



**Staff Development
Report of District
and Site Results and
Expenditures for
2007-08**

February 2009

**Report
to the
Legislature
As required by
Minn. Stat. §
122A.60**

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The Office of School Improvement and Accountability

**Staff
Development
Report of
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and
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for 2007-08**

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

**FY 2008 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 the 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 \$6,800.

Staff Development Report of District and Site Results and Expenditures

The 2007-08 Staff Development Report to the Legislature has been prepared as required by Minnesota Statute Section 122A.60 and addresses requirements for using revenue in Statute 122A.61 (see Appendix C). Districts and site actions related to authorized 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) are reviewed. This report describes the electronic reporting processes used to collect and report staff development results and expenditures, provides analysis of staff development activities and includes related information in district reports and expenditure data reports.

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

EXECUTIVE SUMMARY

2007-08 Legislative Report

The purpose of staff development is to improve student learning. Minnesota's district-level and school-level continuous improvement planning includes the professional learning that impacts student achievement. Successful staff development is directed to ensure that professional learning will improve leading, teaching and learning. As reported in Educational Leadership (February 2009) the research supported by the National Staff Development Council (NSDC) for its study of the state of professional learning in the United States points to the effectiveness of sustained, job-embedded, collaborative teacher learning strategies.

Legislation requires the local school board to establish an district staff development advisory committee that creates a district staff development plan that is aligned with student achievement goals defined by the district and school. Educators examine student achievement data to determine learning needs. Based on student needs, learning for staff within the district and school are designed and implemented to use resources effectively and efficiently. Districts and schools are required to submit an annual report to the Minnesota Department of Education on the impact of their staff development plan on student results. Staff development plans may include the following structures: learning teams with instructional focus, examining student data, classroom coaching, reviewing curriculum and/or off-site training designed to promote staff learning and improve student achievement.

The 2007-08 Staff Development Report to the legislature addresses the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. Using an online reporting system, districts self-report staff development information, activities and results. District and school expenditures are audited and are gathered using district reports imported to the MDE Uniform Financial Accounting and Reporting Standards (UFARS) system. For 2008 a total of 327 staff development reports were submitted. One charter school made the choice to submit a report. Charter schools are not required to report because their annual reports are not submitted under guidelines stipulated in M.S. § 126C.10, subd. 2 and M.S. § 122A.61. Staff members of the School Improvement Division at the Minnesota Department of Education (MDE) influenced the submission rate through varied means of communication, including direct contact, not only to alert districts that reporting was required even if no basic revenue had been set aside but also to offer them continued assistance in using the online reporting system. District expenditures are reported to MDE using the UFARS system. Specific codes are assigned to staff development to allow tracking and reporting the sources of funds and how they are expended (refer to Part II of the report to review information concerning the UFARS system and UFARS codes specific to staff development). See Appendix A for details on individual expenditures at the site level (UFARS code 306), for exemplary grants (UFARS code 307) and at the district level (UFARS code 308).

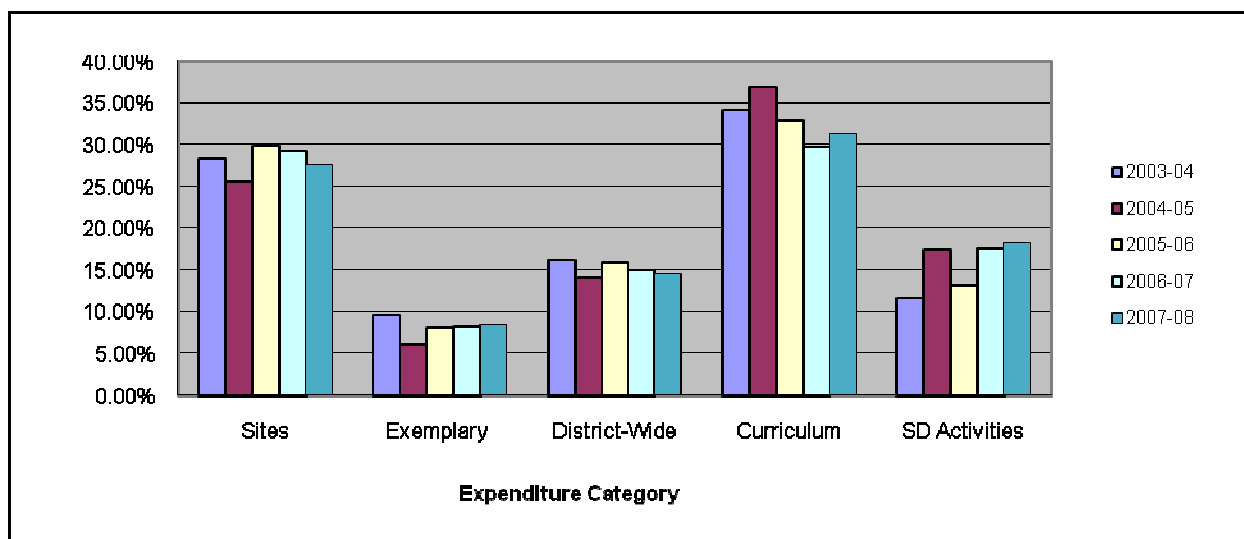
Expenditure information for the FY 2008 report indicated that staff development expenditures were \$164,857,153. This includes staff development set aside from basic revenue—either new set-aside money or reserves—and other funds available from the general fund. The data in this report is taken from all data submitted to MDE by January 12, 2009. The following is included in that amount:

- 27.51% of staff development expenditures were distributed to sites
- 8.41% of staff development expenditures were awarded as exemplary grants
- 14.60% of staff development expenditures were utilized for districtwide initiatives

- 31.20% of staff development expenditures were for curriculum development
- 18.28% of staff development expenditures were for other staff development (SD) activities

Compared to the 2007 staff development expenditures, the 2008 expenditures show a 1.82% decrease in distribution to sites, 0.13% increase in exemplary grants, 0.45% decrease in districtwide activities, 1.45% increase in curriculum development, and 0.69% increase in other staff development activities. District expenditures are reported to MDE using the UFARS system. Specific codes are assigned to staff development to allow tracking and reporting the sources of funds and the reasons for expenditures (refer to Part II of the report to review information concerning the UFARS system and UFARS codes specific to staff development). See Appendix A for details on individual expenditures at the site level (UFARS code 306), for exemplary grants (UFARS code 307) and at the district level (UFARS code 308). In FY 2008, expenditures allocated toward other staff development activities and specifically reported in staff development UFARS 640 code is \$30,121,721 (18.28% of the \$164,857,153). Compared to the \$26,086,556 for FY 2007, this is a consistent increase (Figure A).

Figure A. Staff development expenditure trends



Program information and analysis is derived from all district reports received by December 23, 2008. The analysis of the program information includes the amount of basic revenue reserves used; types of high-quality staff development offered and numbers of teachers engaged; district, site and legislative goals addressed; and staff development content, designs/structures and evaluation results provided.

Among the highlights of the reported data are:

- Staff development expenditures in 2007-08 were \$164,857,153, compared to \$148,341,824 in 2006-07.
- The largest percentage of staff development expenditures (31.20%) went to curriculum development and the second largest percentage (27.51%) 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 each year from 2003-04 to 2005-06 to 2006-07 to 2007-08.

- Statewide data for FY 2008 identified a total of 73% of districts expending 2% or more of their basic revenue on staff development, a 4% increase compared to 2007. There was a total 29% of districts waiving the use of staff development funds, compared to 31% of all districts in 2007.
- For FY 2008, the percent of surveyed districts giving one or more exemplary grants increased with 59% awarding site-level exemplary grants, compared to 54% the previous year.
- In FY 2008, districts self-reported 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
The most frequent induction activities were new teacher orientation (93%), programs for first-year teachers (88%), collaboration time expectations (74%), new teacher seminars/workshops (61%) and observations conducted by a mentor (55%). Respondents reported that only 47% of districts provided new teacher observations of master teachers and 48% of them provided formative assessments to guide professional growth.
 2. New teacher seminars or workshops
Almost all districts provided orientations to districts and schools (100%) and more than half of districts provided new teacher seminars or workshops on classroom management (67%), instructional strategies (57%) and curriculum and assessments (56%).
 3. Formative assessments used with new teachers
Formative assessments most frequently focused on mentor observations and feedback (64%) and self-assessments (49%).
 4. Mentor training activities
Mentor training activities most often focused on foundations (77%) and observation strategies (52%).
 5. Evaluation measures
Districts reported that they most often use new teacher's job satisfaction (62%), new teacher-mentor relationship (58%), and impact on teacher effectiveness (53%) as evaluation measures.
- More than three-quarters of staff members in all three categories were reported by sites to have received high-quality staff development. That includes 88% of teachers, 81% of licensed non-instructional staff and 77% of paraprofessionals.
- Districts reported student achievement goals related to academic subject areas including: reading, mathematics, language arts, writing, science, health/physical education and art/music. Goals were often written to address overall improvement.
- Improving teachers' and principals' knowledge and skills to help students meet challenging state academic standards was a high-quality staff development component reported by district level. Districts also identified that high-quality staff development is an integral part of school board, districtwide and schoolwide educational improvement plans.
- MDE's School Improvement Division provides statewide programs, services and technical assistance that are the basis of a continuous improvement model. Support to districts and schools is provided through a regional delivery system, customized technical assistance or various means of technology.

The 2007-08 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 School Improvement Division monitors the online reporting system (see Appendix B for sample pages) and is

responsible for implementation, training, assistance and reporting to the legislature. The use of this technology 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

Reporting 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 by October 15. For 2008, staff development reports were submitted by 330 school districts as of January 14, 2009. Staff members of the School Improvement Division at MDE supported submissions through varied means of communication before and after the October 15, 2008, due date which included direct contact, not only to alert districts that reporting was required even if no basic revenue had been set aside but also to assist districts in using the online reporting system.

The total number of 330 reports filed included one charter school. Charter schools made the choice to submit reports. Charter schools are not required to report because their annual reports are not submitted under guidelines stipulated in M.S. § 126C.10, subd. 2 and M.S. § 122A.61.

As of January 14, 2009, 12 school districts did not submit their 2008 staff development reports, compared to 9 the year before. School districts listed below did not turn in a 2007-08 staff development report. An asterisk (*) denotes districts that have failed to submit a report for the past two or more years.

Buffalo Lake-Hector Public School District
Chokio Alberta Public School District
Houston Public School District
Kingsland Public School District *
Long Prairie Grey Eagle Public School District
MACCRAY Public School District

McCleod West Public School District
Nett Lake Public School District *
Park Rapids Public School District *
Parkers Prairie Public School District
Truman Public School District
Wabasso Public School District

Statewide Efforts that Support Staff Development

The mission of MDE's School Improvement Division is to strengthen the capacity of Minnesota schools and districts through a continuous improvement model of assistance to improve teaching and learning. This continuous improvement model is based on the principles of high-quality professional development for school leaders and teachers to increase student achievement.

The School Improvement Division provides statewide programs, services and technical assistance that are the basis of this continuous improvement model. Support to districts and schools are provided through a regional delivery system, customized technical assistance or various means of technology

that include:

- Quality Compensation for Teachers (Q Comp)
- High-quality professional development training and assistance:
 - Professional Learning Communities (PLCs)
 - Teacher Observation/evaluation
 - Teacher Leadership
 - Content standards implementation and assessments
 - Data-Driven Decision-Making
 - Classroom Formative Assessment
- Math and Science Teacher Academies (MSTA) started May 2008
- Adequate Yearly Progress (AYP) Statewide System of Support (SSOS) for schools and districts identified as *in need of improvement* under No Child Left Behind (NCLB)
- STEM (Science, Technology, Engineering and Mathematics)
- Gifted and Talented Education Services
- Content standards implementation and assessments
- Title I School Improvement Grants for schools and districts identified as *in need of improvement* under No Child Left Behind (NCLB)
- Math and Science Teacher Partnerships (MSP - Title II Part B)
- Enhancing Education Through Technology (E2T2) Grants - Title II Part D

The School Improvement Division developed and delivered professional development trainings aligned with the following state and local school improvement initiatives:

Professional Learning Communities—creating effective teacher teams to use data for improving student achievement; *Teacher Observation*—implementing professional teaching standards and data-driven observations for improving instruction; *Teacher Leadership*—initiating and sustaining change for improved student learning; and, *Formative Assessment*—using data and information from various classroom formative assessments to inform and adjust instruction.

Regional Cooperatives that hosted the trainings include: Lakes Country Service Cooperative in Fergus Falls, Northwest Service Cooperative in Thief River Falls, Northeast Service Cooperative in Mountain Iron, Resource Training & Solutions in St. Cloud, South Central Service Cooperative in Mankato, Southeast Service Cooperative in Rochester and Southwest Service Cooperative in Marshall.

School Improvement Division staff also provided training through statewide conferences, charter school pre-application training, and technical assistance to schools and districts. Statewide and regional trainings were provided to districts and schools regarding the Q Comp program with follow-up support provided at the district and school level.

School Improvement staff work with school and district personnel to address National Staff Development Council (NSDC) Standards that provide direction for establishing professional development structures and designing professional learning experiences that ensure educators acquire necessary knowledge and skills. (<http://www.nsdc.org/>)

At the end of the 2007-08 school year, staff from MDE's Academic Standards area merged into the School Improvement Division to work more effectively and efficiently to support staff development.

Content Specialists in School Improvement include the areas of Language Arts, Mathematics, Reading, Science, Social Studies, Health and Physical Education, and STEM (Science, Technology, Engineering and Mathematics). Content specialists provided content specific staff development in academic standards implementation, assessment and curriculum development, and best practices in instruction. Pertinent content data, state and federal legislation and research was identified, analyzed and disseminated to Minnesota teachers. Technical assistance was individualized and designed to support district/school specific identified needs. District/school types of assistance were based on goals defined in Annual Yearly Progress (AYP), Q Comp and staff development plans, curriculum review cycles, and grants connected to state and federal grant initiatives. Content Specialists supported staff development in charter schools and online learning in virtual schools as well as MDE initiatives such as the High School Redesign Project.

Quality Teacher Networks (QTNs) established in each of the standards content areas continue 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.

Federal No Child Left Behind (NCLB) legislation continues to impact staff development practices. NCLB identifies schools and districts as *In Need of Improvement* if students are not meeting proficiency, participation, attendance or graduation targets.

Title I Part A funded schools identified in the Adequate Yearly Progress (AYP) stages of School Choice or Supplemental Education Services are required to set aside 10 percent of their Title I building allocation for professional development. Title I Part A funded public school districts identified in any stage of *In Need of Improvement* are required to set aside 10 percent of their Title I district allocation for professional development.

A required improvement plan process for AYP schools and districts outlines their needs assessment, teaching and learning needs, selected research-based strategies and programs including the high-quality professional development to support increased student achievement.

Intensive staff development programs in reading and mathematics have been initiated across the state. A regional service delivery model for the AYP statewide system of support for schools and districts *In Need of Improvement* has been initiated. The education service cooperatives have been supporting schools and districts across the state with high-quality professional development that includes Response to Intervention (RTI), Sheltered Instruction Observation Protocol and interventions.

While this report does not include expenditures from federal sources, it is clear that federal directives regarding staff development impact decisions at both the school 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.

2007-08 Staff Development Data Analysis

Analysis of 2007-08 online reporting components is guided by the order in which each component is identified on the electronic system (see Appendix B).

