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Department
of Education

**Staff Development
Report of District
and Site Results and
Expenditures for
2003 - 2004**

February 2005

**Report
To the
Legislature**

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

COMMISSIONER:

Alice Seagren

Staff Development Report of District and Site Results and Expenditures for 2003 - 2004

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Report
To the
Legislature

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As required by
Minn. Stat. §
122A.60

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

FY 2004 LEGISLATIVE REPORT
ON
STAFF DEVELOPMENT EXPENDITURES AND RESULTS

Estimated Cost of Preparing This Report

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

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

The estimated cost incurred by the Minnesota Department of Education in preparing this report is $4,625.

Staff Development Report of District and Site Results and Expenditures

The 2003 – 2004 Staff Development Report has been prepared as required by Minnesota Statutes, 122A.60, subdivision 1. Subdivision 1 includes requirements for using revenue as authorized for in-service education programs (MS 24A.29 and MS 120B.22, subdivision 2), establishing a staff development committee (roles and composition of committee) and reporting requirements for districts (staff development results and expenditures). This report describes the processes used to collect and report staff development results and expenditures; identifies the frequency of staff development activities that are related to the six staff development legislative goals (MS, section 122A.60, subdivision 3); analysis of district reports; and expenditure data.

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Appendices

(See http://education.state.mn.us/html/intro_newscenter_legis.htm to view electronic version of full report)

How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality (Wenglinsky, 2000) points out that today's students do not have the benefit of waiting for the next generation of teachers to fill their schools. Instead, they are dependent on the effectiveness of those they now have. Wenglinsky's report provides evidence of the link between teacher development and improved student learning.

The 2003 – 2004 Staff Development Report to the Legislature provides information regarding the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. The staff development report was submitted by 89% of school districts (305 of 343). Charter schools are not included in this count as their annual reports are not submitted under guidelines stipulated in M.S.§ 126C.10, subd. 2 and M.S. § 122A.61.

Expenditure information for the fiscal year 2004 report indicated that staff development expenditures were $84,280,064. This includes staff development set aside from basic revenue, whether it is new set-aside money or from reserves, and other funds available from the general fund. The data in this report is taken from all data submitted to the Minnesota Department of Education (MDE) by January 15, 2005. Of that amount:
- 28.35% of staff development expenditures were distributed to sites;
- 9.61% of staff development expenditures were awarded as exemplary grants;
- 16.23% of staff development expenditures were utilized for district-wide initiatives;
- 34.14% of staff development expenditures were for curriculum development;
- 11.67% of staff development expenditures were for other staff development activities.

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

Conclusions that can be drawn from the data include:
- The action by the Minnesota Legislature in 2003 to release districts from the 2% set-aside mandate for FY 2004 and FY 2005 contributed to districts' decisions to reduce by 15% staff development expenditures in 2004 as compared to 2003.
- State academic standards and locally developed elective standards are framing staff development efforts to develop and/or align the curriculum.
- Minnesota's state-wide assessments are providing longitudinal data that is directing staff development planning, implementation, and evaluation.
- There is an emphasis being given to develop teachers' content knowledge and instructional skills relative to reading, math, and writing.
- Schools recognize the need to be inclusive and address the factors, including the school environment, that will contribute to achievement for all students.

- The federal "No Child Left Behind" requirements were a factor influencing the types of high quality staff development offered and the number of teachers and paraprofessionals receiving it.
- Technology is viewed as a tool that will benefit classroom instruction and administrative duties.
- There continues to be a move toward a "learning community" approach to delivering staff development although workshops/conferences continue to be the most common approach.
- Mentoring has a growing role in developing new teachers' content knowledge and instructional skills.

In their efforts to continuously improve, Minnesota's districts and sites demonstrate an openness to learn from one another and best practice research. MDE continues to provide technical assistance and resources to guide staff development toward practices that identify areas of need that impact improved student achievement. The goal of high quality staff development is to directly impact the quality of education experienced by the students. To paraphrase Wenglinsky, students are dependent on the effectiveness of the teachers they now have.

STAFF DEVELOPMENT PROGRAM REPORT

Process for Reporting and Collecting Staff Development Program Results

School districts using state staff development revenue under M.S.§ 126C.10, subd. 2 and M.S. § 122A.61 must use designated reporting forms to submit a copy of their annual staff development reports regarding district and site(s) staff development activities and expenditures to the Commissioner of Education by September 30th. All districts, including those not reserving funds, must complete a program report. The Professional Development staff in the division of Academic Standards and Professional Development provides assistance to districts and sites and oversees the reporting process.

A database has been developed to facilitate tracking the receipt of staff development reports. It is posted for public review at **http://education.state.mn.us/content/018709.pdf**.

Districts not meeting the September 30, 2004, deadline were contacted and encouraged to submit reports. At the time of this report 89% (305) of the 343 school districts had filed a report. The number of districts not submitting reports increased from 8% in 2003 to 11% in 2004. School districts listed below did not turn in a 2003 - 2004 Staff Development Report. An asterisk * denotes districts that failed to submit a report for the past two years.

Balaton	Eveleth-Gilbert	Nashwauk-Keewatin*
Bertha-Hewitt	G.F.W.	Nett Lake
Bird Island-Olivia-Lake Lillian	Hendricks*	Nicollet*
Brandon	Herman-Norcross	Onamia
Browerville	Ivanhoe*	Park Rapids*
Campbell-Tintah*	Janesville-Waldorf-Pemberton*	Red Lake
Carlton*	Kenyon-Wanamingo	Sauk Rapids
Cass Lake-Bena	Lacrescent-Hokah	Staples-Motley*
Chokio-Alberta	Lakeview*	Waconia
Chosen Valley/Chatfield	Lecenter	Walker-Hackensack-Akeley
East Central	Mahnomen	Willow River*
Eden Prairie	Moose Lake	Wrenshall
Evansville*	Mountain Iron-Buhl*	

2003 – 2004 Reporting Format

In order to have a systemic, uniform reporting process, districts were provided with a 2003 - 2004 reporting format (See Appendix C) that addressed staff development efforts at the district and site levels. The report format included: (1) directions for reporting of staff development program results; (2) a statement of assurances certifying that the district was in compliance with legislative stipulations; (3) checklists regarding basic revenue, types of high-quality staff development, staff information, and types of needs assessments; (4) site level staffing information; (5) district advisory staff development committee membership; and (6) forms for reporting district and site goals and activities.

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

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

To assist district reporting, all components are posted as a downloadable Microsoft Word document at **http://education.state.mn.us/html/intro_data_staff_dev.htm**. At the present time the reports must be submitted in a paper format. In response to districts' requests and to facilitate use of resulting data, plans are underway to provide for electronic submission of the final report.

Report Form Analysis

Analysis of reporting form components is guided by the order in which each component is identified on the reporting form.

Report Sampling

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

14 of the 46 districts, including Minneapolis and St. Paul, in the seven-country metro area
11 of the 42 districts with enrollment of 2000 or more
19 of the 75 districts with enrollment of 1000 – 1999
23 of the 90 districts with enrollment of 500 – 999
22 of the 88 districts with enrollment of less than 500

The geographic balance was appraised on a northeast, northwest, southeast, southwest, and metro basis.

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

Basic Revenue

The 2003 – 2004 basic revenue staff development reserves were influenced by the 2003 legislative session action to release districts from the 2% set-aside mandate for FY 2004 and FY 2005. Despite Minnesota schools' appreciation for the importance of high quality, on-going staff development, this option has contributed to a decrease in staff development funding for the second year in a row. Total staff development expenditures for FY 2003 were $100,300,423, about a 6 % decrease from FY 2002. In FY 2004, a total of $84,280,064 was expended for a second year decrease of 15%.

The following charts, prepared with data from the sample districts, identify percent of basic revenue reserved statewide and in relation to student population. The charts provide baseline data that demonstrates the immediate impact of the 2003 legislation that allowed districts the discretion to set aside 0% of their basic revenue for staff development. The baseline data will be used in 2005 to analyze the impact over time.

A review of the charts, based on the stratified random sample's 2003 – 2004 data, indicates that
- Across the state approximately one-third of the districts set aside 0%, approximately one-third of the districts set aside less than 2%, and approximately one-third of the districts set aside 2% or more.
- Districts with small populations, on which reserved revenue is based, spent a substantial percent to achieve staff development goals.

Details for individual district reserves and expenditures are provided in Appendix B.

