Minnesota Department of
Education

Staff Development Report of District and Site Results and Expenditures for 2011-12

Fiscal Year 2012

Report

To the

Legislature

As required by
Minnesota Statutes
122A.60

COMMISSIONER:

Brenda Cassellius, Ed. D.

Staff Development Report of District and Site Results and Expenditures for 2011-12

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**Report
To the
Legislature**

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

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Minnesota Statutes**

122A.60

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $ 5586.62. Most of these costs involved staff time in analyzing data from surveys, preparing the written report, and incidental costs including paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, Chapter 3.197, which requires that at the beginning of a report to the legislature the cost of report preparation must be provided.

Staff Development Report of District and Site Results and Expenditures

The 2011-12 Staff Development Report to the Legislature has been prepared as required by Minnesota Statutes, section 122A.60, and addresses requirements for using revenue in Minnesota Statutes, section 122A.61. District and site actions related to authorized in-service education programs (Minnesota Statutes, section 24A.29 and Minnesota Statutes, section 120B.22, Subdivision 2), establishing a staff development committee (composition and roles 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 and provides an analysis of staff development activities and related information in district reports and expenditure data reports.

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EXECUTIVE SUMMARY
2011-12 Legislative Report

School life is far different than a decade ago. Teachers in classrooms today have increasingly diverse student populations, higher academic standards, new forms of assessments, and a greater degree of accountability for student results. To meet these demands, ongoing, targeted professional learning is an essential component of continuous improvement for teachers. To do so, teachers need opportunities and support to become skilled in meeting the unique needs of individual learners and at implementing instructional practices and advocating for high learning expectations for all. How do Minnesota public schools address this dilemma? As evidenced in district and schools' reports of their 2011-12 staff development activities, professional development practices have shifted focus from attending one-shot workshops and traveling to conferences and moving towards a model of job-embedded professional development where teachers are able to learn in their workplace with plenty of collaboration and individualized support to collectively and individually improve teaching and learning.

The National Comprehensive Center for Teacher Quality's review of literature (High-Quality Professional Development for All Teachers, February 2011) supports the need to shift towards job-embedded professional development and identifies characteristics of high-quality professional development:

1. Alignment with schools goals, state and district standards and assessments, and other professional learning activities including formative teacher observation

2. Focus on core content and modeling or demonstration of teaching strategies for core content

3. Opportunities for active learning of new teacher strategies

4. Provision of opportunities for collaboration among teachers to strengthen and refine their craft

5. Inclusion of embedded follow-up and continuous feedback

Upon analysis of the Minnesota staff develop report data, these characteristics are demonstrated by a number of schools establishing learning teams with an instructional focus, having teams regularly examine student data to determine next steps for instruction, and providing individualized teacher support through coaching and mentoring.

Review of school staff development reports indicate that professional development goals are developed in all content areas but with the highest number of goals related to state assessments in reading, mathematics, and science. These tests provide information to districts regarding student achievement with regard to state academic standards. Professional learning activities are more effective if they are aligned with the school's achievement goals, part of a coherent program of ongoing professional development, and take place within the context of the teacher's setting. This alignment helps build shared vocabulary and common goals required to sustain instructional improvements and yield high results and satisfaction to students, teachers, and administrators. It also reduces confusion and uncertainty about what and how to teach. With these school practices firmly in place, Minnesota will stay on course in increasing teacher effectiveness and student achievement.

As Minnesota moves forward with a statewide initiative in teacher evaluation, professional development will be a key factor in every teacher's development and growth. The teacher evaluation process will provide direct evidence to teachers regarding their teaching and student learning and define next steps for professional development. As they receive feedback in how to improve and refine their instructional practice, active participation in collaborative learning teams and receiving 1:1 coaching or mentoring will promote professional growth in a safe, stable structure of support to try new approaches for teaching.

Minnesota public schools are well-positioned for the next decade for excellence in teaching and learning. Professional learning that is characterized by alignment to school goals, focus on instruction, active and collaborative professional learning practices, and individual observations with follow-up and continuous feedback will set the scene for teachers and schools to better meet student needs.

Legislation requires that local school boards establish district staff development advisory committees to create a district staff development plan that is aligned with the 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 is designed and implemented to use resources effectively and efficiently. Districts and schools are required to submit an annual online report to the Minnesota Department of Education (MDE) of their staff development plan's impact on student results. Staff development plans may include one or all of the following structures or activities: learning teams with instructional focus, examining student data, classroom coaching, reviewing curriculum, and off-site training designed to promote staff learning and improve student achievement.

Recent legislation allows a school district to temporarily suspend the requirement to reserve revenue for staff development for fiscal years 2012 and 2013 only. In this year's report, readers will note an increase in staff development expenditures, the first time this has occurred in the past three years. Also, in 2011-12, 7.80 percent of districts utilized the 0 percent option, down from 14.00 percent in 2010-11.

The 2011-12 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. A total of 303 public school districts, one integration district, and seven charter schools submitted staff development reports. Charter schools are not required to provide staff development reports stipulated in Minnesota Statutes, section 126C.10, Subdivision 2 and Minnesota Statutes, section 122A.61. MDE School Support Division staff members contact districts to remind them of reporting requirements and offer assistance.

Districts and schools submitted their 2011-12 staff development report using the MDE Online Staff Development Reporting site. In February, district and school reports for the previous school year are made available for public review on the MDE Data Reports and Analytics web page. The staff development reports list staff development goals, staff development activities, and student achievement goals by district and school(s).

District expenditures are reported to MDE using the Uniform Financial Accounting and Reporting Standards (UFARS) system. Specific codes are assigned to staff development to allow

tracking and reporting 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.

Expenditure information for fiscal year 2012 indicated that staff development expenditures were $130,880,309. This includes funds set-aside from basic revenue, new set-aside money or reserves, and/or other funds available from the general fund. The data in this report is taken from all data submitted to MDE by January 7, 2013.

The following is included in that amount:
• 15.84 percent distributed to sites
• 5.13 percent awarded as exemplary grants
• 18.55 percent for district-wide initiatives
• 39.16 percent for curriculum development
• 21.32 percent designated for other staff development activities

A comparison of the total of all districts' expenditures distributed by sites, exemplary grants, district-wide activities, curriculum development, and other staff development activities over the past four years is provided in Figure A.

Figure A. Staff Development Expenditure Trends
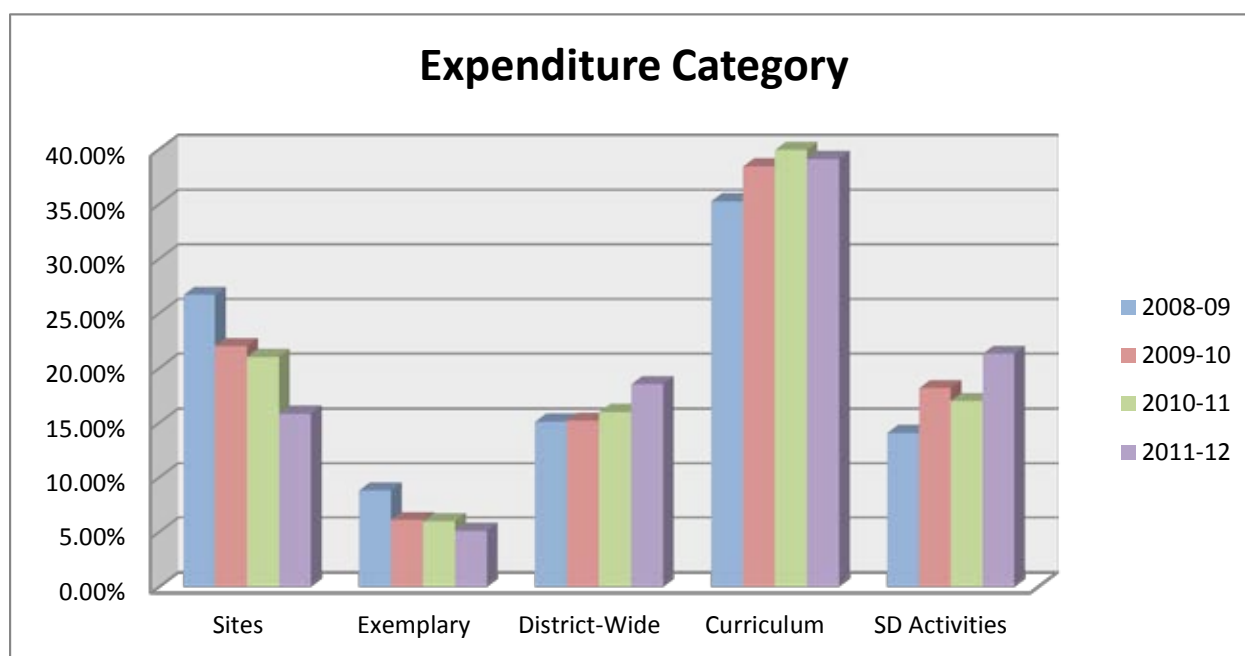
Program information and analysis is derived from all district reports received by December 31, 2012. The analysis of the program information includes the amount of basic revenue reserves used; types of high-quality staff development offered and numbers of teachers engaged; district, site, and legislative goals addressed; and staff development content, designs/structures, and evaluation results.

Among the highlights of the reported data are:
• Staff development expenditures in 2011-12 were $130,880,309, compared to $124,599,168 in 2010-11.
• The largest percentage of staff development expenditures (39.16 percent) went to curriculum development activities and the second largest percent (21.32 percent) went to staff development.
• Statewide data for FY 2012 identified a total of 48.70 percent of districts expending two percent or more of their basic revenue on staff development, a 3.70 percent increase from the previous year.
• A total of 7.80 percent of districts waived the use of staff development funds, a 6.20 percent decrease from the previous year.
• For FY 2012, the percent of surveyed districts giving one or more exemplary grants was 30.60 percent, a 6.40 percent decrease from the previous year.
• District student achievement goals were reported across the following academic subject areas: Art/Music, Career and Technical Education, Language Arts/Writing, Mathematics, Reading, Science, Social Studies, and World Languages.
• The high-quality staff development component need most frequently reported, N=292, was the use of data and assessments to inform classroom practice.
• High-quality staff development was delivered to the following categories of staff: 90 percent of teachers, 85 percent of licensed, non-instructional staff, and 84 percent of paraprofessionals.
• In FY 2012, districts self-reported staff development teacher induction activities in five areas: induction activities for new teachers, new teacher seminars or workshops, formative assessments used with new teachers, mentor training activities, and evaluation measures.

• Arts education was surveyed at the district-level for arts standards implementation at the secondary level and for visual arts, theater, music, media arts, and dance at the elementary level.
• Gifted and Talented practices were surveyed on an individual site basis and data was collected related to gifted and talented identification, availability of services, staff development, and compliance with the acceleration procedure mandate.

The 2011-12 Staff Development Report to the Legislature includes a description of the electronic staff development reporting format delivered through MDE's website. The School Support 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 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

Districts and schools submitted staff development goals and staff development activities using the MDE Online Staff Development Report. In February, district and school reports for the previous school year are made available for public review on the MDE Staff Development Reports web page.

Staff development reports are due annually on October 15, with districts and schools reporting information from the previous school year. This year, 303 public school districts reported. In addition, one integration district and seven charter schools submitted staff development reports. Charter schools are not required to report as specified in Minnesota Statutes, section 126C.10, Subdivision 2, and Minnesota Statutes, section 122A.61.

As of December 31, 2012, 29 school districts had not submitted a 2011-2012 staff development report. An asterisk (*) indicates districts that have failed to submit a report for two or more years.

Alden-Conger School District	Nicollet School District
Ashby School District	Ortonville School District*
Brandon School District*	Parkers Prairie School District
Carlton School District*	Plainview-Elgin-Millville School District*
Chatfield School District*	Round Lake School District*
Clearbrook-Gonvick School District	Royalton School District
Cook County School District	Southland School District*
Evansville School District*	St. Clair School District
Faribault School District	St. Louis County School District
Kingsland School District*	Tracy Area School District*
Lake of the Woods School District	Warren-Alvarado-Oslo School District
Lyle School District*	Warroad School District*
M.A.C.C.R.A.Y. School District*	Willmar School District
Madelia School District	Wrenshall School District
Maple River School District	

Statewide Efforts that Support Staff Development

The School Support Division provided assistance to Minnesota districts and schools in their improvement efforts to increase the academic achievement needs of students. Developing goal-oriented and results-driven staff development plans are critical in ensuring teachers have the knowledge, skills, and support to meet the diverse academic needs of their students.

Minnesota Staff Development Statutes, section 122A.60 require districts to establish staff development committees, develop staff development plans, implement effective staff development activities, and report annually the results of their plans. School Support staff provided assistance in these areas.

During FY 2012, the School Support Division provided programs, services, and technical assistance based on a continuous improvement model. Staff development support was provided through a regional delivery system, customized technical assistance, and the use of technology. Initiatives and programs addressed included:
• Quality Compensation for Teachers (Q Comp)
• Teacher Advancement Program (TAP)
• High-Quality Professional Development
• Statewide System of Support (SSOS)
• Title I School Improvement Grants (SIG)
• Mathematics and Science Teacher Academy (MSTA)-United States Department of Education
  Math and Science Teacher Partnership (MSP)
• Science, Technology, Engineering and Mathematics (STEM)
• Reading
• Language Arts
• Gifted and Talented Education Services

The School Support Division staff seeks ways to partner with school districts in offering high-quality professional development. Upon request, staff customize a workshop session for their unique context and provides a workshop outline, script, and accompanying materials along with ongoing consultation to ensure training at the school meets with success. These on-demand professional development trainings are designed to accommodate a variety of school districts' needs including: Professional Learning Communities, Q Comp, SMART Goals, and Teacher Observation.

Quality Compensation for Teachers (Q Comp) is Minnesota's alternative teacher compensation initiative. Q Comp requires districts, teachers, and communities to organize and focus 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 salary schedule. A total of 122 school districts participated in Q Comp during the 2011-12 school year. Of the 122 participating schools, 62 were independent school districts and 60 were charter schools.

The School Support Division staff provided Q Comp schools with a variety of professional development offerings, technical assistance, and consultation regarding job-embedded professional development. Monthly network sessions were provided to allow participating Q Comp schools to come together and examine program practices that improved instruction to increase student achievement. Session topics focused on Job-embedded Professional Development, Connecting Teacher Observation to Student Achievement, Developing Data-based Student Goals, Teacher Leaders, and the structures needed to increase student achievement. Summer workshop sessions were also included and provided districts and schools with best practice information about formative assessments, teacher observation, and learning teams. In addition to the monthly network sessions and summer workshop sessions, Q Comp staff also hosted a one-day conference in January 2012. The conference theme, Growing for Success, focused on increasing the ability of both districts and schools in carrying out effective program implementation to increase teacher effectiveness and student achievement. Upon request, division staff provided workshops to schools or customized workshop materials, including web-based presentations, for Q Comp schools to deliver on their own.

MDE provided ongoing support to schools implementing the Teacher Advancement Program (TAP). TAP is a comprehensive, systemic reform that focuses on improving teacher effectiveness and student achievement. TAP provides all teachers with opportunities to advance in their professional growth and concentrates on improving student achievement by providing better-prepared and more highly-motivated teachers in the classroom. Implementation of TAP includes ongoing applied professional growth with each teacher working in cooperation with his or her mentor and master teacher to develop an Individual Growth Plan. As well, each teacher is an active member of a professional learning group called a cluster. Master and mentor teachers within the school lead these cluster sessions, which focus on teacher collaboration for instructional improvement and sharing of "best practice" with colleagues. The School Support Division provided support to TAP schools through delivery of workshops, monthly master-mentor meetings, on-site technical assistance and leadership coaching, and program review to ensure fidelity of TAP implementation.

The School Support Division also provided oversight and technical assistance related to NCLB legislation and staff development practices through school year 2011-12. NCLB identifies districts and schools as *In Need of Improvement* if students were not meeting proficiency, participation, attendance, or graduation targets. While this report does not include expenditures from federal sources, it is clear that federal directives regarding staff development impact decisions at both the district and school level. Increasingly, MDE is aligning the assistance it offers on development and delivery of high-quality professional development, per state and federal initiatives.