Report Grouping

The analysis of 2007-08 staff development reports was conducted by using all district data received by December 23, 2008. 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:

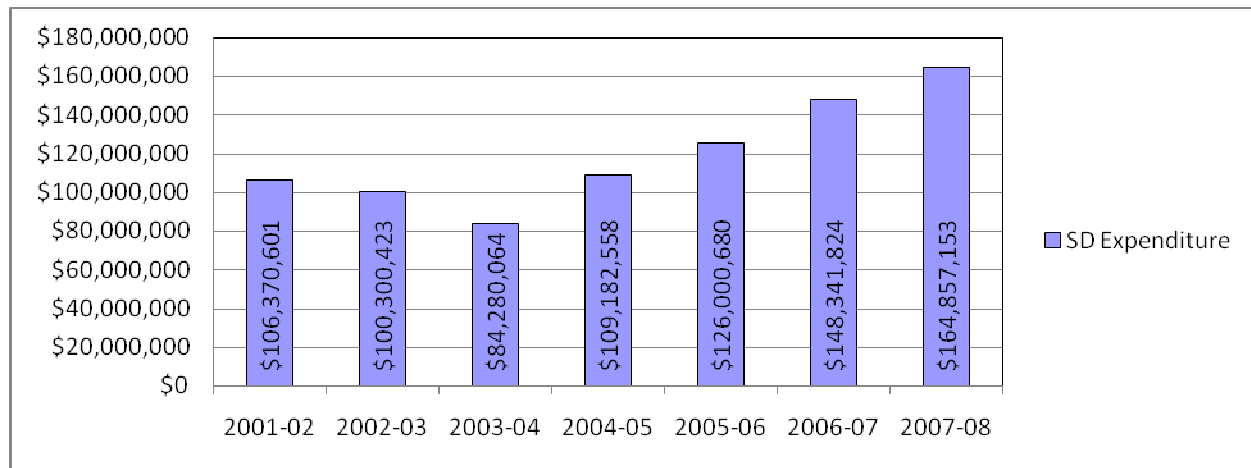
- 49 districts, including Minneapolis and St. Paul, in the seven-county metro area
- 85 districts with enrollment of 2000 or more
- 69 districts with enrollment of 1000-1999
- 89 districts with enrollment of 500-999
- 81 districts with enrollment of less than 500

Percentages, charts and graphs presented in this report are based on the data derived from all district data that were reported by December 23, 2008. All district reports are on file with MDE and are available for review.

Basic Revenue

The FY 2008 staff development expenditures were \$164,857,153. The total amount of funds devoted to staff development shows sizable and consistent annual growth from expenditures in 2003-04 to 2007-08 (Figure 1). From a longitudinal perspective, staff development funding was relatively low in 2003-04. 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



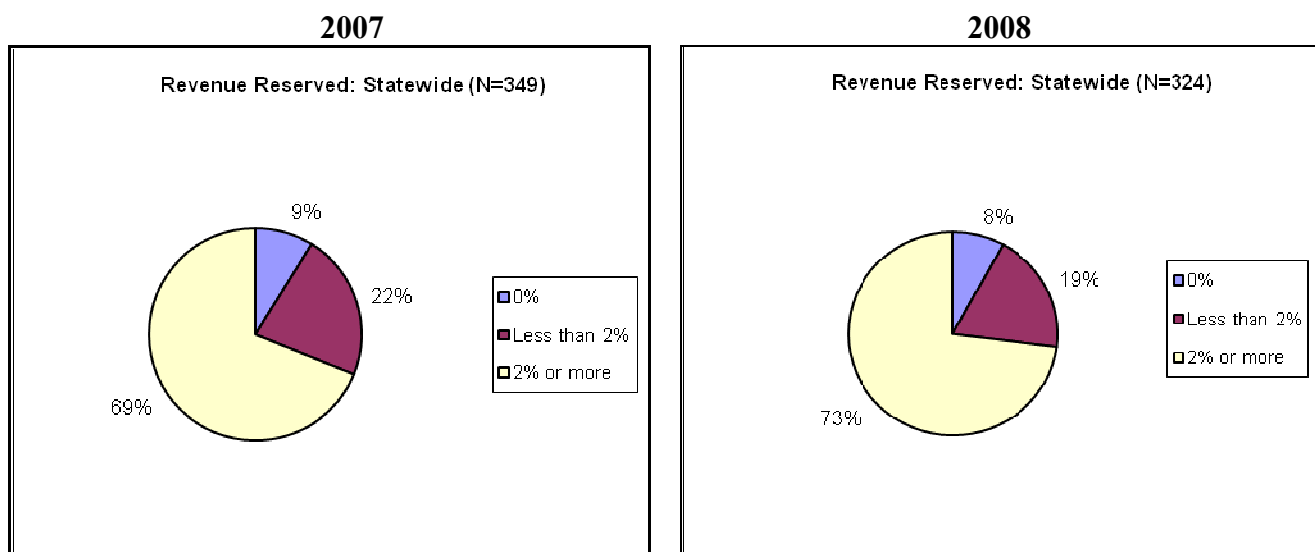
Comparison Charts

The following charts compare FY 2007 and FY 2008 data in relation to percent of basic revenue reserved statewide and in districts, sorted by student population. The charts were prepared with FY 2008 data of all districts' reserves and expenditures and corresponding data provided in the FY 2007 Staff Development Report to the legislature.

A review of FY 2008 data in comparison with FY 2007 data evidences the following (Figure 2):

- Statewide data for FY 2008 identified a total of 73% of districts expending 2% or more of their basic revenue on staff development. This was a 4% increase compared to 2007. There was a total of 8% of districts utilizing the 0% option. This was a 1% decrease compared to 2007, when 9% 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

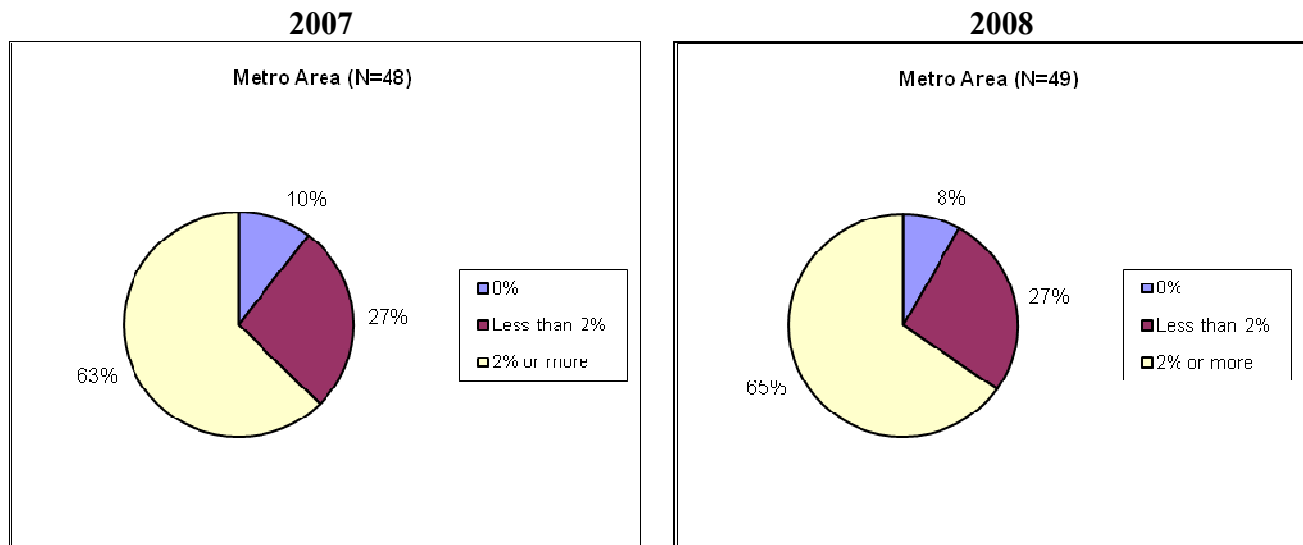
Percentage of basic revenue in relation to districts' student population

Overall, funding expended on staff development increased in 2007-08. Given the clear research links between quality staff development and increased student achievement, this spending pattern is reassuring.

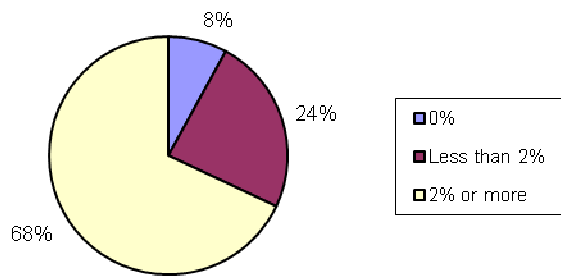
Population-based strata continue to demonstrate varied levels of basic revenue reserved for staff development. However, most of the following disaggregated groups show consistent trends of increased percentages of districts funding staff development at 2% or more (see the 10 charts in Figure 3).

- Metro: In 2008, 65% of districts funded staff development at 2% or more. It was a slight increase from 63% of districts doing the same in 2007.
- Enrollment of 2000 or more: Compared to 2007, there was no change.
- Enrollment of 1000-1999: A slight increase in funding was evident as those electing to spend more than 2% increased from 60% to 68%, and those electing to spend 0% increased from 8% to 9%.
- Enrollment of 500-999: An increase was shown as those electing to spend more than 2% increased from 66% to 72%, and those electing to spend 0% decreased from 7% to 6%.
- Enrollment of 500 or less: A slight change was shown as those electing to spend more than 2% remained stable at 80% to 81%, and those electing to spend 0% also decreased from 12% to 10%.

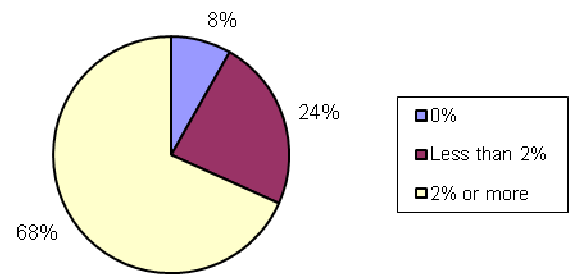
Figure 3. Percentage of basic revenue reserved in relation to districts' student population



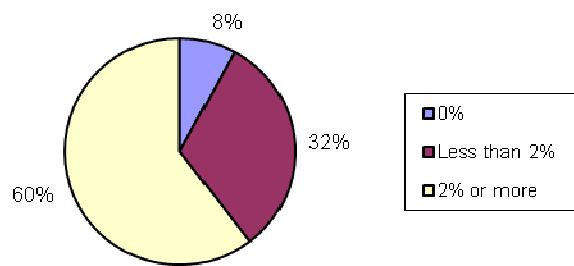
Enrollment: More than 2000 (N=85)



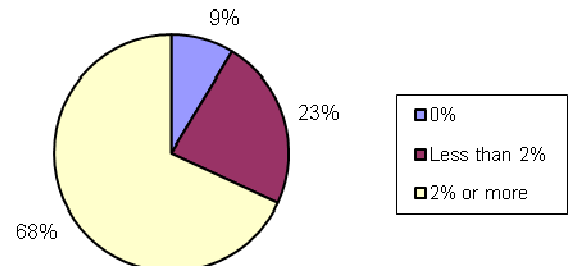
Enrollment: More than 2000 (N=85)



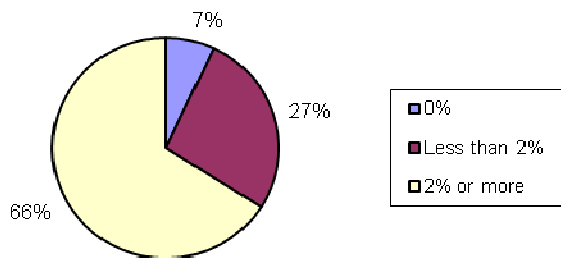
Enrollment: 1000-1999 (N=76)



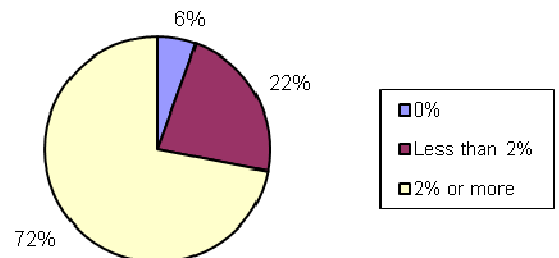
Enrollment: 1000-1999 (N=69)

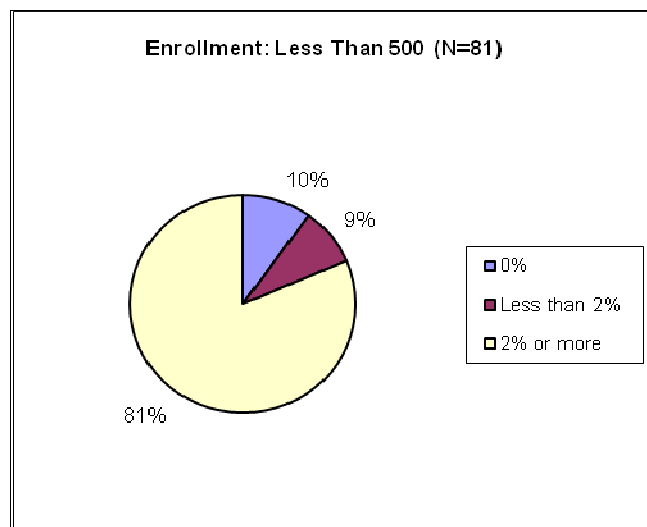
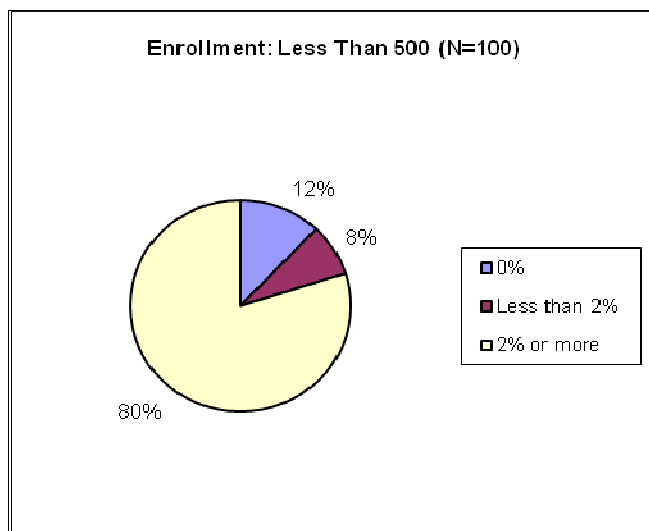


Enrollment: 500-999 (N=88)



Enrollment: 500-999 (N=89)



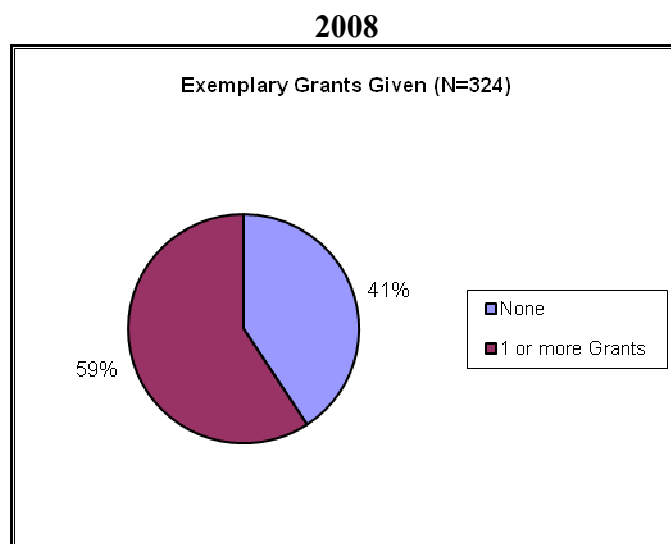
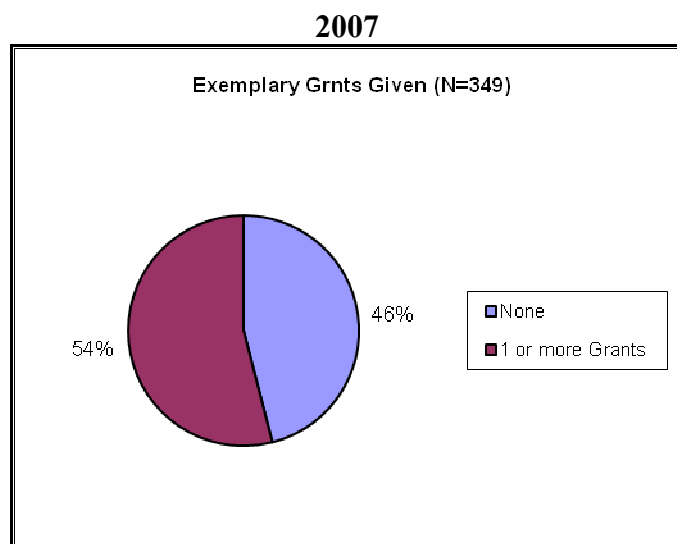


NOTE: "N" stands for the number of districts

Exemplary Grant

Districts that reserved funds may distribute up to 25% of staff development reserve funds in the form of exemplary grants to sites. For FY 2008, the percentage of surveyed districts giving one or more exemplary grant(s) increased substantially with 59% awarding site-level exemplary grants, compared to 54% the previous year (Figure 4).