Percent of basic revenue reserved statewide and in relation to districts' student population

Revenue Reserved for Staff Development Statewide (n=89)

28%   35%
37%

- ▦ 0%
- ■ Less than 2%
- □ 2% or more
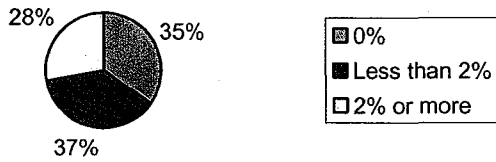
Revenue Reserved: Metro Area (n=14)

29%
36%
35%

- ▦ 0%
- ■ Less than 2%
- □ 2% or more
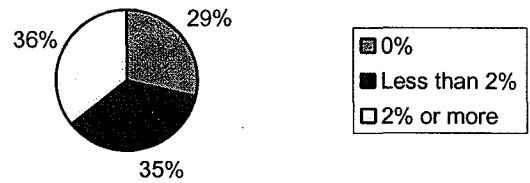
Revenue Reserved: Enrollment 2000 or More (n=11)

18%
46%
36%

- ▦ 0%
- ■ Less than 2%
- □ 2% or more
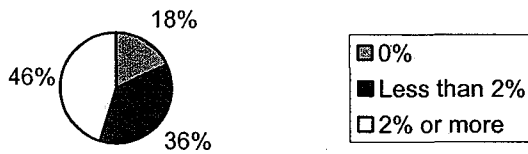
Revenue Reserved: Enrollment 1000-1999 (n=19)

5%
42%
53%

- ▦ 0%
- ■ Less than 2%
- □ 2% or more

Revenue Reserved: Enrollment 500-999 (n=23)

22%
39%
39%

- ▦ 0%
- ■ Less than 2%
- □ 2% or more
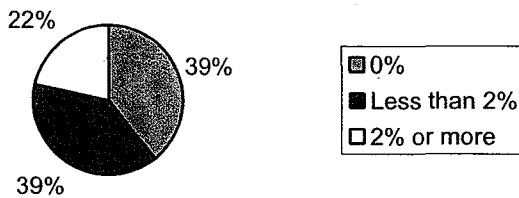
Revenue Reserved: Enrollment Less Than 500 (n=22)

41%   36%
23%

- ▦ 0%
- ■ Less than 2%
- □ 2% or more
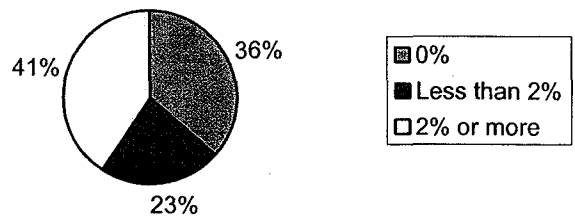
Exemplary Grants

Districts that reserved funds may distribute up to 25% of staff development reserve funds in the form of Exemplary Grants to sites. Although overall reserved funding declined for FY 2004, a substantial number of districts selected to recognize and fund exemplary staff development initiatives at the site level. For details on individual expenditures for exemplary grants see Appendix B under Finance Code 307. Due to an overall decrease in staff development expenditures in FY 2004, the $8,100,450 expended on exemplary grants remained at 10% of the total, which was the same percent as in FY2003.

Exemplary Grants Given

45%   55%

- No Grants
- 1 or more Grants

Exemplary Grants Given

13%

15%

72%

- 1-10 Grants
- 11-20 Grants
- 20 or More Grants
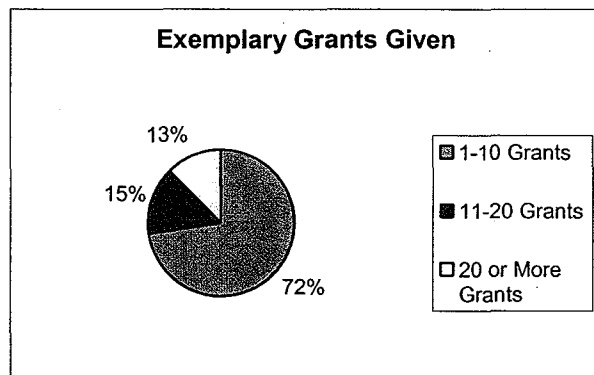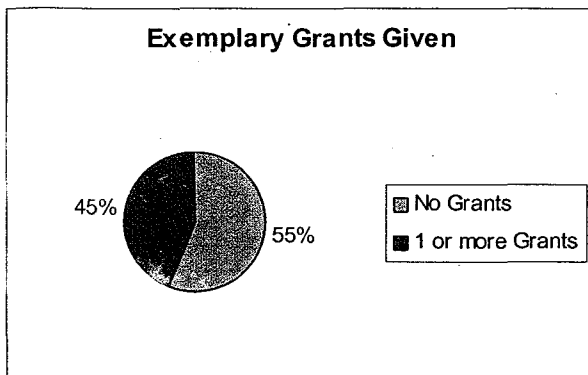
High Quality Staff Development

Minnesota has a history of encouraging high quality staff development at both the district and site levels. The 2003 – 2004 reporting form was revised to elicit specific numbers of staff engaged in high-quality staff development for reporting required from each state by the federal "No Child Left Behind" legislation. A checklist of types of high-quality staff development was provided to help define it. But districts basically constructed their own definition and may have assumed high-quality staff development was provided despite a decrease of 15% in staff development spending across the state.

Districts were asked to record both the number of licensed professional staff and the number of paraprofessional staff in their district and provide the number of each receiving high-quality staff development. A summary of this component from **all** districts' reports prepared for the U.S. Department of Education identified a total of 90% of licensed professional staff, across the state who received high-quality staff development. Of the paraprofessional staff, 47% received high-quality staff development.

The 2003 – 2004 reporting form specifically identified 13 types of high-quality staff development and asked districts to check all that apply. The following summary chart was developed with data from **sample** districts. (It should be noted that the sample districts' totals for staff receiving high quality staff development aligned with the 90% and 45% from all districts.)

% Of Districts That Used This Type	Types Of High-Quality Staff Development You Have Used
94%	Give teachers and principals the knowledge and skills to help students meet challenging state academic standards
89%	Advance teacher understanding of effective instruction strategies that are based on scientifically based research
88%	Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified
88%	Provides training in the use of technology applications to improve teaching and learning
85%	Are an integral part of board school-wide and district-wide educational improvement plans
83%	Provides instruction in methods of teaching children with special needs
82%	Are sustained, intensive and classroom focused; are not one-day or short-term workshops
81%	Includes use of data and assessments to inform classroom practice
79%	Improve classroom management skills
75%	Are developed with extensive participation of teachers, principals, parents and administrators
75%	Helps all school personnel work effectively with parents
62%	Establishes regular evaluations to improve quality of professional development
49%	Includes knowledge and skills to provide appropriate curriculum, instruction, assessment and services for Limited English Proficiency (LEP) children

Needs Assessment

A separate needs assessment section was included in the 2003 - 2004 report to encourage use of formal needs assessment(s) and resulting data to make decisions related to staff development and school continuous improvement planning. Needs assessments are also an expectation articulated in the federal "No Child Left Behind" legislation.

Districts were asked to record if they had used an assessment of local needs to inform staff development plans. Of the 296 that responded, 190 or 64% indicated they did use a formal needs assessment. If they had used needs assessments, they were asked to check the types of needs assessment used.
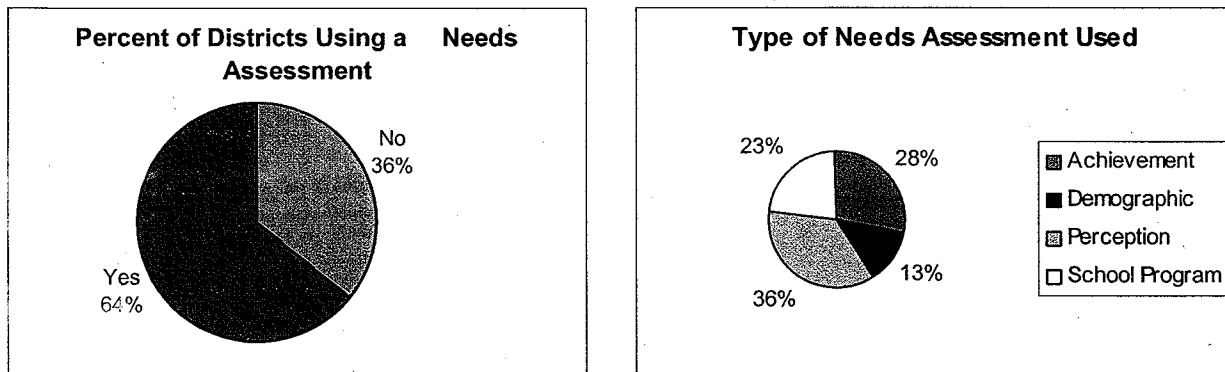
Although 36% checked that a formal needs assessment was not used, it should be noted that on district and site level forms, all respondents identified using some form of data to determine the reasons (need) for selecting a staff development focus. The types of data identified included achievement (test scores), demographics (students diversity), perception (student surveys), and school program (curriculum mapping). The evaluation of results reported on district and site level forms also referenced the four types of needs assessments.

District Level and Site Level Forms

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

A review of the sample districts' reports established that the school board outcomes were most often phrased in general terms and the district level goal statements aligned with and often restated the school board outcomes. When a district based more than one goal on a school board outcome, more specificity was provided for each goal.

As each site level form reported a site goal, indicated if it was site-specific, and identified alignment with district goals, the degree of specificity increased. This represents an improvement over past years as districts and sites moved toward more measurable goals.

Both district and site levels favored a multi-year approach for their goals. On a number of forms, the multi-year check was followed with a comment that the district or site was on a 3 or 5-year plan. On the few forms that indicated a single year, the goal was very focused and the designs/strategies were limited. An example of a single-year goal was training on and implementation of an anti-bullying program or in-service on a new science or reading program.