Under NCLB during school year 2011-12, Title I, Part A-funded schools identified in the AYP stages of School Choice or Supplemental Education Services were 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* were required to set aside 10 percent of their Title I district allocation for professional development. A required improvement plan process for AYP districts and schools outlined their needs assessment, teaching and learning needs, selected research-based strategies and practices, and professional development programs to support increased student achievement. In February of 2011-12, MDE's *ESEA Flexibility Request* (waiver) was approved by the U.S. Department of Education. Under the newly approved waiver, schools designated as Priority, Focus, and Continuous Improvement schools must set aside 20 percent of their Title I building allocation for improvement activities, which may include professional development, as outlined under their school improvement plans.

The federal Title I School Improvement Grant (SIG) provides funding and support to the identified persistently lowest achieving schools in order to rapidly and dramatically increase student achievement. During the 2011-2012 school year, Minnesota's 19 SIG schools continued to implement comprehensive intervention models designed to build capacity for sustainable improvement. Required intervention model elements include increasing time for learning, giving teachers time to collaborate, evaluating teachers and principals regularly, and setting ambitious goals for student learning.

SIG staff in the Division of School Support at MDE provided administration, evaluation, and extensive technical assistance for grantees. The Division of School Support delivered trainings and technical assistance in formative assessment, teacher and principal evaluation, professional learning communities, curriculum and assessment alignment to state standards, and increased

instructional time. Division of School Support SIG staff members continued to be present in SIG schools working with leaders and teachers in the implementation of SIG components to support improved instruction and increased student achievement. Building the capacity of school leaders and staff was central to the support provided by the Division of School Support to ensure sustainability of the grant activities after the funding expires in September 2013.

The Mathematics and Science Teacher Academy consists of nine regional teacher centers supported through funds from the United States Department of Education Math and Science Teacher Partnership. The broad focus in 2011-12 was on mathematics and science teacher content knowledge in specific grade bands. Mathematics modules were developed according to regional data and science modules focused on integrating the nature of science and engineering within high school biology. Each of the modules provided 30-45 hours of professional development through school-year and summer workshops and local professional learning communities to tie understanding of content to practice. Effectiveness data was provided to the U.S. Department of Education for Title II, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001.

Science, Technology, Engineering, and Mathematics is a statewide campaign that has been made possible through the support of state organizations, including MDE. MDE partnered with SciMathMN to refine an online database to translate standards into practice. Minnesota educators visited the site 143,584 times averaging five minutes per visit with 64.94 percent of the users being new visitors for the year.

MDE provided professional development to districts and schools in a number of content areas including reading. The department has embraced the opportunity to support Minnesota public school districts with understanding and acting on the revision of Minnesota Statutes, section 120B.12 in the 2010-2011 legislative session. This statute, commonly referred to as the Reading Well by Third Grade Legislation, identifies instructional practices and school structures that support all students reading well by third grade and requires schools to create and publically share local literacy plans. MDE has offered virtual, regional, and state-wide professional development opportunities to assist districts with creating and enhancing comprehensive literacy plans, offers a web page specific to this initiative with resources and information, and makes available customized technical assistance on demand. In all, MDE has connected with every school district in the state to support them in complying with statutory requirements. In doing so MDE offered 35 hours of webinars, several guidance and support documents, and works closely with teacher and professional organizations across the state to offer support and inform practices on early literacy development that has a positive impact on all students reading well by the end of third grade.

Also, through a partnership with the Minnesota Center for Reading Research and the Minnesota Reading Association, MDE offers a Leadership in Reading Network (LIRN) for literacy leaders statewide. Now in its fourth year, LIRN has almost 100 members from 84 school districts. The focus of these sessions is to support educators with moving theory into quality practice by building competency and confidence to meet the needs of all learners from preschool through high school.

With the adoption of new 2010 English Language Arts K-12 Standards, MDE provided both regional and targeted staff development to district teachers, administrators, and curriculum leaders on standards implementation. MDE facilitated both introductory and in-depth alignment

seminars at the request of individual districts; regional educational service centers; and in partnership with the Minnesota Writing Project, Minnesota Council of Teachers of English, Minnesota Reading Association, Curriculum Leaders of Minnesota, Minnesota Humanities Center, Minnesota Science Teachers Association, and Minnesota Association of Supervision and Curriculum Development. Resources and classroom instructional strategies, designed by MDE and classroom practitioners, were at the heart of staff development opportunities.

The Minnesota Gifted and Talented Advisory Council, comprised of representatives of various stakeholder groups, met quarterly during the 2011-2012 school year providing valuable feedback and guidance to the department on current topics of importance. Council members helped identify statewide staff development needs. A major focus of Gifted and Talented training during the school year was the support and identification of at-risk, highly-able learners. These included regional workshops, conference presentations, and customized professional development.

2011-12 Staff Development Data Analysis

Basic Revenue

The FY 2012 staff development expenditures were $130,880,309 (refer to Part II of this report). The total amount of funds devoted to staff development saw an upward trend from 2010-11 to 2011-12 (Figure B).

Figure B. Total Statewide Staff Development Expenditures Over Time (Uniform Financial Accounting and Reporting Standards)

Staff Development Expenditure

Year	SD Expenditure
2005-06	$113,369,109
2006-07	$134,584,487
2007-08	$152,439,043
2008-09	155,202,310
2009-10	$136,011,175
2010-11	$124,599,168
2011-12	$130,880,309
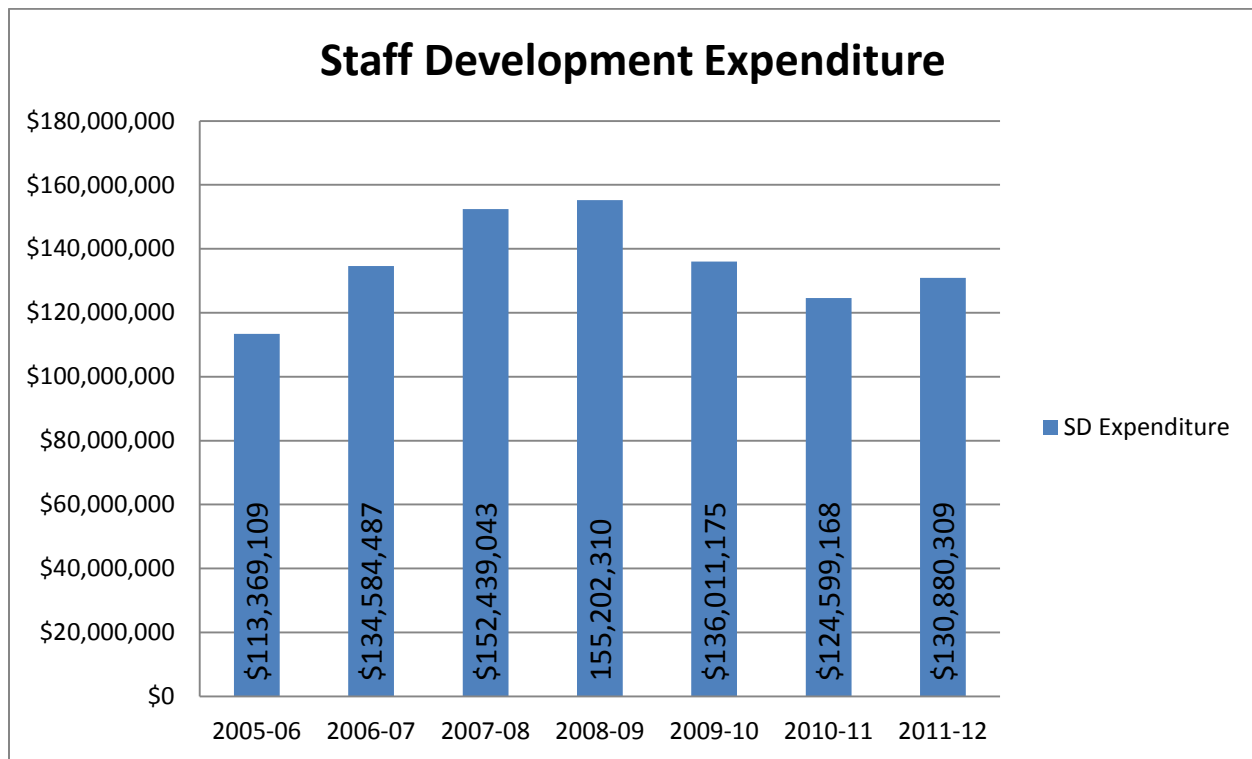
Statewide Comparison Charts - Percent Reserved

Figure C compares FY 2011 and FY 2012 data regarding the percent of districts that reserved 0 percent, less than 2 percent, or 2 percent or more of basic revenue for staff development.

Figure C. Percent of Basic Revenue Reserved Statewide
(2011-12 Self-Reported Data)

2011

Revenue Reserved: Statewide (N=313)

14.00%
45.00%
41.00%
□ 0%
□ Less than 2%
□ 2% or more

2012

Revenue Reserved: Statewide (N=311)

7.80%
48.70%
43.50%
□ 0%
□ Less than 2%
□ 2% or more

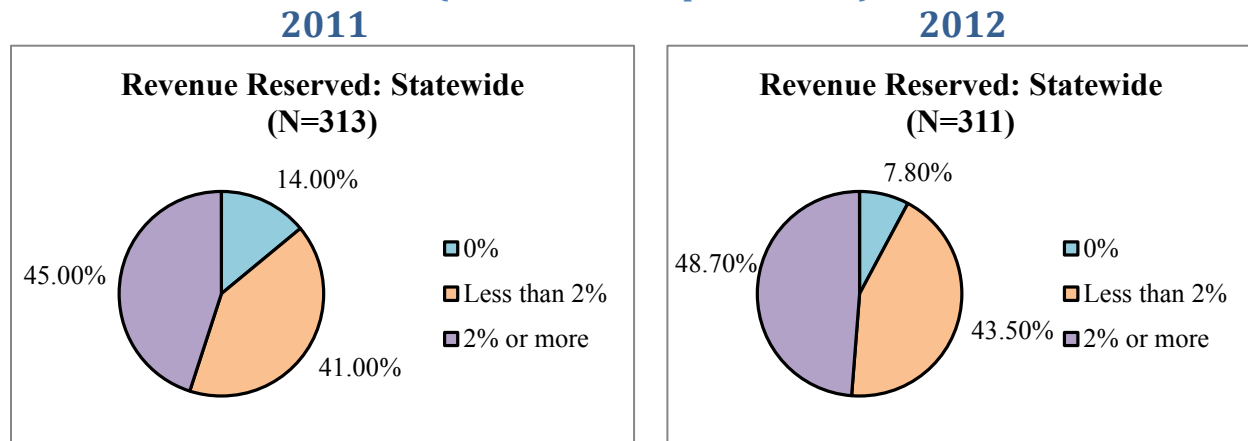Statewide data for FY 2012 identified a total of 48.70 percent of districts expending 2 percent or more of their basic revenue on staff development. This is a 3.70 percent increase compared to FY 2011. In FY 2012, the districts expending less than 2 percent totaled 43.50 percent, a 2.50 percent increase over FY 2011. In FY 2012, 7.80 percent of districts utilized the 0 percent option, a 6.20 percent decrease from FY 2012.

Exemplary Grants

Districts that reserved funds may distribute up to 25 percent of staff development funds in the form of exemplary grants to sites. The percentage of surveyed districts giving one or more exemplary grant(s) decreased 6.40 percent from FY 2011 to FY 2012. (Figure D).

Figure D. Percent of Exemplary Grants
(2011-12 Self-Reported Data)

2011

Exemplary Grants Given (N=313)

37.00%
63.00%
□ none
□ 1 or more Grants

2012

Exemplary Grants Given (N=311)

30.60%
69.40%
□ none
□ 1 or more Grants
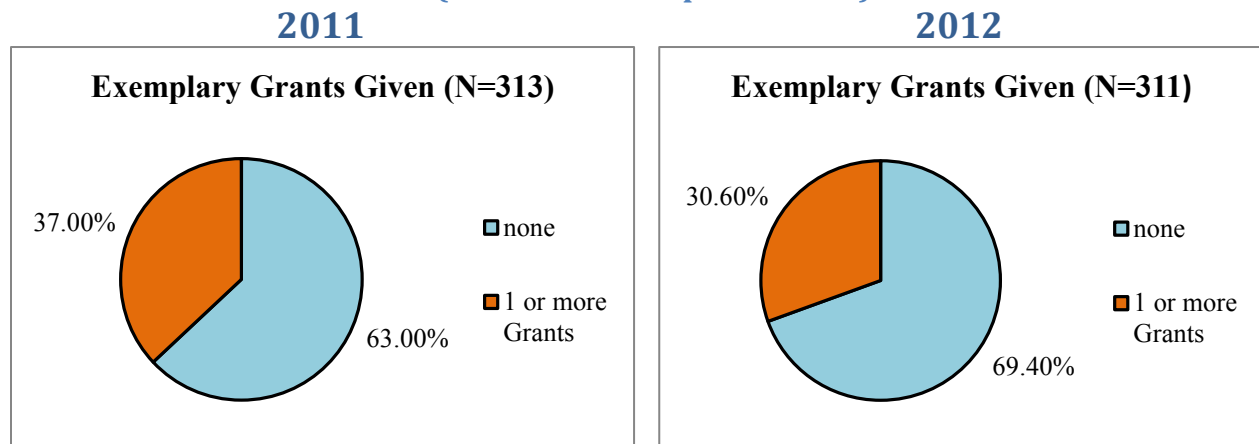
Details on individual expenditures for exemplary grants are provided in Appendix A of this report under Finance Code 307. Finance Code 307 for FY 2012 stands at 5.13 percent of the $130,880,309 awarded as exemplary grants.

High-Quality Staff Development

The fundamental purpose of staff development is to improve student learning. The intent of state legislation is that districts and schools implement a process for both educational goals and staff development opportunities that will best meet these goals. Providing teachers and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experiences for students and ultimately helps achieve the fundamental purpose of improving student learning.

According to Minnesota Statutes, section 122A.60, staff development outcomes must be consistent with local school board education goals. District and site plans must include ongoing staff development activities that contribute to continuous progress toward the following goals:

1. Improve student achievement of state and local education standards in all areas of the curriculum 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
6. Provide teachers and other members of site-based management teams with appropriate management and financial management skills

Staff development activities at both the district and site level must include the following:

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
7. Align with the plan of the district or site for an alternative teacher professional pay system

Similar outcomes and activities can be found in section 9101 (34) of the No Child Left Behind Act (NCLB). NCLB's definition of professional development sets forth a statutory set of activities designed to produce a demonstrable and measurable effect on student academic achievement that is grounded in scientifically-based research.

Table 1. The Number of Each Professional Group Across the State and
Those That Have Received High-Quality Staff Development, as Reported by Sites
(2011-12 Self-Reported Data)

	Teachers (N=113,940)	Paraprofessionals (N=44,080)	Licensed, Non-Instructional Staff (N=22,081)
Number of staff members receiving high-quality staff development	102,434 (90%)	36,924 (84%)	18,733 (85%)

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

As reported for FY 2012, most of the teachers (90 percent), paraprofessionals (84 percent) and licensed, non-instructional staff (85 percent) received high-quality staff development.

District Student Achievement Goals

Goals reported related to specific subject areas are listed in Table 2. An overview of district staff development goals and school-site student achievement goals showed a strong correlation to one another.

Table 2. Number of District Student Achievement Goals Reported for Each Subject Area (2011-12 Self-Reported Data)

Subject Area Focus Related to District Goals	Number
Art/Music	199
Career & Technical Education	204
Health/Physical Education	199
Language Arts & Writing	258
Mathematics	297
Reading	298
Science	289
Social Studies	209
World Languages	185

The highest number of student achievement goals reported related to reading, mathematics, science, and language arts and writing. These subject areas correspond with the Minnesota Comprehensive Assessments (MCAs). The MCAs are state tests that help districts measure student achievement relative to state academic standards. Assessments in the remaining subject areas are determined by the district. The MDE School Support staff worked with district and school personnel in using their assessment data to write student achievement goals that are specific, measurable, attainable, results-based, and time-bound (SMART).

Designs and Structures Used to Implement Goals

Designs and structures used to implement staff development activities are displayed in Figure E.