Figure 4. Percent of exemplary grants

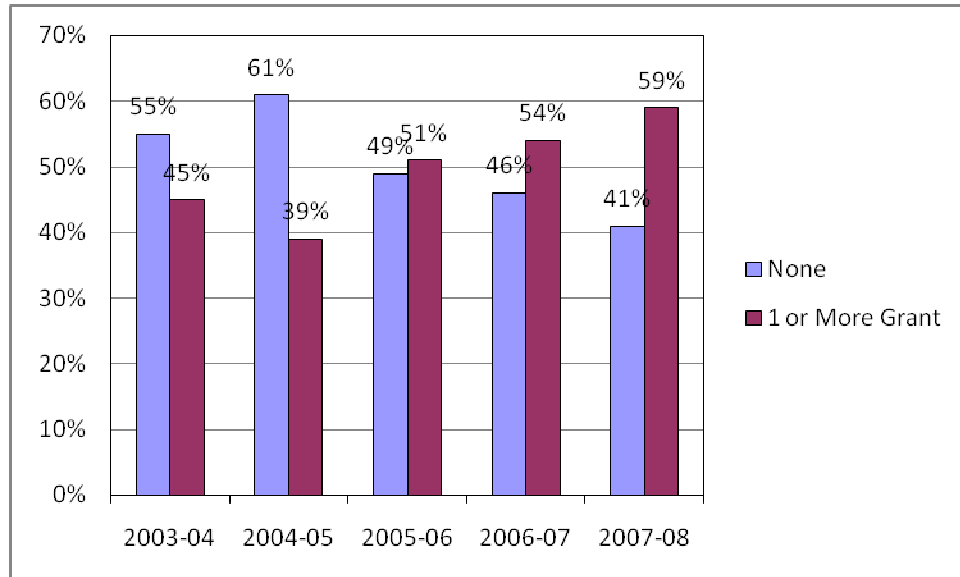


NOTE: "N" stands for the number of districts

For details on individual expenditures for exemplary grants, see Appendix A under Finance Code 307. Finance Code 307 for FY 2008 stands at 8.41% of the \$164,857,153 awarded as exemplary grants.

Compared to the \$12,277,380 awarded as exemplary grants for FY 2007, this is a 13% increase to \$13,868,499 for FY 2008 (Figure 5).

Figure 5. Changes in exemplary grants given



NCLB Funds for Professional Development

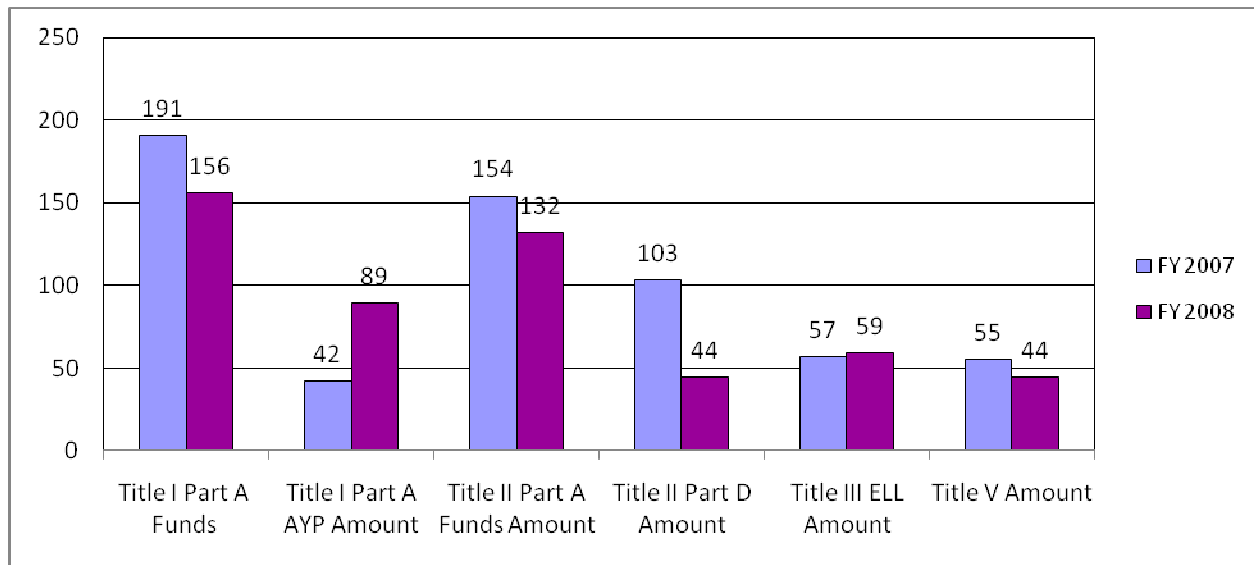
Table 1 indicates the amounts of NCLB funds reserved for professional development. A total of 156 districts reported that they set aside Title I, Part A funds for professional development, and 132 districts indicated use of Title II, Part A funds for professional development.

Table 1. NCLB funds reserved for professional development (PD)

	N	Total	Minimum	Maximum	Mean
Title I Part A Funds	156	\$5,522,692	0	\$2,000,000	\$35,401.87
Title I Part A AYP Amount	89	\$4,709,252	0	\$2,410,825	\$52,912.94
Title II Part A Funds Amount	132	\$10,395,216	0	\$3,206,811	\$78,751.64
Title II Part D Amount	44	\$322,980	0	\$194,195	\$7,340.45
Title III ELL Amount	59	\$771,112	0	\$110,785	\$13,069.69
Title V Amount	44	\$304,615	0	\$93,740	\$6,923.07
Total		\$22,025,867			

More than a 100% increase was shown, compared to FY 2007 data, as 89 districts indicated that they set aside the Title I, Part A AYP funds for professional development (Figure 6).

Figure 6. Total number of districts in NCLB funds reserved for Professional Development



The total amount of NCLB funds is \$22,025,867. In other words, 13.36% of the \$164,857,153 was devoted to staff development. Note that this is the self-reported data submitted by districts 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).

Q Comp

Quality Compensation for Teachers (Q Comp) is the alternative pay initiative to help with the recruitment and retention of highly qualified teachers for Minnesota classrooms. Q Comp is based on the successful program called the Teacher Advancement Program (TAP). TAP school teachers attribute their success to the role of job-embedded professional development. Job-embedded professional development includes (1) ongoing feedback and support from mentors and instructional coaches; (2) time during the school day to collaborate in professional development teams; and (3) a school improvement goal that aligns with relevant and meaningful instructional strategies demonstrated by mentor and instructional coaches who field-test the strategy with students at the school.

Q Comp is a program that requires districts, teachers and communities to mobilize around a common agenda – improving instructional quality and teacher efficacy to increase student achievement. The Q Comp program has five components: (1) career ladder/advancement options for teachers; (2) job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and (5) an alternative teacher schedule.

Table 2 shows summary information on Q Comp funds as reported by districts through the online staff development collection system. Districts reported that the total amount of Q Comp funds used for professional development was \$14,344,596; the total used of salary augmentation was \$30,035,678; while the number of Career Ladder positions receiving salary augmentation was 3911.

To support their Q Comp program, 10 out of 39 Q Comp districts reported using the 2% set-aside.

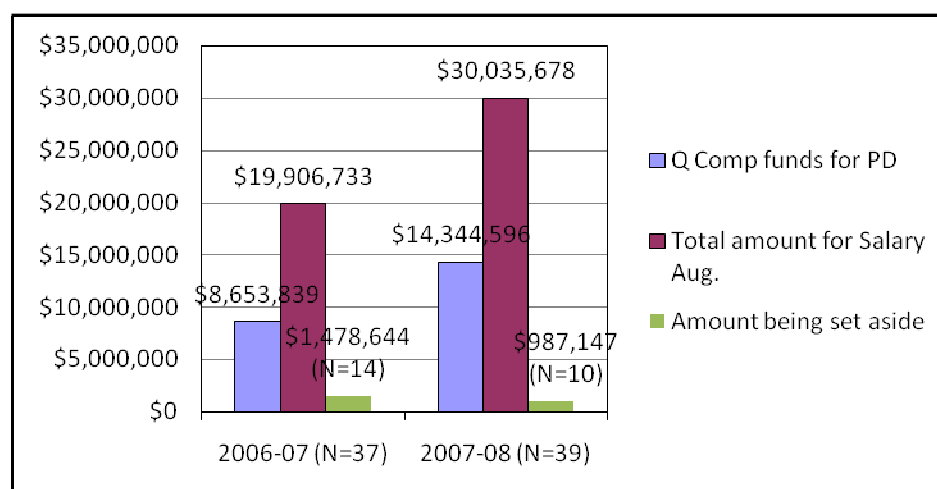
Table 2. 2008 Q Comp funds used for staff development

	N	Sum	Mean
Q Comp funds for professional development	39	\$14,344,596	\$367,810
Number of Career Ladder positions receiving salary augmentation	39	3911	100
Total amount of Q Comp funds used for salary augmentation	39	\$30,035,678	\$770,146
Amount of money being set aside	10	\$987,147	\$98,715

Compared to Q Comp funds data in FY 2007, the total amount of Q Comp funds for professional development increased from \$8,653,839 to \$14,344,596. A significant increase was also shown in the total amount of Q Comp funds used for salary augmentation, even though only two more districts were added to Q Comp districts in FY 2008 (Figure 7).

Furthermore, there was a decrease in the amount of money used to support Q Comp from the 2% set-aside, as well as a decrease in the number of Q Comp districts using the 2% set-aside to support their Q Comp program.

Figure 7. Changes in Q Comp funds used for staff development



High-Quality Staff Development

Minnesota has a history of encouraging high-quality staff development at both the district and site levels. The 2006-07 online reporting system elicited specific numbers of staff engaged in high-quality staff development for reporting required from each state by the federal NCLB legislation. Personnel in MDE's School Improvement Division assist districts in defining and designing high-quality staff development.

Each district was asked to record the number of staff receiving high-quality staff development. A convenient link took respondents to the U.S. Department of Education’s list of high-quality staff development characteristics.

Table 3 indicates the number of teachers, paraprofessionals and licensed non-instructional staff across the district in each category who have received high-quality staff development. Among them, most of the teacher group (88%) and more than three-quarters of the paraprofessional (77%) and licensed non-instructional staff (81%) groups received high-quality staff development.

Table 3. The number in each professional group who have received high-quality staff development across the state, as reported by sites

	Teachers (N=56095)	Paraprofessionals (N=21424)	Licensed Non-Instructional Staff (N=10182)
Number of staff members receiving high-quality staff development	49,229 (88%)	16,444 (77%)	8251 (81%)

“N” indicates total number of staff members across all sites in the state.

District Student Achievement Goals

District student achievement goals for 2007-08 encompassed the following academic areas: reading, mathematics, language arts, writing, science, health/physical education, and art/music. Goals were often written in broad terms, such as overall improvement. The district staff development goals and school-site(s) student achievement goals reported a strong correlation.

In addition to identifying goals related to these specific subject areas, all districts were found to report one or more non-subject area goals under the category of *Other*. The reporting format also defaulted to *Other* when more than one subject area was selected. The default format will be corrected in the 2009 online staff development reporting, and a more detailed analysis of the data will be available.

Designs and Structures Used to Implement Goals

Districts identified staff development activities from among the following categories:

Attend Workshop/Conference	Case Studies
Coach/Mentor/Induction Program	Conduct Action Research
Content Coaching/Instructional Coaching	Demonstration Teaching
Design and Evaluate Assessments	Develop Curriculum
Engage in Individual Guided Practice	Examine Data—Student and Staff
Examine/Analyze Student Work	Instructional Strategy Modeling
Lesson Study	Participate in Ongoing Training
Peer or Cognitive Coaching	Practice with Reflection
Professional Learning Communities	Team Meeting with Instructional Focus
Team Teaching	Train the Trainer
Work in Study Groups	Other

The most common district staff development activities identified included: *participate in ongoing training, attend workshop/conference* and *examine data—student and staff*.

High-Quality Staff Development Components

Districts were requested to review the staff development activities and identify how the activities supported high-quality staff development components. The high-quality staff development components selected indicated that *improving teachers' and principals' knowledge and skills to help students meet challenging state academic standards* and *advancing teacher understanding of effective instructional strategies using scientifically based research* were a primary focus. A relatively small number of districts indicated that providing training will help teachers ensure all students are technologically literate by the end of grade eight.

A majority of districts identified their staff development as an integral part of the school improvement planning and as sustainable, intensive and classroom-focused.

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, individual professional development plans and formative assessments. Table 8 shows a range of teacher induction activities, seminars/workshops, formative assessments, mentor training activities and evaluation measures provided for new teachers across the districts.

Figures below show information about statewide staff development teacher induction; it is detailed for each of the five categories (A-E in Table 8).