Addressing Legislative Goals

Districts recorded which of the six Legislative goals were addressed. The staff development goals listed in M.S. § 122A.60, subd. 3 are as follows:

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

Districts and sites routinely checked more than one legislative goal on each of their forms. There was a strong relationship between goal number one, student achievement and the state academic standards, and all the other legislative goals except goal number six, which deals with site-based management and financial skills. The collaboration and mentoring in goal number four was often checked in conjunction with other goals.

Technology, which is not specifically referenced in any of the six legislative goals, was frequently included in district and site goal statements, summaries of content, and evaluation results related to each of the legislative goals. Understanding and using technology was identified as a staff development issue for classroom teachers, paraprofessionals, administrators, and office staff. The role of technology in classroom instruction, record keeping, using data, and internal and external communications was delineated.

Legislative goal 1 had the largest number of checks and demonstrated the attention being given to providing staff development on Minnesota's standards and improving student achievement. It was most often checked in combination with one or more of the other five goals. In order of frequency, the following content areas were addressed in the goals: reading, mathematics, writing, science, social studies, and other.

Minnesota Comprehensive Assessments (MCAs) and Basic Skills Tests (BSTs) were the most frequent sources of data identified to measure student success and evaluate the staff development results. In addition, a substantial number of districts referred to Northwest Evaluation Association (NWEA) tests, Iowa Test of Basic Skills (ITBS), and the ACT college admissions tests.

The summaries of content used to achieve these goals included developing and aligning the curriculum through curriculum mapping; knowledge and skills in the content area such as training on specific reading and/or math programs/resources; expanding instructional strategies; and the use of assessment data including examining student work.

Due to state and federal expectations for paraprofessional qualifications, there were a substantial number of references to staff development designed for paraprofessionals. Their involvement in the staff development content and activities was directed toward delivering the academic standards to all students.

There was an increase in the use of terminology such as "learning communities" to describe content used to achieve staff development on standards and best practices. This was supported by an increased use of study groups, on-going training/development, demonstration/modeling, and coaching/mentoring and a noticeable reduction from past years' designs/structures dependence on workshops/conferences. The learning community model is a positive and productive approach supported by the National Staff Development Council's research.

Legislative goals 2, 3, and 5 were usually both checked on the same form. Meeting the needs of all students in a peaceful and accepting environment was very explicit in the district and site goals. Goals were stated using inclusive language and identifying student populations to be served. They were often checked in combination with legislative goal 1 and increasing academic achievement for all students. Two professional development approaches for paraprofessionals were highlighted in this reporting period. Most large or urban districts concentrated on refresher courses in math, reading, and writing proficiency as a way to prepare their paraprofessionals for passing the ParaPro test. Many smaller districts utilized the Para eLink. Para eLink is an on-line curriculum available free to all Minnesota districts through the University of Minnesota's Institute for Community Integration.

Information in the 'content used' column usually referenced research and resources regarding social and emotional health as well as valuing and respecting one another. Statements were not limited to any particular program or curriculum. These goals frequently referred to improving school climate, introducing or expanding on character education activities, and reducing bullying.

More individual design/structures were checked as the staff would engage in study groups, practice with reflection, and observation/feedback as well as training /development and workshops. Evaluation of results was at a more personal level. Student, staff, parent, and community surveys were used as well as site and district data on student behavior.

Legislative goal 4 has been checked more frequently over the years as mentoring/peer coaching at both the district and site levels has continued to expand. The use of mentors is being identified as both a support for new staff and a positive way to share knowledge and develop skills of best

practices in curriculum, instruction, and assessment. And as one report stated, " Over a third of our teachers are new to the profession."

The content used to achieve mentoring/coaching goals draws on a variety of national and state resources as well as both formal and informal models. Design/structures checked have both learning and personal components including: training, study groups, individual guided practice, reflection, demonstration/modeling, and observation/feedback.

Evaluation was based on data drawn from the individual mentor and mentee as well as the overall program review.

Legislative goal 6 had the fewest checks and was often marked in conjunction with legislative goal 1. Design/structures targets administration and office personnel more often than teachers. The most prominent content used was related to use of technology for communication and record keeping. The goals that stipulated gathering and analyzing test data often checked goal six in conjunction with other legislative goals.

The most common design/structures checked included demonstration/modeling, ongoing training/development, and workshops and conferences. Evaluation results were connected to management of data and communications.

Statewide Efforts That Support Staff Development

Minnesota has continued to experience a collaborative approach to statewide efforts that support staff development. A State Staff Development Advisory Committee, appointed by the Commissioner of the Minnesota Department of Education (MDE), advises the commissioner about staff development policy as well as technical assistance and resources that the Department of Education develops and delivers. Advice provided includes recommended revisions of current staff development legislation and suggestions for redesigning the reporting format.

MDE's Division of Academic Standards and Professional Development has primary responsibility for assisting districts and sites with staff development activities. During FY 2004, the Division's professional development specialists designed and delivered a series of regional staff development workshops to district staff development teams. The series encompassed training for newly established teams on basic principles of staff development and training for advanced teams and individuals that had attended previous years' trainings. The workshops were designed to infuse the National Staff Development Council (NSDC) Standards for Staff Development into district staff development efforts.

Recognizing the important role that inclusion plays in success for all students, MDE's Special Education and English Language Learner specialists contributed to the development and delivery of staff development training and resources.

During the summer of 2004, nine schools joined MDE staff in the Academic Standards and Professional Development division and Assessment and Testing division, to pilot a "Data Retreat" approach to understanding and working with data. During the two-day workshops school leadership teams examined their school and district achievement, demographic,

perception, and program data. The school teams identified issues of concern, developed goals, and identified strategies for improvement. Teams then shared plans with staff at their respective schools for further refinement. MDE staff are offering data retreat in all regions of the state. In the spring of 2005 data retreats will be offered customized to address the needs of high schools.

Four times during the year, Network for Student Success (NSS) meetings were conducted by professional development specialists in fifteen locations across the state. MDE's content specialists for Arts, Career & Technical Education, Health & Physical Education, Language Arts, Mathematics, Reading, Science, Social Studies, and World Languages were scheduled on a rotating basis to inservice the participants on best practices and Minnesota's new academic standards and the elective standards. Workshops and technical assistance were provided on developing elective standards. In addition, they worked with individual and teams of districts developing elective standards.

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

The federal "No Child Left Behind" legislation began to impact staff development practices in this reporting period. NCLB requires the schools on the Adequate Yearly Progress list to spend increasing amounts of money for staff development as they progress along the AYP continuum. Consequently, intensive staff development programs in reading and mathematics began to be noted, particularly in the metropolitan area. "Reading First' funding from NCLB, directed to high poverty schools, is the best example of such a program. Comprehensive School Reform programs also serve to encompass the entire staff development program of a school site with one intensive experience. While this report does not include expenditures from federal sources, it is clear that federal directives about staff development are beginning to impact decisions at both the site and district level. Increasingly, MDE is collaborating between state and federal divisions to articulate high quality professional development.

PART II

STAFF DEVELOPMENT EXPENDITURE REPORT-FY04

System for Collecting and Reporting Expenditure Data

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

Finance Dimension of UFARS

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

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

Figure 1: Selected UFARS Finance Dimension Codes

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

Program Dimension of UFARS

The finance codes can be used with particular program codes to designate funds used for staff development. Program code 640 is the designation for staff development. Program code 610 is the designation for curriculum development which is an activity that could also receive staff development fund support. Districts may also use these program codes to designate that funds are used for staff development, but noting that those funds were not part of the 2% set aside. In

those cases, the finance code 000 would be used with program codes 640 or 610, instead of the finance codes 306,307 and 308. However, a finance code of 451 must be used in the case of federal charter development grant funds. See **Figure 2** for a brief description of the program dimension codes used in this report.

Code	Title 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.

Figure 2: Selected UFARS Program Dimension Codes

Object Dimension of UFARS

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

Code	Title 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

Figure 3: Selected UFARS Object Dimension Codes

The data contained on the next pages are taken from all data submitted to MDE by January 18, 2005. The statutory deadline for reporting final UFARS data was November 30, 2004. However, a large number of districts continued to load data after that date. The data also reflect the current balance sheet codes for specific reserve accounts.

Findings from Data Submitted on Staff Development Expenditures

The following three tables contain summary information on staff development expenditures and balances for 343 regular school districts, two (2) common school districts, 112 charter schools and three (3) intermediate units. The data is arranged by Finance and Program Codes in **Table 1** and by Object Codes in **Table 2**. **Table 3** contains summary information on balances in reserved staff development accounts. **Table 3** also contains a comparison of balances from FY03 to FY04.

Expenditures by Finance and Program Dimension

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

TABLE ONE: SUMMARY DATA OF STAFF DEVELOPMENT EXPENDITURES BY FINANCE DIMENSION AND PROGRAM DIMENSION FOR FY04

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	$23,895,056	28.35%
Finance 307 (25% grant)	$8,100,450	9.61%
Finance 308 (25% district)	$13,678,393	16.23%
Program 610 (curriculum)	$28,770,534	34.14%
Program 640 (staff development)	$9,835,631	11.67%
TOTAL	$84,280,064	100.00%

Overall, reporting units in this report spent 16 million less than the previous year on staff development as reported in this format.