Figure E. Percentage of Staff Development Activities
Reported for Each Design and Structure
(2011-12 Self-Reported Data)

Statewide Staff Development Activities

Chart showing percentages of staff development activities for 2011 and 2012:

Activity	2011	2012
Learning Teams with Instructional Focus	20%	21%
Examine Student Data	24%	23%
Classroom Coaching	29%	30%
Curriculum	15%	15%
Offsite Staff Development	13%	11%
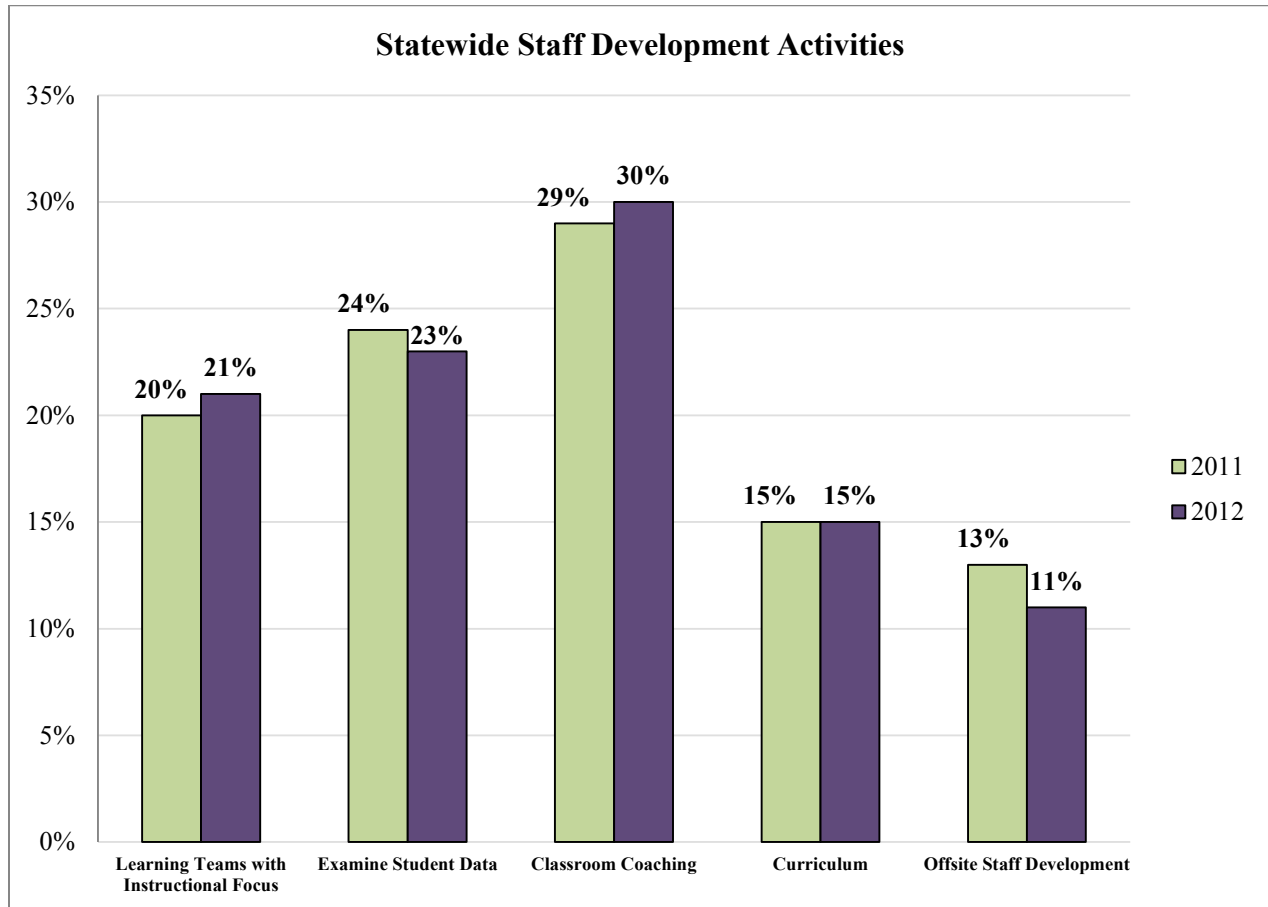
The district staff development activities engaged in at a high level by the reporting districts include: classroom coaching (30 percent), examining student data (23 percent), and learning teams with an instructional focus (21 percent). Districts also provided activities in curriculum review (15 percent) and offsite staff development (11 percent).

The activities were selected by the district staff development committee to support their staff development goal(s) and increase student achievement.

High-Quality Components

As required by state and federal guidelines, district respondents were asked to report on high-quality staff development components as identified in Table 3.

Table 3. Total Number of Activities for Each High-Quality Staff Development Component
(2011-12 Self-Reported Data)

Each High-Quality Staff Development Component-Need	Number of Activities
Included teachers, principals, parents, and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops	261
An integral part of school board, district-wide, and school-wide educational improvement plans	269
Evaluated regularly to improve the quality of future professional development	216
Helped all school personnel work effectively with parents	224
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified	286
Included the use of data and assessments to inform classroom practice	292
Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency, and at-risk students	236
Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction, and assessment to help students meet and exceed state academic standards	283
Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research	286
Provided for professional learning communities that focus on student achievement	270
Provided technology training to improve teaching and learning	270

The high-quality staff development component need most frequently reported, N=292, was the use of data and assessments to inform classroom practice. This was the second year in a row this was rated as the highest component need.

Teacher Induction

Teacher induction or mentoring programs 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 specific to the first years of teaching, mentoring, observation and feedback, professional development plans, and formative assessments.
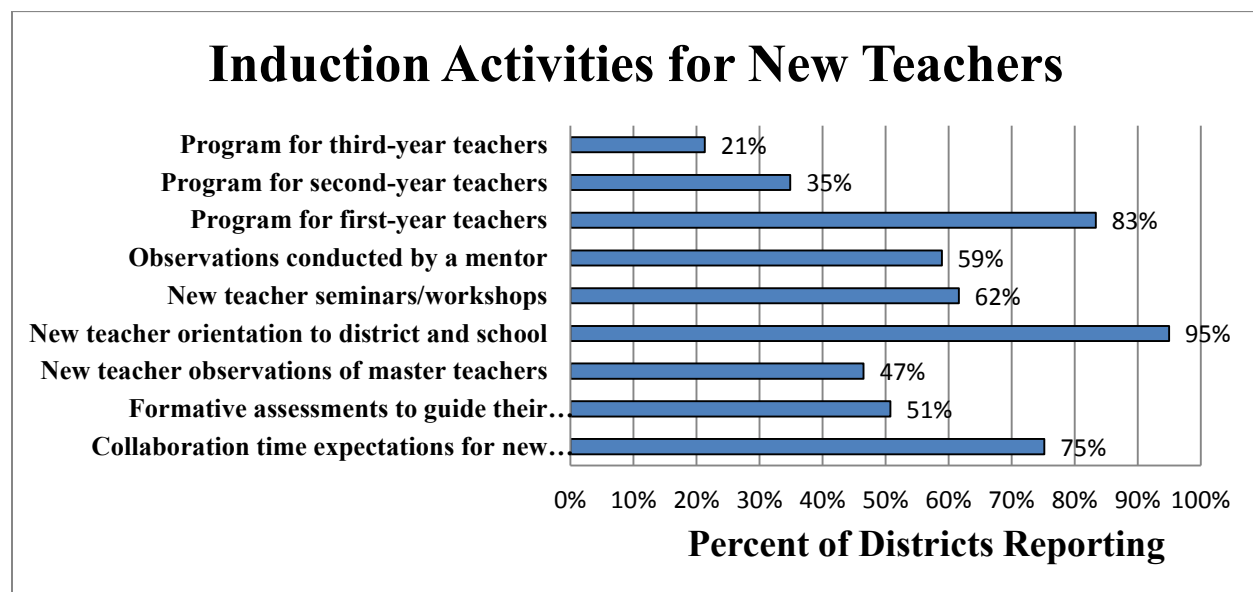
Statewide Teacher Induction

Figures below show information about statewide teacher induction staff development programs; detailed for each of the five categories (A-E in Table 5).

Table 5. Statewide Teacher Induction Staff Development Programs
(2011-12 Self-Reported Data)

| 257 Total Districts	Statewide Count	% of Districts Reporting
A. Induction Activities for New Teachers		
Collaboration time expectations for new teacher and mentor	194	75%
Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor observations, examining student work)	131	51%
New teacher observations of master teachers	120	47%
New teacher orientation to district, school and classroom (typically conducted prior to the start of the school year)	245	95%
New teacher seminars/workshops	159	62%
Observations conducted by a mentor	152	59%
Program for first-year teachers	215	83%
Program for second-year teachers	90	35%
Program for third-year teachers	55	21%
B. New Teacher Seminars or Workshops		
Classroom management	180	70%
Content or program knowledge	142	55%
Curriculum and assessments	162	63%
Differentiated instruction	120	47%
Instructional strategies	191	74%
Lesson planning	117	45%
Using data to improve instruction	176	68%
C. Formative Assessments used with New Teachers		
Examining student work or student data	115	45%
Needs assessments	96	37%
Mentor logs focused on issues and results	98	38%
Mentor observations and feedback	174	67%
Self-assessments using professional teaching standards	135	52%
D. Mentor Training Activities		
Coaching skills	109	42%
Observation strategies	132	51%
Professional teaching standards	118	46%
Foundations (e.g., basic skills, mentoring responsibilities)	195	76%
Using formative assessments for professional growth	131	51%
E. Evaluation Measures		
Impact on student achievement	160	62%
Impact on teacher effectiveness (professional growth)	170	66%
Program model effectiveness	97	38%
Impact on teacher retention	95	37%
Knowledge and application of new teacher development	72	28%
New teacher-mentor relationship	160	62%
New teachers job satisfaction	147	57%

In Figure F, of the 257 districts that reported having some kind of induction program for new teachers, most respondents (95 percent) reported that they provided new teacher orientation to their respective districts and schools as an induction activity for new teachers. In addition, 83 percent provided programs for first-year teachers. Collaboration time expectations for new teachers and mentors were reportedly done 75 percent of the time. Although a large percentage of districts reported providing orientations for new teachers, only 47 percent of respondents provided new teacher observations of master teachers and 51 percent provided formative assessments to guide their professional growth. New teacher induction continued for second-year teachers in 35 percent of the reporting districts and 21 percent reported a program for third-year teachers.

Figure F. Percentage Distribution of the Frequency of Districts Providing Various Induction\Activities for New Teachers (2011-12 Self-Reported Data)

Induction Activities for New Teachers

Activity	Percent
Program for third-year teachers	21%
Program for second-year teachers	35%
Program for first-year teachers	83%
Observations conducted by a mentor	59%
New teacher seminars/workshops	62%
New teacher orientation to district and school	95%
New teacher observations of master teachers	47%
Formative assessments to guide their…	51%
Collaboration time expectations for new…	75%

Percent of Districts Reporting

Information reported in Figure G indicates that new teacher seminars or workshop topics included instructional strategies (74 percent), classroom management (70 percent), using data to improve instruction (68 percent), and curriculum and assessments (63 percent). Percentages of the respondents indicating content or program knowledge (55 percent) and differentiated instruction (47 percent) were relatively small with lesson planning (45 percent) being the least frequent reported.

New Teacher Seminars or Workshops

Category	Percent
Using data to improve instruction	68%
Lesson planning	45%
Instructional strategies	74%
Differentiated instruction	47%
Curriculum and assessments	63%
Content or program knowledge	55%
Classroom management	70%

Percent of Districts Reporting
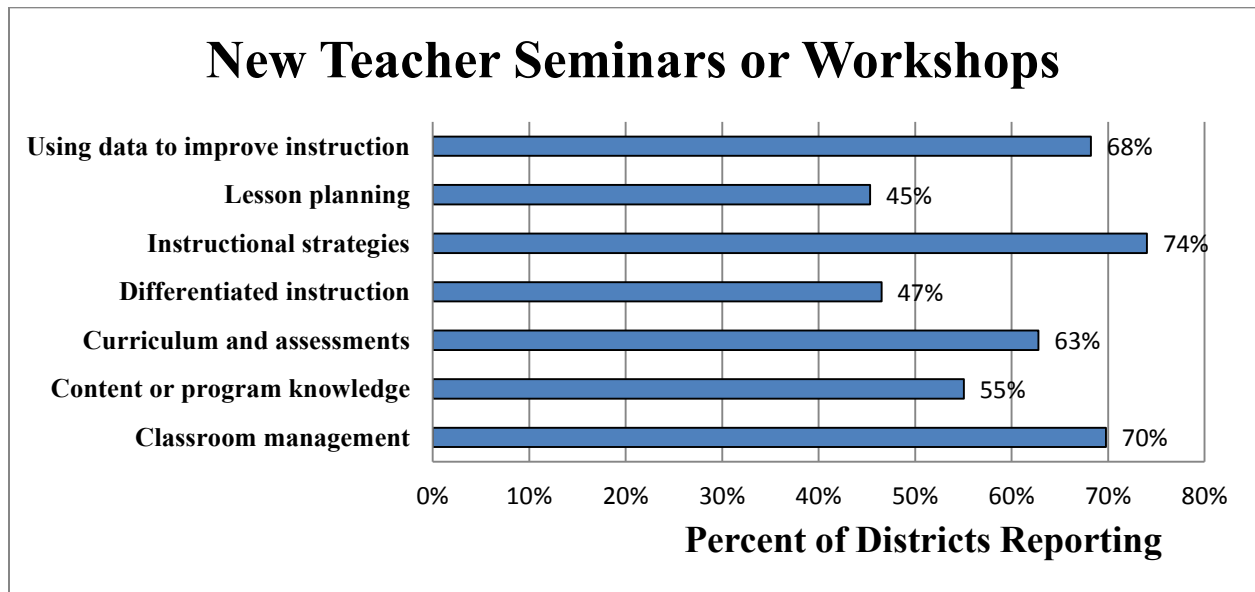
Use of formative assessments with new teachers is indicated in Figure H. Programs frequently focused on mentor observations and feedback (67 percent). In addition, self-assessments using professional teaching standards (52 percent), examining student work or student data (45 percent), using mentor logs focused on issues and results (38 percent), and needs assessments (37 percent) were identified.

Figure H. Percentage Distribution of the Frequency of Districts Using
Formative Assessments with New Teachers
(2011-12 Self-Reported Data)

Formative Assessments Used With New Teachers

Category	Percent
Needs assessments	37%
Self-assessments using professional teaching…	52%
Mentor observations and feedback	67%
Mentor logs focused on issues and results	38%
Examining student work or student data	45%

Percent of Districts Reporting

Characteristics of mentor training activities are shown in Figure I. The highest ranking activities were: foundations (76 percent), formative assessments for professional growth (51 percent),

23

observation strategies (51 percent), and professional teaching standards (46 percent). The smallest frequency of response was coaching skills (42 percent).

