



**Staff Development
Report of District
and Site Results and
Expenditures for
2008-09**

February 2010

**Report
to the
Legislature**

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

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**Staff
Development
Report of
District and
Site Results
and
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for 2008-09**

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Legislature**

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

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

**FY 2009 LEGISLATIVE REPORT
ON
STAFF DEVELOPMENT EXPENDITURES AND RESULTS
Estimated Cost of Preparing this Report**

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

Special funding was not appropriated for the costs of preparing this report. The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$6,800.

Staff Development Report of District and Site Results and Expenditures

The 2008-09 Staff Development Report to the Legislature has been prepared as required by Minnesota Statutes section 122A.60, and addresses requirements for using revenue in Minnesota Statutes section 122A.61 (see Appendix B). District and site actions related to authorized in-service education programs (Minnesota Statute 24A.29 and Minnesota Statute 120B.22, subdivision 2), establishing a staff development committee (roles and composition of committee) and reporting requirements for districts (staff development results and expenditures) are reviewed. This report describes the electronic reporting processes used to collect and report staff development results and expenditures and provides an analysis of staff development activities and related information in district reports and expenditure data reports.

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

EXECUTIVE SUMMARY

2008-09 Legislative Report

Successful staff development is directed to ensure that professional learning will improve leading, teaching and learning. Minnesota's district-level and school-level continuous improvement planning includes alignment with staff development plans that are designed and implemented to increase student achievement.

Michael Fullan's article, *The Leadership Development in the Larger Context* in the October 2009 issue of *Education Leadership* (p. 45-49), addresses the need for a comprehensive approach for organizational change in raising student achievement. "When only a few teachers implemented a given effective practice, there was not much effect on student learning even for those teachers' student. But when 90 percent of teachers implemented the same practice, a high percentage of students scored at the proficient level." When the practice is implemented district wide the, "degree of collective efficacy increases and the district as a whole does better."

Legislation requires that local school boards establish district staff development advisory committees to create a district staff development plan that is aligned with the student achievement goals defined by the district and school. Educators examine student achievement data to determine learning needs. Based on student needs, learning for staff within the district and school is designed and implemented to use resources effectively and efficiently. Districts and schools are required to submit an annual online report to the Minnesota Department of Education (MDE) on 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 offsite training designed to promote staff learning and improve student achievement.

The 2008-09 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. For 2009, a total of 326 public school districts, two charter schools and one integration district submitted staff development reports. Charter schools are not required to provide staff development reports stipulated in Minnesota Statute 126C.10, subdivision 2 and Minnesota Statute 122A.61. MDE School Improvement Division staff members contact districts to remind them of reporting requirements and offer assistance.

Districts and schools submitted staff development goals and staff development activities using the MDE Online Staff Development Report. Beginning in March of 2009, these were made available for public review on the MDE School Report Card Web page.
<http://education.state.mn.us/ReportCard2005/index.do>.

District expenditures are reported to MDE using the Uniform Financial Accounting and Reporting Standards (UFARS) system. Specific codes are assigned 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 the fiscal year 2009 report indicated that staff development expenditures were \$160,111,514. This includes staff development set aside from basic revenue, either new set-aside money or reserves, and other funds available from the general fund. The data in this report is taken from all data submitted to MDE by January 29, 2010.

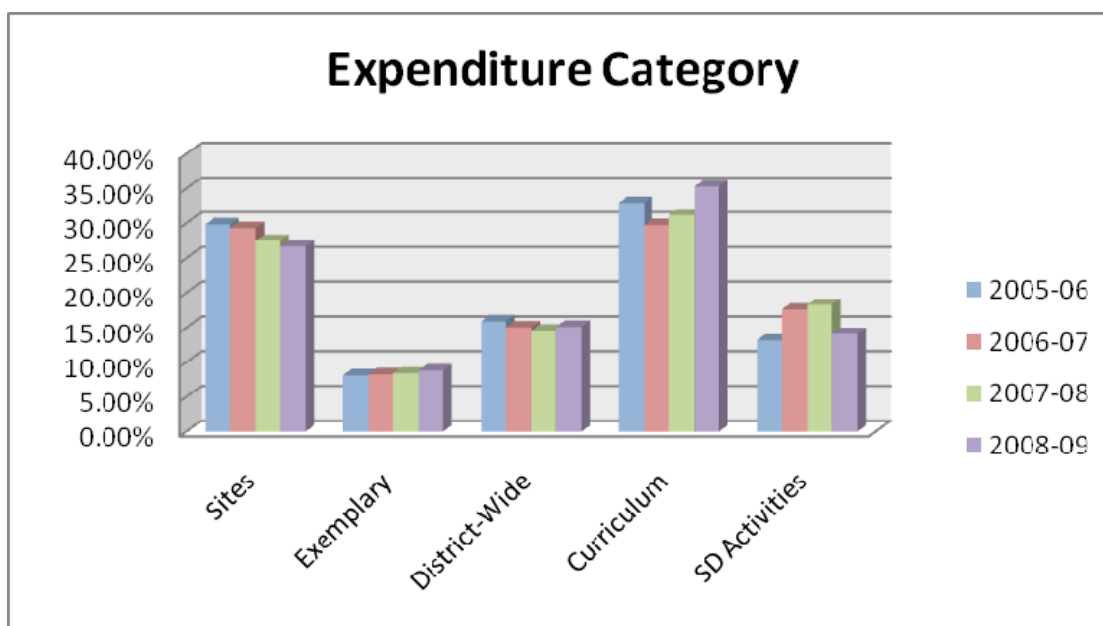
The following is included in that amount:

- 26.69 percent distributed to sites
- 8.82 percent awarded as exemplary grants
- 15.12 percent for district-wide initiatives
- 35.29 percent for curriculum development
- 14.08 percent designated for other staff development activities

The FY 2009 expenditures allocated toward other staff development activities are specifically reported in staff development UFARS 640 code.

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

Figure A. Staff development expenditure trends



Program information and analysis is derived from all district reports received by December 22, 2009. 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 and site goals and legislative goals addressed; and staff development content, designs/structures and evaluation results.

Among the highlights of the reported data are:

- Staff development expenditures in 2008-09 were \$160,111,544, compared to \$164,857,153 in 2007-08.

- The largest percentage of staff development expenditures (35.29 percent) went to curriculum development and the second largest percent (26.69) was distributed to sites for site-level staff development activities.
- The trend in the total amount of funds from 2005 to 2009 devoted to staff development demonstrates a consistency in funding in all categories.
- Statewide data for FY 2009 identified a total of 72 percent of districts expending 2% or more of their basic revenue on staff development, a 1percent decrease from previous year.
- The total of 8 percent of districts waiving the use of staff development funds is the same as FY 2008.
- For FY 2009, the percent of surveyed districts giving one or more exemplary grants remained at the 59 percent level when compared the previous year.
- District student achievement goals were reported across the following academic subject areas: Art/Music, Career and Technical Education, Language Arts/Writing, Mathematics, Reading, Science, Social Studies and World Languages.
- The high-quality staff development component most frequently reported was improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (67.51 percent). Districts identified activities related to high-quality staff development as an integral part of school board, district-wide and school-wide educational improvement plans.
- High-quality staff development was delivered to the following categories of staff 98 percent of teachers, 91 percent of non-instructional staff and 91 percent of paraprofessionals.
- In FY 2009, 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, and evaluation measures.
- Arts education was surveyed for district-level arts standards implementation on the secondary and elementary level for visual art, theater, music, media art and dance.
- Gifted and Talented practices were surveyed on an individual site basis and data was collected related to gifted and talented identification, availability of services, staff development and compliance with the acceleration procedure mandate.