Conclusions from **Table 1** include:

1. As in the past, Finance Code 306, site at 28.35%, recorded the largest percentage of expenditures of the three finance codes. It should be noted that the $23,895,056 expended in 2004 was down from $36,478,460 expended in 2003. The 2003 amount was 36.37% of the total.

2. Districts spent 38.6 million dollars outside the parameters of the 2% set aside funds or reserved funds, up from the previous year total of 32.7 million. Within this category Program 610 (curriculum) increased from $21,542,786 in 2003 to $28,770,534 in 2004.

Expenditures by Object Dimension

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

TABLE TWO: SUMMARY DATA OF STAFF DEVELOPMENT EXPENDITURES BY OBJECT DIMENSION FOR FY04

Object Codes	Total Funds Spent	Percent of Total Spent
100-200 Salaries/benefits	$59,318,466	70.38%
300 Purchased services	$15,959,869	18.94%
400-500 Materials/equipment	$ 8,385,117	9.95%
600-899 All Other	$ 616,612	0.73%
TOTAL	$84,280,064	100.00%

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

1. The majority of the expenditures for staff development went to salaries and benefits of employees in the reporting units. The amount of $59,318,466 expended was down from $74,405,784 expended in 2003.

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

3. Code 400-500 (materials/equipment) increased from $6,156,667 in 2003 to $8,385,117 in 2004 and Code 600-899 (other) decreased from $1,003,544 in 2003 to $616,612 in 2004.

TABLE THREE: SUMMARY DATA OF STAFF DEVELOPMENT BALANCES BY BALANCE SHEET CODES FOR FY 03 AND FY04

Balance Sheet Name	Balances FY03	Balances FY04
403 Regular Staff Development	$17,722,479	$10,748,051
437 Phase out-Staff Development	$ 73,864	$ 20,608
438 Phase out-Gifted/Talented	$ 35,952	$ 15,781
439 Phase out-Standards	$1,108,397	$ 950,589
TOTAL	$18,940,692	$11,735,029

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

1. Regular staff development reserves decreased by $7M.

2. The phase out accounts of 437, 438, and 439 were reduced by approximately $231,000.

District by District Statistics

The information contained in **Appendix A** is displayed unit-by-unit and contains the names of the reporting units with positive balances in the phase out staff development reserve accounts. This data was run on January 18, 2005. The staff development reserve accounts of 437, 438, and 439 are no longer funded and cannot go negative. Units were encouraged to spend those funds for regular staff development.

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

APPENDIX A

Staff Development Unfunded Reserve Balances – FY 2004

This appendix contains districts with balances on the listed unfunded reserve accounts that relate to staff development. Unit balances of $200.00 or less were removed from the list. There were 17 reporting units on the list in FY 2003. It was reduced to 6 units this year.

District Number	District Name	#437 Graduation Standards		#438 Gifted-Grad Stand		#439 Graduation Standards District	
		Begin Balance	End Balance	Begin Balance	End Balance	Begin Balance	End Balance
11	Anoka-Hennepin	14,619	11,685	442	442	942,926	848,420
466	Dassel-Cokato			11,811	11,811	46,792	46,792
709	Duluth	14,366	8,116				
2215	Norman County East					41,972	41,972
2689	Pipestone-Jasper					27,139	13,405
2884	Red Rock Central	3,607	802	3,463	3,463		
	TOTALS		20,603		15,716		950,589

APPENDIX B

UNIT BY UNIT STAFF DEVELOPMENT ACCOUNT CHART-FISCAL YEAR 2004

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
1	1	AITKIN	22,617	1,106	0	50,897	25,624	48,911
1	3	MINNEAPOLIS	860,179	6,961	549,450	89,937	2,451,712	0
2	1	HILL CITY	8,412	292	2,976	1,247	0	0
4	1	MCGREGOR	8,188	1,693	7,042	886	0	0
6	3	SOUTH ST. PAUL	29,732	2,100	7,388	162,763	0	15,759
11	1	ANOKA-HENNEPIN	1,553,240	84,088	956,161	2,515,536	187,585	1,108,948
12	1	CENTENNIAL	506,827	15,327	212,422	222,764	0	0
13	1	COLUMBIA HEIGHTS	10,070	0	0	119,867	0	30,200
14	1	FRIDLEY	336,402	0	0	43,832	487	0
15	1	ST. FRANCIS	398,076	144,586	174,594	124,107	26,279	25,044
16	1	SPRING LAKE PARK	167,560	82,220	82,220	255,232	1,503	0
22	1	DETROIT LAKES	43,080	1,130	87,570	1,576	0	68,244
23	1	FRAZEE-VERGAS	52,743	16,960	15,932	17,582	0	87,315
25	1	PINE POINT	1,769	1,000	1,472	0	3,583	0
31	1	BEMIDJI	62,495	15,563	23,831	16,931	0	83,817
32	1	BLACKDUCK	12,149	761	1,574	0	0	16,826
36	1	KELLIHER	5,036	2,518	2,518	0	24,829	6,411
38	1	RED LAKE	45,035	28,327	7,862	0	265,603	60,452
47	1	SAUK RAPIDS	136,164	0	35,826	163,512	66,576	0
51	1	FOLEY	74,603	0	35,117	961	4,726	55,527
62	1	ORTONVILLE	16,577	5,135	14,760	0	0	0
75	1	ST. CLAIR	16,479	3,505	14,405	0	0	0
77	1	MANKATO	102,640	22,044	81,474	403,218	22,115	65,439
81	1	COMFREY	7,645	1,078	3,028	0	454	0
84	1	SLEEPY EYE	21,823	13,971	9,596	0	0	0
85	1	SPRINGFIELD	14,917	7,458	7,458	0	0	0
88	1	NEW ULM	52,535	26,521	33,660	104,683	8,277	107,611
91	1	BARNUM	12,974	4,161	3,374	0	0	16,994
93	1	CARLTON	5,780	0	1,563	27,198	0	2,845
94	1	CLOQUET	103,195	7,510	64,331	70,641	0	0
95	1	CROMWELL-WRIGHT	8,238	4,119	4,119	0	0	0
97	1	MOOSE LAKE	46,535	1,512	7,105	0	44,477	6,670
99	1	ESKO	5,744	526	1,098	0	0	0
100	1	WRENSHALL	4,250	4,974	16,384	0	0	13,500
108	1	NORWOOD	6,896	1,105	5,525	0	0	9,807
110	1	WACONIA	18,728	15,645	78,140	0	0	0
111	1	WATERTOWN-MAYER	32,094	26,170	17,007	0	0	32,517
112	1	CHASKA	323,643	6,252	142,079	507,416	43,318	0
113	1	WALKER-HACKENSACK	9,405	2,211	13,888	0	0	0
115	1	CASS LAKE-BENA	22,097	2,744	6,866	0	11,180	0
116	1	PILLAGER	59,508	25,306	31,927	0	0	0
118	1	NORTHLAND COMM	12,509	3,656	8,430	2,437	0	0

