Minnesota Department of

Education

Staff Development Report of District and Site Results and Expenditures for 2014-15

Fiscal Year 2015

Report

To the

Legislature

As required by

Minnesota Statutes,

section 122A.60

COMMISSIONER:

Brenda Cassellius, Ed. D.

Staff Development Report of District and

Site Results and Expenditures

for 2014-15

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FOR MORE INFORMATION CONTACT:

Greg Keith

School Support Division

651-582-8316

FY 2015

gregory.keith@state.mn.us

Report to the Legislature

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Statutes

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $5,789.93. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

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

Introduction

Meeting the demands of implementing Minnesota's academic standards and having every student succeed means teaching teachers new approaches to instruction; in other words, highly effective professional development is needed to meet the academic needs of all students. Districts wanting real changes in teaching practice have to provide ample and ongoing support during the implementation of new practices. Effective professional development programs may require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery.

Among the highlights of the 2014-15 staff development report are:

• Staff development expenditures in 2014-15 were $95,446,660, compared to $84,934,510 in 2013-14.

• The highest number of student achievement goals reported related to reading, mathematics, language arts and writing, and science. These subject areas correspond with the Minnesota Comprehensive Assessments.

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

• High-quality staff development was delivered to the following categories of staff: 95 percent of teachers, 88 percent of licensed, non-instructional staff, and 86 percent of paraprofessionals.

• In FY 2015, 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.

Legislative Charge

Minnesota Statutes, section 122A.60, Subdivision 4(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.

Analysis

Executive Summary

Legislative Report 2014-15

Professional development is no longer about exposing teachers to a concept or giving teachers basic knowledge about a teaching methodology. Instead, professional development has moved into a new era requiring fundamental changes in a teacher's practice that leads to increases in student learning. Recent education reforms are increasingly using professional development as the means for improvement.

In order to truly change teaching practices, professional development should occur over time and be ongoing. During the implementation stage, selected instructional practices or strategies are introduced to teachers. Initial attempts to use a new teaching strategy are often met with failure, and mastery comes only as a result of continuous practice despite awkward performance or frustration in the early

stages. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. When professional development merely describes a skill to teachers, only a few can successfully transfer it to their practices; however, when teachers are coached through the awkward phase of implementation, a higher number of teachers can successfully transfer the skill to their practices.

Professional development is best delivered in the context of the teacher's subject area. Regardless of whether teachers are working with coaches, mentors, or learning together in professional learning communities, teachers need to be working with the content they teach. Professional development that focuses on teachers analyzing the specific skills and concepts they will teach in their discipline is not only well-received by teachers but will also improve both teacher practice and student learning.

Schools that have instituted professional learning communities have teachers form groups from the same content area, program, or grade level to learn new instructional strategies, re-create instructional innovations, support each other during the implementation stage, and reflect on the results. In essence, the community of teachers serve as coaches for each other. Effective professional learning communities can change teacher practice and increase student achievement. In addition, student achievement is higher in schools with strong professional communities where collective responsibility, collaboration, and collegiality among teachers are developed.

This report provides strong evidence that districts and schools across Minnesota are establishing these professional development practices: targeted professional development focused on student learning needs, coaching, and mentoring for teachers to refine practice, and teachers meeting together in professional learning communities to collaboratively seek instructional solutions to instructional problems and better meet student learning needs. They are implementing new approaches to teacher learning that are creating real changes in teacher practice and improving student achievement. They have created opportunities for teachers to grow and develop in their practice so that they, in turn, can help students grow and develop their knowledge and achieve success.

Legislation requires that the local school board establish a district staff development advisory committee 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.

The 2014-15 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 312 public school districts 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; however, nine charter schools did submit a report. A MDE School Support Division staff member contacts districts to remind them of reporting requirements and offer assistance.

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 2015 indicated that staff development expenditures were $95,446,660. This includes funds set-aside from basic revenue, new set-aside money or reserves, and/or other funds available from the general fund.

Program information and analysis is derived from all district reports received by December 2, 2015. 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.

PART I
STAFF DEVELOPMENT PROGRAM REPORT

Staff development reports are due annually on October 15, with districts and schools reporting information from the previous school year. This year, 312 public school districts reported. Charter schools are not required to report as specified in Minnesota Statutes, section 126C.10, Subdivision 2, and Minnesota Statutes, section 122A.61; however, nine charter schools did submit a report .

As of December 2, 2015, 18 school districts had not submitted a 2014-2015 staff development report. An asterisk (*) indicates districts that have failed to submit a report for two or more years.

Ashby School District*	Mabel-Canton School District*
Battle Lake School District	Minnewaska School District*
Belle Plaine School District	Nett Lake School District
Cook County Public Schools	Nicollet School District*
Eagle Valley School District	Onamia School District*
Heron Lake-Okabena School District	Royalton School District
Houston School District*	St. Louis County School District*
Litchfield School District*	Warroad School District
Lyle School District*	Watertown-Mayer 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 2015, MDE 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 Development and Evaluation (TDE)

• Statewide System of Support (SSOS)

• Title I School Improvement Grants (SIG)

MDE seeks ways to partner with school districts in offering high-quality professional development. Upon request, staff customizes 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.

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) integrated, site-focused, job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and, (5) an alternative teacher salary schedule, all aligned with the educational improvement plan. A total of 149 school districts participated in Q Comp during the 2014-15 school year. Of the 149 participating schools, 80 were independent school districts and 69 were charter schools.

School Support Division staff provided Q Comp schools with a variety of professional development offerings, technical assistance, and consultation regarding job-embedded professional development. Summer and fall workshop sessions and webinars were provided to allow participating Q Comp schools to examine program practices that improved instruction to increase student achievement. Session topics focused on Job-embedded Professional Development, Teacher Observation and Feedback, Student Learning Goals, Continuous Improvement Planning, and the state statutory requirements for both Q Comp and Teacher Development and Evaluation. 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.

The Division of School Support provides high-quality training, tools and technical assistance for several practices related to TDE and principal development and evaluation. We consult with educators, state professional organization leaders, and national experts in order to help Minnesota districts and schools design, implement, and continuously improve teacher and leader effectiveness models.

In order to achieve our shared vision of continuous improvement of principal leadership, teacher practices, and student outcomes, we seek to:
- Be flexible and use multiple support methods (e.g., workshops, webinars, site-based assistance) in order to differentiate and supplement district and school professional development needs.
- Consult with district leadership teams to support continual improvement (e.g., be a critical friend or thought partner; engage in problem solving; provide a unique perspective informed by emerging best practices and other district and state practices; provide tools to assess the quality of plan design, implementation or both).
- Clarify statutes and provide support in a variety of contexts.