Table 8. 2008 statewide staff development teacher induction

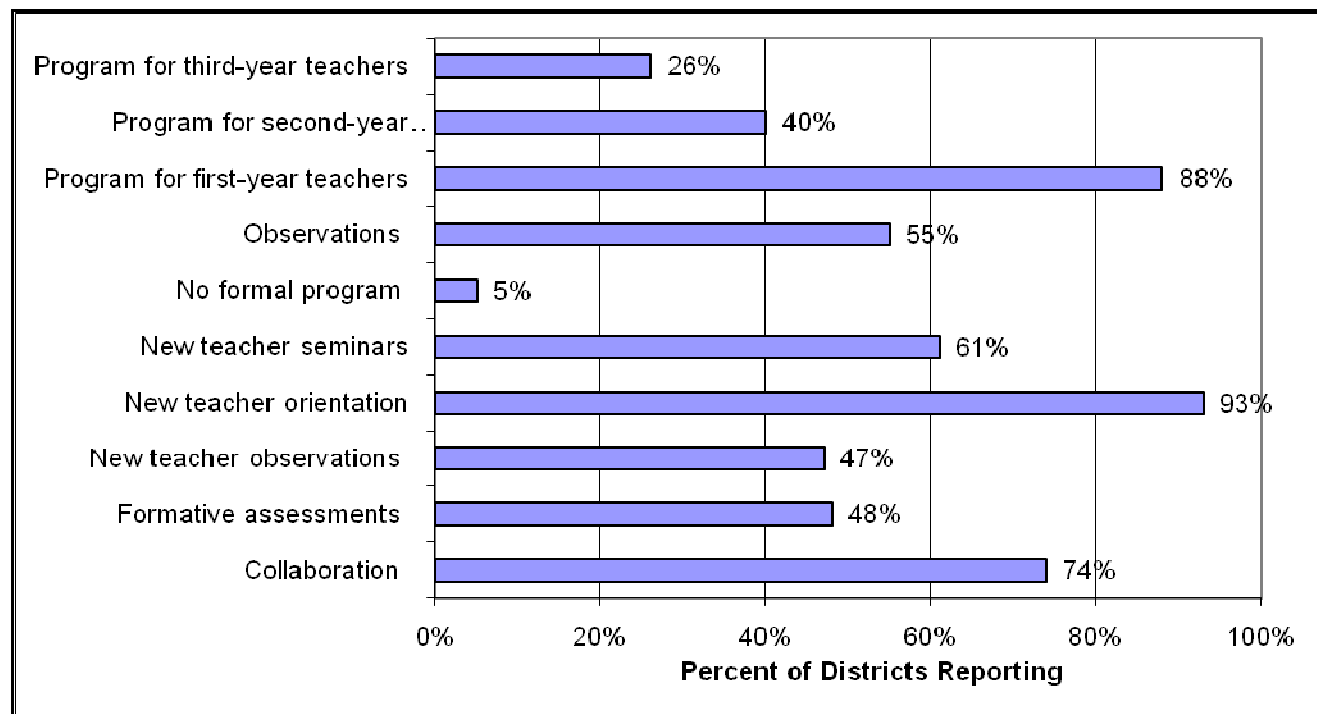
	Statewide Count	% of Districts Reporting
A. Induction Activities for New Teachers		
Collaboration time expectations for new teacher and mentor	179	74%
Formative assessments to guide their professional growth	116	48%
New teacher observations of master teachers	114	47%
New teacher orientation	226	93%
New teacher seminars/workshops	149	61%
No formal program was provided to new teachers in their first three years of teaching	13	5%
Observations conducted by a mentor	134	55%
Program for first-year teachers	213	88%
Program for second-year teachers	97	40%
Program for third-year teachers	64	26%

B. New Teacher Seminars or Workshops		
Classroom management	162	67%
Content or program knowledge	110	45%
Curriculum and assessments	135	56%
Differentiated instruction	93	38%
Instructional strategies	139	57%
Lesson planning	107	44%
Orientation to district and school	242	100%
Using data to improve instruction	130	53%
C. Formative Assessments used with New Teachers		
Examining student work or student data	86	35%
Mentor logs focused on issues and results	86	35%
Mentor observations and feedback	156	64%
Needs assessments	109	45%
Self-assessments using professional teaching standards	120	49%
D. Mentor Training Activities		
Coaching skills	120	49%
Foundations (basic skills and knowledge to teacher induction)	187	77%
Knowledge and application of new teacher development	96	40%
Observation strategies	126	52%
Professional teaching standards	100	41%
Using formative assessments	61	25%
E. Evaluation Measures		
Impact on student achievement	65	27%
Impact on teacher effectiveness (professional growth)	130	53%
Impact on teacher retention	78	32%
New teacher-mentor relationship	142	58%
New teacher's job satisfaction	150	62%
Program model effectiveness	111	46%

In Figure 8, most respondents (93%) reported that they provided new teacher orientation to their respective districts and schools as induction activities for new teachers. In addition, 88% of them provided programs for first-year teachers. Although a large percentage of districts reported providing orientations for new teachers, only 47% of respondents provided new teacher observations of master teachers and 48% provided formative assessments to guide professional growth.

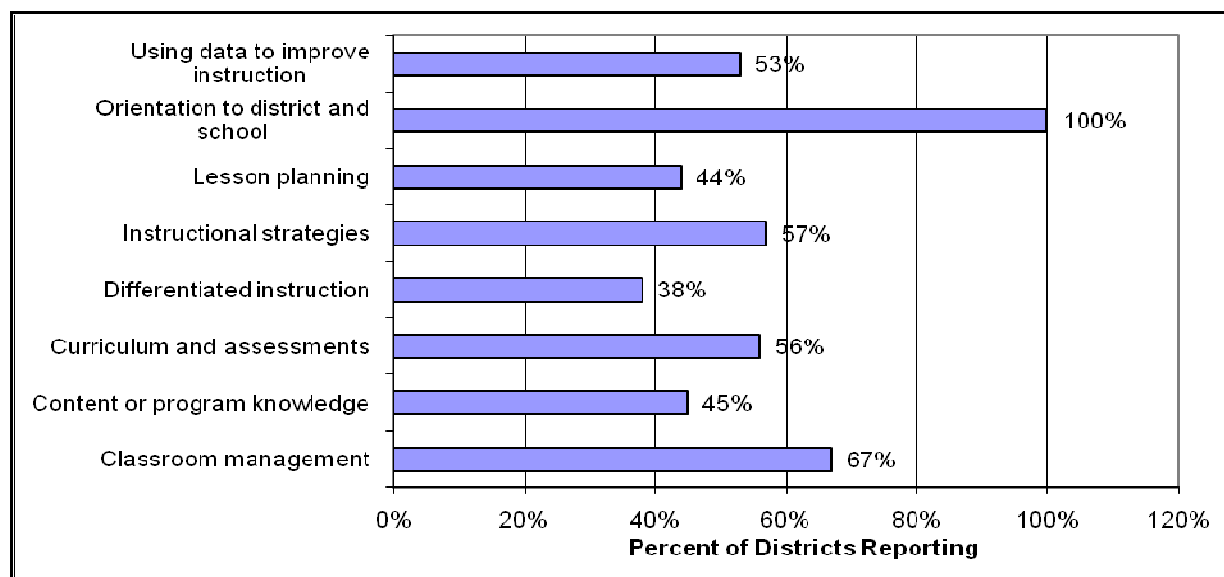
While 88% of the respondents reported they provided the teacher induction activities for first-year teachers, only 26% of the respondents reported that they provided programs for third-year teachers. Almost two-thirds (61%) of the respondents provided seminars/workshops for new teachers.

Figure 8. Percentage distribution of the frequency of districts providing various induction activities for new teachers



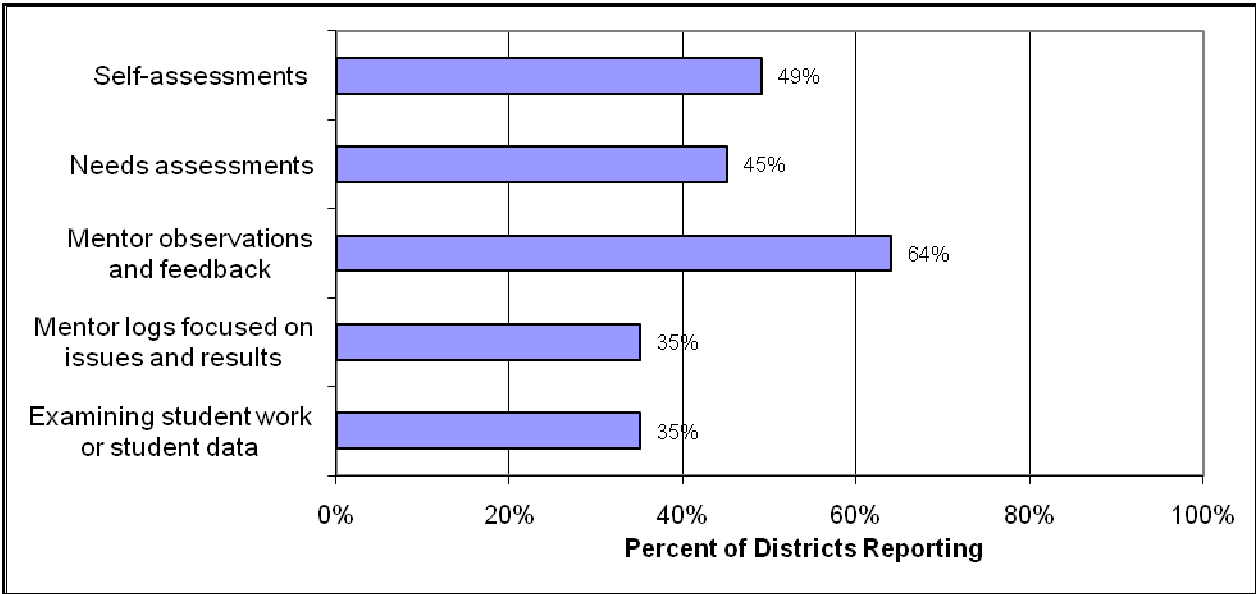
Detailed information reported on seminars/workshops is in Figure 9. A large percentage of the respondents reported that their new teacher seminars or workshops included orientations to districts and schools (100%), classroom management (67%), instructional strategies (57%), and curriculum and assessments (56%). Percentages of the respondents indicating lesson planning (44%), content or program knowledge (45%), and differentiated instruction (38%) were relatively small.

Figure 9. Percentage distribution of the frequency of districts providing new teacher seminars or workshops



While the frequency of districts using formative assessments was shown in Figure 8, the focus of formative assessment activities is indicated in Figure 10. The activities most frequently focused on the following: mentor observations and feedback (64%), self-assessments (49%) and needs assessments (45%). The programs with less focus were programs using mentor logs focused on issues (35%) and examining student work or student data (35%).

Figure 10. Percentage distribution of the frequency of districts using formative assessments with new teachers



Since building mentorship for new teachers is a strong indicator for the success of the teacher induction program, the characteristics of mentor training activities are shown in Figure 11. Respondents reported that they provided the following for mentor training activities: foundations (77%), observation strategies (52%), coaching skills (49%) and professional teaching standards (41%). However, only 25% of the respondents reported that they provided activities using formative assessments.

Figure 11. Percentage distribution of the frequency of districts providing various mentor training activities

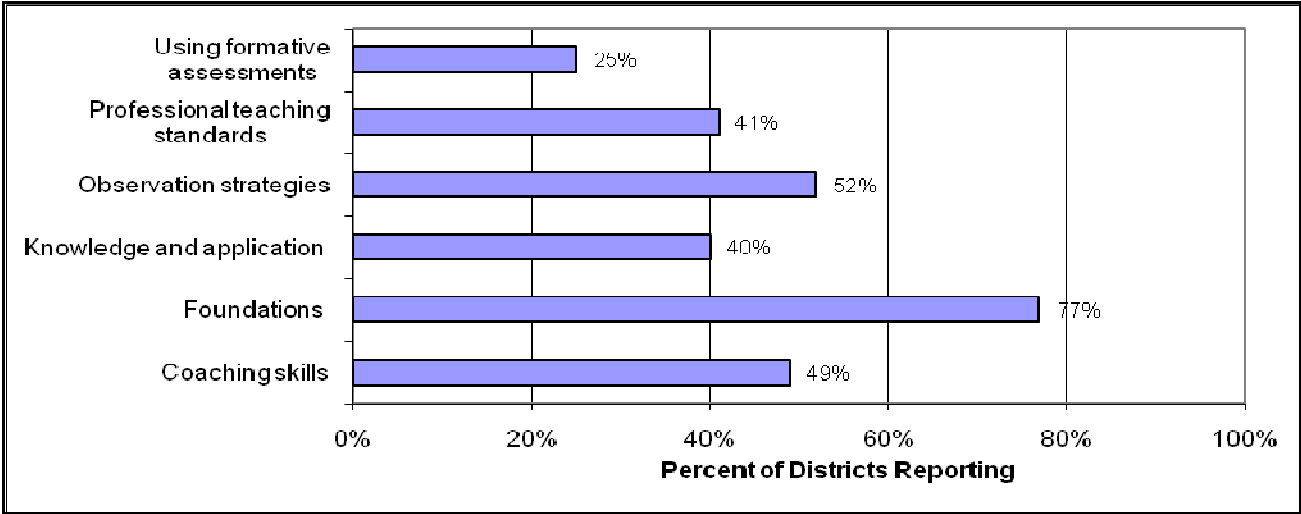
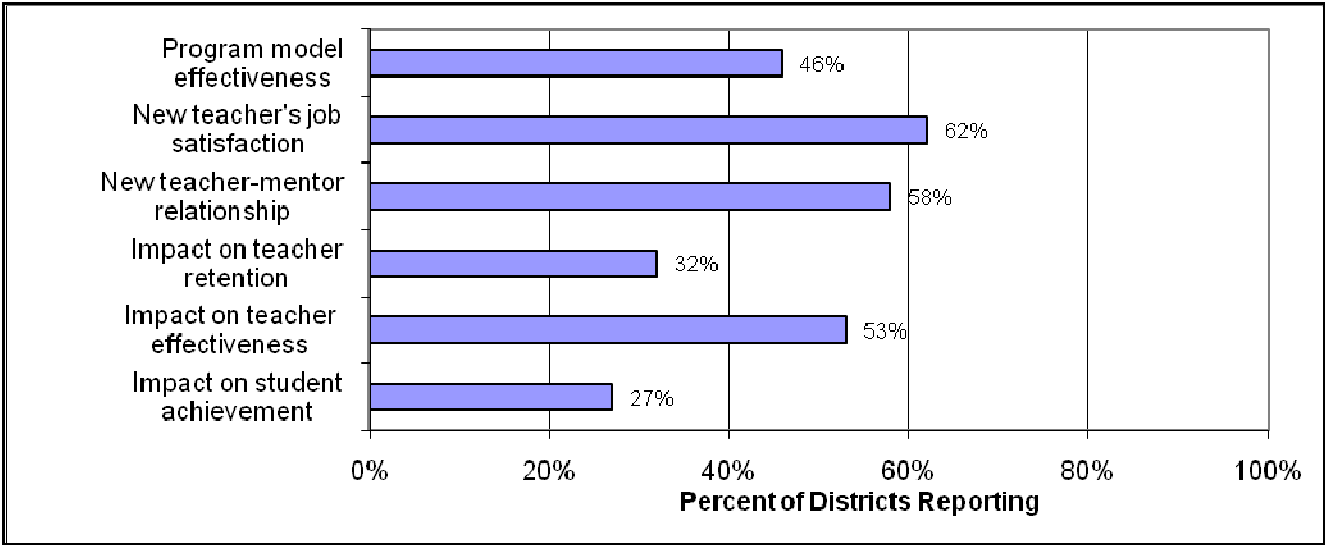


Figure 12 indicates the percentage of districts providing various evaluation measures. A large percentage of the respondents reported that they used the following: new teacher’s job satisfaction (62%), impact on teacher effectiveness (53%) as evaluation measures, and new teacher-mentor relationship (58%). On the other hand, a small percentage of respondents indicated that they provided programs such as program model effectiveness (46%), impact on teacher retention (32%) and impact on student achievement (27%).

Figure 12. Percentage distribution of the frequency of districts providing various evaluation measures



Electronic Staff Development Reporting Format

The electronic format required for submitting staff development reports facilitates the use of resulting data. The online reporting system offers districts a uniform systematic reporting process (see sample pages in Appendix B) to address staff development efforts at the district and site levels. The School Improvement Division has the responsibility for the online system implementation, training, assistance and reporting to the legislature.

Authorized district and school personnel register a user ID and password to access the site, where information on district and school levels can be entered and edited. Throughout the electronic reporting site, users are assisted with the following:

- 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 menu on the left side of the screen (refer to the screen shot in Appendix B) provides access to electronic pages categorized in three sections: district report, site report and final reports.

District-Level Information

The district section includes the following information:

- Contact information for district staff development chairs
- Members of the district staff development advisory committees
- District student achievement goals and related subject areas
- District staff development goals
- Activities or strategies used to implement the staff development goals
- Designs or structures used to implement the staff development goals
- High-quality components encompassed by this activity
- Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation and evaluation)
- Evaluative findings regarding staff development goals (findings of the goal, impact on student learning, impact on teacher learning and identification of which goals will and will not be continued into the following year)
- Revenue details (waiver of reserve requirement, Statutory Operating Debt (SOD) status, exemplary grants, Q Comp participation and set-aside of No Child Left Behind (NCLB) funds for professional development)
- Information about new teacher induction programs and their evaluation
- Identification of the numbers of district staff (broken out by category) who received high-quality staff development

The electronic format guides users to report (1) student achievement goal(s), (2) staff development goal(s), (3) activities and strategies tied to each specific goal and (4) evaluative findings tied to goals

and activities. The findings are reported through a narrative describing the impact on student learning and teacher learning.