The 2008-09 Staff Development Report to the Legislature includes a description of the electronic staff development reporting format delivered through MDE's Website. The School Improvement Division monitors the online reporting system (see Appendix B for sample pages) and is responsible for implementation, training, assistance and reporting to the Legislature. The use of technology improves capabilities for gathering and analyzing larger amounts of data for staff development reports to the Minnesota Legislature and the U.S. Department of Education.

PART I STAFF DEVELOPMENT PROGRAM REPORT

Reporting Staff Development Program Results

Districts and schools submitted staff development goals and staff development activities using the MDE Online Staff Development Report. Beginning in March of 2009, these were made available for public review on the MDE School Report Card.

<http://education.state.mn.us/ReportCard2005/index.do>.

Staff development reports were due on October 15, 2009 reporting deadline, by 326 public school districts. In addition, two charter schools and one integration district submitted staff development reports. Charter schools are not required to report as specified in Minnesota Statute 126C.10, subdivision 2 and Minnesota Statute 122A.61.

As of December 22, 2009, 11 school districts had not submitted their 2009 staff development reports. The school districts listed below did not submit a 2008-09 staff development report. An asterisk (*) indicates districts that have failed to submit a report for two or more years.

Chokio Alberta Public School District*	MACCRAY Public School District*
Deer River Public School District	Nashwauk-Keewatin School District
Ely Public School District	Nett Lake Public School District *
Greenway Public School District	Owatonna Public School District
Houston Public School District*	Parkers Prairie Public School District*
Kingsland Public School District *	

Statewide Efforts that Support Staff Development

The vision of the School Improvement Division of the Minnesota Department of Education is:

- To build the capacity of public school districts and charter schools to meet their mission.
- To increase the level of academic knowledge, mastery of 21st century skills and human development in order to minimize the achievement gap across all student groups.
- To partner effectively with district and charter school leadership in carrying out the statutory responsibilities, programs and services of the School Improvement Division.

The School Improvement 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. Division staff provided guidance and support to districts and schools in developing staff development plans that are aligned with district and school improvement goals.

Minnesota Staff Development Statute 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. The School Improvement staff provided assistance in these areas and used the National Staff Development Council Standards for Staff Development as a tool in developing staff development plans.

During FY 2009, the School Improvement Division provided statewide 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 use of technology. Topics addressed included:

- Quality Compensation for Teachers (Q Comp).
- High quality professional development training and assistance.
- Adequate Yearly Progress (AYP) Statewide System of Support (SSOS) for schools and districts identified as *In Need of Improvement* under No Child Left Behind (NCLB).
- Science, Technology, Engineering and Mathematics (STEM).
- Math and Science Partnerships (MSP).
- Math and Science Teacher Academies (MSTA).
- Enhancing Education Through Technology (E2T2) Grants - Title II Part D.
- Gifted and Talented Education Services.
- Title I School Improvement Grants for schools and districts identified as *In Need of Improvement* under No Child Left Behind (NCLB).

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

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

Within the School Improvement Division, content specialists in the areas of Language Arts, Mathematics, Reading, Science, Social Studies, Health and Physical Education, Gifted and Talented and STEM provided content-specific staff development in academic standards implementation, assessment, curriculum development and best practices in instruction. Pertinent content data, state and federal legislation and research was identified, analyzed and disseminated to Minnesota teachers and administrators. Customized technical assistance was designed to support district/school specific identified needs. Based on goals defined in AYP, Q Comp, staff development plans, curriculum review cycles and grants connected to state and federal grant initiatives.

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

of high-quality professional development, per state and federal initiatives.

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

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

School Improvement Division staff provided training through state-wide conferences, charter school pre-application training and technical assistance to schools and districts. Professional development specific to the Q Comp program was provided through a statewide Q Comp conference, regional and direct trainings, and follow-up support.

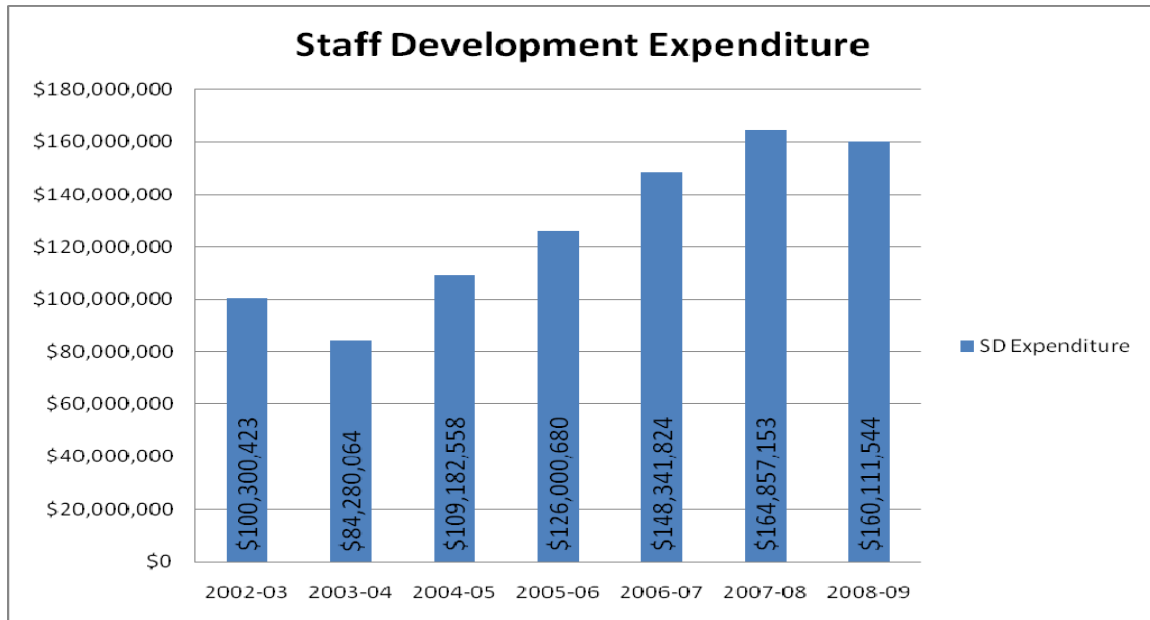
The service cooperatives in collaboration with MDE hosted regional professional development trainings: Lakes Country Service Cooperative in Fergus Falls, Northwest Service Cooperative in Thief River Falls, Northeast Service Cooperative in Mountain Iron, Resource Training & Solutions in St. Cloud, South Central Service Cooperative in Mankato, Southeast Service Cooperative in Rochester, Southwest Service Cooperative in Marshall, and Metro ECSU in Minneapolis.

2008-09 Staff Development Data Analysis

Basic Revenue

The FY 2009 staff development expenditures were \$160,111,544 (refer to Part II of this report). The total amount of funds devoted to staff development shows sizable and consistent annual growth from expenditures in 2003-04 to 2008-09 (Figure 1). From a longitudinal perspective, staff development funding was relatively low in 2003-04. This reduction resulted from the action by the Minnesota Legislature in 2003 to release districts from the 2 percent set-aside mandate. During 2008-09, a district could waive the requirement to reserve their basic revenue if a voting majority of the licensed teachers in the district and a voting majority of the school board agreed to a resolution waiving the requirement.