MDE provided oversight and technical assistance as outlined by the federal Elementary and Secondary Education Act (ESEA). This included staff development practices throughout the 2014-15 school year. On July 31, 2014, Minnesota's ESEA Flexibility Request (waiver) was updated and approved by the U.S. Department of Education. At the core of the accountability system was the use of multiple measurements. Unlike AYP, which was centered on proficiency, Minnesota's Multiple Measurements Rating uses four ratings, weighted equally, to measure school performance (i.e., proficiency, growth, achievement gap reduction, and graduation rates). As directed by the ESEA 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 action plans. A required school improvement action plan should address their needs assessment, teaching and learning needs, selected research-based interventions (e.g., practices, strategies) and professional development activities to support increased achievement for all students. MDEs ESEA Flexibility Request was the impetus for designing a new way of support for Priority and Focus schools through the establishment of regional centers of support. In 2012, MDE launched three Regional Centers of Excellence (RCEs) to provide a statewide system of support to assist leadership teams in Priority and Focus schools raise student achievement and close the achievement gap. For 2014-15, MDE increased the number of RCEs to six centers and began this expansion by also working to offer services and support to all schools in the state as they implement their World's Best Workforce goals.

The federal Title I School Improvement Grant (SIG) program provides funding and support to the identified persistently lowest achieving schools in order to rapidly and dramatically increase student achievement. During the 2014-15 school year, the eight Cohort II SIG schools began year three implementation of their selected intervention model. 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. MDE provided administration, evaluation, and on-site technical assistance for grantees including trainings and technical assistance in instructional leadership, school culture, use of data, teacher and principal evaluation, professional learning communities, curriculum and assessment, alignment to state standards, and increased instructional time. Building the capacity of school leaders and staff was central to the support provided to ensure sustainability of effective practices after the SIG funding expires at the end of June 2015 for

Cohort II schools. During the 2014-15 school year, seven out of the eight Cohort II schools exited the Priority school designation. One Cohort II school was designated as a Reward school and two others were designated as Celebration-eligible schools.

2014-15 Staff Development Data Analysis

Basic Revenue

The FY 2015 staff development expenditures were $95,446,660 (refer to Part II of this report). The total amount of funds devoted to staff development saw an upward trend from 2013-14 to 2014-15 (Figure B).

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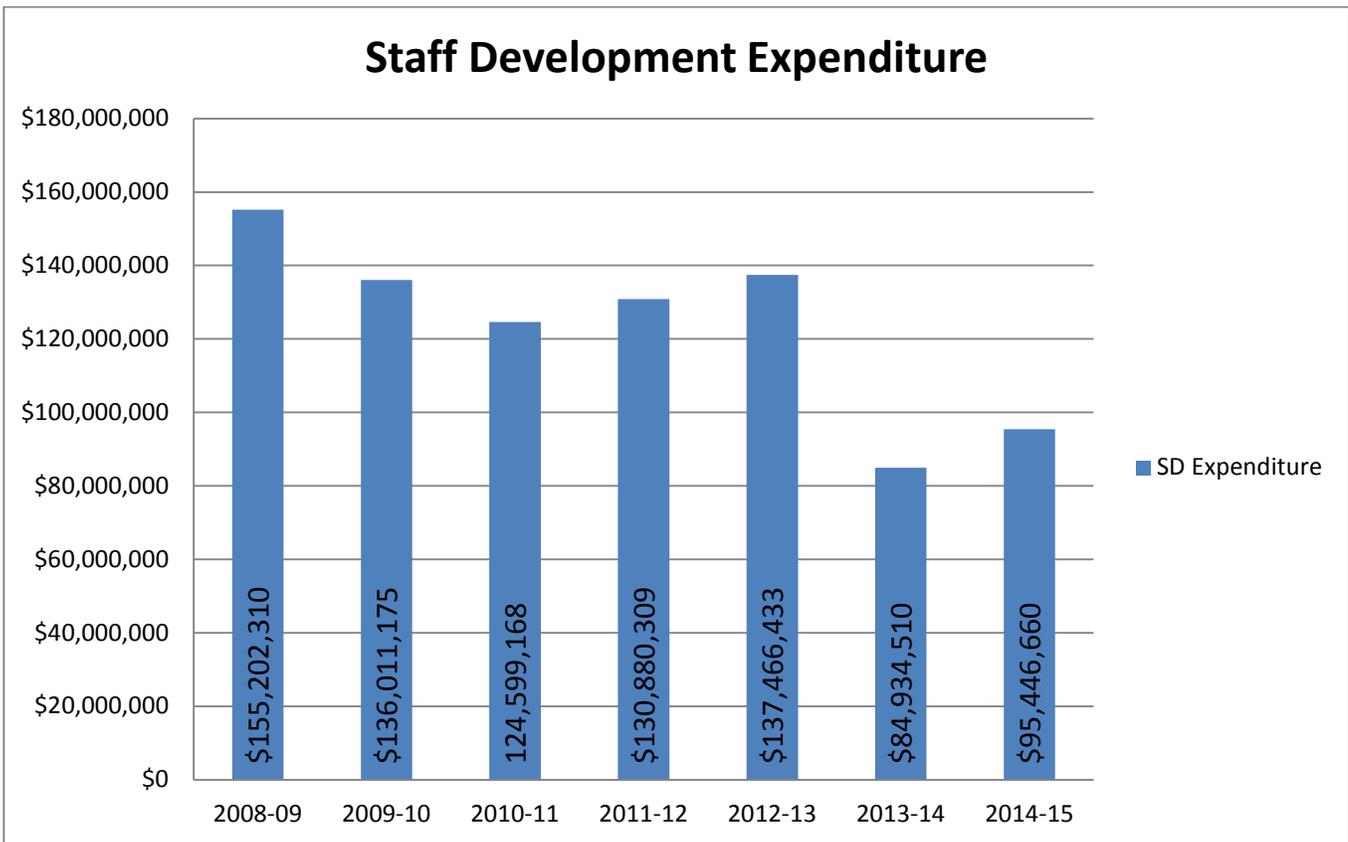
High-Quality Staff Development

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 outcomes:

1. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods

2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential settings, and other settings

3. Provide an inclusive curriculum for a racially, ethnically, linguistically, 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. Effectively deliver digital and blended learning and curriculum and engage students with technology

7. 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, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology

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

8. Provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum

9. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options

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. Staff Receiving High-Quality Staff Development (2014-15 Self-Reported Data)

	Teachers (N=58,211)	Paraprofessionals (N=22,284)	Licensed, Non-Instructional Staff (N=10,909)
Number of staff members receiving high-quality staff development	55,308 (95%)	19,164 (86%)	9,600 (88%)

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

As reported for FY 2015, most of the teachers (95 percent), paraprofessionals (86 percent), and licensed, non-instructional staff (88 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. District Student Achievement Goals Reported by Subject Area (2014-15 Self-Reported Data)

Subject Area Focus Related to District Goals	Number
Art/Music	132
Career and Technical Education	184
Health/Physical Education	162
Language Arts & Writing	288
Mathematics	312
Reading	352
Science	259
Social Studies	189
World Languages	141

The highest number of student achievement goals reported related to reading, mathematics, language arts and writing, and science. 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.