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District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
129	1	MONTEVIDEO	59,889	8,341	56,267	0	0	32,283
138	1	NORTH BRANCH	85,331	38,488	7,854	262,379	83,125	206,775
139	1	RUSH CITY	34,487	219	26,260	0	0	0
146	1	BARNESVILLE	14,731	6,349	4,848	0	0	15,286
150	1	HAWLEY	9,850	0	19,755	0	0	18,000
152	1	MOORHEAD	76,950	29,254	37,877	5,411	208,699	0
162	1	BAGLEY	0	0	0	0	0	0
166	1	COOK COUNTY	12,397	0	21,028	0	0	0
173	1	MOUNTAIN LAKE	7,772	3,801	13,243	0	1,897	1,132
177	1	WINDOM	15,970	4,390	4,980	0	0	76,270
181	1	BRAINERD	336,131	75,664	171,131	0	33,063	469,543
182	1	CROSBY-IRONTON	31,685	4,133	13,658	0	0	90,603
186	1	PEQUOT LAKES	16,014	4,214	6,610	60,240	0	0
191	1	BURNSVILLE	0	29,275	216,706	173,790	0	0
192	1	FARMINGTON	0	0	16,408	3,258	37,034	0
194	1	LAKEVILLE	167,207	249,634	200,049	85,112	0	196,555
195	1	RANDOLPH	1,985	7,861	3,768	0	1,756	0
196	1	ROSEMOUNT-APPLE VAL	1,391,214	698,633	700,242	1,422,861	0	0
197	1	WEST ST. PAUL	68,083	22,729	103,354	389,914	44,225	0
199	1	INVER GROVE HTS	22,660	1,508	13,507	0	0	0
200	1	HASTINGS	28,727	0	58,201	0	28,388	0
203	1	HAYFIELD	22,509	1,369	0	0	997	0
204	1	KASSON-MANTORVILLE	23,645	3,182	34,572	37,079	21,893	80,173
206	1	ALEXANDRIA	144,448	109,668	106,566	368,431	0	232,203
207	1	BRANDON	1,298	163	30	13,816	0	0
208	1	EVANSVILLE	8,666	213	559	0	0	0
213	1	OSAKIS	10,957	5,018	1,939	0	0	0
227	1	CHATFIELD	10,530	5,263	5,265	0	0	0
229	1	LANESBORO	17,036	10,973	8,676	0	0	0
238	1	MABEL-CANTON	32,174	0	969	0	0	16,468
239	1	RUSHFORD-PETERSON	583	891	737	0	0	0
241	1	ALBERT LEA	147,370	50,934	0	23,261	0	0
242	1	ALDEN	10,239	11,098	9,877	0	0	0
252	1	CANNON FALLS	58,703	0	39,994	0	21,548	0
253	1	GOODHUE	29,601	1,343	7,174	0	0	0
255	1	PINE ISLAND	29,273	2,478	19,314	0	0	0
256	1	RED WING	38,929	8,119	22,420	84,743	0	0
261	1	ASHBY	5,976	2,990	2,987	0	0	3,853
264	1	HERMAN-NORCROSS	0	0	0	6,404	0	0
270	1	HOPKINS	57,216	23,894	36,268	1,133,540	31,845	14,313
271	1	BLOOMINGTON	658,296	270,987	310,608	518,340	40,133	138,618
272	1	EDEN PRAIRIE	144,575	20	651,637	979,943	0	0
273	1	EDINA	498,155	212,772	235,489	657,745	-4	0
276	1	MINNETONKA	168,063	227,979	55,454	374,503	186,937	7,554
277	1	WESTONKA	1,577	10,498	6,586	104,878	731	0
278	1	ORONO	0	17,927	9,137	85,450	8,202	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
279	1	OSSEO	166,559	39,047	551,335	596,217	277,865	0
280	1	RICHFIELD	25,956	25,322	19,712	32,532	30	0
281	1	ROBBINSDALE	734,911	386,580	372,107	1,006,979	7,608	0
282	1	ST. ANTHONY-NEW BRIGH	19,370	0	9,706	176,235	0	0
283	1	ST. LOUIS PARK	240,973	121,107	144,193	366,797	25,250	0
284	1	WAYZATA	174,453	48,133	120,064	385,984	69,688	832,205
286	1	BROOKLYN CENTER	50,974	14,909	37,182	0	1,184	0
287	6	INTERMEDIATE 287	0	0	0	131,083	290,504	0
294	1	HOUSTON	33,593	5,948	11,447	0	0	15,630
297	1	SPRING GROVE	8,525	526	3,263	0	0	0
299	1	CALEDONIA	24,964	7,365	31,805	0	0	0
300	1	LACRESCENT-HOKAH	12,364	133	9,612	8,065	450	57,546
306	1	LAPORTE	13,742	10,570	4,752	0	0	21,756
308	1	NEVIS	0	0	507	0	0	0
309	1	PARK RAPIDS	22,583	1,049	16,357	136,749	0	0
314	1	BRAHAM	5,455	1,070	3,522	0	0	0
316	1	GREENWAY	0	0	845	2,189	0	0
317	1	DEER RIVER	40,218	6,437	28,630	0	0	12,425
318	1	GRAND RAPIDS	338,231	24,530	44,871	325	0	35,053
319	1	NASHWAUK-KEEWATIN	4,258	480	5,126	0	0	0
323	2	FRANCONIA	0	0	0	0	0	0
330	1	HERON LAKE-OKABENA	0	0	0	0	0	0
332	1	MORA	75,855	2,250	23,249	7,798	10,580	0
333	1	OGILVIE	11,173	2,448	13,899	0	0	0
345	1	NEW LONDON-SPICER	32,030	4,246	9,582	0	0	0
347	1	WILLMAR	69,409	3,449	59,811	19,208	18,784	209,418
356	1	LANCASTER	633	8,459	0	0	0	0
361	1	INTERNATIONAL FALLS	36,695	20,174	10,186	0	5,001	152,507
362	1	LITTLEFORK-BIG FORK	18,611	0	2,552	0	0	0
363	1	SOUTH KOOCHICHING	4,669	0	2,489	0	26	0
371	1	BELLINGHAM	6,177	3,935	2,611	0	0	0
378	1	DAWSON-BOYD	29,235	678	11,027	0	4,891	22,685
381	1	LAKE SUPERIOR	37,268	3,013	20,415	500	0	0
390	1	LAKE OF THE WOODS	30,346	41	194	0	0	20,804
391	1	CLEVELAND	6,908	6,357	9,072	0	0	0
392	1	LECENTER	25,746	10,712	18,572	0	0	4,631
394	1	MONTGOMERY-LONSDALE	12,293	10,919	4,456	0	2,190	14,763
402	1	HENDRICKS	2,840	1,420	1,420	0	0	0
403	1	IVANHOE	1,991	995	995	0	0	1,049
404	1	LAKE BENTON	0	424	0	0	0	26,958
409	1	TYLER	2,537	1,503	1,503	0	0	0
411	1	BALATON	4,025	2,012	2,012	0	0	1,053
413	1	MARSHALL	24,521	105,280	66,156	74,889	0	0
414	1	MINNEOTA	17,917	0	0	0	0	0
415	1	LYND	7,133	250	4,584	0	0	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
417	1	TRACY	20,546	17,073	18,114	0	6,800	66,305
418	1	RUSSELL	105	52	52	0	0	0
423	1	HUTCHINSON	52,699	51,414	24,625	154,851	3,114	0
424	1	LESTER PRAIRIE	1,966	0	1,642	0	0	30,120
432	1	MAHNOMEN	15,995	3,162	4,421	0	0	0
435	1	WAUBUN	32,273	2,286	11,221	0	0	0
441	1	MARSHALL COUNTY	10,112	2,912	3,622	4,619	0	7,990
447	1	GRYGLA	2,809	0	494	0	0	0
458	1	TRUMAN	1,657	0	293	0	0	4,819
463	1	EDEN VALLEY-WATKINS	12,026	445	14,950	0	0	0
465	1	LITCHFIELD	54,170	27,350	44,932	0	664	35,316
466	1	DASSEL-COKATO	62,692	45,859	71,786	218,118	0	67,828
473	1	ISLE	17,547	0	8,877	0	0	0
477	1	PRINCETON	210,165	99,639	100,825	103,436	0	0
480	1	ONAMIA	31,470	15,783	932	0	0	0
482	1	LITTLE FALLS	4,465	1,374	1,387	13,999	5857	0
484	1	PIERZ	19,498	19,806	18,434	23,473	0	0
485	1	ROYALTON	14,338	0	1,531	0	125	42,918
486	1	SWANVILLE	23,381	2,596	270	0	0	0
487	1	UPSALA	19,359	0	0	0	9,213	10,467
492	1	AUSTIN	131,867	61,858	156,120	0	0	15,792
495	1	GRAND MEADOW	7,034	3,517	3,517	0	0	0
497	1	LYLE	10,055	5,027	5,027	0	0	0
499	1	LEROY	5,381	0	0	0	0	0
500	1	SOUTHLAND	34,395	0	26,959	0	0	0
505	1	FULDA	27,950	6,165	12,974	0	0	20,279
507	1	NICOLLET	13,549	2,845	4,689	0	191	0
508	1	ST. PETER	71,705	0	1,224	1,500	1,759	0
511	1	ADRIAN	18,266	1,068	5,313	0	0	0
513	1	BREWSTER	3,979	659	3,208	0	169	11,254
514	1	ELLSWORTH	8,727	0	0	0	1,804	0
516	1	ROUND LAKE	3,779	859	3,208	0	0	11,914
518	1	WORTHINGTON	57,164	5,760	114,088	0	0	0
531	1	BYRON	52,401	12,987	11,942	0	0	72,502
533	1	DOVER-EYOTA	28,768	26,946	19,530	117,614	0	16,757
534	1	STEWARTVILLE	38,223	7,329	29,283	69,574	1,056	0
535	1	ROCHESTER	577,201	382,771	315,357	787,959	1,079,920	1,473,519
542	1	BATTLE LAKE	27,173	1,412	1,390	0	1,474	0
544	1	FERGUS FALLS	247,756	73,630	73,930	37,623	0	0
545	1	HENNING	4,326	4,751	4,045	0	566	0
547	1	PARKERS PRAIRIE	7,451	0	4,065	0	0	0
548	1	PELICAN RAPIDS	16,817	33,661	0	0	0	0
549	1	PERHAM	50,612	0	3,659	0	0	91,916
550	1	UNDERWOOD	5,101	278	355	2,302	0	0
553	1	NEW YORK MILLS	43,746	16,170	3,323	13,567	0	22,793
561	1	GOODRIDGE	673	0	20	70	0	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
564	1	THIEF RIVER FALL	64,797	29,427	33,579	62,763	0	26,564
577	1	WILLOW RIVER	1,328	31,330	1,327	392	0	0
578	1	PINE CITY	4,312	707	15,662	85,354	0	0
581	1	EDGERTON	6,206	8,242	522	8,307	0	0
584	1	RUTHTON	250	125	125	0	0	0
592	1	CLIMAX	21,057	0	0	0	0	0
593	1	CROOKSTON	43,893	11,359	0	0	0	50,773
595	1	EAST GRAND FORKS	93,105	42,285	46,919	675	0	14,345
599	1	FERTILE-BELTRAMI	4,725	1,575	21,536	0	0	0
600	1	FISHER	40,739	28	0	0	2,915	0
601	1	FOSSTON	62,811	389	12,451	0	0	0
611	1	CYRUS	2,702	0	360	0	0	7,490
621	1	MOUNDS VIEW	114,687	0	145,054	615,984	110,907	0
622	1	NORTH ST PAUL-MPLWD	465,785	346,702	222,314	255,238	109,599	238,838
623	1	ROSEVILLE	137,767	5,233	125,692	363,646	188,644	0
624	1	WHITE BEAR LAKE	646,107	197,635	211,113	0	0	0
625	1	ST. PAUL	996,102	343,938	334,210	3,583,491	2,011,106	0
627	1	OKLEE	10,466	115	0	0	0	0
628	1	PLUMMER	0	0	3,415	0	0	0
630	1	RED LAKE FALLS	0	0	0	0	12,848	0
635	1	MILROY	0	0	27	0	0	0
640	1	WABASSO	4,355	2,178	(6,533)	0	17,763	0
656	1	FARIBAULT	259,905	77,338	52,062	303,685	65,355	8,933
659	1	NORTHFIELD	54,174	0	67,624	130,453	0	0
671	1	HILLS-BEAVER CREEK	22,376	769	16	7,532	0	0
676	1	BADGER	13,259	2,841	0	0	1,153	0
682	1	ROSEAU	19,649	29,720	30,057	0	0	0
690	1	WARROAD	34,814	12,051	24,839	0	0	0
695	1	CHISHOLM	0	0	0	0	0	0
696	1	ELY	15,981	157	1,476	0	0	0
698	1	FLOODWOOD	10,443	0	4,618	0	0	0
700	1	HERMANTOWN	165,558	64,734	80,533	0	213	0
701	1	HIBBING	239,837	21,840	62,491	17,062	0	0
704	1	PROCTOR	21,957	13,682	43,644	0	0	0
706	1	VIRGINIA	0	18,417	5,065	0	0	116,318
707	1	NETT LAKE	6,009	0	0	0	0	0
709	1	DULUTH	13,653	0	0	366,617	499,993	28,453
712	1	MOUNTAIN IRON-BUHL	9,509	0	5,256	0	0	0
716	1	BELLE PLAINE	7,482	18,823	15,345	0	0	17,252
717	1	JORDAN	146,525	8,291	8,246	110,507	0	0
719	1	PRIOR LAKE-SAVAGE	237,607	159,805	202,016	159,675	37,902	0
720	1	SHAKOPEE	94,578	4,310	208,953	217,795	53,056	229,454
721	1	NEW PRAGUE	50,410	1,380	13,667	186,207	0	0
726	1	BECKER	40,878	0	2,488	113,683	0	12,717
727	1	BIG LAKE	159,079	51,289	74,469	151,908	0	168,761
728	1	ELK RIVER	61,004	607	90,076	342,806	-1,801	155,736