The final page of the district section covers staff information. Numbers of staff—categorized as teachers, paraprofessionals, and licensed non-instructional staff—are pre-populated with data submitted earlier to MDE on the Minnesota Automated Reporting Student System (MARSS) and Staff Automated Reporting System (STAR). 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

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

The school-level section includes the following information for each of the district’s school site(s)

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

Once entered in the district section of the report, district goals automatically appear on the school-level pages to connect district and school-level goals. This section also includes the number of staff members receiving high-quality staff development.

Final Reports

The third section includes the options to view Error Reports, a Preview Final Reports and the Submit process. Error Reports provide specific details about which information in the report is incomplete. The Preview Final Reports offers printable collections of six types of district-level information and two collections of districtwide information entered by the user up to that time. The final page titled “Submit Final Report” gives the user a statement of assurances page that must be signed and returned to MDE by mail, fax, or e-mail.

Technical Assistance

MDE's School Improvement Division has conducted surveys to inform technical assistance needed to complete the online reporting process. The respondents were overwhelmingly in favor of written instructions and telephone technical support. An instructional document with screen shots and text has been developed to answer questions. School Improvement staff provides assistance by phone and e-mail for district and school personnel responsible for meeting their program's reporting requirements.

Reporting Timeline

Each year feedback from users of the online staff development reporting system is used to improve the system. MDE continues to make adjustments as needed. District and school-level personnel will be able to access the reporting site in spring 2009 to begin entering staff development information for the 2008-09 school year. School and district personnel responsible for staff development planning, implementation and reporting will have the opportunity to edit and review information for accuracy up to the final submission. Final electronic staff development reports are due by October 15 each year. Data from the reports is aggregated and analyzed for annual reports to the Minnesota Legislature and the U.S. Department of Education.

PART II

STAFF DEVELOPMENT EXPENDITURE REPORT-FY08

System for Collecting and Reporting Expenditure Data

District expenditures are reported to the Minnesota Department of Education (MDE) using the Uniform Financial Accounting and Reporting Standards (UFARS) system. The UFARS coding system requires districts to track and report sources of funds and how they were expended. This report utilized data reported by specific finance, program and object dimensions of the UFARS system that impacted requirements of staff development legislation. The UFARS system contains 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 allotment, and/or it is used to track the relationship between the source of certain funds and a reserve account. Since Minnesota Statutes, Section 122A.61, Subd. 1 (Appendix C) requires a district to set aside up to 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	50% Site: Staff development expenditures at the site
307	25% Grants: Staff development expenditures for effective practices at the sites
308	25% Districtwide: Staff development expenditures for districtwide activities

The 2003 legislative session released units from the 2% set-aside mandate for FY 2004 and FY2005 only. 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

Program Code Number	Program Code Name and Definition
610	Curriculum Consultant and Development: 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	Staff Development: 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

Object Code Number	Object Code Name and Definitions
100 series	Salaries
200 series	Personnel benefits
300 series	Purchased services , consulting fees, travel and conventions
400 series	Supplies and materials
500 series	Capital expenditures including leases
800 series	Other expenditures including dues and memberships

The data contained on the next pages are taken from all data submitted to MDE by January 12, 2009. The statutory deadline for reporting final UFARS data was November 30, 2008. However, a 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 340 regular school districts, two (2) common school districts, 156 charter schools and 63 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 but also contains a comparison of balances from FY 2007 to FY 2008.

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 reserve. There were other funds available to districts from the general fund, and these 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 FY2007

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	45,354,052	27.51%
Finance 307 (25% grant)	13,868,499	8.41%
Finance 308 (25% district)	24,074,333	14.60%
Program 610 (curriculum)	51,438,548	31.20%
Program 640 (staff development)	30,121,721	18.28%
TOTAL	\$164,857,153	100.00%

Overall, reporting units spent \$16.5 million dollars more than the previous year on staff development. Spending patterns were consistent for the past several years in terms of percentages by category, with the largest amounts reported in the staff development site account (FINANCE 306) and the curriculum account (CURRICULUM 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 \$81.5 million dollars outside the parameters of the 2% set-aside funds or reserved funds, up from the previous year total of 70 million spent in PROGRAM 610 and PROGRAM 640.

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 FY2008

Object Codes	Total Funds Spent	Percent of Total Spent
100-299 Salaries/benefits	119,521,036	72.50%
300 -399 Purchased services	29,997,939	18.20%
400-599 Materials/equipment	14,215,741	8.62%
600-899 All Other	1,122,437	0.68%
TOTAL	\$164,857,153	100.00%

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

1. As it has been for years, the majority of the expenditures for staff development went to salaries and benefits of employees in the reporting units.
2. There were additional personnel dollars spent through the 300 code (Purchased services) that included consultant fees.

Balance Sheet Accounts

Legislation required that some expenditures funded by specific revenues be used for only specific purposes. Those revenues were called 'restricted' or 'reserved.' Any remaining (unspent) revenue at the end of a fiscal year would be recorded in a reserve balance sheet 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. There was also one reserve account, 438 Gifted and Talented that was redefined and funded. Since it has a new function, it is no longer reported as a staff development reserve account, and no unfunded or discontinued reserve accounts remain.

Initially, there were several 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 they were all removed by FY2007. The FY2008 total for the staff development reserve account is contained in the following table.

TABLE 3: SUMMARY DATA OF STAFF DEVELOPMENT BALANCES BY BALANCE SHEET CODE FOR FY2007 AND FY2008

Balance Sheet Name	Balances FY2007	Balances FY2008
403 Regular-Staff Development	\$18,085,112	\$19,063,297

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

1. Staff development reserves increased by almost one million dollars over the prior year.
2. All other staff development accounts that were discontinued have been removed.

Appendices

Unit-by-Unit Data-Appendix A

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

Appendix C contains a copy of Minnesota Statutes, section 122A.61 Reserved revenue for staff development.

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

Charles A. Speiker
Financial Management Section
Program Finance Division
651/582-8737 or at charles.speiker@state.mn.us

APPENDIX A

Unit-by-Unit Staff Development Account Chart-FY 2007

Dst No	Dst Type	Dst Name	Fin Code 306	Fin Code 307	Fin Code 308	Prg Code 610	Prg Code 640
0001	01	AITKIN PUBLIC SC	32,352.13	36,240.00	33,108.55	6,987.35	-
0001	03	MINNEAPOLIS PUBL	3,715,450.98	62,402.66	2,667,409.55	-	10,804,595.01
0002	01	HILL CITY PUBLIC	-	-	-	9,198.16	-
0004	01	MCGREGOR PUBLIC	34,950.81	19,990.66	12,688.36	-	-
0006	03	SOUTH ST. PAUL P	119,596.36	47,874.14	93,164.41	330,966.70	1,216.34
0011	01	ANOKA-HENNEPIN P	1,265,762.29	883,915.71	1,027,470.56	4,324,471.90	2,010,440.17
0012	01	CENTENNIAL PUBLI	586,193.44	54,305.31	193,680.44	435,466.91	21,973.89
0013	01	COLUMBIA HEIGHTS	115,223.25	37,483.92	34,076.55	150,101.26	-
0014	01	FRIDLEY PUBLIC S	198,900.69	113,007.16	3,000.00	251,135.44	47,831.82
0015	01	ST. FRANCIS PUBL	333,600.00	166,800.00	166,812.37	202,877.61	875,561.09
0016	01	SPRING LAKE PARK	356,032.92	116,366.44	225,659.05	917,901.89	2,619.18
0022	01	DETROIT LAKES PU	78,895.60	13,997.53	34,715.51	-	-
0023	01	FRAZEE-VERGAS PU	15,058.07	135.00	1,114.64	-	13,916.30
0025	01	PINE POINT PUBLI	1,647.39	795.00	350.21	-	246.44
0031	01	BEMIDJI PUBLIC S	112,360.71	67,560.32	70,997.00	13,030.14	-
0032	01	BLACKDUCK PUBLIC	29,431.38	4,729.68	1,072.62	-	-
0036	01	KELLIHER PUBLIC	17,262.41	8,632.00	8,633.66	-	-
0038	01	RED LAKE PUBLIC	74,805.98	37,402.99	37,403.02	-	392,946.19
0047	01	SAUK RAPIDS PUBL	336,457.83	92,234.34	8,403.73	89,061.43	21,791.85
0051	01	FOLEY PUBLIC SCH	127,743.62	-	54,558.37	15,678.98	10,413.79
0062	01	ORTONVILLE PUBLI	26,511.63	13,255.82	13,195.59	-	-
0075	01	ST. CLAIR PUBLIC	37,585.38	14,498.14	18,599.58	1,893.73	1,923.92
0077	01	MANKATO PUBLIC S	266,509.13	14,740.23	212,007.16	550,731.86	31,109.09
0081	01	COMFREY PUBLIC S	10,020.07	1,237.42	7,579.00	-	1,321.10
0084	01	SLEEPY EYE PUBLI	37,544.47	18,770.32	18,771.07	8,387.79	-
0085	01	SPRINGFIELD PUBL	47,735.89	279.15	4,657.71	-	-
0088	01	NEW ULM PUBLIC S	56,951.26	17,873.53	31,897.03	51,359.73	30,414.57
0091	01	BARNUM PUBLIC SC	27,728.35	18,578.20	21,083.48	-	-
0093	01	CARLTON PUBLIC S	12,887.42	180.62	2,730.05	59,816.98	-
0094	01	CLOQUET PUBLIC S	119,796.82	-	32,645.51	49,433.52	-
0095	01	CROMWELL-WRIGHT	8,830.14	4,415.06	4,415.04	-	1,248.58
0097	01	MOOSE LAKE PUBLI	34,921.58	10,179.12	21,668.01	-	-
0099	01	ESKO PUBLIC SCHO	17,779.75	-	3,027.78	2,124.25	-
0100	01	WRENSHALL PUBLIC	21,317.54	9,757.14	9,702.79	-	-
0108	01	NORWOOD PUBLIC S	70,796.30	19,710.38	6,537.61	-	-
0110	01	WACONIA PUBLIC S	201,012.88	63,823.51	83,323.70	247,593.04	-
0111	01	WATERTOWN-MAYER	68,629.58	35,186.57	47,671.24	-	(2,751.87)
0112	01	DISTRICT 112	566,317.39	259,795.37	345,379.48	830,432.70	-
0113	01	WALKER-HACKENSAC	27,703.59	2,553.93	8,781.42	-	-
0115	01	CASS LAKE-BENA P	59,422.34	19,750.62	35,866.02	198,868.63	-
0116	01	PILLAGER PUBLIC	45,503.04	22,630.00	22,628.64	-	-
0118	01	NORTHLAND COMMUN	-	-	-	264,669.19	239,194.99
0129	01	MONTEVIDEO PUBLI	19,712.15	11,250.00	4,263.41	69,902.97	-
0138	01	NORTH BRANCH PUB	247,604.91	95,614.30	103,558.07	242,709.87	5,475.97
0139	01	RUSH CITY PUBLIC	69,018.74	30,257.86	30,425.55	-	-
0146	01	BARNESVILLE PUBL	40,107.77	18,113.86	22,542.93	-	-

0150	01	HAWLEY PUBLIC SC	69,083.32	23,541.79	25,224.50	-	-
0152	01	MOORHEAD PUBLIC	297,368.40	43,056.51	299,003.67	5,960.42	-
0162	01	BAGLEY PUBLIC SC	61,121.87	30,245.11	30,947.21	-	-
0166	01	COOK COUNTY PUBL	23,736.35	17,924.98	10,942.70	-	-
0173	01	MOUNTAIN LAKE PU	10,717.95	4,282.35	20,047.40	-	-
0177	01	WINDOM PUBLIC SC	16,113.53	9,613.20	4,954.21	28,969.90	-
0181	01	BRAINERD PUBLIC	328,735.00	90,745.13	182,503.88	119.15	311,065.92
0182	01	CROSBY-IRONTON P	41,838.22	20,024.12	30,929.44	-	-
0186	01	PEQUOT LAKES PUB	48,800.73	3,584.99	11,647.46	65,303.07	-
0191	01	BURNSVILLE PUBLI	-	20,794.25	177,329.22	611,236.73	2,143,922.06
0192	01	FARMINGTON PUBLI	241,281.74	130,810.00	148,521.52	952,948.74	69,233.59
0194	01	LAKEVILLE PUBLIC	102,296.49	311,469.77	231,307.40	270,258.43	-
0195	01	RANDOLPH PUBLIC	30,856.67	17,269.08	17,611.17	-	1,781.40
0196	01	ROSEMOUNT-APPLE	1,514,094.95	923,114.81	835,660.10	2,162,771.53	2,723,625.96
0197	01	WEST ST. PAUL-ME	306,074.22	96,834.64	116,441.62	1,211,157.80	-
0199	01	INVER GROVE HEIG	64,848.02	41,559.47	32,877.12	-	1,876.80
0200	01	HASTINGS PUBLIC	44,298.28	21,889.73	200,724.77	-	14,139.93
0203	01	HAYFIELD PUBLIC	22,827.47	1,045.39	2,096.71	-	-
0204	01	KASSON-MANTORVIL	145,638.85	50,248.13	45,859.45	47,000.36	49,796.88
0206	01	ALEXANDRIA PUBLI	83,363.03	59,934.56	30,398.92	456,419.77	-
0207	01	BRANDON PUBLIC S	221.30	1,113.93	1,663.42	15,426.23	-
0208	01	EVANSVILLE PUBLI	17,502.18	1,268.35	2,766.60	-	-
0213	01	OSAKIS PUBLIC SC	53,333.35	35,894.70	21,915.12	-	-
0227	01	CHATFIELD PUBLIC	45,542.96	24,741.33	24,298.24	-	-
0229	01	LANESBORO PUBLIC	25,928.34	9,983.45	9,903.06	-	-
0238	01	MABEL-CANTON PUB	2,846.12	-	3,353.16	-	-
0239	01	RUSHFORD-PETERSO	39,345.35	18,974.99	18,975.00	-	-
0241	01	ALBERT LEA PUBLI	62,763.90	50,278.07	8,667.17	303,864.11	-
0242	01	ALDEN-CONGER PUB	29,955.08	13,332.73	13,319.35	-	-
0252	01	CANNON FALLS PUB	95,972.72	31,503.95	28,284.14	-	-
0253	01	GOODHUE PUBLIC S	43,845.37	728.09	55,848.97	-	56.34
0255	01	PINE ISLAND PUBL	37,129.56	6,170.59	28,548.49	-	-
0256	01	RED WING PUBLIC	42,829.31	1,824.02	9,621.66	16,404.23	372.00
0261	01	ASHBY PUBLIC SCH	6,220.82	3,840.00	5,277.55	-	-
0264	01	HERMAN-NORCROSS	3,902.98	2,952.17	3,025.00	-	-
0270	01	HOPKINS PUBLIC S	56,247.83	13,032.53	61,988.78	958,950.31	80,866.23
0271	01	BLOOMINGTON PUBL	881,835.11	234,670.33	129,766.14	723,715.48	239,200.94
0272	01	EDEN PRAIRIE PUB	425,363.90	4,708.54	734,908.09	1,154,465.46	-
0273	01	EDINA PUBLIC SCH	519,346.00	281,866.00	301,238.00	701,934.03	(5,285.92)
0276	01	MINNETONKA PUBLI	462,308.94	271,684.78	165,912.37	576,716.78	4,285.13
0277	01	WESTONKA PUBLIC	21,705.71	14,337.13	11,862.44	226,922.48	164.00
0278	01	ORONO PUBLIC SCH	-	24,198.57	81,498.21	184,321.86	9,509.55
0279	01	OSSEO PUBLIC SCH	2,479,493.90	35,824.90	2,160,260.61	1,436,989.79	(3,361,369.87)
0280	01	RICHFIELD PUBLIC	21,442.17	3,974.02	10,850.01	47,199.71	50,601.91
0281	01	ROBBINSDALE PUBL	967,478.76	389,707.81	201,644.67	1,443,968.59	5,303.61
0282	01	ST. ANTHONY-NEW	40,181.27	25,430.12	25,430.12	216,154.78	-
0283	01	ST. LOUIS PARK P	233,651.42	124,106.92	169,811.55	396,603.46	12,051.38
0284	01	WAYZATA PUBLIC S	557,561.89	147,583.45	234,247.27	553,478.48	924,718.82
0286	01	BROOKLYN CENTER	65,050.47	10,900.05	7,619.58	138,862.19	60,145.52
0287	06	INTERMEDIATE SCH	-	-	-	318,463.96	417.71