Designs and Structures Used to Implement Goals

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

Figure E. Staff Development Activities for Each Design and Structure (2014-15 Self-Reported Data)
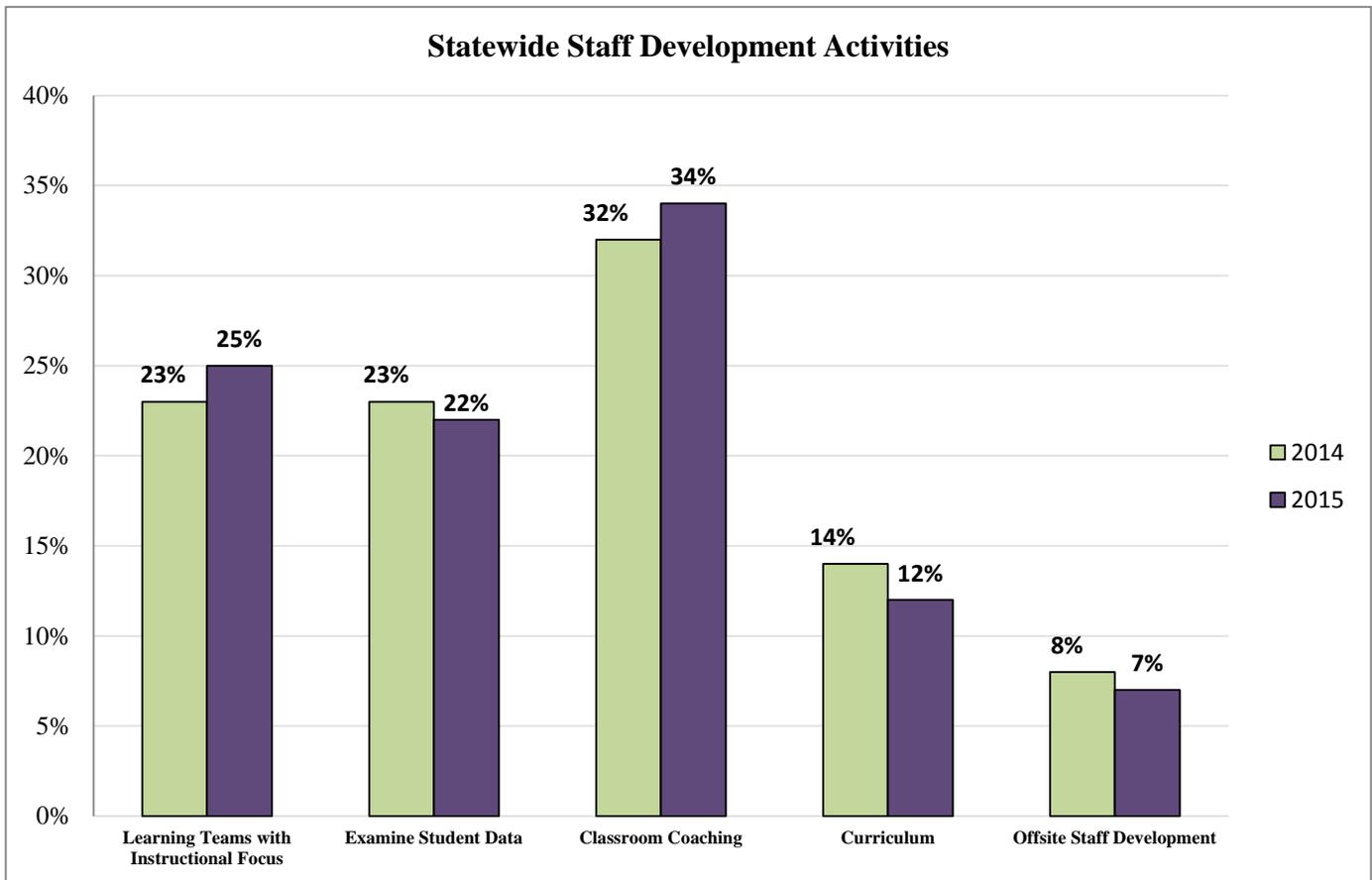
The district staff development activities engaged in at a high level by the reporting districts include: classroom coaching (34 percent), learning teams with an instructional focus (25 percent), and examining student data (22 percent). Districts also provided activities in curriculum review (12 percent) and offsite staff development (7 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

District respondents were asked to report on high-quality staff development components as identified in Table 3.

Table 3. High-Quality Staff Development by Component
(2014-15 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	294
An integral part of school board, district-wide, and school-wide educational improvement plans	277
Evaluated regularly to improve the quality of future professional development	204
Helped all school personnel work effectively with parents	214
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified	298
Included the use of data and assessments to inform classroom practice	324
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	261
Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction, and assessment to help students meet and exceed state academic standards	294
Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research	280
Provided for professional learning communities that focus on student achievement	307
Provided technology training to improve teaching and learning	303

The high-quality staff development component need most frequently reported, N=324, was the use of data and assessments to inform classroom practice. This was the fifth 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. Of the 312 public school districts that submitted a staff development report, 271 reported having some type of teacher induction program.

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 (2014-15 Self-Reported Data)

Teacher Induction Staff Development Programs	Statewide Count	% of Districts Reporting
A. Induction Activities for New Teachers		
Collaboration time expectations for new teacher and mentor	222	82%
Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor observations, examining student work)	138	51%
New teacher observations of master teachers	130	48%
New teacher orientation to district, school, and classroom (typically conducted prior to the start of the school year)	266	98%
New teacher seminars/workshops	157	58%
Observations conducted by a mentor	146	54%
Program for first-year teachers	233	86%
Program for second-year teachers	87	32%
Program for third-year teachers	46	17%

Teacher Induction Staff Development Programs	Statewide Count	% of Districts Reporting
B. New Teacher Seminars or Workshops		
Classroom management	225	83%
Content or program knowledge	149	55%
Curriculum and assessments	195	72%
Differentiated instruction	117	43%
Instructional strategies	230	85%
Lesson planning	100	37%
Using data to improve instruction	206	76%
C. Formative Assessments used with New Teachers		
Examining student work or student data	119	44%
Needs assessments	79	29%
Mentor logs focused on issues and results	81	30%
Mentor observations and feedback	179	66%
Self-assessments using professional teaching standards	106	39%
D. Mentor Training Activities		
Coaching skills	149	55%
Observation strategies	146	54%
Professional teaching standards	98	36%
Foundations (e.g., basic skills, mentoring responsibilities)	214	79%
Using formative assessments for professional growth	149	55%
E. Evaluation Measures		
Impact on student achievement	179	66%
Impact on teacher effectiveness (professional growth)	171	63%

Teacher Induction Staff Development Programs	Statewide Count	% of Districts Reporting
Program model effectiveness	76	28%
Impact on teacher retention	68	25%
Knowledge and application of new teacher development	51	19%
New teacher-mentor relationship	179	66%
New teachers job satisfaction	149	55%

*271 Total Districts

Figure F. Percentage of Districts Providing Induction Activities (2014-15 Self-Reported Data)

Induction Activities for New Teachers

- Program for third-year teachers: 17%
- Program for second-year teachers: 32%
- Program for first-year teachers: 86%
- Observations conducted by a mentor: 54%
- New teacher seminars/workshops: 58%
- New teacher orientation to district and school: 98%
- New teacher observations of master teachers: 48%
- Formative assessments to guide their professional…: 51%
- Collaboration time expectations for new teacher and…: 82%

Percent of Districts Reporting

In Figure F, of the 271 districts that reported having some kind of induction program for new teachers, most respondents (98 percent) reported that they provided new teacher orientation to their respective districts and schools as an induction activity for new teachers. In addition, 86 percent provided programs for first-year teachers. New teacher induction continued for second-year teachers in 32 percent of the reporting districts and 17 percent reported a program for third-year teachers.