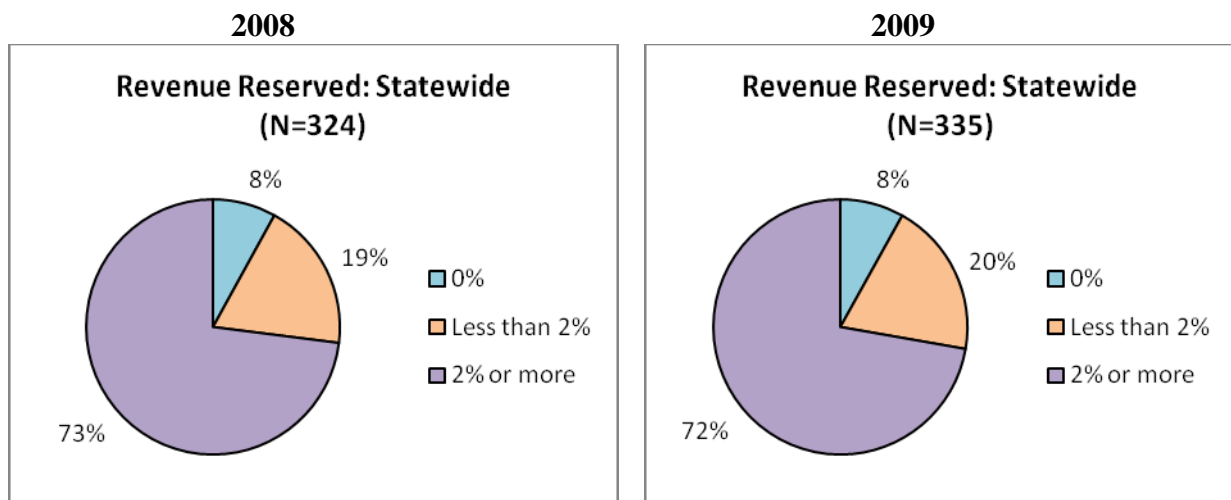
Figure 1. Total statewide staff development expenditures over time*
*** 2008-09 Self-Reported Data**



Statewide Comparison Charts - Percent Reserved

Figure 2 compares FY 2008 and FY 2009 data regarding the percent of districts that reserved 0 percent, less than 2 percent or 2 percent or more of basic revenue for staff development. The charts were prepared with FY 2009 data of all districts' reserves and expenditures and corresponding data provided in the FY 2008 Staff Development Report to the Legislature.

Figure 2. Percent of basic revenue reserved statewide*
*** 2008-09 Self-Reported Data**



“N” stands for number of districts

Statewide data for FY 2009 identified a total of 72 percent of districts expending 2 percent or more of their basic revenue on staff development. This was a 1 percent decrease compared to 2008. In 2009 the districts expending less than 2 percent totaled 20 percent, a 1 percent increase over 2008. The total of 8 percent of districts utilizing the 0 percent option is the same percent as 2008 but may include different districts.

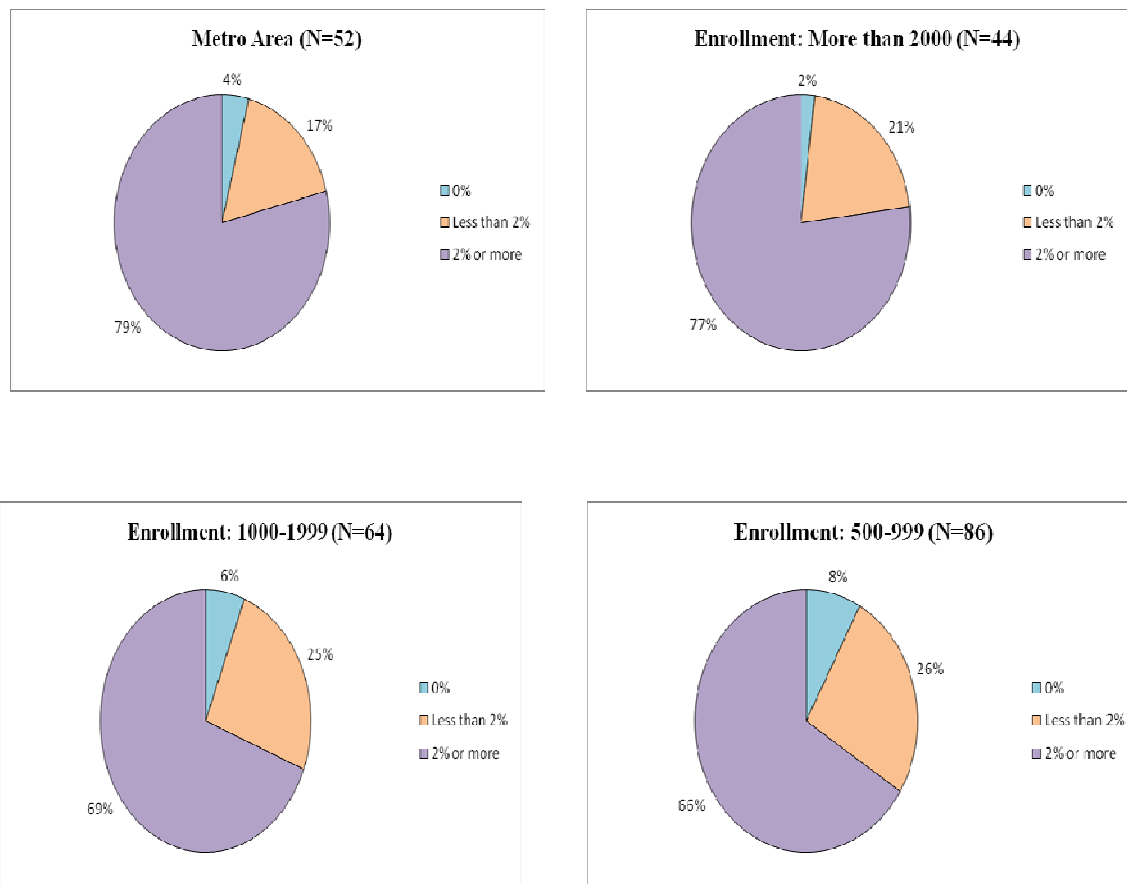
Student Population Comparison Charts - Percent Reserved

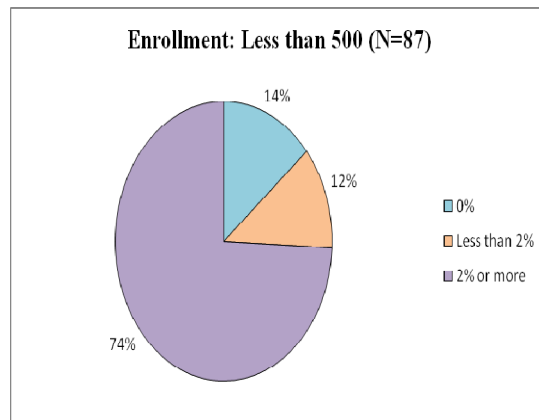
Figure 3 provides a student population based comparison of the percents of basic revenue districts reserved during FY 2009.