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
738	1	HOLDINGFORD	59	0	0	0	29,886	0
739	1	KIMBALL	12,193	478	6,600	44,332	0	0
740	1	MELROSE	38,102	24,686	7,722	8,709	2,367	70,694
741	1	PAYNESVILLE	2,418	717	2,209	19,321	0	11,889
742	1	ST. CLOUD	72,505	532	52,624	435,908	0	0
743	1	SAUK CENTRE	2,279	0	29,144	0	2,223	0
745	1	ALBANY	151,574	0	25,369	89,784	0	0
748	1	SARTELL	5,491	67,170	69,756	0	0	0
750	1	ROCORI	34,102	24,734	2,459	0	0	25,379
756	1	BLOOMING PRAIRIE	27,642	4,500	4,500	762	3,319	0
761	1	OWATONNA	139,720	72,682	78,071	298,357	0	0
763	1	MEDFORD	11,471	0	7,358	0	431	132,972
768	1	HANCOCK	39,568	6,000	0	0	0	0
769	1	MORRIS	29,989	7,915	13,028	0	0	0
771	1	CHOKIO-ALBERTA	6,313	0	0	0	0	0
775	1	KERKHOVEN-MURDOCK	4,405	1,276	3,572	0	0	32,356
777	1	BENSON	39,219	0	7,096	0	0	15,186
786	1	BERTHA-HEWITT	9,201	949	6,398	0	0	2,103
787	1	BROWERVILLE	27,722	298	6,076	0	0	0
801	1	BROWNS VALLEY	2,315	9,378	2,123	0	0	0
803	1	WHEATON	15,835	49	8,153	0	0	0
806	1	ELGIN-MILLVILLE	6,760	2,988	2,204	0	0	0
810	1	PLAINVIEW	28,649	17,233	11,926	28,745	0	49,540
811	1	WABASHA-KELLOGG	25,158	75	0	0	4,671	0
813	1	LAKE CITY	103,644	22,286	8,527	0	0	0
815	2	PRINSBURG	0	0	0	0	0	0
818	1	VERNDALE	5,820	81	1,790	0	0	11,086
820	1	SEBEKA	16,775	51	160	0	0	0
821	1	MENAHGA	18,301	11,855	9,651	0	0	0
829	1	WASECA	34,111	0	15,289	0	7,419	15,249
831	1	FOREST LAKE	0	0	244,952	143,499	0	0
832	1	MAHTOMEDI	28,984	17,318	95,199	0	0	0
833	1	SOUTH WASHINGTON CO	1,027,038	661,515	194,503	112,500	117,507	302,641
834	1	STILLWATER	182,065	98,780	0	2,138,078	306,512	90,365
836	1	BUTTERFIELD	3,172	500	444	0	0	0
837	1	MADELIA	55,596	1,200	1,300	1,575	0	34,723
840	1	ST. JAMES	10,419	1,500	2,479	0	0	0
846	1	BRECKENRIDGE	160	0	11,527	0	0	0
850	1	ROTHSAY	5,091	1,265	2,119	0	0	0
852	1	CAMPBELL-TINTAH	0	0	2,399	0	53	0
857	1	LEWISTON-ALTURA	21,453	9,658	10,577	0	0	0
858	1	ST. CHARLES	37,113	7,590	5,629	2,739	0	0
861	1	WINONA	93,529	39,868	39,974	0	7,279	229,368
876	1	ANNANDALE	107,676	39,226	34,832	45,730	0	53,904
877	1	BUFFALO	55,900	51,263	116,872	248,951	0	0
879	1	DELANO	36,673	0	27,731	38,866	0	0