Figure G. Percentage of Districts Providing New Teacher Seminars or Workshops (2014-15 Self-Reported Data)

New Teacher Seminars or Workshops

Topic	Percent
Using data to improve instruction	76%
Lesson planning	37%
Instructional strategies	85%
Differentiated instruction	43%
Curriculum and assessments	72%
Content or program knowledge	55%
Classroom management	83%

Percent of Districts Reporting
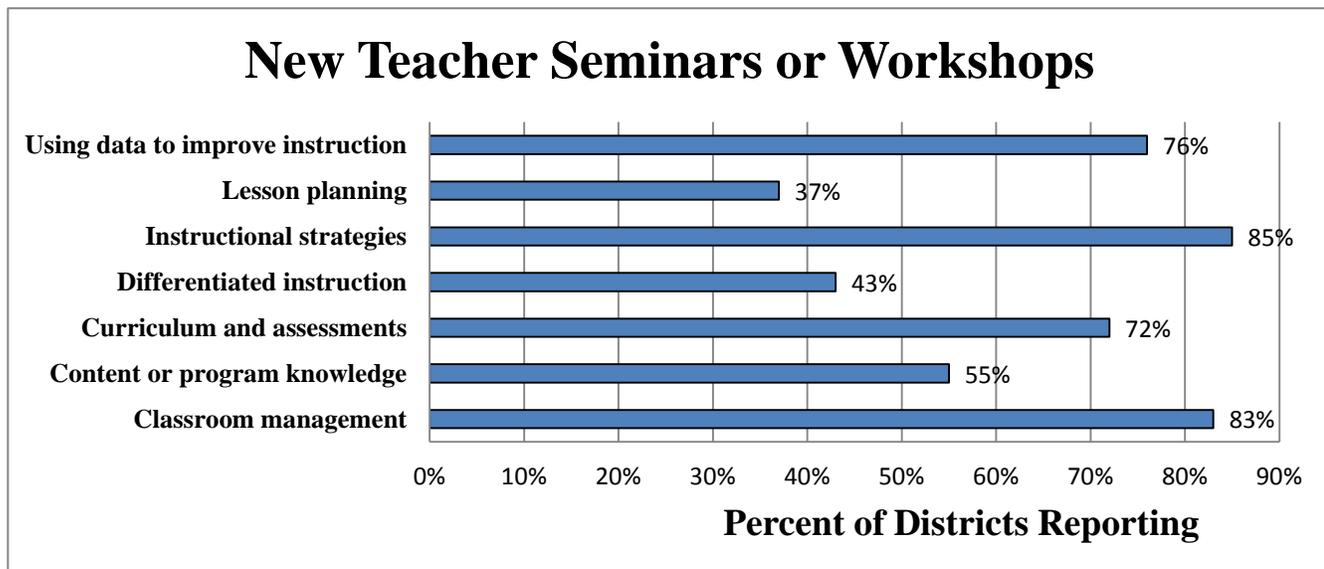
Information reported in Figure G indicates that new teacher seminars or workshop topics included instructional strategies (85 percent), classroom management (83 percent), using data to improve instruction (76 percent), and curriculum and assessments (72 percent). Percentages of the respondents indicating content or program knowledge (55 percent) and differentiated instruction (43 percent) were relatively small with lesson planning (37 percent) being the least frequently reported.

Figure H. Formative Assessments Used With New Teachers (2014-15 Self-Reported Data)

Formative Assessments Used With New Teachers

Type	Percent
Needs assessments	29%
Self-assessments using professional teaching…	39%
Mentor observations and feedback	66%
Mentor logs focused on issues and results	30%
Examining student work or student data	44%

Percent of Districts Reporting
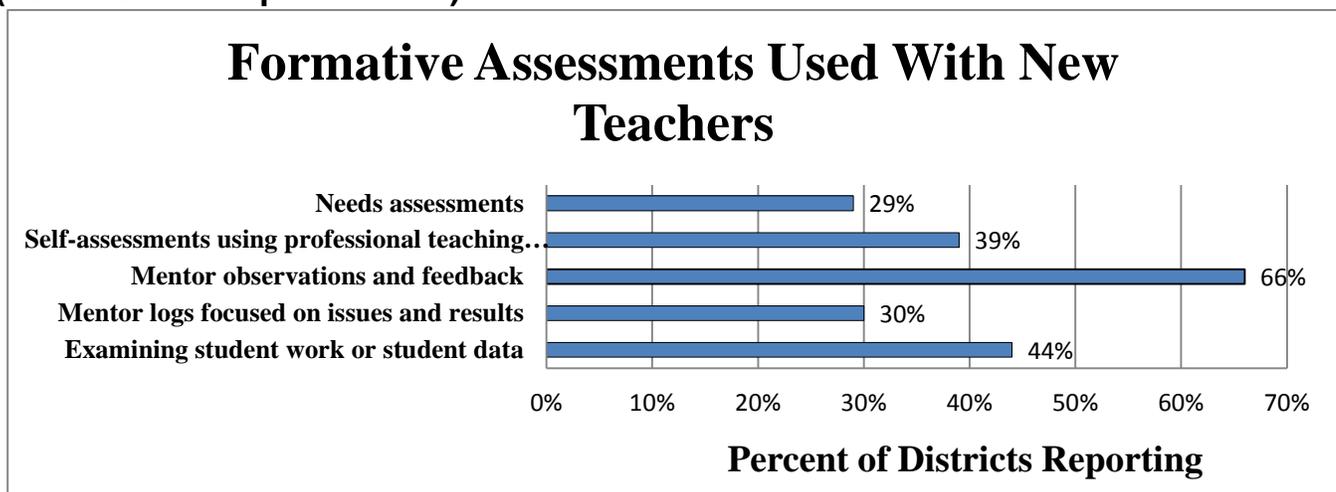
Use of formative assessments with new teachers is indicated in Figure H. Programs frequently focused on mentor observations and feedback (66 percent). In addition, examining student work or student data (44 percent), self-assessments using professional teaching standards (39 percent)

using mentor logs focused on issues and results (30 percent), and needs assessments (29 percent) were identified.