0294	01	HOUSTON PUBLIC S	30,059.67	10,076.90	27,670.01	63,418.07	-
0297	01	SPRING GROVE SCH	14,517.73	14,760.98	10,952.29	19,156.22	-
0299	01	CALEDONIA PUBLIC	49,329.27	20,188.68	34,635.09	-	-
0300	01	LACRESCENT-HOKAH	89,244.11	47,634.78	77,668.37	188,813.09	37,952.40
0306	01	LAPORTE PUBLIC S	5,871.30	172.20	3,936.09	-	-
0308	01	NEVIS PUBLIC SCH	32,743.00	16,371.00	16,371.00	-	-
0309	01	PARK RAPIDS PUBL	25,198.99	6,558.66	10,799.19	57,138.94	-
0314	01	BRAHAM PUBLIC SC	55,063.41	27,822.13	27,520.17	-	-
0316	01	GREENWAY PUBLIC	-	-	145,386.82	-	(145,386.82)
0317	01	DEER RIVER PUBLI	48,349.98	23,668.28	22,201.77	13,133.20	-
0318	01	GRAND RAPIDS PUB	379,438.08	17,913.83	61,593.35	101.84	-
0319	01	NASHWAUK-KEEWATI	2,260.57	1,651.80	1,932.42	-	-
0330	01	HERON LAKE-OKABE	5,399.83	3,368.35	6,535.15	-	-
0332	01	MORA PUBLIC SCHO	43,166.68	30,807.29	28,024.11	822.29	3,002.48
0333	01	OGILVIE PUBLIC S	12,580.15	5,391.75	5,921.92	-	1,674.27
0345	01	NEW LONDON-SPICE	40,826.50	147.67	40,730.00	-	-
0347	01	WILLMAR PUBLIC S	203,617.43	117,050.97	122,649.51	32,990.16	-
0356	01	LANCASTER PUBLIC	11,696.34	5,768.63	5,768.63	-	-
0361	01	INTERNATIONAL FA	41,988.62	25,353.17	49,912.87	3,169.45	-
0362	01	LITTLEFORK-BIG F	31,808.35	-	5,659.79	4,755.45	-
0363	01	SOUTH KOCHICHIN	21,835.92	11,179.42	11,309.84	-	-
0371	01	BELLINGHAM PUBLI	965.16	5,538.80	336.59	-	-
0378	01	DAWSON-BOYD PUBL	31,008.24	15,504.11	15,504.11	-	2,097.75
0381	01	LAKE SUPERIOR PU	23,604.18	697.74	16,637.04	6,385.67	-
0390	01	LAKE OF THE WOOD	79,971.83	12,930.89	16,992.37	-	-
0391	01	CLEVELAND PUBLIC	30,770.66	8,170.34	9,301.92	1,324.00	-
0392	01	LECENTER PUBLIC	39,418.00	19,708.00	19,708.00	-	-
0394	01	MONTGOMERY-LONSD	8,816.64	7,952.76	31,569.61	2,167.45	-
0402	01	HENDRICKS PUBLIC	9,230.26	5,063.62	4,615.13	-	-
0403	01	IVANHOE PUBLIC S	9,680.97	4,840.49	4,840.49	-	-
0404	01	LAKE BENTON PUBL	5,966.22	1,678.63	8,251.79	-	-
0411	01	BALATON PUBLIC S	1,065.58	2,086.58	2,102.21	-	-
0413	01	MARSHALL PUBLIC	110,239.57	68,658.53	81,399.69	82,117.86	-
0414	01	MINNEOTA PUBLIC	55,112.77	-	-	-	-
0415	01	LYND PUBLIC SCHO	8,105.28	4,053.00	4,051.65	-	-
0417	01	TRACY PUBLIC SCH	56,630.53	13,048.57	13,257.27	-	35,837.37
0423	01	HUTCHINSON PUBLI	257,668.73	31,099.63	70,040.60	194,333.96	8,958.01
0424	01	LESTER PRAIRIE P	19,528.96	6,261.13	936.64	2,095.33	-
0432	01	MAHNOMEN PUBLIC	41,706.56	8,974.28	22,028.95	-	-
0435	01	WAUBUN PUBLIC SC	26,369.07	16,603.49	26,401.29	-	-
0441	01	MARSHALL COUNTY	20,874.76	5,403.67	4,225.56	-	-
0458	01	TRUMAN PUBLIC SC	23,991.38	-	515.34	-	750.00
0463	01	EDEN VALLEY-WATK	53,934.47	26,967.81	26,967.31	-	-
0465	01	LITCHFIELD PUBLI	182,156.77	19,687.00	36,785.84	-	67.45
0466	01	DASSEL-COKATO PU	46,405.47	43,742.14	39,439.61	150,123.86	14,408.23
0473	01	ISLE PUBLIC SCHO	68,885.76	-	10,026.04	-	-
0477	01	PRINCETON PUBLIC	202,854.46	78,071.58	102,286.23	205,873.86	33,362.65
0480	01	ONAMIA PUBLIC SC	48,314.55	1,124.25	24,083.47	-	48,994.12
0482	01	LITTLE FALLS PUB	167,965.23	68,689.76	58,120.77	44,763.15	4,839.02
0484	01	PIERZ PUBLIC SCH	65,531.41	31,110.25	31,053.64	15,796.74	-
0485	01	ROYALTON PUBLIC	43,104.87	5,745.00	42,665.84	-	-
0486	01	SWANVILLE PUBLIC	37,942.99	4,832.72	312.90	-	-

0487	01	UPSALA PUBLIC SC	46,631.71	-	1,021.29	-	-
0492	01	AUSTIN PUBLIC SC	241,421.07	142,632.55	125,677.78	-	229,060.13
0495	01	GRAND MEADOW PUB	2,326.03	7,313.01	19,623.96	-	-
0497	01	LYLE PUBLIC SCHO	14,531.94	7,265.97	7,265.96	-	-
0499	01	LEROY PUBLIC SCH	6,219.70	-	13,038.82	-	-
0500	01	SOUTHLAND PUBLIC	15,250.01	18,302.02	9,711.60	-	-
0505	01	FULDA PUBLIC SCH	27,037.51	16,864.62	4,947.31	-	-
0507	01	NICOLLET PUBLIC	24,095.79	13,482.96	8,109.08	-	-
0508	01	ST. PETER PUBLIC	94,911.03	-	-	8,141.46	3,648.33
0511	01	ADRIAN PUBLIC SC	24,394.71	168.00	458.87	-	-
0513	01	BREWSTER PUBLIC	9,291.59	4,065.03	6,975.37	-	-
0514	01	ELLSWORTH PUBLIC	6,764.88	-	2,826.19	-	-
0516	01	ROUND LAKE PUBLI	5,193.15	245.55	2,334.83	-	400.00
0518	01	WORTHINGTON PUBL	125,094.55	33,285.69	66,550.77	52,555.83	4,328.71
0531	01	BYRON PUBLIC SCH	46,741.88	16,996.30	39,134.22	14,025.26	-
0533	01	DOVER-EYOTA PUBL	51,056.74	34,441.12	29,159.04	102,231.09	300.00
0534	01	STEWARTVILLE PUB	150,864.38	30,425.13	86,677.09	87,428.22	749.28
0535	01	ROCHESTER PUBLIC	1,056,648.47	603,205.09	755,355.11	1,050,529.31	1,195,146.65
0542	01	BATTLE LAKE PUBL	47,819.39	10,817.68	3,077.59	-	2,032.24
0544	01	FERGUS FALLS PUB	148,514.46	62,257.24	74,257.24	28,842.71	-
0545	01	HENNING PUBLIC S	17,156.34	497.80	3,278.83	-	773.85
0547	01	PARKERS PRAIRIE	7,761.50	7,767.50	2,498.42	-	-
0548	01	PELICAN RAPIDS P	59,882.18	37,147.17	22,737.02	-	-
0549	01	PERHAM PUBLIC SC	51,032.12	1,078.50	19,091.65	-	-
0550	01	UNDERWOOD PUBLIC	34,364.78	15,543.81	14,977.18	-	-
0553	01	NEW YORK MILLS P	21,765.77	10,056.95	10,747.00	-	-
0561	01	GOODRIDGE PUBLIC	86.35	-	2,512.86	523.88	-
0564	01	THIEF RIVER FALL	129,105.19	43,741.56	53,303.05	85,185.73	-
0577	01	WILLOW RIVER PUB	28,942.12	19,632.49	13,431.05	-	-
0578	01	PINE CITY PUBLIC	159,954.71	9,465.44	21,805.14	69,335.08	-
0581	01	EDGERTON PUBLIC	16,810.59	8,500.00	8,446.00	185.62	-
0592	01	CLIMAX PUBLIC SC	8,306.07	4,410.10	4,407.15	-	-
0593	01	CROOKSTON PUBLIC	94,450.96	44,092.92	44,166.95	94,149.72	-
0595	01	EAST GRAND FORKS	98,073.35	48,404.88	50,821.69	-	988.67
0599	01	FERTILE-BELTRAMI	28,544.30	14,273.00	14,272.15	-	-
0600	01	FISHER PUBLIC SC	21,149.25	3,942.56	8,350.00	-	536.10
0601	01	FOSSTON PUBLIC S	37,438.80	18,831.84	18,808.10	-	874.91
0611	01	CYRUS PUBLIC SCH	2,712.13	915.85	2,597.96	-	-
0621	01	MOUNDS VIEW PUBL	13,292.64	-	184,342.24	738,207.27	1,398,447.15
0622	01	NORTH ST PAUL-MA	166,260.40	87,853.78	237,121.35	2,872,284.98	172,342.15
0623	01	ROSEVILLE PUBLIC	388,295.66	230,325.35	171,524.53	436,032.38	789,009.51
0624	01	WHITE BEAR LAKE	908,227.20	70,659.67	196,513.44	-	-
0625	01	ST. PAUL PUBLIC	3,571,768.14	415,335.74	672,469.06	4,712,163.52	2,062,799.27
0627	01	OKLEE PUBLIC SCH	11,299.68	5,623.73	5,623.73	-	-
0628	01	PLUMMER PUBLIC S	9,318.14	4,465.00	4,510.90	-	-
0630	01	RED LAKE FALLS P	11,731.47	5,865.00	5,865.00	-	500.00
0635	01	MILROY PUBLIC SC	413.53	-	73.48	-	-
0640	01	WABASSO PUBLIC S	24,164.00	12,082.00	12,082.00	-	(34,846.84)
0656	01	FARIBAULT PUBLIC	404,138.11	-	16,672.37	762,971.45	30,213.98
0659	01	NORTHFIELD PUBLI	370,193.83	166,874.00	9,279.31	123,047.01	46,776.00
0671	01	HILLS-BEAVER CRE	25,017.59	257.00	3,781.63	8,218.11	-
0676	01	BADGER PUBLIC SC	20,083.53	8,291.73	150.00	-	1,119.16

0682	01	ROSEAU PUBLIC SC	30,284.30	18,183.36	48,408.28	-	-
0690	01	WARROAD PUBLIC S	23,816.30	55,587.20	34,648.81	-	-
0695	01	CHISHOLM PUBLIC	20,308.71	22,288.05	22,288.05	-	-
0696	01	ELY PUBLIC SCHOO	592.64	11,611.36	696.02	-	-
0698	01	FLOODWOOD PUBLIC	7,548.67	2,030.19	2,809.62	-	121.71
0700	01	HERMANTOWN PUBLI	119,577.99	59,305.87	59,330.90	-	-
0701	01	HIBBING PUBLIC S	309,873.48	18,453.00	66,558.86	-	-
0704	01	PROCTOR PUBLIC S	42,286.51	34,113.87	28,037.15	-	457,718.35
0706	01	VIRGINIA PUBLIC	90,937.31	51,016.98	47,318.10	-	-
0707	01	NETT LAKE PUBLIC	18,714.41	-	-	-	-
0709	01	DULUTH PUBLIC SC	316,797.76	119,346.46	205,072.26	444,657.52	112,046.94
0712	01	MOUNTAIN IRON-BU	28,869.40	6,494.93	8,712.29	-	-
0716	01	BELLE PLAINE PUB	54,294.84	2,925.80	21,459.95	52,224.69	-
0717	01	JORDAN PUBLIC SC	174,424.39	-	15,380.49	-	-
0719	01	PRIOR LAKE-SAVAG	151,075.64	80,446.27	104,830.06	633,809.03	-
0720	01	SHAKOPEE PUBLIC	161,778.47	119,574.00	432,043.00	307,040.89	-
0721	01	NEW PRAGUE AREA	359,710.72	13,699.18	111,680.67	310,773.29	2,850.88
0726	01	BECKER PUBLIC SC	120,481.49	72,916.26	77,833.82	229,933.37	(74,587.00)
0727	01	BIG LAKE PUBLIC	228,727.76	116,464.99	82,710.12	220,019.16	-
0728	01	ELK RIVER PUBLIC	608,244.91	105,921.21	402,258.22	1,564,582.89	84,633.04
0738	01	HOLDINGFORD PUBL	11,818.28	-	-	-	7,897.58
0739	01	KIMBALL PUBLIC S	59,100.48	623.13	13,737.96	30,026.49	2,031.15
0740	01	MELROSE PUBLIC S	22,825.53	7,872.33	17,609.41	-	2,525.85
0741	01	PAYNESVILLE PUBL	14,385.31	6,409.00	5,075.44	19,231.10	-
0742	01	ST. CLOUD PUBLIC	649,020.22	474,481.83	459,391.64	776,165.58	(1,522,663.22)
0743	01	SAUK CENTRE PUBL	505.64	-	16,647.45	-	1,531.59
0745	01	ALBANY PUBLIC SC	172,208.92	500.00	29,288.96	133,641.27	-
0748	01	SARTELL-ST. STEP	286,505.90	87,485.89	84,597.01	-	4,044.30
0750	01	ROCORI PUBLIC SC	13,383.84	7,113.14	8,063.49	75,599.77	597.68
0756	01	BLOOMING PRAIRIE	39,161.63	5,540.22	6,545.89	-	1,958.90
0761	01	OWATONNA PUBLIC	342,868.25	144,379.46	196,009.38	284,107.23	625.00
0763	01	MEDFORD PUBLIC S	28,239.77	4,338.81	13,802.10	-	-
0768	01	HANCOCK PUBLIC S	26,578.24	4,894.37	-	-	-
0769	01	MORRIS PUBLIC SC	22,263.81	9,197.46	14,989.65	-	-
0771	01	CHOKIO-ALBERTA P	18,032.02	5,604.95	-	-	-
0775	01	KERKHOVEN- MURDOC	3,878.16	6,488.79	58,924.56	-	-
0777	01	BENSON PUBLIC SC	29,800.97	14,256.00	38,521.50	-	-
0786	01	BERTHA-HEWITT PU	25,550.53	8,743.93	6,995.14	-	-
0787	01	BROWERVILLE PUBL	31,030.12	15,155.28	15,155.27	-	-
0801	01	BROWNS VALLEY PU	7,697.66	878.20	807.58	-	-
0803	01	WHEATON AREA PUB	24,436.64	11,092.96	10,395.95	-	-
0811	01	WABASHA-KELLOGG	60,083.66	-	18,727.85	-	-
0813	01	LAKE CITY PUBLIC	169,717.36	15,197.59	28,465.05	15,126.25	15,743.28
0818	01	VERNDALE PUBLIC	50,415.63	-	5,419.40	-	-
0820	01	SEBEKA PUBLIC SC	34,399.13	16,777.91	18,704.49	12,198.63	-
0821	01	MENAHGA PUBLIC S	43,447.14	21,723.57	21,723.57	-	-
0829	01	WASECA PUBLIC SC	63,263.55	-	20,014.49	-	15,004.97
0831	01	FOREST LAKE PUBL	586,848.06	-	279,168.24	2,592,717.33	28,009.28
0832	01	MAHTOMEDI PUBLIC	270,689.76	99,060.89	99,337.74	-	-
0833	01	SOUTH WASHINGTON	980,634.49	501,044.00	491,268.37	495,609.19	1,049,468.37