The grouping variables for comparison are as follows:

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

Figure 3. Percent of basic revenue reserved in relation to districts' student population*
*** 2008-09 Self-Reported Data**





“N” stands for number of districts

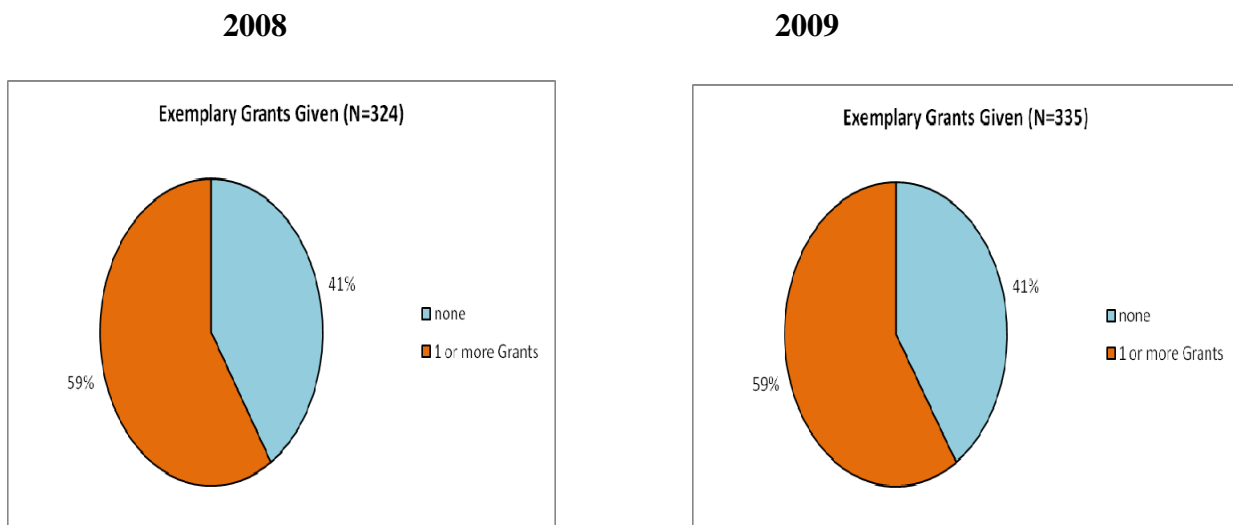
- The data demonstrates that metro districts reserved the highest percent of their basic revenue at 2 percent or more (79 percent) and districts with enrollment of 500-999 reported the lowest percent reserved at 2 percent or more (66 percent).
- Districts with enrollment of less than 500 reported the highest rate of 0 percent basic revenue reserved for staff development (14 percent).

Information presented in this report is based on the data derived from all districts that reported by December 22, 2009. All district reports are on file with MDE and are available for review.

Exemplary Grant

Districts that reserved funds may distribute up to 25 percent of staff development reserve funds in the form of exemplary grants to sites. For FY 2009, the percent of surveyed districts giving one or more exemplary grant(s) remained at 59 percent the same percentage as the previous year. (Figure 4).

Figure 4. Percent of exemplary grants*
* 2008-09 Self-Reported Data



“N” stands for the number of districts

Details on individual expenditures for exemplary grants are provided in Appendix A of this report under Finance Code 307. Finance Code 307 for FY 2009 stands at 8.82 percent of the \$160,111,544 awarded as exemplary grants.

NCLB Funds for Professional Development

Table 1 indicates the amount of NCLB funds reserved for professional development. A total of 154 districts reported that they set aside Title I Part A funds for professional development, and 131 districts indicated use of Title II Part A funds for professional development.

Table 1. NCLB funds reserved for professional development*
*** 2008-09 Self-Reported Data**

	N	Total	Mean
Title I Part A Funds	154	\$3,648,865	\$23,693.93
Title I Part A AYP Amount	112	\$6,384,909	\$57,008.12
Title II Part A Funds Amount	131	\$10,260,433	\$78,323.92
Title II Part D Amount	16	\$564,440	\$35,277.50
Title III ELL Amount	51	\$552,322	\$10,829.84
Title V Amount	20	\$89,665	\$4,483.25
Total		\$21,500,634	

“N” stands for the number of districts

The total amount of NCLB funds is \$21,500,634. Note that this is the self-reported data submitted by districts as part of staff development reports, and the data shown here is not that of the Uniform Financial Accounting and Reporting Standards (UFARS) system. UFARS data is included in Part II of this report.

Q Comp

Quality Compensation for Teachers (Q Comp) is the alternative teacher compensation initiative to help with the recruitment and retention of highly qualified teachers for Minnesota classrooms. Q Comp is based on a successful national program called the Teacher Advancement Program (TAP). TAP school teachers attribute their success to the role of job-embedded professional development. Job-embedded professional development includes: (1) on going classroom observation by trained observers or coaches who provide feedback and support; (2) regular and ongoing time during the school day to collaborate with colleagues in professional development teams; and, (3) a school improvement goal that focuses on relevant and meaningful instructional strategies demonstrated by teacher leaders who field-test the strategy with students at the school.

Q Comp requires districts, teachers and communities to mobilize around a common agenda – improving instructional quality and teacher efficacy to increase student achievement. The Q

Comp program has five components: (1) career ladder/advancement options for teachers; (2) job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and, (5) an alternative teacher pay schedule.

Table 2 shows summary information on Q Comp funds as reported by districts through the online staff development collection system. Districts reported that the total amount of Q Comp funds used for professional development was \$17,376,895; the total used of salary augmentation was \$29,279,349 for 5475 career ladder positions. Of the 46 Q Comp districts, 13 reported using the 2 percent set aside to support their Q Comp program.

Table 2. Q Comp funds used for staff development*
*** 2008-09 Self-Reported Data**

	N	Sum	Mean
Q Comp funds for professional development	46	\$17,376,895	\$377,759
Number of career ladder positions receiving salary augmentation	46	5475	119
Total amount of Q Comp funds used for salary augmentation	46	\$29,279,349	\$636,508
Amount of money being set aside	13	\$1,051,861	\$80,912

“N” stands for the number of districts

In FY 2009, a total of 46 districts reported Q Comp program expenditures for staff development and career ladder position salaries as compared to 39 districts as reported to the Legislature in FY 2008.

High-Quality Staff Development

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

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

Table 3 indicates the number of teachers, paraprofessionals and licensed non-instructional staff across the district and the number in each category who have received high-quality staff development.

Table 3. The number of each professional group across the state and those that have received high-quality staff development, as reported by sites*

*** 2008-09 Self-Reported Data**

	Teachers (N=53,444)	Paraprofessionals (N=18,621)	Licensed Non-Instructional Staff (N=9,216)
Number of staff members receiving high-quality staff development	52,314 (98%)	17,013 (91%)	8,344 (91%)

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

As reported for FY 2009, most of the teachers (98 percent), paraprofessionals (91 percent) and licensed non-instructional staff (91 percent) received high-quality staff development.

District Student Achievement Goals

Goals reported related to specific subject areas listed in Table 4 were often written in broad terms. An overview of district staff development goals and school-site student achievement goals showed a strong correlation.