Figure I. Percentage of Districts Providing Mentor Training Activities (2014-15 Self-Reported Data)

Mentor Training Activities

Activity	Percent
Foundations (e.g., basic skills, mentor roles)	79%
Formative assessments for professional growth	55%
Professional teaching standards	36%
Observation strategies	54%
Coaching skills	55%

Percent of Districts Reporting
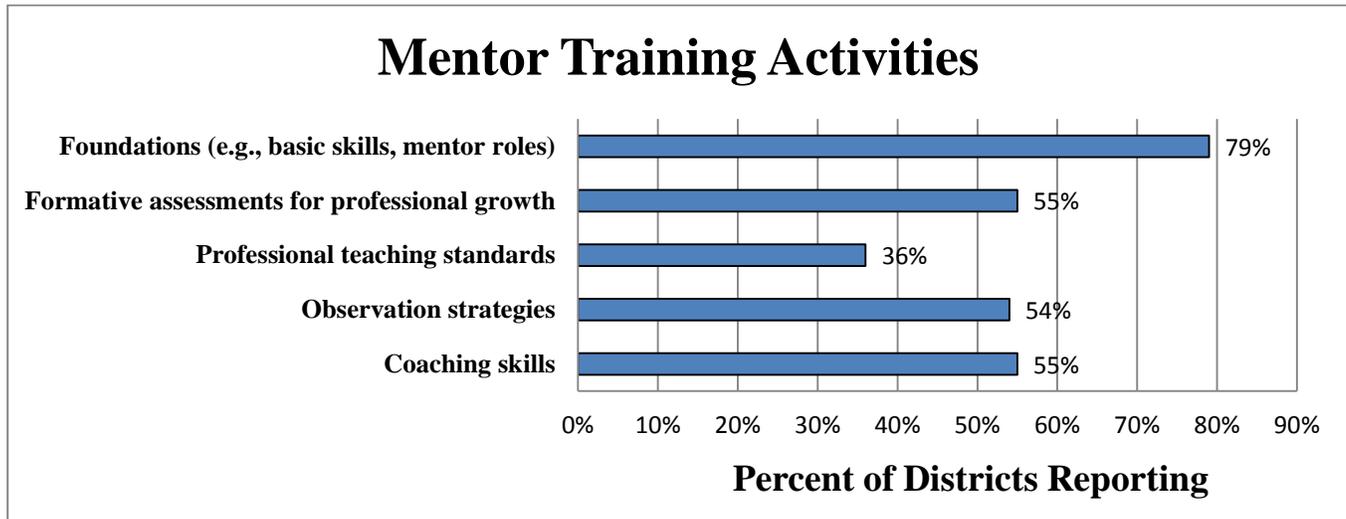
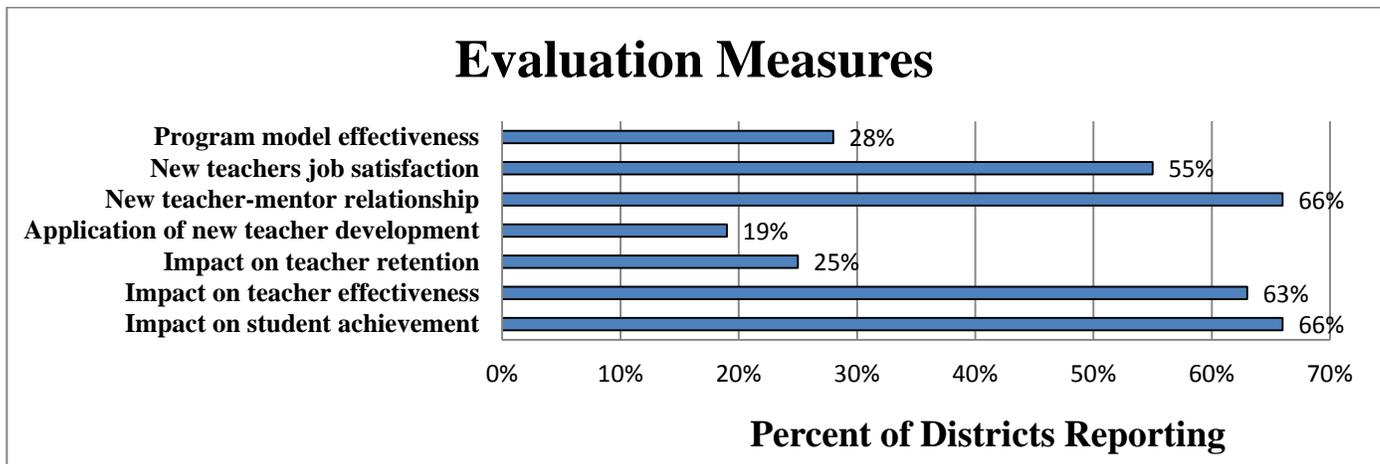Characteristics of mentor training activities are shown in Figure I. The highest ranking activities were: foundations (79 percent), coaching skills (55 percent), formative assessments for professional growth (55 percent), and observation strategies (54 percent). The smallest frequency of response was professional teaching standards (36 percent).

Figure J. Percentage of Districts Providing Evaluation Measures (2014-15 Self-Reported Data)

Evaluation Measures

Measure	Percent
Program model effectiveness	28%
New teachers job satisfaction	55%
New teacher-mentor relationship	66%
Application of new teacher development	19%
Impact on teacher retention	25%
Impact on teacher effectiveness	63%
Impact on student achievement	66%

Percent of Districts Reporting

As seen in Figure J, a large percentage of the respondents reported that they used the impact on student achievement (66 percent), new teacher-mentor relationship (66 percent), impact on teacher effectiveness (63 percent), new teacher's job satisfaction (55 percent), and program model effectiveness (28 percent) as evaluation measures. Respondents also indicated they evaluated

program components such as impact on teacher retention (25 percent) and application of new teacher development (19 percent).

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 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

• Text boxes

• Drop-down lists

• Links to definitions of words and phrases

• Staffing information pulled from other state 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

• 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)

• Information about new teacher induction programs and their evaluation

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 description of the impact on student and teacher learning.

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

• 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

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

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 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 2014 to begin entering staff development information for the 2014–2015 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 the annual report to the Minnesota Legislature.

PART II
STAFF DEVELOPMENT EXPENDITURE REPORT-FY15

System for Collecting and Reporting Expenditure Data

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

Finance Dimension of UFARS

The finance dimension is used to track the relationship between the source of certain funds and their use, and/or to track the relationship between the source of certain funds and a reserve account. Since Minnesota Statutes, section 122A.61, Subdivision 1, requires a district to set-aside 2 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 funds and track unspent funds to a reserve account for staff development. The finance dimension code 316 was used to capture those relationships. See Figure 1 for a description of the finance dimension code used in this report.

Figure 1: UFARS Finance Dimension Code

Finance Code Number	Finance Code Name and Definition
316	General education revenue for staff development

Program Dimension of UFARS

The finance code can be used with particular program codes to designate funds used for staff development. Program code 640 is the designation for staff development. Program code 610 is the designation for curriculum development which is an activity that could also receive staff development fund support. Districts may also use these program codes to designate that funds are used for staff development but noting that those funds were not part of the 2% set-aside. In those cases, the finance code 000 could be used with program codes 640 or 610, instead of the finance code 316. Districts could also use a finance code of 451, as in the case of federal charter development grant funds or a host of other finance codes. See Figure 2 for a brief description of the program dimension codes used in this report.

Figure 2: Selected UFARS Program Dimension Codes

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

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 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 Object Codes in Table 1. Table 2 contains summary information on balances in reserved staff development accounts. Table 2 also contains a comparison of balances from FY14 to FY15.

The data are taken from all data submitted to MDE by January 8, 2016. The statutory deadline for reporting final UFARS data was November 30, 2015.

Expenditures by Object Dimension

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

Table 1: Summary Data of Expenditures by Object Dimension for FY15

Object Codes	Total Funds Spent	Percent of Total Spent
100-199 Salaries	63,187,107	66.20%
200-299 Benefits	11,512,881	12.06%
300-399 Purchased services	18,261,483	19.13%
400-599 Materials/Capital	1,784,792	1.87%
600-899 Other	700,397	0.74%
TOTAL	**$95,446,660**	**100.00%**

Conclusions that can be drawn from Table 1:

1. The majority of the expenditures for staff development went to the salaries 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 reserved 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 FY15 total for the staff development reserve account is contained in Table 2.