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District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
881	1	MAPLE LAKE	32,420	10,757	17,011	38,339	0	0
882	1	MONTICELLO	108,564	28,119	144,502	0	0	168,536
883	1	ROCKFORD	4,986	403	56,136	85,116	1,126	12,217
885	1	ST. MICHAEL-ALBERTVILLE	101,240	9,899	217,427	0	3,805	175,754
891	1	CANBY	39,486	40,916	7,127	0	0	0
911	1	CAMBRIDGE-ISANTI	145,447	80,035	115,170	361,436	1,270	314,315
912	1	MILACA	316	23,619	48,093	0	5,165	0
914	1	ULEN-HITTERDAL	13,026	6,513	6,513	0	0	0
916	6	N.E. METRO INTER	0	0	0	0	96,705	0
917	6	INTERMEDIATE 917	0	0	0	11,449	40,864	0
2071	1	LAKE CRYSTAL-WELLCOME	18,833	0	4,456	0	0	0
2125	1	TRITON	29,882	15,397	19,042	0	0	0
2134	1	UNITED SOUTH CENTRAL	46,828	9,807	13,323	0	0	0
2135	1	MAPLE RIVER	41,763	14,574	11,465	21,039	0	66,652
2137	1	KINGSLAND	16,653	16,982	7,501	78,754	0	0
2142	1	ST. LOUIS COUNTY	38,713	36,914	8,106	0	0	44,731
2143	1	WATERVILLE-ELYSIAN	31,482	6,021	9,018	0	0	32,463
2144	1	CHISAGO LAKES	45,456	16,945	8,179	85,757	0	139,401
2149	1	MINNEWASKA	854	3,265	18,047	47,569	0	24,940
2154	1	EVELETH-GILBERT	25,250	14,108	14,297	0	0	2,749
2155	1	WADENA-DEER CREEK	74,061	37,000	41,544	0	0	0
2159	1	BUFFALO LAKE-HECTOR	0	0	0	0	0	0
2164	1	DILWORTH-GLYNDON	50,111	4,839	11,861	24,982	0	0
2165	1	HINCKLEY-FINLAYSON	41,801	20,784	22,247	0	0	0
2167	1	LAKEVIEW	12,004	0	541	0	0	0
2168	1	N.R.H.E.G.	93,454	1,771	7,351	0	0	0
2169	1	MURRAY COUNTY CENTRA	13,864	7,379	13,930	0	0	69,000
2170	1	STAPLES-MOTLEY	19,206	8,717	21,783	0	11,155	9,533
2171	1	KITTSON CENTRAL	8,497	0	9,330	0	834	0
2172	1	KENYON-WANAMINGO	19,460	1,899	8,878	0	0	35,089
2174	1	PINE RIVER-BACKU	40,046	29,225	38,944	102,444	23,937	39,600
2176	1	WARREN-ALVARADO-OSLO	15,099	7,000	7,641	4,905	0	0
2180	1	M.A.C.C.R.A.Y.	8,337	4,168	4,168	0	3,003	0
2184	1	LUVERNE	45,447	24,942	24,225	0	0	92,442
2190	1	YELLOW MEDICINE	67,143	49,035	44,454	0	-9,806	0
2198	1	FILLMORE CENTRAL	15,913	0	5,240	0	0	0
2215	1	NORMAN COUNTY EAST	13,811	533	4,006	3,295	1,149	44,476
2310	1	SIBLEY EAST	20,744	6,777	29,828	0	0	0
2311	1	CLEARBROOK-GONVI	0	20	5,394	0	0	0
2342	1	WEST CENTRAL ARE	34,929	17,464	17,464	5,409	0	0
2358	1	TRI-COUNTY	25,614	0	0	0	0	0
2364	1	BELGRADE-BROOTEN	0	0	0	0	80,000	0
2365	1	G.F.W.	37,407	10,361	34,503	0	0	0
2396	1	A.C.G.C.	90,194	3,001	1,171	0	0	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
2397	1	LESUEUR-HENDERSON	34,351	21,308	24,956	41,550	0	2,554
2448	1	MARTIN COUNTY WEST	47,433	2,027	11,337	0	1,834	47,108
2527	1	NORMAN CTY WEST	0	0	16,554	0	0	0
2534	1	BIRD ISLAND-OLIVIA	12,406	8,180	0	0	0	0
2536	1	GRANADA HUNTLEY-EAST	2,754	1,172	1,172	0	1,365	0
2580	1	EAST CENTRAL	8,506	21,513	12,261	0	0	0
2609	1	WIN-E-MAC	52,057	0	9,296	0	0	0
2683	1	GREENBUSH-MIDDLE	24,397	18,989	14,500	0	0	0
2687	1	HOWARD LAKE-WAVER	50,200	0	0	30,976	0	0
2689	1	PIPESTONE	5,099	2,207	7,769	3,519	0	21,613
2711	1	MESABI EAST	6,805	1,524	3,546	0	980	72,957
2752	1	FAIRMONT	53,690	41,234	35,013	7,523	9,856	123,303
2753	1	LONG PRAIRIE-GREY	158,200	40,940	21,593	8,830	0	0
2754	1	CEDAR MOUNTAIN	0	0	0	0	0	0
2759	1	EAGLE VALLEY	24,495	461	1,023	0	0	0
2805	1	ZUMBROTA-MAZEPPA	30,856	18,202	19,920	0	0	0
2835	1	JANESVILLE-WALDORF	48	0	125	0	0	0
2853	1	LAC QUI PARLE VALLEY	74,608	16,442	34,307	8,153	0	0
2854	1	ADA-BORUP	2,276	8,290	25,201	0	0	0
2856	1	STEPHEN-ARGYLE	11,527	0	0	0	0	0
2859	1	GLENCOE-SILVER LAKE	39,565	124	27,271	0	0	0
2860	1	BLUE EARTH AREA	46,023	0	37,841	0	5,540	10,527
2884	1	RED ROCK CENTRAL	16,247	8,123	8,123	0	0	12,328
2886	1	GLENVILLE-EMMONS	2,289	0	576	0	0	0
2887	1	MCLEOD WEST	206	175	323	0	0	26,842
2888	1	CLINTON-GRACEVILLE	11,420	3,167	9,576	0	0	21,505
2889	1	LAKE PARK AUDUBON	14,991	4,297	6,809	0	0	0
2890	1	RENVILLE COUNTY	0	0	0	181	0	0
2895	1	JACKSON COUNTY CNTRL	23,854	4,166	13,647	0	0	63,653
2897	1	REDWOOD	107,740	2,035	3,154	0	4,756	0
2898	1	WESTBROOK-WALNUT	28,343	2,082	16,676	0	0	0
4000	7	CITY ACADEMY	184	955	0	0	725	0
4001	7	BLUFFVIEW MONTES	0	0	0	0	31,737	0
4003	7	NEW HEIGHTS SCHO	0	0	0	0	0	0
4004	7	CEDAR RIVERSIDE	5,286	0	2,022	0	3,463	0
4005	7	METRO DEAF CHART	0	0	0	0	0	0
4006	7	SKILLS FOR TOMOR	0	0	4,700	0	5,905	0
4007	7	MINNESOTA NEW CO	2,122	0	839	0	2,419	0
4008	7	PACT CHARTER SCH	7,799	1,189	0	21,889	301	0
4011	7	NEW VISIONS CHAR	216	14	14	643,106	265	0
4012	7	EMILY CHARTER SC	3,348	1,675	1,675	393	0	0
4015	7	COMMUNITY OF PEA	63	0	0	0	300	0
4016	7	WORLD LEARNER CH	6,810	0	0	0	0	0
4017	7	MINNESOTA TRANSI	8,540	0	2,158	11,800	0	0
4018	7	ACHIEVE LANGUAGE	0	0	0	0	0	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
4019	7	ST. PAUL FAMILY	0	0	1,125	0	256	0
4020	7	EDISON CHARTER S	22,628	940	26,723	0	0	0
4021	7	VILLAGE SCHOOL OF NO	0	0	0	0	221	0
4025	7	CYBER VILLAGE AC	0	0	0	0	0	0
4026	7	E.C.H.O. CHARTER	0	0	0	0	5,073	8,224
4027	7	HIGHER GROUND AC	3,019	0	0	0	0	0
4028	7	ECI' NOMPA WOONS	1,466	0	566	0	0	0
4029	7	NEW SPIRIT SCHOO	18,090	0	0	0	0	0
4030	7	ODYSSEY CHARTER	6,334	0	0	0	0	0
4031	7	JENNINGS EXPERIE	3,275	0	0	0	0	0
4032	7	HARVEST PREP SCH	125	0	0	0	1,597	0
4035	7	CONCORDIA CREATI	325	0	0	0	0	0
4036	7	FACE TO FACE ACA	305	0	80	4,240	0	0
4038	7	SOJOURNER TRUTH	25,058	0	0	0	0	0
4039	7	HIGH SCHOOL FOR	0	0	0	0	13,403	0
4042	7	TWIN CITIES ACAD	7,435	0	0	5,474	0	0
4043	7	MATH & SCIENCE A	13,524	0	0	0	0	0
4044	7	HEART OF THE EAR	1,482	0	3,785	0	0	0
4045	7	LAKES AREA CHART	1,327	1,327	2,654	0	0	0
4046	7	LAKE SUPERIOR HI	3,202	3,210	379	0	0	0
4048	7	GREAT RIVER EDUC	7,178	0	0	0	0	0
4049	7	COON RAPIDS LEAR	6,742	0	857	0	0	0
4050	7	LAFAYETTE PUBLIC	13	2,000	2,239	0	0	0
4051	7	HANSKA CHARTER S	0	0	0	0	0	0
4052	7	FOUR DIRECTIONS	27,725	0	0	0	0	0
4053	7	NORTH LAKES ACAD	3,888	0	117	0	0	0
4054	7	LACRESCENT MONTE	0	0	0	0	0	0
4055	7	NERSTRAND CHARTE	0	0	0	0	4,289	0
4056	7	ROCHESTER OFF-CA	0	0	0	0	0	0
4057	7	EL COLEGIO CHART	1,767	0	0	0	0	0
4058	7	SCHOOLCRAFT LEAR	7,736	2,982	2,315	0	0	0
4059	7	CROSSLAKE COMM	0	0	868	0	0	0
4061	7	STUDIO ACADEMY C	0	0	0	0	732	4,255
4062	7	FAMILY ACADEMY C	0	0	0	0	0	0
4064	7	RIVERWAY LEARNIN	379	0	(361)	0	0	10,956
4065	7	MINNESOTA BUSINE	1,869	0	1,404	0	16	0
4066	7	RIVERBEND ACADEM	0	0	0	0	3,914	0
4067	7	AURORA CHARTER S	1,837	0	338	4,075	2,388	0
4068	7	EXCELL ACADEMY C	170	0	0	0	1,725	0
4069	7	WILLIAM E MCGEE	7,116	0	0	56,351	2,180	0
4070	7	HOPE COMMUNITY A	846	0	0	0	0	0
4072	7	YANKTON COUNTRY	747	0	0	0	0	3,799
4073	7	ACADEMIA CESAR C	17,480	0	4,399	0	0	0
4074	7	AGRICULTURAL FOO	8,599	0	0	0	6,549	0
4075	7	AVALON SCHOOL	576	0	0	0	3,810	0
4076	7	MINNESOTA ACADEM	0	0	0	0	0	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
4077	7	TWIN CITIES INTE	0	0	0	0	12,907	0
4078	7	MN INTERNATIONAL	0	0	0	0	1,338	0
4079	7	FRIENDSHIP ACDMY	21,982	0	0	0	0	0
4080	7	PILLAGER AREA CH	2,042	5,651	0	0	0	0
4081	7	COVENANT ACAD	44	0	176	0	1,388	0
4082	7	BLUESKY CHARTER	0	0	0	0	278	0
4083	7	RIDGEWAY COMMUNI	163	0	56	(50)	0	0
4084	7	NORTH SHORE COM	5,857	0	0	165	0	0
4085	7	HARBOR CITY INTE	1,803	0	0	0	0	0
4086	7	WOODSON INSTITUT	0	0	0	0	40	0
4087	7	SAGE ACADEMY CHA	0	0	0	0	4,924	0
4088	7	URBAN ACADEMY CH	466	0	0	7,670	0	0
4089	7	NEW CITY SCHOOL	0	0	0	0	0	0
4090	7	PRAIRIE CREEK COMM	0	0	0	0	663	0
4091	7	ARTECH	0	0	0	0	1,772	0
4092	7	WATERSHED HIGH	0	0	0	0	0	0
4093	7	NEW CENTURY CHAR	8,006	0	0	0	5,541	0
4095	7	TRIO WOLF CREEK	6,648	0	0	0	0	0
4096	7	CHIRON CHARTER S	0	0	0	0	398	0
4097	7	PARTNERSHIP ACAD	24,884	0	0	0	0	0
4098	7	NOVA CLASSICAL A	5,227	0	0	258	0	0
4099	7	TAREK IBN ZIYAD	4,083	0	0	0	6,304	0
4100	7	GREAT EXPECTATIO	0	0	0	0	0	0
4101	7	MINNESOTA NORTH	0	0	0	0	27	0
4102	7	MINNESOTA INTERN	0	0	0	77,659	4,565	0
4103	7	HMONG ACADEMY	0	0	0	3,082	0	0
4104	7	LIBERTY HIGH SCH	0	0	0	0	0	0
4105	7	GREAT RIVER SCHO	0	0	0	23,693	31,218	0
4106	7	TREKNORTH HIGH S	0	0	0	0	0	0
4107	7	VOYAGEURS EXPEDI	333	0	87	0	0	0
4108	7	GENERAL JOHN VES	0	0	0	0	0	0
4109	7	SOBRIETY HIGH	0	0	0	0	0	0
4110	7	MAIN STREET SCHO	0	0	0	0	725	0
4111	7	AUGSBURG ACAD	0	0	0	0	0	0
4112	7	ST PAUL CONSERVA	0	0	0	0	0	0
4113	7	FRASER ACADEMY	0	0	0	0	0	0
4114	7	ASCENSION ACADEM	0	0	0	3,755	0	0
4115	7	MINNEAPOLIS ACAD	0	0	0	1,161	0	0
4116	7	LAKES INTERNATIO	0	0	0	0	120	0
4117	7	CIVIC LEADERSHIP	75	0	0	0	0	0
4118	7	KALEIDOSCOPE CHA	0	0	0	0	0	0
4119	7	RIVER HEIGHTS CH	0	0	0	0	0	0
4120	7	ST. CROIX PREPAR	0	0	0	0	0	0
4121	7	UBAH MEDICAL ACA	0	0	0	0	0	0
4122	7	EAGLE RIDGE ACAD	0	0	0	0	0	0
4123	7	DAKOTA AREA COMM	0	0	0	0	0	0