Table 4. Number of district student achievement goals reported for each subject area*

***2008-09 Self-Reported Data**

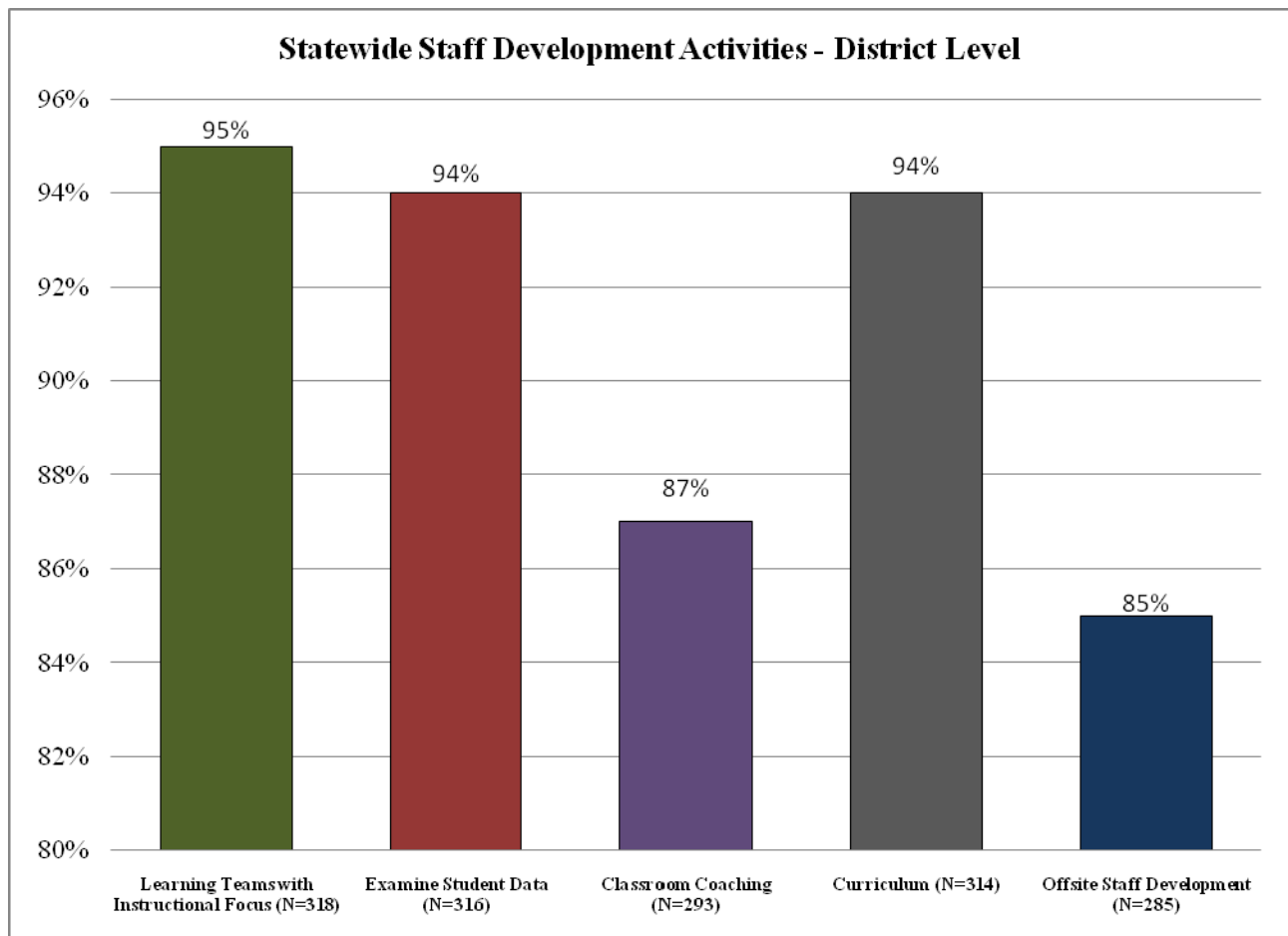
Subject Area Focus	Number of Goals
Art/Music	289
Career and Technical Education	1
Health/Physical Education	288
Language Arts and Writing	447
Mathematics	562
Reading	518
Science	373
Social Studies	1
World Languages	1

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

Designs and Structures Used to Implement Goals

Designs and structures used to implement staff development activities are displayed on Table 5.

Table 5. Number of staff development activities reported for each design and structure*
*** 2008-09 Self-Reported Data**



“N” stands for the number of districts

The district staff development activities engaged in at a high level by the reporting districts include: learning teams with an instructional focus (95 percent), examine student data (94 percent) and curriculum review (94 percent). Districts also provided activities in classroom coaching (87 percent) and offsite staff development (85 percent).

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

High-Quality Components

As required by state and federal guidelines, district respondents were asked to report on high-quality staff development components as identified on Table 6.

Table 6. Total number of activities for each high-quality staff development component*
*** 2008-09 Self-Reported Data**

High-Quality Staff Development Component	Number of Activities (N=1188)	% of Total Activities
Advanced teacher understanding of effective instructional strategies using scientifically based research.	669	56.40%
Helped all school personnel work effectively with parents.	325	27.44%
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.	563	47.56%
Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.	801	67.51%
Improved teachers' classroom-management skills.	450	37.96%
Included the use of data and assessments to inform classroom practice.	679	57.32%
Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment and services for LEP children.	366	30.89%
Provided instruction in methods of teaching children with special needs.	504	42.51%
Provided technology training to improve teaching and learning.	492	41.58%
Provided training that will help teachers ensure all students are technologically literate by the end of the eighth grade.	212	17.85%

For FY 2009 district staff development activities, more than half of the activities were identified as the following: improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (67.51 percent); included the use of data and assessments to inform classroom practice (57.32 percent); and advanced teacher understanding of effective instructional strategies using scientifically based research (56.40 percent). Relatively small percentage focused on providing training that will help teachers ensure all students are technologically literate by the end of the eighth grade (17.85 percent).

High-Quality Expectations

Respondents were also asked to identify the high-quality expectations for their staff development activities as summarized in Table 7.

Table 7. Total number of each high-quality expectation*
*** 2008-09 Self-Reported Data**

High-Quality Activity	Number of Activities (N=1188)	% of Total Activities
An integral part of school board, district and school educational improvement plans.	951	80.05%
Developed with extensive participation of teachers, principals, parents, and administrators.	666	56.14%
Evaluated regularly to improve the quality of future professional development.	687	57.83%
Sustained, intensive, and classroom focused; not one-day or short-term workshops.	731	61.70%

All four activities identified for the high-quality expectations for district staff development activities exceeded 50 percent. An integral part of school board, district and school educational improvement plans (80.05 percent) had the highest ranking. The high level of activities that were sustained, intensive and focused on the classroom (61.70 percent) and not one-day or short-term workshop, provided encouraging data as research has demonstrated the success of these type of activities.

Teacher Induction

Teacher induction or mentoring programs are often used to provide a formal support structure for teachers during their first years of teaching. Among the many activities that can be encompassed by a comprehensive induction program are an orientation to the school setting, professional development specific to first years of teaching and teaching assignment, mentoring, observation and feedback, professional development plans and formative assessments. Table 8 shows a range of teacher induction activities, seminars/workshops, formative assessments, mentor training activities and evaluation measures provided for new teachers across the districts.