Table 2: Summary Data of Staff Development Balances for FY14 and FY15

Balance Sheet Name	Balance FY14	Balance FY15
403 Regular-Staff Development	$14,668,359	$20,387,636

Conclusions or comments directed to Table 2:

1. Staff development balances increased over 5.7 million dollars from the prior year.

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

Appendices

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 contains a copy of Minnesota Statutes, section 122A.60 Staff Development Program and Minnesota Statutes, section 122A.61, Reserved Revenue for Staff Development.

Appendix A

Unit-by-Unit Data Staff Development Account Chart- Fiscal Year 2015

District	Total
A.C.G.C.	154,047.37
ADA-BORUP	61,528.71
ADRIAN	19,389.01
AITKIN	82,092.09
ALBANY	216,433.89
ALBERT LEA	406,208.55
ALDEN-CONGER	29,456.17
ALEXANDRIA	633,742.92
ANOKA-HENNEPIN	3,658,019.04
ARCADIA	1,507.46
ART AND SCIENCE ACADEMY	8,705.52
ASHBY	19,095.20
ASPEN ACADEMY	8,489.07
ATHLOS LEADERSHIP ACADEMY	17,169.52
AURORA	825.00
AUSTIN	698,993.96
BADGER	36,272.31
BAGLEY	149,556.84
BARNESVILLE	89,410.60
BARNUM	100,138.10
BATTLE LAKE	44,408.00
BECKER	368,862.32
BELGRADE-BROOTEN-ELROSA	82,899.00
BELLE PLAINE	36,404.04
BEMIDJI PUBLIC SCHOOL DISTRICT	197,786.57
BENSON PUBLIC SCHOOL DISTRICT	97,249.17
BERTHA-HEWITT PUBLIC SCHOOL DIST.	26,345.24
BIG LAKE PUBLIC SCHOOL DISTRICT	366,111.47
BIRD ISLAND-OLIVIA-LAKE LILLIAN	58,126.47
BLACKDUCK PUBLIC SCHOOL DISTRICT	84,084.15
BLOOMING PRAIRIE	48,370.66
BLOOMINGTON	444,602.73
BLUE EARTH	159,949.51
BLUESKY	22,812.30
BRAHAM	102,881.04
BRAINERD	363,925.01
BRANDON-EVANSVILLE	19,707.42
BRECKENRIDGE	45,521.35

District	Total
BRIGHT WATER	1,502.36
BROOKLYN CENTER	308,208.43
BROWERVILLE	311,294.88
BROWNS VALLEY	14,827.14
BUFFALO LAKE-HECTOR-STEWART	51,424.38
BUFFALO-HANOVER-MONTROSE	746,102.76
BURNSVILLE	2,054,646.21
BUTTERFIELD	19,878.01
BYRON	200,661.16
CALEDONIA	97,818.59
CAMBRIDGE-ISANTI	686,460.08
CAMPBELL-TINTAH	27,436.46
CANBY	87,705.24
CANNON FALLS	147,114.96
CANNON RIVER STEM	10,471.97
CARLTON	62,251.76
CASS LAKE-BENA	218,395.23
CEDAR MOUNTAIN	63,347.98
CEDAR RIVERSIDE COMMUNITY SCHOOL	722.99
CENTENNIAL	1,050,709.07
CENTRAL PUBLIC	124,930.07
CHATFIELD	112,952.30
CHISAGO LAKES	417,689.76
CHISHOLM	99,253.22
CHOKIO-ALBERTA	2,384.08
CLEARBROOK-GONVICK	12,922.06
CLEVELAND	45,343.19
CLIMAX-SHELLY	8,850.30
CLINTON-GRACEVILLE-BEARDSLEY	39,202.97
CLOQUET	75,000.00
COLLEGE PREPARATORY ELEMENTARY	6,375.49
COLUMBIA HEIGHTS	517,073.77
COMFREY	2,448.85
COMMUNITY SCHOOL OF EXCELLENCE	101,528.72
COOK COUNTY	70,010.73
CORNERSTONE MONTESSORI	3,185.00
CROMWELL-WRIGHT	43,576.40
CROOKSTON	107,712.92
CROSBY-IRONTON	94,950.12
DAKOTA AREA	429.70
DASSEL-COKATO PUBLIC	109,379.25
DAWSON-BOYD	67,896.16
DEER RIVER	133,816.56

District	Total
DELANO	312,282.54
DETROIT LAKES	196,707.55
DILWORTH-GLYNDON-FELTON	201,076.00
DISCOVERY SCHOOL FARIBAULT	47.94
DOVER-EYOTA	169,732.29
DULUTH	1,063,274.93
EAGLE RIDGE ACADEMY	16,721.03
EAGLE VALLEY	20,254.25
EAST CENTRAL	94,273.00
EAST GRAND FORKS	227,801.89
EASTERN CARVER COUNTY	1,193,965.66
EDEN PRAIRIE	1,219,457.71
EDEN VALLEY-WATKINS	120,399.65
EDGERTON PUBLIC	31,677.68
EDINA	1,087,657.10
EL COLEGIO	9,167.82
ELK RIVER	197,220.86
ELLSWORTH	37,641.30
ELY	34,535.73
ESKO	63,239.67
EVELETH-GILBERT	106,748.05
EXCELL ACADEMY	1,169.85
FAIRMONT	308,197.28
FARIBAULT	511,639.53
FARMINGTON	839,275.44
FERGUS FALLS	5,630.34
FERTILE-BELTRAMI	56,710.34
FILLMORE CENTRAL	91,520.47
FISHER PUBLIC	33,027.96
FLOODWOOD	12,966.50
FOLEY	232,587.00
FOREST LAKE	903,356.90
FOSSTON	59,414.02
FRASER ACADEMY	4,720.73
FRAZEE-VERGAS	113,635.69
FRIDLEY	377,337.21
FULDA	20,122.99
G.F.W.	58,797.62
GLACIAL HILLS	666.84
GLENCOE-SILVER LAKE	170,474.18
GLENVILLE-EMMONS	44,979.57
GOODHUE	89,532.67
GOODRIDGE	1,304.46