0834	01	STILLWATER AREA	271,147.20	131,984.88	71,995.31	1,395,410.34	-
0836	01	BUTTERFIELD PUBL	5,174.21	250.00	385.48	19,763.58	-
0837	01	MADELIA PUBLIC S	12,731.85	11,031.47	5,230.70	-	-
0840	01	ST. JAMES PUBLIC	28,001.71	22,971.12	94,016.87	-	-
0846	01	BRECKENRIDGE PUB	48,471.11	19,944.42	10,233.93	-	-
0850	01	ROTHSAY PUBLIC S	12,080.41	6,041.11	6,050.00	-	-
0852	01	CAMPBELL-TINTAH	-	-	4,949.52	-	-
0857	01	LEWISTON-ALTURA	22,518.86	11,307.44	19,559.63	-	-
0858	01	ST. CHARLES PUBL	43,630.83	6,986.27	2,194.56	-	-
0861	01	WINONA AREA PUBL	82,271.54	48,380.59	110,388.83	-	33,132.85
0876	01	ANNANDALE PUBLIC	109,209.16	37,868.50	25,357.93	64,376.60	-
0877	01	BUFFALO PUBLIC S	371,487.99	176,025.42	167,924.87	464,262.25	26,400.25
0879	01	DELANO PUBLIC SC	137,942.93	16,544.82	75,394.91	-	-
0881	01	MAPLE LAKE PUBLI	59,170.41	29,548.64	29,552.66	20,818.58	-
0882	01	MONTICELLO PUBLI	128,247.70	47,288.23	52,897.44	66,645.22	-
0883	01	ROCKFORD PUBLIC	129,458.43	79,394.28	80,346.91	70,464.57	-
0885	01	ST. MICHAEL-ALBE	200,667.74	126,722.34	265,125.41	13,815.00	4,816.21
0891	01	CANBY PUBLIC SCH	43,639.48	37,612.20	9,113.25	-	-
0911	01	CAMBRIDGE-ISANTI	200,426.30	43,911.22	395,548.90	255,448.18	2,640.02
0912	01	MILACA PUBLIC SC	113,626.44	66,118.08	55,835.09	67,912.41	-
0914	01	ULEN-HITTERDAL P	17,074.06	8,537.03	8,537.00	-	-
0916	06	N.E. METRO INTER	-	-	-	8,248.64	191,172.06
0917	06	INTERMEDIATE SCH	-	-	-	9,807.57	37,574.39
0920	83	REGION 11-METRO	-	-	-	-	389,086.21
0921	83	REGION 10-SOUTHE	-	-	-	-	211,580.10
0922	83	REGION 9-SOUTH C	-	-	-	4,147.00	15,289.95
0923	83	REGION 7-RESOURC	-	-	-	-	305,124.71
0926	83	REGION 4-LAKES C	-	-	-	4,638.68	-
0928	83	REGION 1 & 2-NOR	-	-	-	299,619.95	51,005.46
0930	53	CARVER-SCOTT EDU	-	-	-	-	19,068.54
0957	51	OAK LAND VOCATIO	48,136.01	-	5,820.57	18,088.03	-
0985	51	PINE TO PRAIRIE	-	-	-	19,689.00	-
0991	83	REGN 6 & 8-S.W/W	-	-	-	-	1,641,650.09
2071	01	LAKE CRYSTAL-WEL	14,128.46	6,720.95	3,185.81	-	17,090.35
2125	01	TRITON SCHOOL DI	69,190.10	33,500.00	34,550.88	-	-
2134	01	UNITED SOUTH CEN	48,325.00	26,064.47	29,078.15	-	-
2135	01	MAPLE RIVER SCHO	64,774.43	36,231.94	37,368.34	-	14,762.61
2137	01	KINGSLAND PUBLIC	50,551.14	23,195.89	16,165.68	-	-
2142	01	ST. LOUIS COUNTY	123,599.58	61,237.14	61,799.80	-	-
2143	01	WATERVILLE-ELYSI	88,549.17	75.01	14,033.04	-	-
2144	01	CHISAGO LAKES SC	124,776.83	112,044.39	49,333.61	87,458.65	-
2149	01	MINNEWASKA SCHOO	8,972.57	959.48	4,466.86	-	-
2154	01	EVELETH-GILBERT	117,186.68	3,212.75	23,487.67	-	-
2155	01	WADENA-DEER CREE	70,326.01	35,030.23	35,823.04	-	-
2159	01	BUFFALO LAKE-HEC	33,966.88	16,983.44	16,983.44	-	-
2164	01	DILWORTH-GLYNDON	119,649.66	2,098.22	22,648.17	28,827.80	-
2165	01	HINCKLEY-FINLAYS	62,009.82	27,991.55	30,050.41	-	-
2167	01	LAKEVIEW SCHOOL	52,940.05	16,988.43	5,213.37	-	-
2168	01	N.R.H.E.G. SCHOO	11,427.07	8,950.00	10,602.18	79.20	-
2169	01	MURRAY COUNTY CE	20,854.11	1,139.27	6,421.89	-	-
2170	01	STAPLES-MOTLEY S	45,900.35	18,590.48	18,245.54	-	6,846.40
2171	01	KITSON CENTRAL	10,066.40	4,700.00	4,787.22	-	1,149.01

2172	01	KENYON-WANAMINGO	99,417.57	1,316.00	14,287.95	-	-
2174	01	PINE RIVER-BACKU	46,790.19	20,600.26	22,034.41	20,690.05	9,301.04
2176	01	WARREN-ALVARADO-	33,847.60	23,778.00	6,951.45	-	46.00
2180	01	M.A.C.C.R.A.Y. S	58,569.96	29,285.03	29,285.01	65,504.00	-
2184	01	LUVERNE PUBLIC S	65,450.70	28,359.97	39,956.30	37,831.77	-
2190	01	YELLOW MEDICINE	74,528.90	36,516.54	89,085.55	(7,329.95)	-
2198	01	FILLMORE CENTRAL	37,327.63	9,195.90	11,545.83	-	-
2215	01	NORMAN COUNTY EA	6,899.35	-	4,088.65	-	-
2310	01	SIBLEY EAST SCHO	60,802.18	4,229.59	58,313.99	-	-
2311	01	CLEARBROOK-GONVI	28,000.00	14,018.00	15,278.18	-	-
2342	01	WEST CENTRAL ARE	46,925.36	23,478.13	22,821.49	3,350.19	-
2358	01	TRI-COUNTY SCHOO	21,062.75	7,100.00	-	-	-
2364	01	BELGRADE-BROOTEN	-	-	-	-	80,000.00
2365	01	G.F.W.	31,078.77	11,914.69	67,224.92	-	8,772.41
2396	01	A.C.G.C.	-	-	-	89,367.05	-
2397	01	LESUEUR-HENDERSO	47,331.52	63,802.24	43,228.78	157,478.56	4,929.56
2448	01	MARTIN COUNTY WE	61,177.17	14,943.69	20,777.02	-	1,940.00
2527	01	NORMAN COUNTY WE	16,478.55	8,238.00	8,986.81	-	-
2534	01	BIRD ISLAND-OLIV	11,938.44	6,227.11	846.47	44,036.39	-
2536	01	GRANADA HUNTLEY-	19,531.88	5,882.00	8,767.01	17,656.39	2,467.78
2580	01	EAST CENTRAL SCH	11,024.59	3,571.13	13,323.51	-	-
2609	01	WIN-E-MAC SCHOOL	45,672.12	-	10,827.56	-	884.65
2683	01	GREENBUSH-MIDDLE	33,493.68	14,000.00	14,000.00	-	-
2687	01	HOWARD LAKE-WAVE	75,473.97	37,737.00	37,736.97	5,057.00	-
2689	01	PIPESTONE AREA S	173,363.78	111.43	27,605.64	-	-
2711	01	MESABI EAST SCHO	11,446.60	11,849.05	1,958.33	-	6,893.74
2752	01	FAIRMONT AREA SC	110,424.15	44,251.34	45,062.68	10,538.31	7,381.68
2753	01	LONG PRAIRIE-GRE	74,130.17	37,197.38	36,400.00	5,999.53	-
2754	01	CEDAR MOUNTAIN S	25,879.09	12,939.55	12,939.54	-	-
2759	01	EAGLE VALLEY PUB	26,671.43	12,318.90	2,973.22	-	-
2805	01	ZUMBROTA-MAZEPPA	57,215.13	20,554.93	24,459.25	639.82	449.65
2835	01	JANESVILLE-WALDO	20,825.37	13,850.18	12,983.59	-	220.45
2853	01	LAC QUI PARLE VA	56,191.46	28,851.21	27,406.00	22,004.69	96,221.85
2854	01	ADA-BORUP PUBLIC	14,063.90	7,622.83	27,622.35	-	-
2856	01	STEPHEN-ARGYLE C	39,049.92	20,000.00	-	-	-
2859	01	GLENCOE-SILVER L	48,450.83	8,181.64	16,206.26	14,702.45	-
2860	01	BLUE EARTH AREA	121,540.20	-	75,048.24	-	11,548.69
2884	01	RED ROCK CENTRAL	29,155.00	14,578.00	14,578.00	-	(30,323.68)
2886	01	GLENVILLE-EMMONS	44,288.89	-	4,472.43	-	-
2887	01	MCLEOD WEST PUBL	28,124.79	10,312.15	5,608.00	34.38	-
2888	01	CLINTON-GRACEVIL	21,836.68	5,457.01	10,800.36	-	-
2889	01	LAKE PARK AUDUBO	22,776.30	26,378.97	18,347.16	2,140.79	-
2890	01	RENVILLE COUNTY	4,342.91	1,275.54	17,309.70	-	-
2895	01	JACKSON COUNTY C	40,363.31	3,206.33	19,207.33	-	-
2897	01	REDWOOD AREA SCH	95,748.35	-	13,440.64	1,393.04	15,861.64
2898	01	WESTBROOK-WALNUT	74,094.35	3,364.43	23,317.96	-	-

2899	01	PLAINVIEW-ELGIN-	55,198.40	65,402.13	27,898.52	19,908.53	-
2902	01	RTR PUBLIC SCHOO	16,944.13	-	-	-	-
4000	07	CITY ACADEMY	13,503.33	-	5,598.26	-	28,663.80
4001	07	BLUFFVIEW MONTES	-	-	-	-	63,060.93
4004	07	CEDAR RIVERSIDE	8,062.73	3,904.38	3,753.06	-	895.00
4007	07	MINNESOTA NEW CO	-	-	200.00	-	3,627.22
4008	07	PACT CHARTER SCH	8,515.20	-	-	63,051.70	-
4011	07	NEW VISIONS CHAR	-	-	-	(615.43)	12,597.99
4012	07	EMILY CHARTER SC	1,679.90	1,245.00	1,240.37	-	-
4015	07	COMMUNITY OF PEA	19,380.84	-	-	-	19,700.03
4016	07	WORLD LEARNER CH	12,955.44	-	-	-	-
4017	07	MINNESOTA TRANSI	7,737.83	-	13,942.18	45,743.95	40,929.45
4018	07	ACHIEVE LANGUAGE	-	-	-	180.46	-
4020	07	DULUTH PUBLIC SC	-	-	-	14,773.00	49,244.58
4025	07	CYBER VILLAGE AC	6,952.19	-	-	-	-
4026	07	E.C.H.O. CHARTER	4,186.51	415.89	5,048.04	-	49.63
4027	07	HIGHER GROUND AC	689.00	-	-	-	37,883.21
4028	07	ECI' NOMPAA WOONS	-	-	175.00	-	-
4029	07	NEW SPIRIT SCHOO	10,204.17	-	-	8,373.05	538.25
4030	07	ODYSSEY CHARTER	1,870.85	-	-	-	-
4031	07	JENNINGS COMMUNI	-	-	74.65	-	-
4032	07	HARVEST PREP SCH	4,512.11	-	-	-	83.25
4035	07	CONCORDIA CREATI	2,794.99	-	-	-	-
4036	07	FACE TO FACE ACA	760.86	-	-	-	-
4038	07	SOJOURNER TRUTH	10,724.98	-	-	-	-
4039	07	HIGH SCHOOL FOR	-	-	-	-	1,418.00
4042	07	TWIN CITIES ACAD	7,566.60	-	-	12,171.80	-
4043	07	MATH & SCIENCE A	15,870.47	-	-	-	-
4045	07	LAKES AREA CHART	4,077.54	3,289.86	167.45	-	-
4046	07	LAKE SUPERIOR HI	7,062.75	-	-	-	-
4048	07	GREAT RIVER EDUC	676.24	-	-	-	1,000.00
4049	07	NORTHWEST PASSAG	23,683.13	-	-	-	-
4050	07	LAFAYETTE PUBLIC	-	-	2,794.16	-	-
4052	07	FOUR DIRECTIONS	2,966.78	-	-	-	2,800.00
4053	07	NORTH LAKES ACAD	3,457.78	-	462.17	-	-
4054	07	LACRESCENT MONTE	4,987.08	-	-	-	-
4055	07	NERSTRAND CHARTE	-	-	-	-	1,555.04
4056	07	ROCHESTER OFF-CA	7,844.74	4,441.33	4,619.59	-	-
4057	07	EL COLEGIO CHART	11,877.29	-	-	-	10.10
4058	07	SCHOOLCRAFT LEAR	16,675.93	7,111.67	4,255.57	-	-
4059	07	CROSSLAKE COMMUN	4,785.60	-	2,263.49	-	13,085.21
4061	07	STUDIO ACADEMY C	1,307.17	-	764.66	-	(125.00)
4064	07	RIVERWAY LEARNIN	46.56	-	329.90	-	1,547.55
4066	07	RIVERBEND ACADEM	-	-	766.41	-	-
4067	07	AURORA CHARTER S	-	-	-	7,981.44	400.00
4068	07	EXCELL ACADEMY C	17,102.49	-	-	65.70	3,205.72
4070	07	HOPE COMMUNITY A	16,770.36	-	-	-	6,474.05
4072	07	YANKTON COUNTRY	4,396.45	-	-	-	-