Statewide Teacher Induction

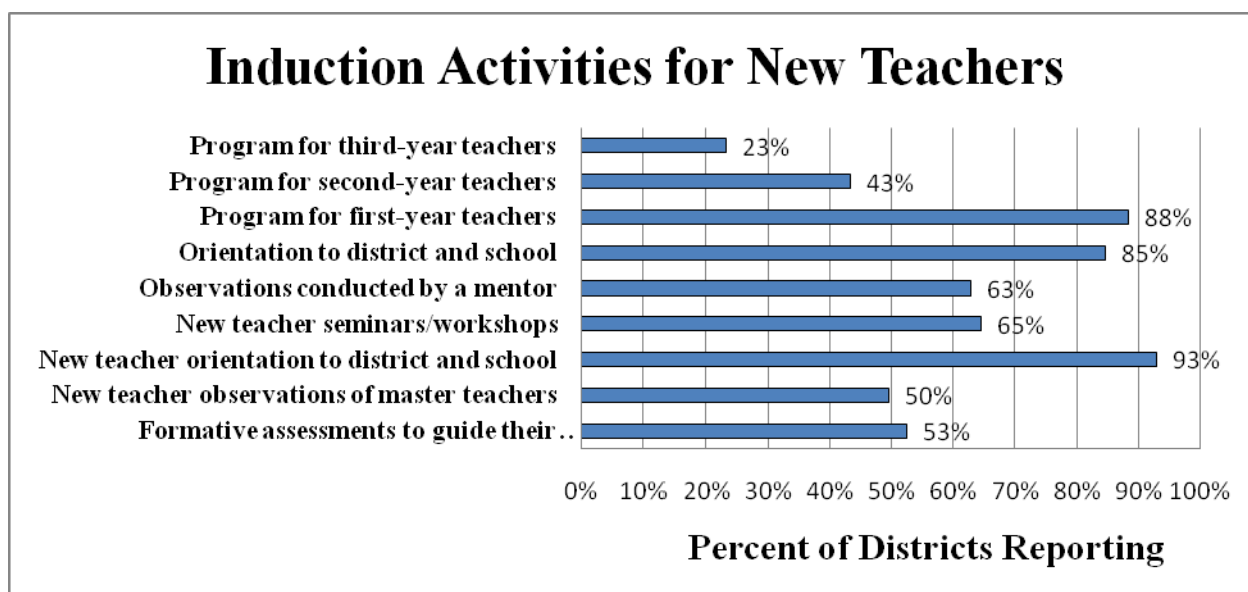
Figures below show information about statewide staff development teacher induction; it is detailed for each of the five categories (A-E in Table 8).

Table 8. Statewide staff development teacher induction*
*** 2008-09 Self-Reported Data**

A. Induction Activities for New Teachers	Statewide count	% districts reporting
Collaboration time expectations for new teacher and mentor	177	74%
Formative assessments to guide their professional growth	126	53%
New teacher observations of master teachers	119	50%
New teacher orientation to district, school and classroom	223	93%
New teacher seminars/workshops	155	65%
Observations conducted by a mentor	151	63%
Orientation to district and school	203	85%
Program for first-year teachers	212	88%
Program for second-year teachers	104	43%
Program for third-year teachers	56	23%
B. New Teacher Seminars or Workshops		
Classroom management	170	71%
Content or program knowledge	118	49%
Curriculum and assessments	153	64%
Differentiated instruction	97	40%
Instructional strategies	159	66%
Lesson planning	104	43%
Needs assessments	72	30%
Using data to improve instruction	154	64%
C. Formative Assessments Used with New Teachers		
Examining student work or student data	103	43%
Foundations (e.g., basic skills, mentor roles and mentoring responsibilities)	113	47%
Mentor logs focused on issues and results	94	39%
Mentor observations and feedback	181	75%
Self-assessments using professional teaching standards	138	58%
D. Mentor Training Activities		
Coaching skills	127	53%
Observation strategies	159	66%
Professional teaching standards	141	59%
Program model effectiveness	67	28%
Using formative assessments for professional growth	63	26%
E. Evaluation Measures		
Impact on student achievement	83	35%
Impact on teacher effectiveness (professional growth)	140	58%
Impact on teacher retention	71	30%
Knowledge and application of new teacher development	151	63%
New teacher-mentor relationship	148	62%
New teachers job satisfaction	146	61%

In Figure 8, most respondents (93 percent) reported that they provided new teacher orientation to their respective districts and schools as an induction activity for new teachers. In addition, 88 percent provided programs for first-year teachers. Although a large percentage of districts reported providing orientations for new teachers, only 50 percent of respondents provided new teacher observations of master teachers and 53 percent provided formative assessments to guide professional growth. New teacher induction continued for second-year teachers in 43 percent of the reporting districts and 23 percent reported a program for third-year teachers.

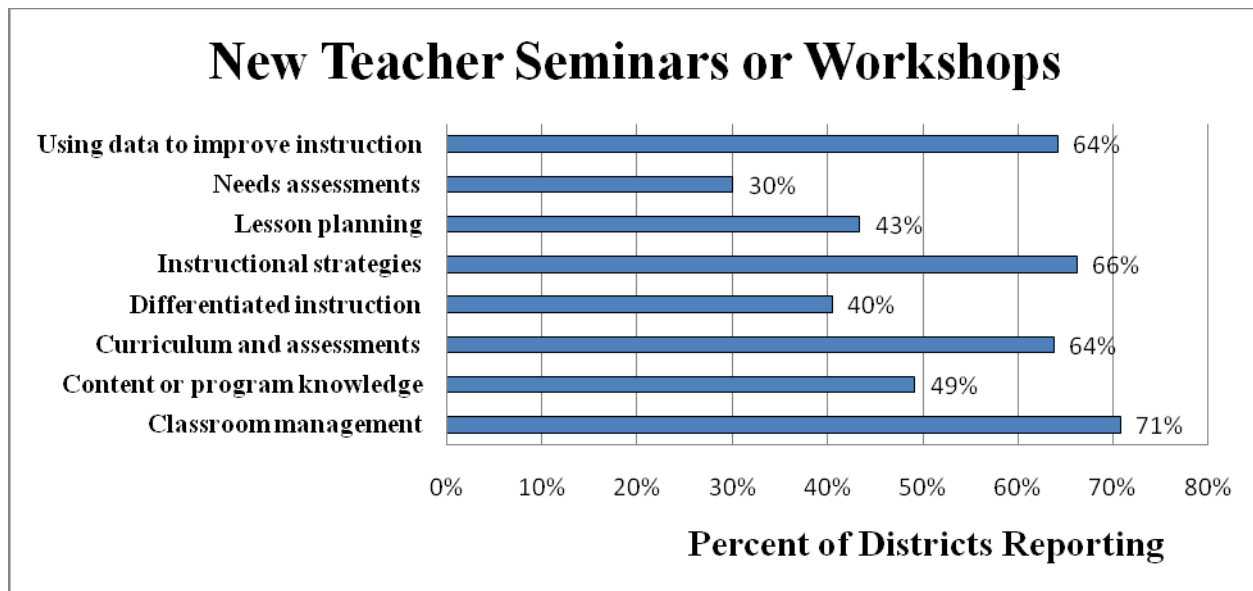
Figure 8. Percentage distribution of the frequency of districts providing various induction activities for new teachers*
*** 2008-09 Self-Reported Data**



Information reported on seminars/workshops in Figure 9 indicate that approximately two-thirds (65 percent) of the respondents provided seminars/workshops for new teachers.