District	Total
GRANADA HUNTLEY-EAST CHAIN	44,466.61
GRAND MEADOW	99,170.12
GRAND RAPIDS	521,509.75
GREAT RIVER SCHOOL	41,339.70
GREENBUSH-MIDDLE RIVER	9,034.10
GREENWAY	133,078.79
GRYGLA	1,619.40
HANCOCK	15,829.47
HARBOR CITY	4,194.17
HASTINGS	259,784.83
HAWLEY	47,372.67
HAYFIELD	96,732.00
HENDRICKS	15,032.42
HENNEPIN ELEMENTARY	8,563.28
HENNING	11,024.30
HERMAN-NORCROSS	1,779.25
HERMANTOWN	65,091.35
HERON LAKE-OKABENA	16,550.21
HIAWATHA ACADEMIES	23,316.41
HIAWATHA VALLEY ED. DISTRICT	172.00
HIBBING	550,794.87
HILLS-BEAVER CREEK	6,938.79
HINCKLEY-FINLAYSON	56,297.74
HMONG COLLEGE PREP	24,535.26
HOLDINGFORD	157,541.41
HOPKINS	924,970.85
HOUSTON	190,229.26
HOWARD LAKE-WAVERLY-WINSTED	138,826.04
HUTCHINSON	370,678.27
INTERNATIONAL FALLS	35,696.18
INVER GROVE HEIGHTS	486,787.00
ISLE PUBLIC	58,914.42
IVANHOE	1,791.62
JACKSON COUNTY CENTRAL	155,395.49
JANESVILLE-WALDORF-PEMBERTON	76,757.69
JORDAN	208,540.72
KASSON-MANTORVILLE	266,691.28
KELLIHER	12,246.64
KENYON-WANAMINGO	182,378.44
KERKHOVEN-MURDOCK-SUNBURG	35,330.97
KINGSLAND	69,933.01
KITTSON CENTRAL	16,908.37
LA CRESCENT MONTESSORI	2,472.18

District	Total
LA CRESCENT-HOKAH	118,684.59
LAC QUI PARLE VALLEY	102,412.50
LAKE BENTON	4,575.89
LAKE CITY	202,391.51
LAKE CRYSTAL-WELLCOME MEMORIAL	46,229.76
LAKE OF THE WOODS	46,788.48
LAKE PARK AUDUBON	73,742.00
LAKE SUPERIOR	39,939.15
LAKEVIEW	104,670.60
LAKEVILLE	757,299.51
LANCASTER	131.12
LANESBORO	38,125.40
LAPORTE	7,321.12
LE SUEUR-HENDERSON	133,292.00
LEROY-OSTRANDER	55,280.99
LESTER PRAIRIE	42,775.21
LEWISTON-ALTURA	128.63
LIFE PREP	64.40
LINCOLN INTERNATIONAL	1,038.88
LITCHFIELD PUBLIC	211,648.97
LITTLE FALLS	335,321.93
LITTLEFORK-BIG FALLS	45,604.90
LONG PRAIRIE-GREY EAGLE	117,033.27
LUVERNE	125,919.64
LYLE	32,158.09
LYND	23,355.45
M.A.C.C.R.A.Y.	52,811.55
MABEL-CANTON	30,248.00
MADELIA	27,388.11
MAHNOMEN	60,609.56
MAHTOMEDI	424,465.36
MAIN STREET SCHOOL PERFORMING ARTS	3,477.00
MANKATO	1,047,854.89
MAPLE LAKE PUBLIC	114,760.93
MAPLE RIVER	81,956.97
MARSHALL COUNTY CENTRAL	35,748.32
MARSHALL	198,551.79
MARTIN COUNTY WEST	122,284.92
MATH AND SCIENCE ACADEMY	23,705.11
MCGREGOR	53,307.00
MEDFORD	103,630.47
MELROSE	205,699.80
MENAHGA	119,610.74

District	Total
MESABI EAST	116,271.31
MILACA	240,921.76
MILROY	3,117.22
MINNEAPOLIS ACADEMY	8,054.09
MINNEAPOLIS	4,509,727.09
MINNEOTA	63,335.48
MINNESOTA TRANSITIONS	9,732.41
MINNETONKA	1,284,139.79
MINNEWASKA	42,767.59
MONTEVIDEO	179,557.00
MONTICELLO	509,449.72
MOORHEAD	779,298.30
MOOSE LAKE	82,800.20
MORA	105,798.83
MORRIS AREA	99,219.04
MOUNTAIN IRON-BUHL	62,527.00
MOUNTAIN LAKE	69,991.03
MURRAY COUNTY CENTRAL	24,637.88
NASHA SHKOLA	1,786.25
NASHWAUK-KEEWATIN	83,274.88
NAYTAHWAUSH	640.50
NETT LAKE	14,186.77
NEVIS	74,662.20
NEW LONDON-SPICER	97,287.32
NEW MILLENNIUM	35,139.00
NEW PRAGUE	545,551.69
NEW ULM	271,252.02
NEW YORK MILLS	45,860.10
NICOLLET	8,637.15
NOBLE ACADEMY	1,914.07
NORMAN COUNTY EAST	44,560.82
NORMAN COUNTY WEST	34,244.30
NORTH BRANCH	366,622.51
NORTH SHORE COMMUNITY	2,396.34
NORTH ST PAUL-MAPLEWOOD OAKDALE	1,376,018.00
NORTHERN LIGHTS	269.26
NORTHFIELD	551,602.22
NORTHWEST PASSAGE	12,316.16
NRHEG SCHOOL DISTRICT	79,798.16
OAK LAND VOCATIONAL COOPERATVE	3,920.91
OGILVIE	18,371.77
ONAMIA	72,363.18
ORONO	356,149.85

District	Total
ORTONVILLE	40,169.01
OSAKIS	105,388.34
OSHKI OGIMAAG	3,014.93
OSSEO	3,817,253.66
OWATONNA	502,776.13
PACT CHARTER SCHOOL	9,371.19
PAIDEIA	2,360.88
PARK RAPIDS	40,157.54
PARKERS PRAIRIE	67,810.78
PARNASSUS PREPARATORY	44,233.85
PARTNERSHIP ACADEMY	95,926.32
PAYNESVILLE	124,011.63
PELICAN RAPIDS	63,173.66
PEQUOT LAKES	159,259.46
PERHAM-DENT	176,499.48
PIERZ	147,035.89
PILLAGER	121,565.85
PINE CITY	225,298.73
PINE ISLAND	156,950.00
PINE POINT	9,912.01
PINE RIVER-BACKUS	95,507.43
PIPESTONE AREA	52,284.79
PLAINVIEW-ELGIN-MILLVILLE	103,274.03
PRAIRIE SEEDS ACADEMY	80,463.29
PRINCETON	370,886.19
PRIOR LAKE-SAVAGE	1,040,913.11
PROCTOR	92,376.97
PRODEO ACADEMY	3,778.97
RANDOLPH	79,551.95
RED LAKE COUNTY CENTRAL	47,365.21
RED LAKE FALLS	45,131.94
RED LAKE	201,863.61
RED ROCK CENTRA	10,437.30
RED WING	431,712.19
RENVILLE COUNTY WEST	63,473.97
RICHFIELD PUBLIC	550,732.12
RIDGEWAY COMMUNITY	3,951.91
RIVERS EDGE ACADEMY	35,476.77
ROBBINSDALE	1,619,687.12
ROCHESTER	2,442,106.96
ROCKFORD	211,316.61
ROCORI	317,998.63
ROSEAU	130,761.47