4073	07	ACADEMIA CESAR C	267.65	-	-	164.50	872.98
4074	07	AFSA HIGH SCHOOL	3,613.54	-	-	-	486.64
4075	07	AVALON SCHOOL	-	-	-	-	6,414.76
4077	07	TWIN CITIES INTE	-	-	-	-	49,712.99
4078	07	MN INTERNATIONAL	-	-	-	2,439.11	28,212.24
4079	07	FRIENDSHIP ACDMY	3,000.00	-	-	-	81.02
4080	07	PILLAGER AREA CH	580.00	-	-	-	-
4081	07	DISCOVERY PUBLIC	1,025.64	-	-	-	-
4082	07	BLUESKY CHARTER	66,254.05	-	-	134,180.30	-
4083	07	RIDGEWAY COMMUNI	1,745.94	-	74.60	-	3,419.89
4084	07	NORTH SHORE COMM	9,346.17	-	-	35,354.03	-
4085	07	HARBOR CITY INTE	7,321.24	-	-	-	-
4086	07	WOODSON INSTITUT	120.00	-	-	70,621.22	4,749.17
4087	07	SAGE ACADEMY CHA	1,242.17	-	-	-	1,751.91
4088	07	URBAN ACADEMY CH	-	-	-	89.00	62,034.50
4089	07	NEW CITY SCHOOL	-	-	-	200.93	1,209.50
4090	07	PRAIRIE CREEK CO	-	-	-	-	10,775.58
4091	07	ARTECH	2,636.52	-	-	-	13,294.92
4092	07	WATERSHED HIGH S	-	-	-	-	1,338.10
4093	07	NEW CENTURY CHAR	395.84	-	-	-	-
4095	07	TRIO WOLF CREEK	20,830.86	-	-	-	-
4097	07	PARTNERSHIP ACAD	32,836.47	-	-	93,811.64	-
4098	07	NOVA CLASSICAL A	41,665.82	-	-	61,388.94	800.10
4099	07	TAREK IBN ZIYAD	38,033.61	-	-	-	-
4100	07	GREAT EXPECTATIO	-	-	-	-	910.32
4102	07	MINNESOTA INTERN	-	-	-	-	9,376.47
4103	07	HMONG ACADEMY	555.00	-	-	-	3,153.19
4104	07	LIBERTY HIGH SCH	-	-	-	-	15,800.19
4105	07	GREAT RIVER SCHO	27,373.90	-	-	24,924.20	1,609.66
4106	07	TREKNORTH HIGH S	25,130.81	12,565.40	12,565.40	-	-
4107	07	VOYAGEURS EXPEDI	898.01	1,063.47	285.47	-	-
4108	07	GENERAL JOHN VES	-	-	-	2,000.00	3,136.60
4109	07	SOBRIETY HIGH	233.50	-	-	39,760.00	-
4110	07	MAIN STREET SCHO	-	-	-	-	1,603.25
4111	07	AUGSBURG ACADEMY	1,879.71	-	-	-	-
4112	07	ST PAUL CONSERVA	402.00	-	-	1,739.88	-
4113	07	FRASER ACADEMY	1,272.36	-	-	-	-
4114	07	ASCENSION ACADEM	90.00	-	-	22,957.01	2,863.18
4115	07	MINNEAPOLIS ACAD	3,739.00	-	3,962.83	-	-
4116	07	LAKES INTERNATIO	16,463.24	-	-	93,216.87	46,706.14
4118	07	KALEIDOSCOPE CHA	16,755.07	-	-	4,128.72	369.73
4119	07	RIVER HEIGHTS CH	125.00	-	-	-	1,180.00
4120	07	ST. CROIX PREPAR	-	-	-	-	7,104.36
4121	07	UBAH MEDICAL ACA	-	-	-	63,470.62	5,547.13
4122	07	EAGLE RIDGE ACAD	-	-	-	-	16,783.64
4123	07	DAKOTA AREA COMM	368.27	-	177.32	-	-
4124	07	BEACON ACADEMY	-	-	-	-	30,819.51
4125	07	WORTHINGTON AREA	339.45	-	-	-	10,075.85
4126	07	PRAIRIE SEEDS AC	20,744.49	-	-	45,286.01	4,962.91

4127	07	TEAM ACADEMY	6,518.48	3,698.31	3,741.89	-	598.13
4131	07	LIGHTHOUSE ACADE	-	-	-	-	20,018.62
4132	07	TWIN CITIES ACAD	21,947.73	-	-	7,071.55	-
4133	07	BEACON PREPARATO	-	-	-	4,900.00	17,871.31
4135	07	ADAM ABDULLE ACA	-	-	-	-	4,543.14
4137	07	SWAN RIVER MONTE	1,057.88	-	-	8,753.92	60.00
4138	07	MILROY AREA CHAR	961.78	-	-	-	8,986.25
4139	07	LOVEWORKS ACADEM	-	-	-	-	4,182.67
4140	07	YINGHUA ACADEMY	6,518.69	-	-	71,851.78	16,110.17
4141	07	PAIDEIA ACADEMY	4,056.59	-	-	24,329.41	10,052.83
4142	07	STRIDE ACADEMY C	12,211.42	-	-	-	5,043.05
4143	07	NEW MILLENNIUM A	7,891.74	-	-	32,938.13	22,060.00
4144	07	GREEN ISLE COMMU	-	-	-	4,805.24	10,635.10
4145	07	BIRCH GROVE COMM	-	-	-	1,817.30	12,889.82
4146	07	NORTHERN LIGHTS	4,542.30	-	-	-	4,000.00
4148	07	ACADEMY OF BIOSC	-	-	-	-	5,092.14
4149	07	CYGNUS ACADEMY	-	-	1,120.00	505.22	2,377.84
4150	07	MINNESOTA ONLINE	3,153.01	-	-	21,314.79	2,765.37
4151	07	EDVISIONS OFF CA	-	-	-	5,859.54	23,902.49
4152	07	TWIN CITIES GERM	-	-	-	67,609.01	11,761.49
4153	07	DUGSI ACADEMY	8,760.99	-	-	121.19	1,280.00
4154	07	RECOVERY SCHOOL	-	-	-	-	713.38
4155	07	NAYTAHWAUSH COMM	-	-	-	-	1,540.20
4159	07	SEVEN HILLS CLAS	-	-	-	99,159.92	38,401.89
4160	07	SPECTRUM HIGH SC	-	-	-	459.00	1,229.04
4161	07	NEW DISCOVERIES	1,791.15	-	-	6,962.91	14,577.06
4162	07	SOUTHSIDE FAMILY	3,083.70	-	-	13,793.98	36,524.25
4163	07	LEARNING FOR LEA	52,087.74	-	-	28,260.91	1,520.60
4164	07	LAURA JEFFREY AC	-	-	-	37,282.24	635.50
4166	07	EAST RANGE ACADE	-	-	-	2,430.37	6,847.72
4168	07	GLACIAL HILLS EL	5,550.84	4,669.15	390.83	-	149.22
4169	07	STONEBRIDGE COMM	1,395.13	-	-	51,340.90	57,470.22
4170	07	HIAWATHA LEADERS	23,974.08	-	-	180.00	43,086.02
4171	07	NOBLE ACADEMY	10,014.29	-	-	11,956.09	1,942.83
4172	07	CLARKFIELD CHART	270.00	-	-	69.92	996.00
4173	07	DUNWOODY ACADEMY	318.01	-	-	11,776.39	330.00
4174	07	PINE GROVE LEADE	-	-	-	26,692.17	7,628.99
4175	07	LONG TIENG ACADE	1,283.76	-	-	-	-
4177	07	MINISINAAKWAANG	1,477.09	-	-	62,384.47	38,900.00
4178	07	LINCOLN INTERNAT	-	-	-	11,443.25	16,710.17
4180	07	EMILY O. GOODRID	1,973.36	-	-	19,906.50	2,471.47
4181	07	COMMUNITY SCHOOL	34,100.43	-	-	36,602.00	25,310.92
4182	07	QUEST ACADEMY	-	-	-	3,595.00	652.34
4185	07	DAVINCI ACADEMY	-	-	-	-	100.00
4186	07	GLOBAL ACADEMY	-	-	-	-	1,963.50
4187	07	MICHAEL FROME AC	-	-	-	-	595.70
4188	07	COLOGNE ACADEMY	-	-	-	64,799.57	4,690.00
4189	07	BRIGHT WATER ELE	1,075.00	-	-	-	6,862.75
4190	07	RIVER'S EDGE ACA	75.00	-	-	-	24,185.25
4191	07	KIPP MINNESOTA C	-	-	-	-	19,692.23

6009	61	ST. CROIX RIVER	-	-	-	439,717.38	67,841.27
6012	61	ZUMBRO EDUCATION	-	-	-	-	33,448.28
6013	61	HIAWATHA VALLEY	5,455.38	-	-	-	-
6014	61	RUNESTONE AREA E	-	-	-	-	4,314.41
6018	61	MN RIVER VALLEY	-	-	-	-	8,520.80
6027	61	MN VALLEY EDUCAT	-	-	-	952.45	-
6048	50	WASIOJA ED. TECH	-	-	3,249.24	17,496.94	-
6067	62	EAST METRO INTEG	-	-	16,218.84	140,534.85	92,338.99
6069	62	WEST METRO EDUCA	-	-	-	74,549.74	1,040,076.26
6070	50	QUAD COUNTY TELE	-	-	-	45,801.26	-
6072	62	VALLEY CROSSING	-	-	-	-	184,766.03
6078	62	N.W.SUBURBAN INT	-	-	-	617,146.67	340,389.16
		STATE TOTALS	45,354,052.35	13,868,499.26	24,074,332.92	51,438,547.61	30,121,721.12

APPENDIX B 2007-08 Electronic Staff Development Annual Reporting System

Advisory Committee

District Report Sections

- Home
- 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
- Open Staff Development

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

1. Please enter the contact information for the individual designated to submit your district staff development report. 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"/>

Student Achievement Goals

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.

Save **Delete**

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. Indicate the focus of this goal.

<input type="radio"/> Art/Music	<input type="radio"/> Social Studies
<input type="radio"/> Health/Phy Ed	<input type="radio"/> Science
<input type="radio"/> Language Arts	<input type="radio"/> Writing
<input type="radio"/> Math	<input type="radio"/> Math/Science
<input type="radio"/> Reading	<input type="radio"/> Other: <input type="text"/>

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

Staff Development - Windows Internet Explorer

https://education.state.mn.us/StaffDevelopment/districtAddActivities.do?DistrictGoalID=3596&GoalID=16304&GoalID=16304&GoalID=16304

File Edit View Favorites Tools Help

Staff Development

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
Close Staff Development

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: Staff will use best practice strategies for math instruction.

Save **Delete**

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

*600 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

Done Internet 100%

start Microsoft... http://educ... Required Di... Staff Dev... 6:18 AM

Windows Internet Explorer

Address bar: <https://education.state.mn.us/StaffDevelopment/districtFindings.do?GoalID=16304&GoalDescription=Staff%20will%20...>

File Edit View Favorites Tools Help

Staff Development

District Report Sections

- Home
- 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
- Close Staff Development

District Report: Add or Edit Findings

Enter the findings, the impact on student learning and the impact on teacher learning for each district staff development goal and corresponding activity or strategy shown below. Remember to **save** after editing or adding information to this page.

Staff Development Goal: Staff will use best practice strategies for math instruction.

Save **Delete**

1. What were the findings of this goal?

*800 characters maximum

2. What was the impact on student learning?

*800 characters maximum

3. What was the impact on teacher learning?

*800 characters maximum

Done Internet 100%

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8:21 AM

Revenue

District Report Sections

- Home
- 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
- Close Staff Development

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.

Save

1. Did your district vote to waive the reserve requirement?
☐ Yes
☐ No

2. If you answered yes to question 1, indicate the percentage of staff development set aside to be waived: %

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.

3. Is your district in SOD?
☐ Yes
☐ No

4. If you answered no to the question 3 or if your district is in SOD but has still set aside Staff Development funds, please indicate the amount reserved.
☐ Reserved 2% OR Amount Reserved %

Exemplary Grants

Teacher Induction

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, mentoring, 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.

Save

1. Did the district provide a New Teacher Mentorship Program for teachers in their first three years of teaching?
☐ Yes - Please answer questions 2-8 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
- ☐ New teacher orientation to district, school and classroom (typically conducted prior to the start of the school year)
- ☐ Collaboration time expectations for new teacher and mentor
- ☐ New teacher seminars/workshops
- ☐ Observations conducted by a mentor
- ☐ 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)

Staff

District Staff Information - Staff Development - Windows Internet Explorer

https://education.state.mn.us/StaffDevelopment/districtStaffInfo.do

File Edit View Favorites Tools Help

District Staff Information - Staff Development

District: PARK RAPIDS PUBLIC SCHOOL DISTRICT 0309-01 School Year: 07-08

District Report Sections

- Home
- 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
- Close Staff Development

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 07-08 STAR collection. Remember to **save** after entering or editing information on this page. **USDOE List of High Quality Staff Development Characteristics**

Save

Teachers

Total number of Teachers in the district	113
Total who received High Quality Staff Development training	<input type="text"/>

Paraprofessionals

Total number of Paraprofessionals in the district	43
Total who received High Quality Staff Development training	<input type="text"/>

Licensed Non-Instructional Staff

Total number of Licensed Non-Instructional Staff in the district	9
Total who received High Quality Staff Development training	<input type="text"/>

Save

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APPENDIX C

Minnesota Statutory References

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 nonteaching 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.

History: *1Sp1985 c 12 art 8 s 23,61; 1987 c 398 art 8 s 27,28; 1Sp1987 c 4 art 1 s 3; 1988 c 486 s 73,74; 1990 c 562 art 4 s 8; 1991 c 265 art 7 s 30-32; 1992 c 499 art 1 s 19; 1992 c 571 art 10 s 4,5; 1993 c 224 art 7 s 24; 1994 c 647 art 7 s 10,11; 1Sp1995 c 3 art 8 s 9; 1996 c 412 art 9 s 11; 1998 c 397 art 8 s 95,96,101; art 11 s 3; 1998 c 398 art 5 s 13; 1999 c 241 art 5 s 3; 1999 c 241 art 9 s 17; 1Sp2005 c 5 art 2 s 44-46*

Minnesota Statutes, section 122A.61 RESERVED REVENUE FOR STAFF DEVELOPMENT

Subdivision 1. **Staff development revenue.** A district is required to reserve an amount equal to at least two percent of the basic revenue under section [126C.10, subdivision 2](#), for in-service education for programs under section [120B.22, subdivision 2](#), for staff

development plans, including plans for challenging instructional activities and experiences under section [122A.60](#), and for curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement. A district in statutory operating debt is exempt from reserving basic revenue according to this section. Districts may expend an additional amount of unreserved revenue for staff development based on their needs. With the exception of amounts reserved for staff development from revenues allocated directly to school sites, the board must initially allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis, which must be retained by the school site until used. The board may retain 25 percent to be used for district wide staff development efforts. The remaining 25 percent of the revenue must be used to make grants to school sites for best practices methods. A grant may be used for any purpose authorized under section [120B.22](#), [subdivision 2](#), [122A.60](#), or for the costs of curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, substitute teachers for staff development purposes, and other staff development efforts, and determined by the site professional development team. The site professional development team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the program. The board may withhold a portion of initial allocation of revenue if the staff development outcomes are not being met.

122A.61.Subdivision 3. Coursework and training. A school district may use the revenue reserved under subdivision 1 for grants to the district's teachers to pay for coursework and training leading to certification as a college in the schools or concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

History: 1987 c 398 art 1 s 18; 1989 c 329 art 7 s 6; 1991 c 130 s 37; 1991 c 265 art 1 s 25; 1992 c 499 art 1 s 18; art 7 s 31; art 12 s 29; 1992 c 571 art 10 s 3; 1993 c 224 art 4 s 33; art 7 s 14; 1994 c 647 art 7 s 3; 1Sp1995 c 3 art 1 s 49; 1998 c 397 art 8 s 4,101; art 11 s 3; 1998 c 398 art 1 s 36,39; 1Sp1998 c 3 s 19; 1999 c 241 art 1 s 54; art 5 s 4; 2000 c 489 art 2 s 1,28; 1Sp2001 c 5 art 3 s 82; 1Sp2001 c 6 art 1 s 42; art 3 s 3; 2007 c 146 art 2 s 13

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