Figure I. Percentage Distribution of the Frequency of Districts Providing Mentor Training Activities (2011-12 Self-Reported Data)
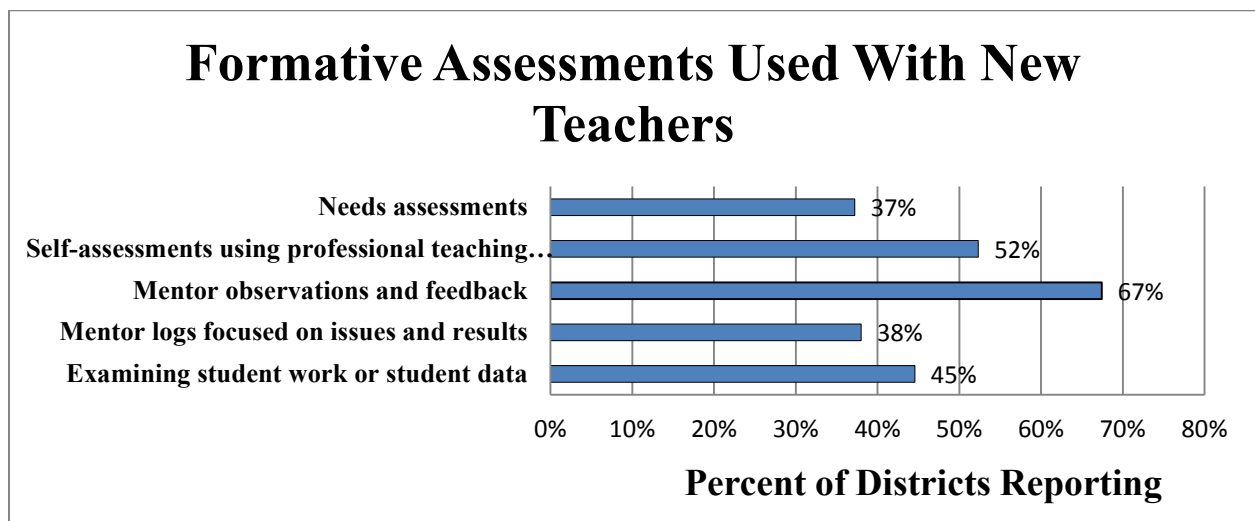
Mentor Training Activities

Activity	Percent
Foundations (e.g., basic skills, mentor roles)	76%
Formative assessments for professional growth	51%
Professional teaching standards	46%
Observation strategies	51%
Coaching skills	42%

Percent of Districts Reporting
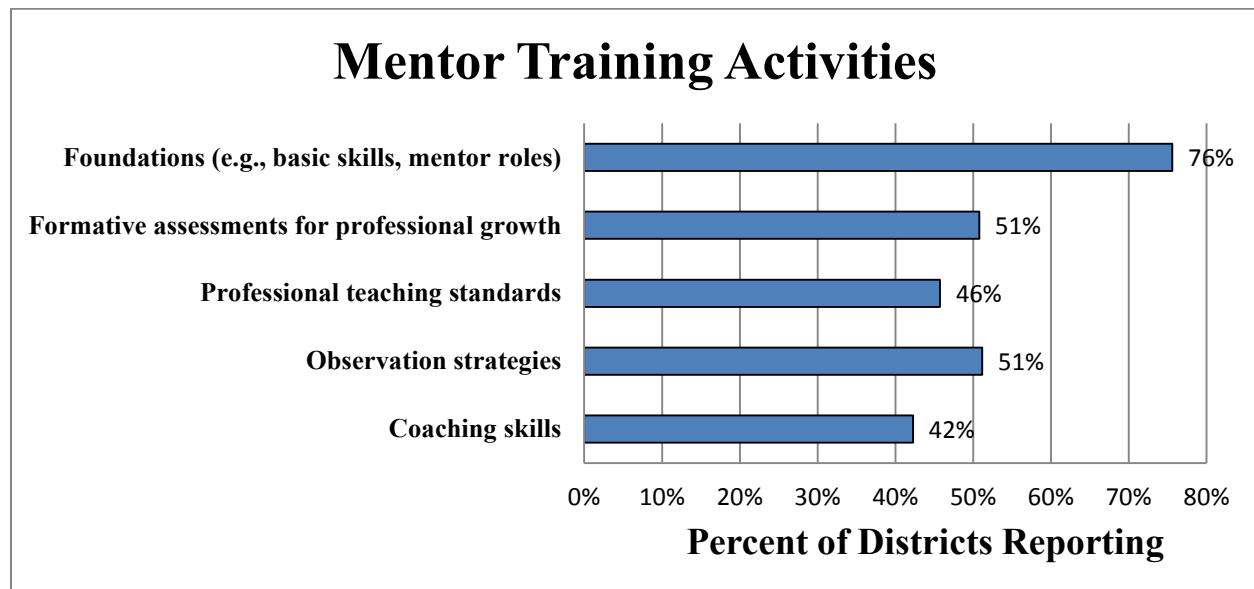
As seen in Figure J, a large percentage of the respondents reported that they used the impact on teacher effectiveness (66 percent), new teacher-mentor relationship (62 percent), impact on student achievement (62 percent), new teacher's job satisfaction (57 percent), and program model effectiveness (38 percent) as evaluation measures. Respondents also indicated they evaluated program components such as impact on teacher retention (37 percent) and application of new teacher development (28 percent).

Figure J. Percentage Distribution of Districts Providing Evaluation Measures (2011-12 Self-Reported Data)

Evaluation Measures

| Measure	Percent
Program model effectiveness	38%
New teachers job satisfaction	57%
New teacher-mentor relationship	62%
Application of new teacher development	28%
Impact on teacher retention	37%
Impact on teacher effectiveness	66%
Impact on student achievement	62%

Percent of Districts Reporting
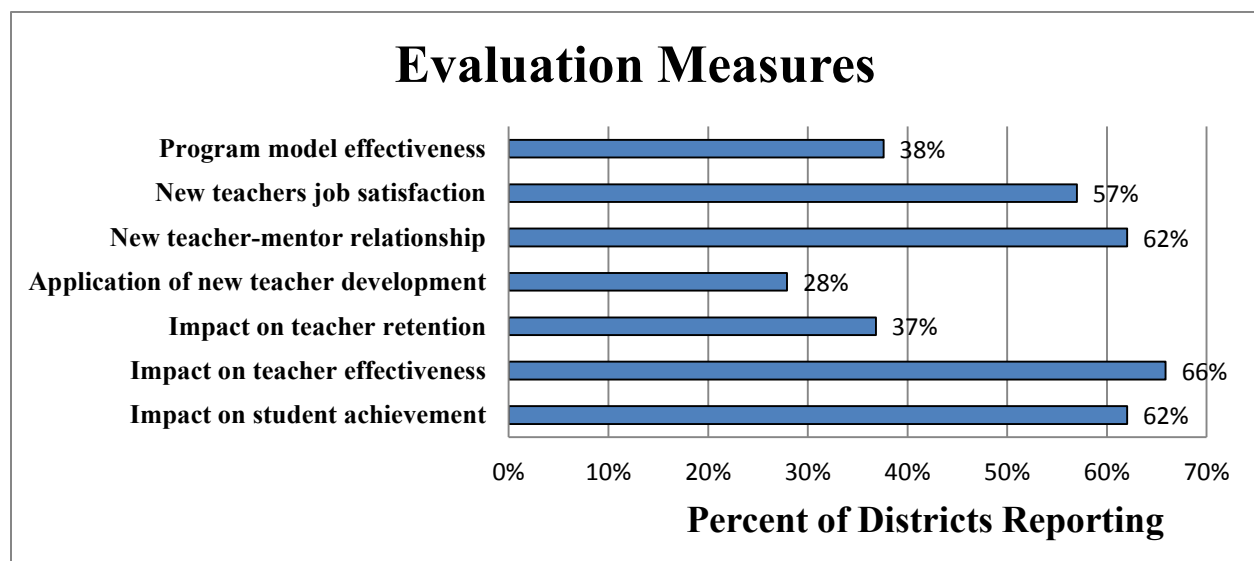
Arts Education

Survey questions developed with assistance from the Perpich Center for Arts Education have resulted in a statewide picture of the implementation of the Minnesota Academic Standards in the Arts. Based on district responses, implementation of all arts areas at the high school level have increased since 2011, led by a 4.79 percent increase in implementation of high school theater standards. Elementary arts implementation varied from an increase in media arts implementation of 4.37 percent to a decline of 1.68 percent in elementary dance. Data is based on district implementation of the 2008 Revised Minnesota Academic Standards in the Arts.

2011-12 Arts Standards Implementation
Reported at the District Level for Elementary and Secondary Levels
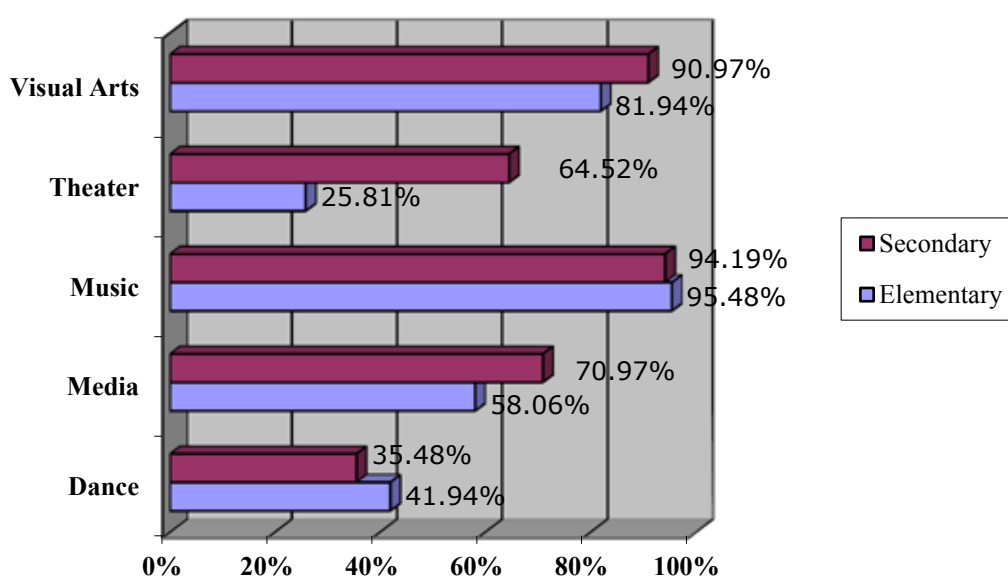
Districts were asked to identify who assessed arts learning at the elementary and secondary levels, and were asked if they had a dedicated arts curriculum coordinator. Arts specialists were 10 percent more likely to assess arts learning at the high school level (92.9 percent) than in 2011. Assessment of student learning in the arts remained evenly distributed among arts specialists, classroom generalists, and non-arts specialists in elementary schools. The percentage of sites reporting they had district level arts coordination remained unchanged at 10 percent.

The number of staff development goals focused on the arts continued to decrease from 197 in 2011 to 155 this year.

The Perpich Center for Arts Education continues to work with districts in areas of staff development indicated by the survey to be of high interest. In 2012, 84 percent of all districts, representing 85 percent of all Minnesota students, requested assistance in at least one of the four areas listed below.

Table 6. District Requested Assistance from the Perpich Center for Arts Education
(2011-12 Self-Reported Data)

Professional Learning Areas	% of Districts Requesting Perpich Center Services	% of Students Impacted
Implementing Arts Standards	62%	63%
Designing Effective Arts and Arts Integrated Curriculum	80%	71%
Designing Assessments Aligned with Standards	57%	71%
Building a System to Report Individual Student Achievement in the Arts	33%	39%

Gifted and Talented Education

Minnesota public school districts and charter schools were surveyed to gather data regarding practices related to gifted and talented education. Survey items were developed with assistance from the Minnesota Department of Education Gifted and Talented Advisory Council. Results from 311 public school districts and charter schools were reported regarding gifted and talented education which was used to identify the needs of schools and assist them in addressing those needs.

The number of district and charter schools' hours devoted to staff development and corresponding percentages are provided in Figure L. The category reported most frequently was 1-2 hours (49 percent), followed by 5+ hours (28 percent) and 3-4 hours (23 percent).

Figure L. Staff Development Hours
(2011-12 Self-Reported Data)
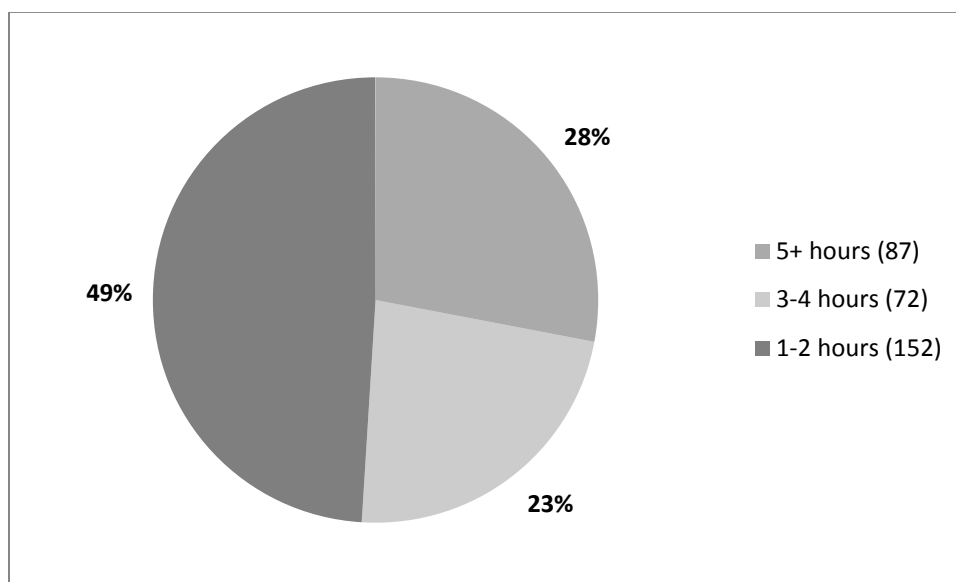
"N" indicates the number of districts/charter schools

Best practice and Minnesota Statutes, section 120B.15(b) provide guidance for the use of multiple measures for identification of gifted and talented learners. The number and percentage of sites using the most common tools to identify gifted and talented students are listed in Table 7.

Table 7. Most Common Identification Tools, Number of Sites, and Percentage (2011-12 Self-Reported Data)

Tool	Number of Sites	Percentage
Teacher Nomination	974	16%
Northwest Evaluation Association Data (NWEA)	821	13%
Parent Nomination	590	10%
Individual Achievement Test	544	9%
Group or Grade-Level Achievement Test	526	9%
Curriculum-based Assessments	375	6%
Individual Intelligence Test	325	5%
Gifted Screening Surveys (teacher and/or parent)	426	7%
Non-Verbal Test	242	4%
Self-Nomination	311	5%
Group Intelligence Test	206	3%
Portfolio Review	134	2%
Out of Level Testing	112	2%
Divergent Thinking or Creativity Test	111	2%
Students were not Identified	436	7%

Sixteen percent of schools used teacher nomination as one tool to identify students for services. Thirteen percent used Northwest Evaluation Association data. Parent nominations were considered by 10 percent and individual achievement tests and group or grade-level achievement tests by 9 percent. Since the collection of identification data began in 2008 the use of multiple tools has grown.

A review of respondents' grade levels served indicated students were most likely to be identified for gifted and talented services in grades 2-5, and least likely to be identified in grades 9-12, consistent with the previous year's data.

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 Support 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:
• Directions
• Statutory references
• Forms tailored to pertinent information
• Drop-down lists
• Links to definitions of words and phrases
• Staffing information pulled from other state reports

The table of contents is displayed online as a menu bar (refer to the screen shot in Appendix B) and 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 (whether goal was met, impact on student learning, impact on teacher learning, and identification of which goals will and will not be continued into the following year)
• Revenue details (waiver of reserve requirement, exemplary grants, and Q Comp participation)
• 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
• K-12 Arts Education information– a district reporting component as of 2008-09

The electronic format guides the user 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 through 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.

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 site section includes the following information for each of the district's school site(s):
• School site staff development goals
• School site 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 (whether goal was met, impact on student learning, impact on teacher learning, and identification of which goals will and will not be continued into the following year)
• Identification of the numbers of school staff, broken out by category, who received high-quality staff development
• Gifted and Talented program data– a school site reporting component as of 2008-09

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

Final Report

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 district-wide information entered by the user up to that time. The final page, entitled "Submit Final Report," gives the user a Statement of Assurances that, after being signed and dated by the superintendent and staff development chairperson, must be returned to MDE by mail, fax, or email.

Technical Assistance

The MDE School Support Division staff provides assistance by phone and email for district and school personnel responsible for meeting their program's reporting requirements. A Frequently Asked Questions (FAQ) document and an instructional document with screenshots were developed to answer questions.

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 site personnel were able to access the reporting site in March 2012 to begin entering staff development information for the 2011–2012 school year. School and district personnel responsible for staff development planning, implementation, and reporting had 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. Districts experiencing difficulty meeting the timeline were contacted by MDE staff and provided assistance. 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-FY12

System for Collecting and Reporting Expenditure Data

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

Finance Dimension of UFARS

The finance dimension is used to track the relationship between the source of certain funds and their use, and/or to track the relationship between the source of certain funds and a reserve account. Since Minnesota Statutes, section 122A.61, Subd. 1, required a district to set aside two percent 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% Grants: Staff development expenditures for district-wide activities

Subsequent to that change, the Laws 2009, Chapter 96, Article 2, section 64, changed the reserve revenue for staff development to read:

Sec. 64. RESERVED REVENUE FOR STAFF DEVELOPMENT; TEMPORARY SUSPENSION.
Notwithstanding Minnesota Statutes, section 122A.61, Subdivision 1, for fiscal years 2012 and 2013 only, a school district or charter school may use revenue reserved for staff development under Minnesota Statutes, section 122A.61, Subdivision 1, according to the requirements of general education revenue under Minnesota Statutes, section 126C.13, Subdivision 5.
EFFECTIVE DATE. This section is effective July 1, 2012.

This change did not affect the reporting of expenditure data on Fiscal Year 2012.

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 percent 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	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

Findings from Data Submitted on Staff Development Expenditures

The following three tables contain summary information on staff development expenditures and balances for regular school districts, common school districts, and charter schools. Other units including cooperatives, educational districts, and special education districts were not included. The data is arranged by Finance and Program Codes in Table 1 and by Object Codes in Table 2. Table 3 contains summary information on balances in reserved staff development accounts. Table 3 also contains a comparison of balances from FY11 to FY12.