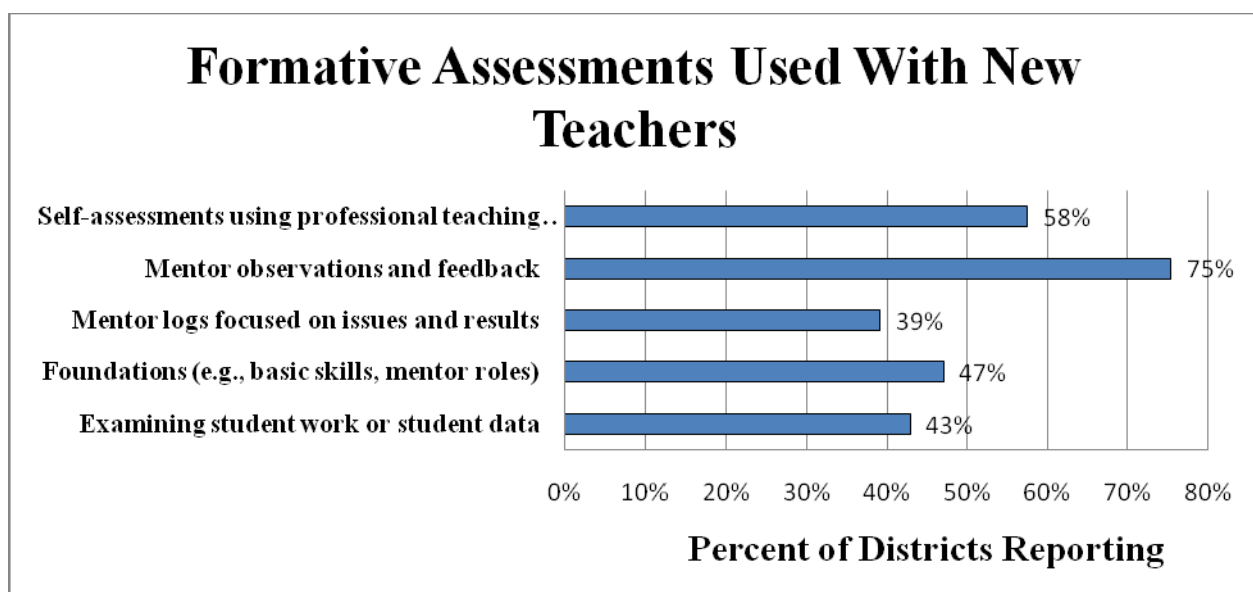
The new teacher seminars or workshop topics included classroom management (71 percent), instructional strategies (66 percent), and curriculum and assessments (64 percent). Percentages of the respondents indicating content or program knowledge (49 percent), differentiated instruction (40 percent) and lesson planning (34 percent) were relatively small.

**Figure 9. Percentage distribution of the frequency of districts providing
New teacher seminars or workshops***
* 2008-09 Self-Reported Data



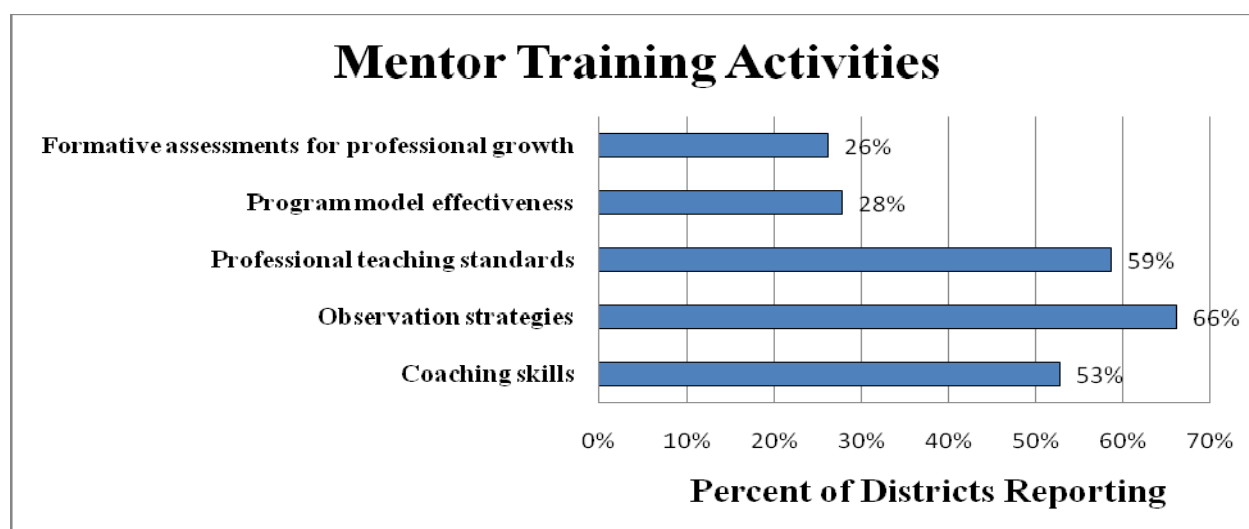
Use of formative assessments with new teachers is indicated in Figure 10. Programs frequently focused on mentor observations and feedback (75 percent) and self-assessments (58 percent). In addition foundations (47 percent), examining student work or student data (43 percent) and using mentor logs (39 percent) were identified.

**Figure 10. Percentage distribution of the frequency of districts using
formative assessments with new teachers***
* 2008-09 Self-Reported Data



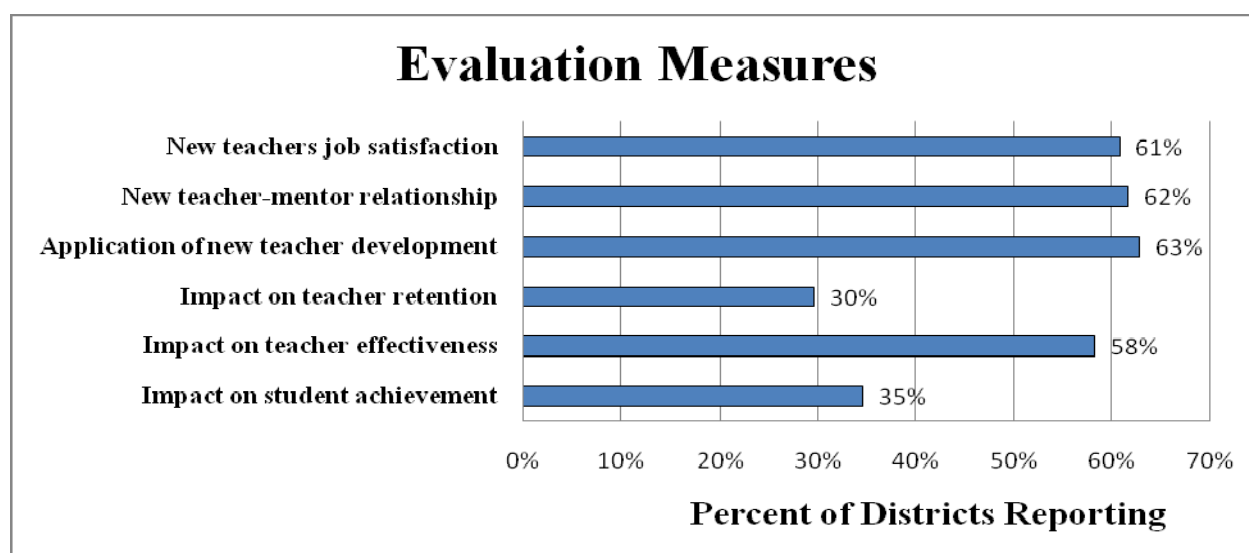
Mentorship is a strong indicator for successful teacher induction programs. Characteristics of mentor training activities are shown in Figure 11. The highest ranking activities: observation strategies (66 percent), professional teaching standards (59 percent) and coaching skills (53percent). The respondents reported 26 percent provided used formative assessments.

