It should be student centered and linked to the district staff development goal.

### School Site Student Achievement Goal



*\*800 characters maximum*

2. If this goal is content specific please identify the subject area below:

- Art/Music
- Health/Phy Ed
- Language Arts
- Math
- Reading
- Science
- Writing
- Math/Science
- Other:

3. Please select the district staff development goal that relates to the school student achievement goal above.

4. The district staff development goal should answer the question, "How did we train staff to accomplish the student achievement goal above?"

**School Site Staff Development Goal**

*\*800 characters maximum*

**School Site Report: Add or Edit Activities and Strategies**

For the staff development goal shown below enter or edit an activity or strategy and indicate which designs or structures were used to implement the goal during the school year. Also indicate which high quality components were included in the activity. Each goal must have at least one corresponding activity or strategy. Remember to **save** after adding or editing information on this page.

**School Site Staff Development Goal:**

1. Enter an activity or strategy to support this goal.

*\*800 characters maximum*

2. Check each of the **designs or structures** used to implement the activity or strategy above (check at least one). Mouse over any of the designs or structures listed below to see a definition of terms.

- [Professional Learning Communities](#)
- [Examine Data - Student and Staff](#)
- [Examine/Analyze Student Work](#)
- [Work in Study Groups](#)
- [Participate in ongoing training](#)
- [Conduct Action Research](#)
- [Demonstration Teaching](#)
- [Instructional Strategy Modeling](#)
- [Engage in Individual Guided Practice](#)
- [Practice with Reflection](#)
- [Develop Curriculum](#)
- [Coach/Mentor/Induction Program](#)
- [Content Coaching/Instructional Coaching](#)
- [Peer or Cognitive Coaching](#)
- [Attend Workshop/Conference](#)
- [Team Meetings with Instructional Focus](#)
- [Team Teaching](#)
- [Lesson Study](#)
- [Case Studies](#)
- [Train the Trainer](#)
- [Design and Evaluate Assessment](#)
- [Other](#)

3. This activity encompassed the following **high quality components** (check at least one):

- Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.
- Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.
- Improved teachers' classroom-management skills.

- Advanced teacher understanding of effective instruction strategies using scientifically based research.
- Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.
- Provide technology training to improve teaching and learning.
- Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade.
- Provide instruction in methods of teaching children with special needs.
- Included the use of data and assessments to inform classroom practice.
- Helped all school personnel work effectively with parents.

4. This high quality **staff development activity** was (check at least one):

- An integral part of school board, district-wide and school-wide educational improvement plans.
  - Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
  - Developed with extensive participation of teachers, principals, parents, and administrators.
  - Evaluated regularly to improve the quality of future professional development.
- 

## **School Site Report: Review Findings**

School site staff development goals should be updated annually based on a systematic review process. Enter your findings associated with the implementation of each goal below. Make sure findings are included for every goal. Click on 'Edit' to make changes or 'Add Finding' to add a new finding.

### **School Site Staff Development Goal A :**

**Finding:**

**Impact on Student Learning:**

**Impact on Teacher Learning:**

Continue next year?

**School Site Report: Add or Edit School Site Teacher Staffing Information**

The tables below show the number of teachers, paraprofessionals and administrative staff assigned to your school site. This information is based on the 05-06 STAR report. All staff assigned to this school site are shown, including those who may be assigned to other sites as well. Enter the number of staff at this site who received high quality staff development. Remember to **save** after entering or editing information on this page. [USDOE List of High Quality Staff Development Characteristics](#)

<u>Teachers</u>	
Total assigned to this site	0
Total who received High Quality Staff Development	<input type="text"/>





## **APPENDIX C**

### **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.