District	Total
ROSEMOUNT-APPLE VALLEY-EAGAN	3,734,520.03
ROSEVILLE	922,809.20
ROTHSAY	35,623.58
ROUND LAKE-BREWSTER	15,267.12
ROYALTON	92,270.32
RTR	11,251.90
RUSH CITY PUBLIC SCHOOL DISTRICT	114,013.54
RUSHFORD-PETERSON PUBLIC SCHOOLS	63,022.89
SAINT CLOUD MATH AND SCIENCE	3,989.83
SARTELL-ST. STEPHEN	477,838.36
SAUK CENTRE	33,182.29
SAUK RAPIDS-RICE	580,682.49
SCHOOLCRAFT LEARNING COMMUNITY	22,979.56
SEBEKA	81,739.14
SEJONG ACADEMY	1,023.04
SHAKOPEE	1,890,123.81
SIBLEY EAST	100,905.65
SLEEPY EYE	66,444.25
SOUTH KOOCHICHING	57,976.08
SOUTH ST. PAUL	416,703.54
SOUTH WASHINGTON COUNTY	2,372,278.17
SOUTHLAND	29,937.90
SPECTRUM HIGH SCHOOL	5,040.54
SPRING GROVE	27,784.98
SPRING LAKE PARK	780,193.04
SPRINGFIELD	65,960.70
ST PAUL CONSERVATORY FOR PERFORMING ARTISTS	7,792.73
ST. ANTHONY-NEW BRIGHTON	156,702.87
ST. CHARLES	122,184.00
ST. CLAIR	117,379.50
ST. CLOUD	1,657,242.51
ST. CROIX PREPARATORY ACADEMY	5,223.19
ST. FRANCIS	590,091.35
ST. JAMES	89,243.51
ST. LOUIS COUNTY	240,030.75
ST. LOUIS PARK	622,481.77
ST. MICHAEL-ALBERTVILLE	489,486.53
ST. PAUL CITY SCHOOL	295.52
ST. PAUL	5,481,654.84
ST. PETER	59,671.22
STAPLES-MOTLEY	52,591.81
STEPHEN-ARGYLE	8,273.47
STEWARTVILLE PUBL	263,173.34

District	Total
STILLWATER	1,193,300.20
STRIDE ACADEMY	10,670.12
THIEF RIVER FALLS	273,397.80
TRACY	35,582.63
TRI-CITY UNITED	241,109.74
TRI-COUNTY	13,535.63
TRIO WOLF CREEK	16,885.25
TRITON	149,380.89
TRUMAN	23,948.00
TWIN CITIES ACADEMY	1,429.47
TWIN CITIES ACADEMY HIGH SCHOOL	6,944.45
ULEN-HITTERDAL	38,494.58
UNDERWOOD	49,237.52
UNITED SOUTH CENTRAL	98,372.50
UPPER MISSISSIPPI ACADEMY	1,272.56
UPSALA	46,137.38
VENTURE ACADEMY	48,393.32
VERNDALE	51,979.59
VIRGINIA	212,207.58
VOYAGEURS EXPEDITIONARY	9,856.89
WABASHA-KELLOGG	71,279.00
WABASSO	46,944.90
WACONIA	463,812.29
WADENA-DEER CREEK	166,487.76
WALKER-HACKENSACK-AKELEY	57,235.85
WARREN-ALVARADO-OSLO	52,235.08
WARROAD	59,429.32
WASECA	221,980.12
WATERTOWN-MAYER	883.58
WATERVILLE-ELYSIAN-MORRISTOWN	112,222.95
WAUBUN-OGEMA-WHITE EARTH	41,734.75
WAYZATA	1,396,963.18
WEST CENTRAL AREA	91,649.33
WEST CONCORD	26.97
WEST SIDE SUMMIT	3,635.00
WEST ST. PAUL-MENDOTA HEIGHTS-EAGAN	565,773.27
WESTBROOK-WALNUT GROVE	52,363.01
WESTONKA	68,247.08
WHEATON	62,879.69
WHITE BEAR LAKE	1,086,171.13
WILLMAR	454,531.64
WILLOW RIVER	45,317.59
WINDOM	71,462.02

District	Total
WIN-E-MAC	51,213.67
WINONA	321,155.26
WOODBURY LEADERSHIP ACADEMY	778.97
WORTHINGTON	391,312.23
WRENSHALL	42,024.02
YELLOW MEDICINE EAST	93,015.91
YINGHUA ACADEMY	8,195.34
ZUMBROTA-MAZEPPA	144,758.32
Grand Total	**95,446,660.38**

APPENDIX B
Minnesota Statutory References

122A.60 STAFF DEVELOPMENT PROGRAM.

Subdivision 1. **Staff development committee.** (a) A school board must use the revenue authorized in section 122A.61 for:

(1) teacher development and evaluation plans under section 122A.40, subdivision 8, or 122A.41, sub-division 5;

(2) principal development and evaluation under section 123B.147, subdivision 3;

(3) in-service education programs under section 120B.22, subdivision 2; and

(4) other staff development needs.

(b) 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, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

(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;

(8) provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum; and

(9) provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

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 plan.** The plan must include the staff development outcomes under section122A.40, subdivision 8, or 122A.41, subdivision 5, and section 123B.147, subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education and staff development outcomes, consistent with relicensure requirements under section 122A.18, sub-division 4. The plan also must:

(1) support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

(2) emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

(3) maintain a strong subject matter focus premised on students' learning goals, consistent with section120B.125;

(4) ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

(5) reinforce national and state standards of effective teaching practice.

Subd. 3. **Staff development outcomes.** The advisory staff development committee must adopt a staff development plan, consistent with section 122A.40, subdivision 8, or 122A.41, subdivision 5, for developing and evaluating teachers and for improving student outcomes and with section 123B.147, subdivision 3, for strengthening principals' capacity in areas of

instruction, supervision, evaluation, and teacher development. 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 achieving the following goals:

(1) improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

(2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

(3) provide an inclusive curriculum for a racially, ethnically, linguistically, 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) effectively deliver digital and blended learning and curriculum and engage students with technology; and

(7) 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 s73,74; 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; 1993c 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 8s 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 5art 2 s 44-46; 2009 c 96 art 2 s 28; 2010 c 382 s 23; 2012 c 239 art 1 s 33; 2012 c 273 s 2,3; 2014 c 272art 1 s 23-25; art 3 s 19-21; 1Sp2015 c 3 art 2 s 36

NOTE: The amendment to this section by Laws 2015, First Special Session chapter 3, article 2, section36, is effective for the 2016-2017 school year and later. Laws 2015, First Special Session chapter 3, article2, section 36, the effective date.

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:

> (1) teacher development and evaluation under section 122A.40, subdivision 8, or 122A.41, subdivision5;

> (2) principal development and evaluation under section 123B.147, subdivision 3;

> (3) professional development under section 122A.60; and

> (4) in-service education for programs under section 120B.22, subdivision 2.

To the extent extra funds remain, staff development revenue may be used 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' mentoring under section122A.70 and evaluation, teachers' workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and para-professionals, 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.

[See Note.]

Subd. 2. [Repealed, 2014 c 272 art 3 s 57]

Subd. 3. **Coursework and training.** A school district may use the revenue reserved under subdivision1 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 499art 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 s3; 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 3s 3; 2007 c 146 art 2 s 13; 2012 c 206 s 2; 2013 c 116 art 3 s 20; 2015 c 21 art 1 s 17; 1Sp2015 c 3 art 2 s 37

NOTE: The amendment to subdivision 1 by Laws 2015, First Special Session chapter 3, article 2, section 37, is effective for the 2016-2017 school year and later. Laws 2015, First Special Session chapter3, article 2, section 37, the effective date.