The data are taken from all data submitted to MDE by January 7, 2013. The statutory deadline for reporting final UFARS data was November 30, 2012.

Expenditures by Finance and Program Dimension

The table below contains summary information on the amount of money spent by the set-aside categories of site, grant, and district, whether it was new set-aside money or from reserves. There were other funds available to districts from the general fund. Those expenditures are reported under Program Dimension Code 610 (curriculum) and Program Dimension Code 640 (staff development), whether the Finance Dimension Code was 000, 451, or a host of other numbers.

Table 1: Summary Data of Staff Development Expenditures by Finance Dimension and Program Dimension for FY12

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	20,735,714	15.84%
Finance 307 (25% grant)	6,707,242	5.13%
Finance 308 (25% district)	24,277,171	18.55%
Program 610 (curriculum)	51,253,979	39.16%
Program 640 (staff development)	27,906,203	21.32%
TOTAL	**$130,880,309**	**100.00%**

Conclusions from Table 1 include:

1. Finance Code 308 (district) recorded the largest percentage of expenditures of the three set-aside finance codes. This code replaced Finance Code 306 (site) which had been the code with the largest expenditures for the past few years.

2. Program Code 610 (curriculum) recorded the highest amount of total funds spent. This has been consistent over the past few years.

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 FY12

Object Codes	Total Funds Spent	Percent of Total Spent
100-299 Salaries/benefits	89,779,790	68.60%
300-399 Purchased services	22,812,787	17.43%
400-599 Materials/equipment	16,444,117	12.56%
600-899 All other	1,843,615	1.41%
TOTAL	**$130,880,309**	**100.00%**

Conclusions that can be drawn from Table 2:

1. The majority of the expenditures for staff development went to salaries and benefits of employees in the reporting units, as it has been for years.

2. There were additional personnel dollars spent through the 300 code-purchased services that included consultant fees.

Balance Sheet Accounts

Legislation required that some expenditures funded by specific revenues be used only for 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 phased out.

Summary Data of Staff Development Balances

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 FY07. The FY12 total for the staff development reserve account is contained in Table 3.

Table 3: Summary Data of Staff Development Balances by Balance Sheet Code for FY11 and FY12

Balance Sheet Name	Balance FY11	Balance FY12
403 Regular-Staff Development	$8,666,109	$6,493,939

Conclusions or comments directed to Table 3:

1. Staff development balances decreased over two million dollars from the prior year.

2. All other staff development accounts that were discontinued have been removed.

Appendices
Appendix A Unit-by-Unit Data

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

Appendix B provides sample pages of the 2011-2012 online staff development reporting form.

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

Contact Sarah C. Miller at the email address or number below for inquiries on the data.

Sarah C. Miller
Financial Management Section
Program Finance Division
651-582-8370 or sarah.c.miller@state.mn.us

APPENDIX A
Unit-By-Unit Staff Development Account Chart

District Number	School Name	Finance Codes			Program Codes	
		306	307	308	610	640
2396	A.C.G.C.	987.86	579.00	16,698.47	92,302.05	
4073	ACADEMIA CESAR CHAVEZ CHARTER SCHOOL	20,571.32			4,000.00	1,933.74
4197	ACADEMY OF NORTH MINNEAPOLIS	10,472.34			16.93	3,000.00
4018	ACHIEVE LANGUAGE ACADEMY				23,356.81	13,156.83
2854	ADA-BORUP PUBLIC SCHOOL DISTRICT	2,787.26	730.44	27,785.85		
511	ADRIAN PUBLIC SCHOOL DISTRICT	11,274.41	1,183.62	84.99		
4074	AFSA HIGH SCHOOL			2,581.56		49,308.88
1	AITKIN PUBLIC SCHOOL DISTRICT	32,315.17	1,254.28	5,053.87	2,482.97	
745	ALBANY PUBLIC SCHOOL DISTRICT	170,085.01	200.00	17,596.17	50,241.03	2,041.35
241	ALBERT LEA PUBLIC SCHOOL DISTRICT				214,206.74	75,460.11
242	ALDEN-CONGER PUBLIC SCHOOL DISTRICT	25,456.80				
206	ALEXANDRIA PUBLIC SCHOOL DISTRICT	79,269.77	33,798.86	54,850.79	420,285.02	
876	ANNANDALE PUBLIC SCHOOL DISTRICT		18,264.78	2,491.25	83,140.24	169,648.32
11	ANOKA-HENNEPIN SCHOOL DISTRICT	591,804.93	63,205.64	2,554,583.05	4,094,794.36	1,924,648.71
4091	ARTECH	1,216.16				11,929.13
261	ASHBY PUBLIC SCHOOL DISTRICT	4,922.56		10,628.61		
4184	ASPEN ACADEMY	10,267.77			57,854.92	
4111	AUGSBURG FAIRVIEW ACADEMY	6,239.22				
4067	AURORA CHARTER SCHOOL				10.00	14,393.02
492	AUSTIN PUBLIC SCHOOL DISTRICT	143,268.30	83,507.09	80,231.45		400,470.06
4075	AVALON SCHOOL					2,300.90
676	BADGER PUBLIC SCHOOL DISTRICT	3,270.42	3,411.53	309.61		795.21
162	BAGLEY PUBLIC SCHOOL DISTRICT					50,542.70
146	BARNESVILLE	35,406.71	8,018.67	14,677.33		

	SCHOOL DISTRICT					
91	BARNUM PUBLIC SCHOOL DISTRICT					55,284.97
542	BATTLE LAKE PUBLIC SCHOOL DISTRICT	22,973.63	2,000.00	3,000.00		1,212.00
4124	BEACON ACADEMY					22,508.22
4133	BEACON PREPARATORY SCHOOL	1,794.00				4,428.64
726	BECKER PUBLIC SCHOOL DISTRICT	16,420.89	15,643.51		297,575.52	39,986.43
2364	BELGRADE-BROOTEN-ELROSA SCHOOL DIST					79,000.00
716	BELLE PLAINE PUBLIC SCHOOL DISTRICT	56,014.97	14,346.57	73,108.88		41,171.60
31	BEMIDJI PUBLIC SCHOOL DISTRICT	17,267.28	2,413.35	6,439.58	9,914.79	
777	BENSON PUBLIC SCHOOL DISTRICT	6,441.03		35,386.17		
786	BERTHA-HEWITT SCHOOL DISTRICT	28,746.95	270.84	6,412.75		
4192	BEST ACADEMY					20,931.18
727	BIG LAKE PUBLIC SCHOOL DISTRICT	193,782.92	104,827.39	124,057.89	186,029.20	97,661.38
4142	BIRCH GROVE COMMUNITY SCHOOL					8,288.32
2534	BIRD ISLAND-OLIVIA-LAKE LILLIAN	11,082.53	830.75	10,547.42		
32	BLACKDUCK PUBLIC SCHOOL DISTRICT	12,378.36	120.00			
756	BLOOMING PRAIRIE PUBLIC SCHOOL DIST					39,398.68
271	BLOOMINGTON SCHOOL DISTRICT	691,091.70	406,767.33	161,406.90	566,686.79	294,270.18
2860	BLUE EARTH AREA PUBLIC SCHOOL	4,249.44		91,081.27		2,499.82
4082	BLUESKY CHARTER SCHOOL	44,736.60			163,133.60	
4001	BLUFFVIEW MONTESSORI	21,769.69				(1,017.04)
314	BRAHAM PUBLIC SCHOOL DISTRICT	1,144.08	14,409.05	11,823.19		
181	BRAINERD PUBLIC SCHOOL DISTRICT				312,319.25	634,831.13
207	BRANDON PUBLIC SCHOOL DISTRICT				4,936.37	
846	BRECKENRIDGE SCHOOL DISTRICT	1,518.55	6,989.47	4,542.18		

513	BREWSTER PUBLIC SCHOOL DISTRICT	7,588.75	3,584.86	3,611.86		
4189	BRIGHT WATER ELEMENTARY	2,913.98				
286	BROOKLYN CENTER SCHOOL DISTRICT	20,879.83	2,651.11	3,259.07	215,669.10	13,000.92
787	BROWERVILLE PUBLIC SCHOOL DISTRICT					59,577.27
801	BROWNS VALLEY SCHOOL DISTRICT	2,650.00	2,875.66	2,959.93		
2159	BUFFALO LK-HECTOR-STEWART PUBLIC SCHOOL DISTRICT					33,820.95
877	BUFFALO-HANOVER-MONTROSE PUBLIC SCHOOL DISTRICT		133,731.73	173,046.15	448,653.81	296.54
191	BURNSVILLE PUBLIC SCHOOL DISTRICT	312,876.41	4,456.52	48,446.36	1,472,460.85	97,750.02
836	BUTTERFIELD PUBLIC SCHOOL DISTRICT	2,743.34		301.11	33,985.39	
531	BYRON PUBLIC SCHOOL DISTRICT				10,086.64	90,313.86
299	CALEDONIA PUBLIC SCHOOL DISTRICT	511.44	10,544.28			
911	CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST	59,528.00	97,592.88	174,044.75	1,303,440.61	710.64
852	CAMPBELL-TINTAH PUBLIC SCHOOL DIST.			7,302.03		
891	CANBY PUBLIC SCHOOL DISTRICT					73,709.36
252	CANNON FALLS PUBLIC SCHOOL DISTRICT	20,297.78	22,320.57	21,386.86		
4194	CANNON RIVER STEM SCHOOL	993.74				16,494.26
93	CARLTON PUBLIC SCHOOL DISTRICT				24,893.15	13,928.96
115	CASS LAKE-BENA PUBLIC SCHOOLS				19,152.67	10,426.31
2754	CEDAR MOUNTAIN SCHOOL DISTRICT					17,792.54
4004	CEDAR RIVERSIDE COMMUNITY SCHOOL	4,635.74				
12	CENTENNIAL PUBLIC SCHOOL DISTRICT	577,422.67	36,690.38	101,490.11		14,672.70
108	CENTRAL PUBLIC SCHOOL DISTRICT	30,506.78		2,232.75		
227	CHATFIELD PUBLIC					64,071.78

	SCHOOLS					
2144	CHISAGO LAKES SCHOOL DISTRICT	5,884.72	7,464.60	81,976.93	101,673.33	39,098.35
695	CHISHOLM PUBLIC SCHOOL DISTRICT	964.21				
771	CHOKIO-ALBERTA SCHOOL DISTRICT	1,210.97				
4000	CITY ACADEMY	15,313.41	882.14	10,802.21		1,400.00
4172	CLARKFIELD CHARTER SCHOOL					80.00
2311	CLEARBROOK-GONVICK SCHOOL DISTRICT		3,471.14	25,385.21		
391	CLEVELAND PUBLIC SCHOOL DISTRICT	10,513.49	9,915.63	11,765.65	3,542.00	
592	CLIMAX-SHELLY PUBLIC SCHOOLS	1,026.93				
2888	CLINTON-GRACEVILLE-BEARDSLEY	10,830.30		9,973.92		
94	CLOQUET PUBLIC SCHOOL DISTRICT				105,590.15	
4193	COLLEGE PREPARATORY ELEMENTARY	609.27				1,141.35
4188	COLOGNE ACADEMY	10,844.81			3,894.50	8,649.56
13	COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	47,263.53		21,279.33	238,601.42	19,613.35
81	COMFREY PUBLIC SCHOOL DISTRICT	1,306.78	189.13	189.17		3,368.40
4015	COMMUNITY OF PEACE ACADEMY	48,018.32				3,323.20
4181	COMMUNITY SCHOOL OF EXCELLENCE	63,438.72			88,777.91	
4035	CONCORDIA CREATIVE LEARNING ACADEMY	23,138.97				4,655.70
166	COOK COUNTY PUBLIC SCHOOLS	5,750.11	5,709.12	7,147.77		
4201	CORNERSTONE MONTESSORI ELEMENTARY	197.09				40,422.82
95	CROMWELL-WRIGHT PUBLIC SCHOOLS					14,395.47
593	CROOKSTON PUBLIC SCHOOL DISTRICT	827.14			18,128.06	15,260.83
182	CROSBY-IRONTON SCHOOL DISTRICT					70,828.88
4059	CROSSLAKE COMMUNITY CHARTER SCHOOL	4,597.45				34,664.03

4025	CYBER VILLAGE ACADEMY	431.95				349.00
611	CYRUS PUBLIC SCHOOL DISTRICT	511.42		230.97		
466	DASSEL-COKATO SCHOOL DISTRICT	59,914.11		655.17	148,919.82	42,836.93
4185	DAVINCI ACADEMY				101,349.99	25,880.13
378	DAWSON-BOYD SCHOOL DISTRICT	33,136.05	21,149.33	21,154.48		6,354.01
317	DEER RIVER PUBLIC SCHOOL DISTRICT				11,485.00	73,579.49
879	DELANO PUBLIC SCHOOL DISTRICT	67,871.02		17,990.53	45,355.34	2,270.65
22	DETROIT LAKES SCHOOL DISTRICT	46,467.43	34,469.00	29,899.14		
2164	DILWORTH-GLYNDON-FELTON	65,284.56		33,778.04	33,163.19	
4198	DISCOVERY WOODS MONTESSORI SCHOOL					24,939.91
533	DOVER-EYOTA PUBLIC SCHOOL DISTRICT	41,690.92	23,421.81	12,180.72	108,586.37	1,917.53
4153	DUGSI ACADEMY	3,025.00				5,470.46
709	DULUTH PUBLIC SCHOOL DISTRICT	19,306.37	47,087.64		60,141.24	97,675.02
4020	DULUTH PUBLIC SCHOOLS ACADEMY				21,148.00	59,381.11
4026	E.C.H.O. CHARTER SCHOOL	4,607.89	133.20			1,234.13
4122	EAGLE RIDGE ACADEMY CHARTER SCHOOL				16,102.68	15,297.63
2759	EAGLE VALLEY PUBLIC SCHOOL DISTRICT					13,996.51
2580	EAST CENTRAL SCHOOL DISTRICT	17,592.95	91.02	46,209.72	180.00	
595	EAST GRAND FORKS SCHOOL DISTRICT	36,202.46	2,700.00	27,591.97		
4166	EAST RANGE ACADEMY OF TECH-SCIENCE					4,058.55
112	EASTERN CARVER COUNTY PUBLIC SCHOOL	811,762.00	2,910.29	200,249.06	631,701.90	1,345.59
272	EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	170,569.91		639,261.91	1,291,968.46	3,095.57
463	EDEN VALLEY-WATKINS SCHOOL DISTRICT	55,484.92	33,716.83	37,339.66		

581	EDGERTON PUBLIC SCHOOL DISTRICT					15,460.82
273	EDINA PUBLIC SCHOOL DISTRICT	500,000.01	276,299.99	346,096.06	976,017.90	4,380.13
4151	EDVISIONS OFF CAMPUS SCHOOL					29,170.54
4057	EL COLEGIO CHARTER SCHOOL	5,777.45				
728	ELK RIVER PUBLIC SCHOOL DISTRICT	63,175.79	40,163.90	8,284.00	3,733,508.07	136.38
514	ELLSWORTH PUBLIC SCHOOL DISTRICT					38,400.96
696	ELY PUBLIC SCHOOL DISTRICT	1,567.40	3,786.91	5,438.87		132,142.71
4180	EMILY O. GOODRIDGE-GREY ACCELERATED			755.00		2,845.00
99	ESKO PUBLIC SCHOOL DISTRICT				1,398.26	27,583.54
208	EVANSVILLE PUBLIC SCHOOL DISTRICT	1,185.23		362.51		
2154	EVELETH-GILBERT SCHOOL DISTRICT	80,485.30	8,881.61	10,065.52		
4068	EXCELL ACADEMY CHARTER	5,843.00				309.26
4036	FACE TO FACE ACADEMY					268.00
2752	FAIRMONT AREA SCHOOL DISTRICT	11,258.32	8,109.18	21,365.21	14,000.00	9,245.58
656	FARIBAULT PUBLIC SCHOOL DISTRICT	30,656.57		409,224.92	606,609.42	4,338.77
192	FARMINGTON PUBLIC SCHOOL DISTRICT	54,055.03	122,712.50	63,019.22	905,275.28	52,563.92
544	FERGUS FALLS PUBLIC SCHOOL DISTRICT	13,653.66		4,676.58	192,490.05	28,011.89
599	FERTILE-BELTRAMI SCHOOL DISTRICT	160.00		23,363.65		
2198	FILLMORE CENTRAL	16,930.64		11,016.28		
600	FISHER PUBLIC SCHOOL DISTRICT	9,119.19	1,268.74	575.00	950.00	
698	FLOODWOOD PUBLIC SCHOOL DISTRICT					12,675.98
51	FOLEY PUBLIC SCHOOL DISTRICT	44,766.02		24,043.75	194,087.35	1,734.03
831	FOREST LAKE PUBLIC SCHOOL DISTRICT			55,108.45	172,461.07	
601	FOSSTON PUBLIC SCHOOL DISTRICT	11,842.94		4,893.46		2,428.93
4052	FOUR DIRECTIONS CHARTER SCHOOLS	1,486.70				
4113	FRASER ACADEMY	1,136.11				