District No.	Type	District	Site FIN 306	Grants FIN 307	District FIN 308	Program 610 FIN 000	Program 640 FIN 000	RESERVE 403
4124	7	BEACON ACADEMY	0	0	0	0	0	0
4125	7	WORTHINGTON AREA	0	0	0	0	0	0
4126	7	PRAIRIE SEEDS ACAD	0	0	0	0	0	0
4128	7	COLONEL CHARLES	0	0	0	4,370	0	0
4132	7	TWIN CITY ACADEM	0	0	0	0	0	0
		TOTAL	23,895,056	8,100,450	13,678,393	28,770,534	9,835,631	10,748,051

APPENDIX C

Directions for Reporting of Staff Development Program Results

School districts using state staff development revenue under M.S. §126C.10, subd. 2 and M.S. §122A.61 must complete these forms and submit a copy to the Minnesota Department of Education Professional Development Team by September 30, 2004. A program report must be completed by all districts, including those not reserving funds.

Please complete and submit the following:
1.   **Statement of Assurances**
      a. Percentage of basic revenue set aside for staff development;
      b. Number of exemplary grants awarded;
      c. Needs assessment used and the target group (optional);
      d. Total number of licensed professional staff in the district;
      e. Total number of licensed professional staff receiving high quality staff development;
      f. Total number of paraprofessionals in the district;
      g. Total number of paraprofessionals receiving high quality staff development;
      h. Signatures.

2.   A grid for each **district staff development goal**, one form per goal, which relate to achievement in the legislative outcome areas (see attached). Twenty-five percent of staff development revenue may be used for district-wide staff development efforts. **See Grid I.**

3.   A grid for each **site goal**. If your district is a single district building, then you need to only complete Grid I. Fifty percent of revenue shall be allocated to the school sites in the district on a per-teacher basis and shall be retained by the school site until used. **See Grid II.**

Form Submission Instructions

Please fill out the Word form available on our web site, save a copy, and send electronically by e-mail or print and mail or fax the form to MDE:

Mail: Minnesota Department of Education
        Attn: Lori Keene   **E-mail:** lori.keene@state.mn.us
        1500 Hwy 36 West
        Roseville, MN 55113   **Fax:** 651-582-8845

Contact a professional development team member for more information:

Connie Anderson	651-582-8750	E-mail: connie.j.anderson@state.mn.us
Pat Bernhoft	651-582-8754	E-mail: pat.bernhoft@state.mn.us
Mike Foster	651-582-8286	E-mail: michael.foster@state.mn.us
Sherry Grundman	651-582-8581	E-mail: sherry.grundman@state.mn.us
Donna Oakey	651-582-8420	E-mail: donna.oakey@state.mn.us
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Minnesota Department of Education
Annual Staff Development Report

General Information and Instructions: School districts using state staff development revenue under M.S. §126C.10 subd. 2, and M.S. §122A.61 must complete these forms and submit one copy to the Professional Development Team at MDE by September 30, 2004. A program report must be completed by all districts, including those not reserving funds.

District Contact Information

District Name: District Number:

Address:

City: State: ZIP:

District Staff Development Chair:

E-mail:

Statement of Assurances

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

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

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

District Outcomes (Goals) for improving student achievement for 2003-2004 were:

_____   _____
Superintendent   Date

_____   _____
Board of Education Chair   Date

_____   _____
District Staff Development Chair   Date

Basic Revenue

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

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

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

☐ Check here if your district is SOD

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

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

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

☐ Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified

☐ Are an integral part of board school-wide and district-wide educational improvement plans

☐ Give teachers and principals the knowledge and skills to help students meet challenging State academic standards

☐ Improve classroom management skills

☐ Are sustained, intensive and classroom focused; are not one-day or short-term workshops

☐ Advance teacher understanding of effective instruction strategies that are based on scientifically based research

☐ Are developed with extensive participation of teachers, principals, parents and administrators

☐ Includes knowledge and skills to provide appropriate curriculum, instruction, assessment and services for LEP children

☐ Provides training in the use of technology applications to improve teaching and learning

☐ Establishes regular evaluations to improve quality of professional development

☐ Provides instruction in methods of teaching children with special needs

☐ Includes use of data and assessments to inform classroom practice

☐ Helps all school personnel work effectively with parents

Staff Information
Please provide numbers for each of the categories listed below.

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

Needs Assessment

Completing this information is optional for the 2003-2004 report

Did you complete an assessment of local needs to inform your staff development plan? ☐ Yes ☐ No

If yes, check all that apply:

Type of Needs Assessment: ☐ Achievement ☐ Demographic ☐ Perception ☐ School Program

Who Was Involved in your Needs Assessment (check all that apply):

☐ Teachers ☐ Administrators ☐ Paraprofessionals ☐ Parents ☐ Students

Site Level Staffing Information

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

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

District Advisory Staff Development Committee
Membership List

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

2003-2004 School Year

District Name: **District Number:**

Name	Position*	Subject	Grade Level
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		

Department *of* **Education**

GRID I. District Level Staff Development   **Use a separate page for each staff development goal**

District Number:	District Name:

School Board Improvement Outcome:

District Staff Development Goal:	Legislative goals (check all that apply): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
Data and Reasons for Selecting Staff Development Focus:	Choose one: ☐ single-year goal ☐ multi-year goal [Year of]

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

Expenditures are reported through UFARS. To view the UFARS report, see http://education.state.mn.us/html/intro_finance_ufars.htm

Minnesota Department of Education

Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development   **Use a separate page for each staff development goal**

District Number:	Site Name:

Student Achievement Goal:

Site Staff Development Goal:	Legislative goals (check all that apply): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
Is this goal a site-specific goal? Is this goal aligned with a district staff development goal? If yes, which goal:	☐ Yes ☐ No ☐ Yes ☐ No
Data and Reasons for Selecting Staff Development Goal:	Choose one: ☐ single-year goal ☐ multi-year goal [Year of]

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

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