23	FRAZEE-VERGAS SCHOOL DISTRICT	20,354.98	2,888.57	506.25		11,880.64
14	FRIDLEY PUBLIC SCHOOL DISTRICT	174,024.91	87,012.45	87,012.45	138,948.79	14,553.16
4079	FRIENDSHIP ACADEMY OF FINE ARTS CHARTER	492.00				495.60
505	FULDA PUBLIC SCHOOL DISTRICT					12,545.15
2365	G.F.W.					33,936.18
4108	GENERAL JOHN VESSEY JR LEADERSHIP					85.00
4168	GLACIAL HILLS ELEMENTARY	19,358.15	150.00			
2859	GLENCOE-SILVER LAKE SCHOOL DISTRICT	83,100.87	4,804.11	16,170.74		
2886	GLENVILLE-EMMONS SCHOOL DISTRICT	5,791.78		6,245.64		
4186	GLOBAL ACADEMY				41,125.08	28,221.31
253	GOODHUE PUBLIC SCHOOL DISTRICT	41,836.90	824.51	12,062.97		
561	GOODRIDGE PUBLIC SCHOOL DISTRICT			800.00		
2536	GRANADA HUNTLEY-EAST CHAIN	407.47		2,959.64		832.00
495	GRAND MEADOW PUBLIC SCHOOL DISTRICT	85.00	1,074.57	18,777.26		250.00
318	GRAND RAPIDS PUBLIC SCHOOL DISTRICT	128,635.89	17,520.61	44,908.18	15,534.12	
4100	GREAT EXPECTATIONS					225.80
4105	GREAT RIVER SCHOOL					37,712.32
4144	GREEN ISLE COMMUNITY SCHOOL					1,751.38
2683	GREENBUSH-MIDDLE RIVER SCHOOL DISTRICT	23,319.36	11,650.00	11,650.00		
316	GREENWAY PUBLIC SCHOOL DISTRICT					19,129.24
768	HANCOCK PUBLIC SCHOOL DISTRICT	8,907.01	3,173.56			
4085	HARBOR CITY INTERNATIONAL CHARTER	3,500.86				
4032	HARVEST PREP SCHOOL-SEED ACADEMY				1,895.00	18,556.93

200	HASTINGS PUBLIC SCHOOL DISTRICT					263,320.77
150	HAWLEY PUBLIC SCHOOL DISTRICT	19,204.86	11,020.15	8,338.95		5,996.06
203	HAYFIELD PUBLIC SCHOOL DISTRICT	10,766.82				1,026.94
402	HENDRICKS PUBLIC SCHOOL DISTRICT				5,659.35	16,343.77
545	HENNING PUBLIC SCHOOL DISTRICT	22,215.45		5,837.48		516.69
264	HERMAN-NORCROSS SCHOOL DISTRICT	708.51		149.00		
700	HERMANTOWN PUBLIC SCHOOL DISTRICT					60,477.39
330	HERON LAKE-OKABENA SCHOOL DISTRICT	2,039.52		4,941.46		
4170	HIAWATHA LEADERSHIP ACADEMY	84,298.76				29,676.16
701	HIBBING PUBLIC SCHOOL DISTRICT	322,200.68	26,597.74	132,132.14		
4027	HIGHER GROUND ACADEMY	6,565.24				1,600.00
2	HILL CITY PUBLIC SCHOOL DISTRICT				739.96	
671	HILLS-BEAVER CREEK SCHOOL DISTRICT				4,499.68	3,343.57
2165	HINCKLEY-FINLAYSON SCHOOL DISTRICT	28,978.52	17,390.58	19,584.80		
4103	HMONG COLLEGE PREP ACADEMY				18,619.65	18,090.87
738	HOLDINGFORD PUBLIC SCHOOL DISTRICT	20,956.40		7,991.23		20,484.90
4070	HOPE COMMUNITY ACADEMY	298.74				
270	HOPKINS PUBLIC SCHOOL DISTRICT	313,008.96	129,170.57	186,800.94	1,086,263.16	263,922.47
294	HOUSTON PUBLIC SCHOOL DISTRICT	47,462.96	24,722.30	15,739.50	58,011.67	
2687	HOWARD LAKE-WAVERLY-WINSTED			35,920.81	6,583.55	
423	HUTCHINSON PUBLIC SCHOOL DISTRICT				233,336.82	339,842.32
361	INTERNATIONAL FALLS SCHOOL DISTRICT	9,492.35	3,604.50	8,369.01		
4167	INTERNATIONAL SPANISH LANGUAGE			4,379.61		9.18

	ACADEMY				
199	INVER GROVE HEIGHTS SCHOOLS	14,422.86	2,761.70	108,445.98		76,835.82
473	ISLE PUBLIC SCHOOL DISTRICT	15,058.79		8,303.31		
403	IVANHOE PUBLIC SCHOOL DISTRICT					18,929.33
2895	JACKSON COUNTY CENTRAL SCHOOLS					28,706.08
2835	JANESVILLE-WALDORF-PEMBERTON	1,043.55	3,003.01	5,545.96		
4031	JENNINGS COMMUNITY LEARNING CENTER	945.60				
717	JORDAN PUBLIC SCHOOL DISTRICT	148,194.71		250.00	42,125.08	
4118	KALEIDOSCOPE CHARTER SCHOOL				6,633.00	11,210.67
204	KASSON-MANTORVILLE SCHOOL DISTRICT	10,936.07	66,387.39	66,879.39	96,544.22	
2172	KENYON-WANAMINGO SCHOOL DISTRICT					18,408.64
775	KERKHOVEN-MURDOCK-SUNBURG	4,700.43	4,853.51	2,428.76		
739	KIMBALL PUBLIC SCHOOL DISTRICT	32,169.30	2,209.64	3,757.96	11,260.05	26,049.18
2137	KINGSLAND PUBLIC SCHOOL DISTRICT	21,791.89	18,104.84	23,080.71		
4191	KIPP MINNESOTA CHARTER SCHOOL	44.82				27,003.70
2171	KITTSON CENTRAL SCHOOL DISTRICT	7,925.76		6,024.11	6,682.00	1,315.88
300	LA CRESCENT-HOKAH SCHOOL DISTRICT	16,394.93	1,100.00	16,211.62	25,164.12	44,263.34
2853	LAC QUI PARLE VALLEY SCHOOLS				31,374.23	231,842.51
4054	LACRESCENT MONTESSORI ACADEMY	60.00				
4050	LAFAYETTE PUBLIC CHARTER SCHOOL					1,905.84
404	LAKE BENTON PUBLIC SCHOOL DISTRICT	3,645.29		610.93		
813	LAKE CITY PUBLIC SCHOOL DISTRICT	140,302.83	11,475.59	45,393.86	26,081.44	
2071	LAKE CRYSTAL-WELLCOME MEMORIAL	13,572.67	3,312.91			35,461.72

390	LAKE OF THE WOODS SCHOOL DISTRICT	42,098.49	2,957.02			
2889	LAKE PARK AUDUBON SCHOOL DISTRICT	32,030.76	238.00	10,951.01		
381	LAKE SUPERIOR SCHOOL DISTRICT				18,817.37	447.48
4116	LAKES INTERNATIONAL LANGUAGE ACADEMY	68,177.06			99,573.32	424.80
2167	LAKEVIEW SCHOOL DISTRICT					73,185.09
194	LAKEVILLE PUBLIC SCHOOL DISTRICT	158,302.78	271,368.04	401,944.44	336,602.27	158,606.94
356	LANCASTER PUBLIC SCHOOL DISTRICT	3,435.97		373.96		
229	LANESBORO PUBLIC SCHOOL DISTRICT	13,418.64	9,209.11	6,376.46		
306	LAPORTE PUBLIC SCHOOL DISTRICT	1,118.03	49.21	2,804.42		
4164	LAURA JEFFREY ACADEMY CHARTER				103.95	15,492.14
392	LE CENTER PUBLIC SCHOOL DISTRICT	6,769.48		2,967.90		
2397	LE SUEUR-HENDERSON SCHOOL DISTRICT	27,027.06	4,384.54	12,953.53	38,357.61	9,811.12
4163	LEARNING FOR LEADERSHIP CHARTER					15,661.91
499	LEROY-OSTRANDER PUBLIC SCHOOLS	2,037.97		7,455.54		1,347.57
424	LESTER PRAIRIE SCHOOL DISTRICT	8,486.72	388.07	2,083.22		523.25
857	LEWISTON-ALTURA SCHOOL DISTRICT	25,508.90	7,583.50	8,390.18		
4131	LIGHTHOUSE ACADEMY OF NATIONS					18,140.03
4178	LINCOLN INTERNATIONAL SCHOOL				1,479.00	2,107.61
4183	LIONSGATE ACADEMY					22.34
465	LITCHFIELD PUBLIC SCHOOL DISTRICT	3,224.52		2,302.53		
482	LITTLE FALLS PUBLIC SCHOOL DISTRICT	2,639.12		16,612.32	45,089.57	2,846.40
362	LITTLEFORK-BIG FALLS SCHOOL DISTRICT	18,400.83		8,788.70		

2753	LONG PRAIRIE-GREY EAGLE SCHOOL DIST	27,949.50	4,560.56	175.00	1,264.91	
2184	LUVERNE PUBLIC SCHOOL DISTRICT	35,110.67		36,009.85	20,199.99	3,631.90
497	LYLE PUBLIC SCHOOL DISTRICT			4,951.07		
415	LYND PUBLIC SCHOOL DISTRICT					12,199.27
2180	M.A.C.C.R.A.Y. SCHOOL DISTRICT				68,579.64	20,899.16
238	MABEL-CANTON PUBLIC SCHOOL DIST.	17,330.96		8,590.82		367.21
837	MADELIA PUBLIC SCHOOL DISTRICT	5,462.83	15.00	8,602.83		
432	MAHNOMEN PUBLIC SCHOOL DISTRICT	11,279.14		13,524.82		
832	MAHTOMEDI PUBLIC SCHOOL DISTRICT	43,068.69	4,538.69	65,028.96		
4110	MAIN STREET SCHOOL OF PERFORMING ARTS				17,536.67	6,684.98
77	MANKATO PUBLIC SCHOOL DISTRICT	299,314.63	61,680.43	675,678.08	559,394.18	
881	MAPLE LAKE PUBLIC SCHOOL DISTRICT	28,548.56	10,978.30	15,535.08	21,431.70	
2135	MAPLE RIVER SCHOOL DISTRICT	10,491.82	39,797.98	15,684.55		5,975.28
441	MARSHALL COUNTY CENTRAL SCHOOLS	14,165.28	1,875.00	6,072.81		
413	MARSHALL PUBLIC SCHOOL DISTRICT				135,002.88	169,730.45
2448	MARTIN COUNTY WEST SCHOOL DISTRICT	39,982.53	2,902.66	15,686.24		1,500.00
4043	MATH AND SCIENCE ACADEM Y	22,651.64				
4	MCGREGOR PUBLIC SCHOOL DISTRICT					11,880.34
763	MEDFORD PUBLIC SCHOOL DISTRICT	36,826.83	97,011.83	2,497.26		
740	MELROSE PUBLIC SCHOOL DISTRICT	11,246.51	1,806.14	0.00	37,916.25	77,631.78
821	MENAHGA PUBLIC SCHOOL DISTRICT	16,212.87	26,462.01	6,377.84		
2711	MESABI EAST SCHOOL DISTRICT					31,710.76
4173	METRO TECH ACADEMY	2,481.13				
912	MILACA PUBLIC SCHOOL DISTRICT	11,937.69	26,749.81	4,807.79	33,813.28	
4138	MILROY AREA CHARTER SCHOOL					636.03

635	MILROY PUBLIC SCHOOL DISTRICT					491.62
4115	MINNEAPOLIS ACADEMY CHARTER SCHOOL	772.82			481.85	14,690.64
4203	MINNEAPOLIS COLLEGE PREPARATORY					8,685.72
1	MINNEAPOLIS PUBLIC SCHOOL DISTRICT	1,034,791.11		8,120,403.03		2,928,578.07
414	MINNEOTA PUBLIC SCHOOL DISTRICT					4,700.99
4007	MINNESOTA NEW COUNTRY SCHOOL			265.33		14,632.92
4150	MINNESOTA ONLINE HIGH SCHOOL	2,703.67			129,270.57	7,138.56
4202	MINNESOTA SCHOOL OF SCIENCE	4,443.72				3,965.43
4017	MINNESOTA TRANSITIONS CHARTER SCHOOL	9,468.87		23,279.49	16,272.86	
276	MINNETONKA PUBLIC SCHOOL DISTRICT				1,032,391.09	948,571.93
2149	MINNEWASKA SCHOOL DISTRICT	15,303.96	1,108.23	1,609.99		
4078	MN INTERNATIONAL MIDDLE CHARTER				84,373.10	15,270.50
129	MONTEVIDEO PUBLIC SCHOOL DISTRICT	13,860.80		16,992.12	17,776.64	32,152.56
394	MONTGOMERY-LONSDALE SCHOOL DISTRICT	4,750.90	3,584.18	1,621.76		2,507.88
882	MONTICELLO PUBLIC SCHOOL DISTRICT	117,264.16	85,780.31	33,724.29	117,784.10	
152	MOORHEAD PUBLIC SCHOOL DISTRICT	8,798.11	2,628.43	157,206.07		230,282.99
97	MOOSE LAKE PUBLIC SCHOOL DISTRICT					39,122.58
332	MORA PUBLIC SCHOOL DISTRICT	31,459.86	14,590.00	19,500.60		26,647.89
769	MORRIS PUBLIC SCHOOL DISTRICT	19,064.83	11,835.06	11,353.24		
621	MOUNDS VIEW PUBLIC SCHOOL DISTRICT	31,017.70		230,303.93	908,265.27	1,621,737.21
712	MOUNTAIN IRON-BUHL SCHOOL DISTRICT					10,816.60
173	MOUNTAIN LAKE PUBLIC SCHOOLS	17,741.81	10,344.63	11,885.34		
2169	MURRAY COUNTY	3,564.75	1,235.18	3,691.60		3,138.90

	CENTRAL SCHOOLS				
319	NASHWAUK-KEEWATIN SCHOOL DISTRICT					21,741.20
4187	NATURAL SCIENCE ACADEMY	6,168.93				
4155	NAYTAHWAUSH COMMUNITY SCHOOL	5,032.06				
4055	NERSTRAND CHARTER SCHOOL					3,220.18
707	NETT LAKE PUBLIC SCHOOL DISTRICT					53,264.27
4093	NEW CENTURY CHARTER SCHOOL	2,005.49				
4089	NEW CITY SCHOOL				464.10	2,880.27
4161	NEW DISCOVERIES MONTESSORI ACADEMY	17,094.03				
4003	NEW HEIGHTS SCHOOL, INC.	1,295.00				
345	NEW LONDON-SPICER SCHOOL DISTRICT	13,693.99		15,469.09	14,250.00	
4143	NEW MILLENNIUM ACADEMY CHARTER SCHOOL	62,967.53				
721	NEW PRAGUE AREA SCHOOLS	254,785.27	36,821.96	132,138.54	305,654.80	
88	NEW ULM PUBLIC SCHOOL DISTRICT	33,047.03	18,522.65	18,763.04	(4,566.83)	8,427.95
4011	NEW VISIONS CHARTER SCHOOL					38,884.30
553	NEW YORK MILLS SCHOOL DISTRICT	9,524.51	8,126.28	5,002.24		
507	NICOLLET PUBLIC SCHOOL DISTRICT	3,616.34		3,267.11		
4171	NOBLE ACADEMY	4,492.40			24,942.43	19,386.14
2215	NORMAN COUNTY EAST SCHOOL DISTRICT	1,715.00	867.00	1,663.49		
2527	NORMAN COUNTY WEST SCHOOL DISTRICT	41,627.52	7,823.08	8,140.80		
138	NORTH BRANCH PUBLIC SCHOOLS	41,865.59	18,574.30	98,340.33	276,644.38	545,517.88
4053	NORTH LAKES ACADEMY	267.00		1,469.64		
4084	NORTH SHORE COMMUNITY SCHOOL	3,354.55				
622	NORTH ST PAUL-MAPLEWOOD-	302,724.04	90,799.96	209,462.73	3,466,572.91	261,142.82

	OAKDALE				
4146	NORTHERN LIGHTS COMMUNITY SCHOOL	164.84			
659	NORTHFIELD PUBLIC SCHOOL DISTRICT				282,067.55	46,296.28
118	NORTHLAND COMMUNITY SCHOOLS				58,614.74	137,421.07
4049	NORTHWEST PASSAGE HIGH SCHOOL	15,730.77				211.20
4098	NOVA CLASSICAL ACADEMY					59,229.54
2168	NRHEG SCHOOL DISTRICT					19,154.21
4030	ODYSSEY ACADEMY	965.37		630.00		1,373.33
333	OGILVIE PUBLIC SCHOOL DISTRICT	16,189.55	2,582.34	5,003.88		1,511.21
627	OKLEE PUBLIC SCHOOL DISTRICT	10,239.77		1,029.90		
480	ONAMIA PUBLIC SCHOOL DISTRICT			1,471.06		52,810.70
278	ORONO PUBLIC SCHOOL DISTRICT		34,581.47	90,525.04	231,389.23	1,308.54
2903	ORTONVILLE PUBLIC SCHOOLS					2.29
213	OSAKIS PUBLIC SCHOOL DISTRICT	5,436.57	9,004.01	12,592.90		
4195	OSHKI OGIMAAG CHARTER SCHOOL				5,578.12	586.32
279	OSSEO PUBLIC SCHOOL DISTRICT	2,048,119.83	48,614.18	1,717,165.37	1,271,794.17	(3,480,025.61)
761	OWATONNA PUBLIC SCHOOL DISTRICT	105,787.42	246,272.72	368,165.82	283,077.74	
4008	PACT CHARTER SCHOOL	6,177.27			59,241.18	
4141	PAIDEIA ACADEMY CHARTER SCHOOL	11,895.89			58,278.04	2,125.51
4104	PALADIN ACADEMY				3,525.00	14,685.58
309	PARK RAPIDS PUBLIC SCHOOL DISTRICT	32,367.69	1,750.11	12,024.45	173,501.44	
547	PARKERS PRAIRIE SCHOOL DISTRICT	26,162.23		784.99		
4199	PARNASSUS PREPARATORY CHARTER SCHOOL	9,004.00				14,009.31
4097	PARTNERSHIP ACADEMY, INC.	9,954.17			30,084.96	
741	PAYNESVILLE PUBLIC SCHOOL DISTRICT	8,069.21	6,374.42	6,064.68		

548	PELICAN RAPIDS SCHOOL DISTRICT	21,324.27	38,772.58	5,904.77		9,307.73
186	PEQUOT LAKES PUBLIC SCHOOLS		4,637.66	9,776.67	108,950.53	56,119.24
549	PERHAM-DENT PUBLIC SCHOOL DISTRICT	43,189.92	927.50	5,558.16		
484	PIERZ PUBLIC SCHOOL DISTRICT	51,405.55	35,405.27	16,462.95	34,192.30	
4080	PILLAGER AREA CHARTER SCHOOL	3,629.00				
116	PILLAGER PUBLIC SCHOOL DISTRICT					16,252.11
578	PINE CITY PUBLIC SCHOOL DISTRICT	1,821.91	32,965.90	27,025.02	51,400.73	
255	PINE ISLAND PUBLIC SCHOOL DISTRICT	17,976.48	2,247.02			14,015.28
25	PINE POINT PUBLIC SCHOOL DISTRICT	7,996.00	4,330.32	1,504.95		
2174	PINE RIVER-BACKUS SCHOOL DISTRICT	4,065.87		8,730.17	61,973.66	2,799.33
2689	PIPESTONE AREA SCHOOL DISTRICT					32,480.84
2899	PLAINVIEW-ELGIN-MILLVILLE	30,919.25	22,425.53	26,460.75		
628	PLUMMER PUBLIC SCHOOL DISTRICT	4,780.31		1,105.82		
4090	PRAIRIE CREEK COMMUNITY SCHOOL					9,981.08
4126	PRAIRIE SEEDS ACADEMY	30,112.57				2,945.66
477	PRINCETON PUBLIC SCHOOL DISTRICT	86,540.01			429,564.05	109,695.82
719	PRIOR LAKE-SAVAGE AREA SCHOOLS				865,520.33	756,091.42
704	PROCTOR PUBLIC SCHOOL DISTRICT					534,505.67
4182	QUEST ACADEMY					135.73
195	RANDOLPH PUBLIC SCHOOL DISTRICT	8,616.22	8,288.49	4,541.11		1,122.58
630	RED LAKE FALLS SCHOOL DISTRICT					20,456.15
38	RED LAKE PUBLIC SCHOOL DISTRICT	9,570.52				212,709.45
2884	RED ROCK CENTRAL SCHOOL DISTRICT		(0.00)			13,533.54
256	RED WING PUBLIC SCHOOL DISTRICT	30,748.69	10,433.54	11,380.73	226,503.78	
2897	REDWOOD AREA SCHOOL DISTRICT	25,113.01		5,669.40		27,676.24
2890	RENVILLE COUNTY WEST SCHOOL DIST.					75,452.98

280	RICHFIELD PUBLIC SCHOOL DISTRICT	18,221.65	3,192.26	10,782.56	41,647.08	
4083	RIDGEWAY COMMUNITY SCHOOL	620.80		1,158.99		5,263.92
4066	RIVERBEND ACADEMY			787.86		
4190	RIVERS EDGE ACADEMY					50,449.90
4064	RIVERWAY LEARNING COMMUNITY CHTR					576.01
281	ROBBINSDALE PUBLIC SCHOOL DISTRICT	77,462.86		80,023.68	1,772,525.99	26,933.14
4135	ROCHESTER MATH AND SCIENCE ACADEMY	5,472.90				
4056	ROCHESTER OFF-CAMPUS CHARTER HIGH	620.78		692.96		
535	ROCHESTER PUBLIC SCHOOL DISTRICT	507,713.32	281,812.88	177,510.77	848,515.23	985,209.52
4204	ROCHESTER STEM ACADEMY				28,306.50	6,439.38
883	ROCKFORD PUBLIC SCHOOL DISTRICT				102,501.13	217,116.74
750	ROCORI PUBLIC SCHOOL DISTRICT	23,629.83	63.45	18,222.51	106,238.68	10,686.23
682	ROSEAU PUBLIC SCHOOL DISTRICT	14,318.08	6,163.00	96,014.51		7,429.20
196	ROSEMOUNT-APPLE VALLEY-EAGAN		11,441.86		1,772,396.19	3,516,416.72
623	ROSEVILLE PUBLIC SCHOOL DISTRICT	126,289.31	232,939.19	189,830.95	258,742.35	851,581.53
850	ROTHSAY PUBLIC SCHOOL DISTRICT	18,172.12				
516	ROUND LAKE PUBLIC SCHOOL DISTRICT					(0.00)
485	ROYALTON PUBLIC SCHOOL DISTRICT	13,022.15	21,676.93	10,350.32		
2902	RTR PUBLIC SCHOOLS					27,407.28
139	RUSH CITY PUBLIC SCHOOL DISTRICT	64,903.18	3,259.87	21,445.42		
239	RUSHFORD-PETERSON PUBLIC SCHOOLS					31,018.26
4087	SAGE ACADEMY CHARTER SCHOOL					1,394.99
748	SARTELL-ST. STEPHEN SCHOOL DISTRICT	3,361.55	127,735.47	154,931.13	71,367.58	

743	SAUK CENTRE PUBLIC SCHOOL DISTRICT					29,726.58
47	SAUK RAPIDS-RICE PUBLIC SCHOOLS	356.43	59,890.38	1,799.27	24,464.29	29,618.32
4058	SCHOOLCRAFT LEARNING COMMUNITY CHARTER SCHOOL	1,972.83	1,907.34	2,124.23		
820	SEBEKA PUBLIC SCHOOL DISTRICT	23,407.30	1,871.60	9,142.75	14,178.95	
4159	SEVEN HILLS CLASSICAL ACADEMY					13,332.03
720	SHAKOPEE PUBLIC SCHOOL DISTRICT	198,742.41	369,000.51	662,675.13	338,788.50	211.07
2310	SIBLEY EAST SCHOOL DISTRICT	55,071.75	350.93	68,241.56		41,082.73
84	SLEEPY EYE PUBLIC SCHOOL DISTRICT	7,658.39	500.18	9,089.43	9,079.83	
4109	SOBRIETY HIGH	169.22				
4038	SOJOURNER TRUTH ACADEMY	15,692.08				11,070.64
363	SOUTH KOOCHICHING SCHOOL DISTRICT	10,971.28	101.00	9,746.89		
6	SOUTH ST. PAUL SCHOOL DISTRICT	53,882.05	26,390.44	284.53	286,428.83	1,359.61
833	SOUTH WASHINGTON COUNTY SCHOOLS	1,080,388.51	505,517.00	534,944.56	803,587.31	266,467.72
500	SOUTHLAND PUBLIC SCHOOL DISTRICT	14,977.70	2,661.73	14,362.41		9,341.34
4162	SOUTHSIDE FAMILY CHARTER SCHOOL	18,155.64				
4160	SPECTRUM HIGH SCHOOL	12,217.22				
297	SPRING GROVE SCHOOL DISTRICT	2,668.14	48.44	143.84	25,397.49	1,564.00
16	SPRING LAKE PARK PUBLIC SCHOOLS	65,736.44	98,945.56	115,957.09	735,848.46	6,620.80
85	SPRINGFIELD PUBLIC SCHOOL DISTRICT	48,185.85		3,825.40		
4112	ST. PAUL CONSERVATORY FOR PERFORMING ARTISTS	8,646.26				2,250.00
282	ST. ANTHONY-NEW BRIGHTON SCHOOLS	75,274.76		3,724.31	91,053.21	
858	ST. CHARLES PUBLIC SCHOOL DISTRICT					54,222.10
75	ST. CLAIR PUBLIC SCHOOL DISTRICT	32,505.78	2,076.49	22,583.61	3,385.30	
742	ST. CLOUD PUBLIC	1,216.76	52,499.59	17,308.31	829,609.64	

	SCHOOL DISTRICT					
4120	ST. CROIX PREPARATORY ACADEMY				56,728.69	22,451.53
15	ST. FRANCIS PUBLIC SCHOOL DISTRICT	421.23	11,121.34	4,938.31	318,386.59	813,802.69
840	ST. JAMES PUBLIC SCHOOL DISTRICT	600.00	6,455.85	2,370.75	25,077.58	
2142	ST. LOUIS COUNTY SCHOOL DISTRICT					55,557.94
283	ST. LOUIS PARK SCHOOL DISTRICT	420,689.50	231,484.82	135,406.65	357,238.35	2,271.42
885	ST. MICHAEL-ALBERTVILLE SCHOOL DISTRICT	159,402.31	35,496.20	296,057.49	47,160.77	5,129.91
4029	ST. PAUL CITY SCHOOL	34,795.39				
625	ST. PAUL PUBLIC SCHOOL DISTRICT	1,513,764.64	245,049.35	616,213.44	3,149,884.46	4,456,984.17
508	ST. PETER PUBLIC SCHOOL DISTRICT	114,903.56			3,838.07	2,580.07
2170	STAPLES-MOTLEY SCHOOL DISTRICT		2,386.00	2,824.42		71,394.85
4200	STEP ACADEMY CHARTER SCHOOL	2,500.00			71,880.50	26,539.72
2856	STEPHEN-ARGYLE CENTRAL SCHOOLS	14,153.08				
534	STEWARTVILLE SCHOOL DISTRICT	7,659.98	7,678.09	82,675.57	142,078.05	2,340.06
834	STILLWATER AREA SCHOOL DISTRICT	1,453.00		2,190.67	1,429,986.21	123,724.44
4169	STONEBRIDGE COMMUNITY SCHOOL	14,409.02			64,321.10	175.30
4142	STRIDE ACADEMY CHARTER SCHOOL	8,345.50				77.70
4137	SWAN RIVER MONTESSORI CHARTER SCHOOL	846.99				
486	SWANVILLE PUBLIC SCHOOL DISTRICT	2,738.32	5,708.29			320.00
4127	TEAM ACADEMY	722.04	284.32			110.71
564	THIEF RIVER FALLS SCHOOL DISTRICT	1,339.12		96,457.45	139,512.58	
2904	TRACY AREA PUBLIC SCHOOL DISTRICT					244,641.29
2358	TRI-COUNTY SCHOOL DISTRICT	35,026.79				
4095	TRIO WOLF CREEK DISTANCE LEARNING	16,982.83				
2125	TRITON SCHOOL DISTRICT					86,000.00

458	TRUMAN PUBLIC SCHOOL DISTRICT	461.82				
4042	TWIN CITIES ACADEMY	894.42			2,709.73	
4132	TWIN CITIES ACADEMY HIGH SCHOOL	4,008.75			720.00	1,995.00
4152	TWIN CITIES GERMAN IMMERSION CHARTER	6,138.07			7,911.49	
4077	TWIN CITIES INTERNATIONAL ELEM SCHOOL				71,066.65	6,082.00
4121	UBAH MEDICAL ACADEMY CHARTER SCHOOL				83,609.51	3,471.11
914	ULEN-HITTERDAL PUBLIC SCHOOL DIST	14,333.50	7,166.74	7,166.74		
550	UNDERWOOD PUBLIC SCHOOL DISTRICT	17,995.97	1,031.28	11,539.48		
2134	UNITED SOUTH CENTRAL DISTRICT	28,391.11	4,640.98	16,819.29		
487	UPSALA PUBLIC SCHOOL DISTRICT	15,945.90		332.00		84.66
4088	URBAN ACADEMY CHARTER SCHOOL					10,221.97
818	VERNDALE PUBLIC SCHOOL DISTRICT	22,711.36				
706	VIRGINIA PUBLIC SCHOOL DISTRICT					57,139.90
4107	VOYAGEURS EXPEDITIONARY	3,792.40	4,613.85	210.00		
811	WABASHA-KELLOGG SCHOOL DISTRICT	1,406.90				20,967.39
640	WABASSO PUBLIC SCHOOL DISTRICT					21,889.81
110	WACONIA PUBLIC SCHOOL DISTRICT				275,732.35	170,118.86
2155	WADENA-DEER CREEK SCHOOL DISTRICT	11,425.53		5,556.21		1,140.20
113	WALKER-HACKENSACK-AKELEY DISTRICT					11,332.62
2176	WARREN-ALVARADO-OSLO SCHOOL DIST.	16,103.67	1,113.77	16,220.16		
690	WARROAD PUBLIC SCHOOL DISTRICT	4,977.10		22,730.07		401.32
829	WASECA PUBLIC SCHOOL DISTRICT	28,785.55		17,158.08		4,448.49
4092	WATERSHED HIGH SCHOOL					160.00

111	WATERTOWN-MAYER PUBLIC SCHOOL DIST.	9,259.75		1,587.51		
2143	WATERVILLE-ELYSIAN-MORRISTOWN		3,861.81			14,974.75
435	WAUBUN-OGEMA-WHITE EARTH SCHOOL DISTRICT	14,962.68	11,324.33	8,913.49		4,823.39
284	WAYZATA PUBLIC SCHOOL DISTRICT	698,802.96	391,393.91	241,733.98	752,648.45	698,211.08
2342	WEST CENTRAL AREA	31,881.00		6,701.84	9,725.69	
197	WEST ST. PAUL-MENDOTA HTS.-EAGAN	139,886.08	101,285.81	135,209.60	1,154,579.02	
2898	WESTBROOK-WALNUT GROVE SCHOOLS					42,437.37
277	WESTONKA PUBLIC SCHOOL DISTRICT	7,348.96	14,146.66	8,693.40	186,929.32	38,694.81
803	WHEATON AREA SCHOOL DISTRICT	9,598.72	2,981.65	8,225.89		
624	WHITE BEAR LAKE SCHOOL DISTRICT	875,545.21	53,946.46	295,772.37		662,106.19
347	WILLMAR PUBLIC SCHOOL DISTRICT	36,348.98	42,263.05	(5,613.98)	91,102.79	72,348.84
577	WILLOW RIVER SCHOOL DISTRICT		5,376.62			18,681.94
177	WINDOM PUBLIC SCHOOL DISTRICT	14,383.58	10,668.59	30,241.55	13,717.58	
2609	WIN-E-MAC SCHOOL DISTRICT	47,103.17	4,223.21	6,446.01		2,494.70
861	WINONA AREA SCHOOL DISTRICT	116,439.46	53,310.69	83,259.54	467,837.54	
4086	WOODSON INSTITUTE FOR EXCELLENCE CH	904.35				
4016	WORLD LEARNER CHARTER SCHOOL	113.38			1,133.69	8,485.29
518	WORTHINGTON SCHOOL DISTRICT				136,786.11	247,101.36
100	WRENSHALL PUBLIC SCHOOL DISTRICT					9,825.95
2190	YELLOW MEDICINE EAST	10,721.79	24,776.23	41,801.65		7,745.17
4140	YINGHUA ACADEMY	19,525.44			170,800.10	54,190.27
2805	ZUMBROTA-MAZEPPA SCHOOL DISTRICT	29,468.70	10,028.75	16,245.77		29,005.08
	State Totals	*20,735,714*	*6,707,242*	*24,277,171*	*51,253,979*	*27,906,203*

District Report: Add or Edit Goals

Enter the student achievement goal and indicate the content focus. Then enter a district staff development goal. The goals that were entered into the previous year's report are carried over into the new report. You can add and edit goals. Remember to **save** after adding or editing information on this page.

1. The student achievement goal should answer the question, "How do we want to see our students' academic achievement improve?" The goal 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.

- ☐ Art/Music
- ☐ Career & Technical Education
- ☐ Health/Physical Education
- ☐ Language Arts/Writing
- ☐ Mathematics

- ☐ Reading
- ☐ Science
- ☐ Social Studies
- ☐ World Languages

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

District Staff Development Goal

*800 characters maximum

District Report: Add or Edit Designs and Strategies

For the staff development goal shown below, check the designs and strategies used to implement the goal during the school year. You may check more than one box. If necessary, check "none of the above" and enter designs and strategies in the box provided. Also, indicate in #2 which high-quality components were included. Remember to save after adding or editing information on this page.

Staff Development Goal:

1. Check each of the **designs or strategies** used to implement the goal during the reporting year (check at least one).

Learning Teams with Instructional Focus
- ☐ Professional learning communities
- ☐ Study groups
- ☐ Lesson study
- ☐ Team meetings
- ☐ Case studies

Examine Student Data
- ☐ Examine state assessment data
- ☐ Examine district/school selected assessment data
- ☐ Examine classroom assessment data
- ☐ Examine student work
- ☐ Action research

Classroom Coaching
- ☐ Demonstration teaching
- ☐ Instructional strategy modeling
- ☐ Individual guided practice
- ☐ Content/instructional coaching
- ☐ Coaching for continuing contract teachers
- ☐ Mentoring for probationary teachers
- ☐ Observation by trained observers

Curriculum
- ☐ Curriculum alignment/mapping
- ☐ Curriculum development

☐ Assessment development

Off-site Staff Development
☐ Attend a workshop
☐ Attend a conference
☐ Graduate or continuing education course

☐ **None of the Above** (If you checked "None of the Above" enter the designs and strategies in the box.)

[text box]

800 characters maximum

2. Designs and strategies encompassed the following high-quality components as required by state and federal guidelines (check one or more):

☐ An integral part of school board, district-wide and school-wide educational improvement plans.
☐ Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
☐ Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
☐ Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
☐ Provided for professional learning communities that focus on student achievement.
☐ Included the use of data and assessments to inform classroom practice.
☐ Provided technology training to improve teaching and learning.
☐ Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
☐ Improved teachers' classroom-management skills.
☐ Helped all school personnel work effectively with students and their parents.
☐ Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

District Report: Add or Edit Findings

For each district staff development goal and corresponding designs and strategies shown below, enter the findings, impact on student learning and impact on teacher learning. Remember to **save** after editing or adding information to this page.

Staff Development Goal: (automatically populates)

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

4. Will your district continue working on this goal next year?

○ Yes

○ No

Revenue Information

1. Did your district fund staff development?

- Yes
- No

2. If you answered Yes to question 1, select the box that indicates the percentage of the general fund that was used for staff development:

- Up to 1%
- Between 1% and 2%
- 2% or more

Exemplary Grants

3. If your district funded staff development, were funds used for exemplary grants?

- Yes
- No

4. If you answered Yes to question 3, how many exemplary grants were awarded by the district?

- One to three
- Four to six
- Seven to nine
- Ten or more

Q Comp

5. Does your district participate in Q Comp?

- Yes
- No

District Report: Add or Edit District Teacher Induction Information

Minnesota Statutes, section 122A:40, Subdivision 6 and Minnesota Statutes, section 122A.41, Subdivision 3;
Mentoring for probationary teachers. A school board and an exclusive representative of the teachers in the district must develop a probationary teacher peer review process through joint agreement. The process may include having trained observers serve as mentors or coaches or having teachers participate in professional learning communities. Remember to save after entering or editing information on this page.

1. Did the district provide a Teacher Induction/Mentorship Program for new teachers?

○   Yes. Answer questions 2-8 below then save.

○   No. Save then proceed to the next section.

2. What types of induction activities were provided for new teachers?

□   Program for first-year teachers

□   Program for second-year teachers

□   Program for third-year teachers

□   New teacher orientation to district, school and classroom

□   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 (e.g., needs assessments, self mentor logs, mentor observations, examining student work)

3. What types of new teacher seminars/workshops were provided?

□   Classroom management

□   Lesson planning

□   Instructional strategies

□   Content or program knowledge

□   Curriculum and assessments

□   Differentiated instruction

□   Using data to improve instruction

4. What types of formative assessments were used with new teachers?

□   Self-assessments using professional teaching standards

□   Mentor logs focused on issues and results

- ☐   Mentor observations and feedback
- ☐   Examining student work or student data
- ☐   Needs assessments

5. What activities were provided in mentor training?
- ☐   Foundations (e.g., basic skills, mentoring responsibilities)
- ☐   Professional teaching standards
- ☐   Coaching skills
- ☐   Using formative assessments for professional growth
- ☐   Observation strategies

6. What was measured when you evaluated the program?
- ☐   Impact on student achievement
- ☐   Impact on teacher effectiveness (professional growth)
- ☐   Program model effectiveness
- ☐   Impact on teacher retention
- ☐   Knowledge and application of new teacher development
- ☐   New teacher-mentor relationship
- ☐   New teachers job satisfaction

7. During the school year, how much time are new teachers required to participate in formal induction program activities not including mentoring support (e.g., new teacher seminars, workshops, network meetings)?

○ 0-8 hours	○ 9-16 hours
○ 17-32 hours	○ 33-40 hours
○ 41-48 hours	○ 49 or more

8. During the school year, how much time are mentors required to meet with new teachers to provide ongoing professional and instructional support?

○ less than 1 hour per month	○ 3 hours per month
○ 1 hour per month	○ 4 hours per month
○ 2 hours per month	○ 5 hours or more per month

⊞   **Staff Information**

The tables below show the number of teachers, paraprofessionals and administrative staff submitted by your district through STAR (STaff Automated Reporting). Please indicate the number in each category who have received high-quality staff development. Information for individual sites must be entered on the school-level page. Remember to **save** after entering or editing information on this page.

Teachers	
Total number of teachers in the district.	
Total who received high-quality staff development training.	

Paraprofessionals	
Total number of paraprofessionals in the district.	
Total who received high-quality staff development training.	

Licensed Non-Instructional Staff	
Total number of licensed non-instructional staff in the district.	
Total who received high-quality staff development training.	

Add or Edit K-12 Arts Education Information

The Perpich Center for Arts Education is the state agency that provides resources for arts education. Provide information below regarding the district's implementation of the Minnesota Arts Standards and areas of service you would access for professional development in the arts. Remember to **save** after entering or editing information on this page.

1. Do you have specific professional development activities related to arts standards implementation and assessment in your district?

   ⌐ Yes

   ⌐ No

2. Indicate areas in which you are currently implementing the arts standards.

   Dance
   　Elementary
   　Secondary

   Media
   　Elementary
   　Secondary

   Music
   　Elementary
   　Secondary

Theater

☐ Elementary

☐ Secondary

Visual Arts

☐ Elementary

☐ Secondary

3. Indicate the individuals who assess the arts standards in your district.

Arts Specialist

☐ Elementary

☐ Secondary

Classroom Teachers

☐ Elementary

☐ Secondary

Other specialists (e.g., physical education, career and technical education)

☐ Elementary

☐ Secondary

4. Do you have a district-level arts coordinator?

○ Yes

○ No

5. Perpich Center for Arts Education provides resources for professional learning. In which of the following areas would you access services in the future?

☐ Implementing arts standards

☐ Designing effective arts and arts integrated curriculum

☐ Designing assessment aligned with standards

☐ Building a system to report individual student achievement in the arts

School Site Report: Add or Edit Goals

Enter the student achievement goal and indicate the content focus. Select the student achievement goal that relates to a district staff development goal (select goal from the drop-down menu). Enter a school site staff development goal. The goals that were entered into the previous year's report are carried over into the new report. You can add and edit goals. Remember to **save** after adding or editing information on this page.

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

School Site Student Achievement Goal

*800 characters maximum

2. Indicate the focus of this goal.

- Art/Music
- Career & Technical Education
- Health/Physical Education
- Language Arts/Writing
- Mathematics

- Reading
- Science
- Social Studies
- World Languages

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

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

School Site Staff Development Goal

*800 characters maximum

School Site Report: Add or Edit Designs and Strategies

School Site Staff Development Goal:

1. Check each of the **designs or strategies** used to implement the goal during the reporting year (check all that apply).

Learning Teams with Instructional Focus

- ☐ Professional learning communities
- ☐ Study groups
- ☐ Lesson study
- ☐ Team meetings
- ☐ Case studies

Examine Student Data

- ☐ Examine state assessment data
- ☐ Examine district/school selected assessment data
- ☐ Examine classroom assessment data
- ☐ Examine student work
- ☐ Action research

Classroom Coaching

- ☐ Demonstration teaching
- ☐ Instructional strategy modeling
- ☐ Individual guided practice
- ☐ Content/instructional coaching
- ☐ Coaching for continuing contract teachers
- ☐ Mentoring for probationary teachers
- ☐ Observation by trained observers

Curriculum

☐ Curriculum alignment/mapping

☐ Curriculum development

☐ Assessment development

Off-site Staff Development

☐ Attend a workshop

☐ Attend a conference

☐ Graduate or continuing education course

☐ **None of the Above** (If you checked "None of the Above" enter the designs and strategies in the box.)

800 characters maximum

2. Designs and strategies encompassed the following high-quality components as required by state and federal guidelines (check one or more):

☐ An integral part of school board, district-wide and school-wide educational improvement plans.

☐ Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.

☐ Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

☐ Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

☐ Provided for professional learning communities that focus on student achievement.

☐ Included the use of data and assessments to inform classroom practice.

☐ Provided technology training to improve teaching and learning.

☐ Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.

☐ Improved teachers' classroom-management skills.

☐ Helped all school personnel work effectively with students and their parents.

☐ Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

School Site Report: Add or Edit Findings

For each school staff development goal and corresponding designs and strategies shown below, enter the findings, impact on student learning and impact on teacher learning. Remember to **save** after editing or adding information to this page.

School Site Staff Development Goal: (automatically populates)

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

4. Will the school continue working on this goal next year?

○ Yes

○ No

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

The tables below show the number of teachers, paraprofessionals and administrative staff submitted by your district through STAR (STaff Automated Reporting). Please indicate the number in each category who have received high-quality staff development. Information for individual sites must be entered on the school-level page. Remember to **save** after entering or editing information on this page.

Teachers	
Total assigned to this site.	
Total who received high-quality staff development training.	

Paraprofessionals	
Total assigned to this site.	
Total who received high-quality staff development training.	

Licensed Non-Instructional Staff	
Total assigned to this site.	
Total who received high-quality staff development training.	

Gifted and Talented Program

Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. Students may be identified as gifted and talented using their district's criteria. Provide information on the gifted and talented education program at your site. Remember to **save** after entering or editing information on this page.

Please respond to the questions below if you have a gifted and talented program in your school.

View the National Association for Gifted Children Glossary of Frequently Used Terms in Gifted Education

1. At which grade levels were students identified for gifted and talented services at your site? (Check all that apply.)

☐ K   ☐ 5
☐ 1   ☐ 6
☐ 2   ☐ 7
☐ 3   ☐ 8
☐ 4   ☐ 9-12

2. There are multiple measures for identification of gifted and talented students. Which of the following tools were used to identify gifted and talented students at your site? (Check all that apply.)

- ☐ Group intelligence test (IQ)
- ☐ Individual intelligence test (IQ)
- ☐ Individual achievement test
- ☐ Group or grade-level achievement test
- ☐ Out-of-level achievement test
- ☐ Curriculum Based Assessments (CBA)
- ☐ Gifted Screening Surveys (teacher and/or parent)
- ☐ Divergent thinking or creativity test
- ☐ Non-verbal ability test
- ☐ Portfolio assessment
- ☐ Northwest Evaluation Association (NWEA) data
- ☐ Self-nomination
- ☐ Parent nomination
- ☐ Teacher nomination
- ☐ Students were not identified

3. Best practice indicates a continuum of programming services for gifted and talented students. Which of the following were available at your site? (check all that apply)
- ☐ Full-time ability classes
- ☐ Pull-out gifted grouping
- ☐ Cross-grade grouping
- ☐ Regrouping for specific subject instruction
- ☐ Within class ability/achievement grouping
- ☐ Enrichment grouping within classroom
- ☐ School-within-a-school model
- ☐ Cluster classrooms
- ☐ Independent study
- ☐ Mentor program
- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)
- ☐ College in the Schools (CIS)
- ☐ Enriched or honors classes
- ☐ Differentiated counseling services for gifted learners
- ☐ Services were unavailable

4. Minnesota Statutes, section 120B.15C requires schools to adopt procedures for the academic acceleration of gifted and talented students. What types of acceleration were available at your site? (check all that apply)

- ☐ Early admission to kindergarten
- ☐ Early admission to first grade
- ☐ Early entrance into middle school or high school
- ☐ Whole-grade acceleration
- ☐ Grade-skipping
- ☐ Self-paced instruction
- ☐ Independent study
- ☐ Continuous progress
- ☐ Subject-matter acceleration/partial acceleration
- ☐ Combined classes
- ☐ Curriculum compacting
- ☐ Telescoping curriculum
- ☐ Mentoring
- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)
- ☐ College in the Schools (CIS)
- ☐ Credit by examination
- ☐ Extracurricular academic teams/programs
- ☐ Extracurricular arts education programs/performance
- ☐ Acceleration was unavailable

5. How many hours of staff development did teachers receive for meeting the needs of gifted and talented students?

- ☐ Less than 1
- ☐ 1-2
- ☐ 3-4
- ☐ 5 or more
- ☐ None

6. Which components of gifted and talented programming were available at your site? (check all that apply.)

- ☐ Philosophy statement
- ☐ Clear, measurable objectives

- ☐ Articulated internal review process
- ☐ Articulated external review process
- ☐ Formal identification process which includes multiple measures
- ☐ Informal identification process (e.g., recommendation)
- ☐ Formal policies and or procedures for identification
- ☐ Gifted curriculum and instruction
- ☐ Staff development in gifted and talented (e.g., social/emotional and instructional needs)
- ☐ Support services
- ☐ Parent involvement
- ☐ Publication of gifted and talented policies and procedures with handbook
- ☐ Parent handbooks
- ☐ Website information
- ☐ Available upon request

☐

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, pre-service 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*

Laws 2009, Chapter 96, Article 2, Section 64, Reserved Revenue for Staff Development; Temporary Suspension.

Notwithstanding Minnesota Statutes, section 122A.61, Subdivision 1, for fiscal years 2012 and 2013 only, a school district or charter school may use revenue reserved for staff development under Minnesota Statutes, section 122A.61, Subdivision 1, according to the requirements of general education revenue under Minnesota Statutes, section 126C.13, Subdivision 5. Effective Date. This section is effective July 1, 2012.