Figure 11. Percentage distribution of the frequency of districts providing mentor training activities*
***2008-09 Self-Reported Data**



As seen in Figure 12, a large percentage of the respondents reported that they used new teacher knowledge and application (63 percent), new teacher-mentor relationship (62 percent), new teacher's job satisfaction (61 percent) and impact on teacher effectiveness (58 percent) as evaluation measures. Respondents also indicated they evaluated program components such as impact on teacher retention (30 percent) and impact on student achievement (35 percent).

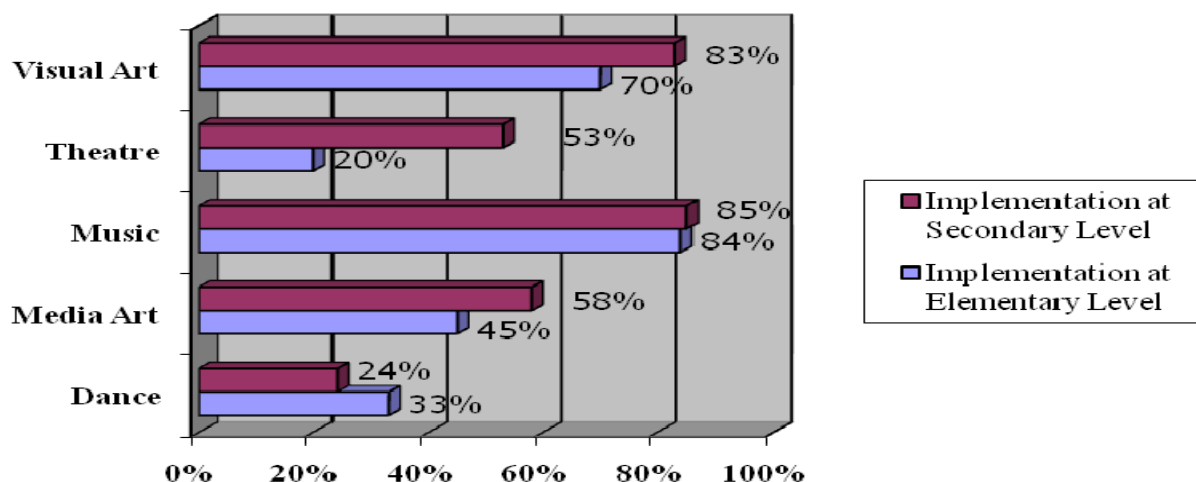
Figure 12. Percentage distribution of districts providing evaluation measures*
*** 2008-09 Self-Reported Data**



Arts Education

Arts education staff development goals and district-level information on arts standards implementation were surveyed, for the first time, in the FY 2009 online Staff Development Report. Five survey items were developed with assistance from the Perpich Center for Arts Education. A statewide picture represented in the Minnesota Academic Standards in the Arts Implementation is provided on Figure 13. Data is based on district implementation of the 2003 Minnesota Academic Standards in the Arts. Implementation of the 2008 Revised Minnesota Academic Standards in the arts will be available in the 2011-2012 school year report.

**Figure 13. 2009 Arts Standards Implementation
Reported at the District Level for Elementary and Secondary Levels***
* 2008-09 Self-Reported Data



Arts specialists were more likely to assess arts learning at the high school level (80 percent). At the elementary-level, assessment was almost evenly distributed among classroom teachers, specialist teachers in other content areas, and arts specialists. Only 12 percent of reporting sites had a district-level arts coordinator.

There was a substantial change in the quantity of staff development goals focused on the arts from the FY 2008 total of less than 1 percent to the 2009 total of 29.39 percent. The Perpich Center for Arts Education continues to work with districts in areas of staff development indicated by the survey to be of high interest:

- Arts Standards Implementation 60%
- Curriculum Design for Arts and Arts Integration 60%
- Standards Aligned Assessments 49%
- District System to Report Individual Student Achievement in the Arts 33%

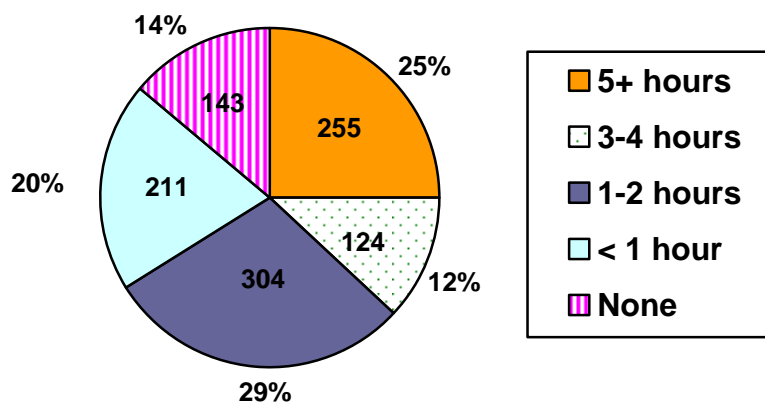
Gifted and Talented Education

Minnesota public schools were surveyed on the FY 2009 online Staff Development Report school/site level to gather data regarding practices related to gifted and talented education. Survey items were developed with assistance from the Minnesota Department of Education Gifted and Talented Advisory Council. Each question included a drop down menu of options or choices (see Appendix B for questions and options). Data was collected by individual school site rather than by district level to ensure the most accurate picture of program design and availability. Results from 1,135 school sites were reported regarding gifted and talented education.

Information reported will be treated as baseline data by MDE and the Gifted and Talented Advisory Council to identify the needs of schools and assist them in addressing those needs.

Of the 1,135 sites who responded, 1,037 reported the number of hours of staff development teachers received for meeting the needs of gifted and talented learners. The number of schools and hours devoted to staff development and corresponding percentage are provided on Figure 14.

Figure 14. Staff development hours by sites and percentage (N = 1037)*
* 2008-09 Self-Reported Data



“N” indicates the number of schools

Best practice and Minnesota Statutes section 120B.15 (b) provide guidance for the use of multiple measures for identification of gifted and talented learners. The number and percentage of sites using the most common tools to identify gifted and talented students are listed in Table 9.

Table 9. Most common identification tools, number of sites and percentage*
* 2008-09 Self-Reported Data

Tool	Number of Sites	Percentage
Teacher nomination	717	63%
Northwest Evaluation Association Data (NWEA)	597	53%
Parent nomination	403	36%
Group or grade-level achievement test	397	35%

Individual achievement test	395	35%
Gifted screening surveys (teacher and/or parent)	333	29%

More than half the respondents used teacher nomination (63 percent) and Northwest Evaluation Association Data (53 percent). A review of respondents' grade levels served indicated students were most likely to be identified for gifted and talented services in grades 2-5, and least likely to be identified in grades 9-12.

Electronic Staff Development Reporting Format

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

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

- directions
- statutory references
- forms tailored to pertinent information
- drop-down lists
- links to definitions of words and phrases
- staffing information pulled from other state reports

The table of contents is displayed online as a menu bar (refer to the screen shot in Appendix B) and provides access to electronic pages categorized in three sections: district report, site report and final reports.

District-Level Information

The district section includes the following information:

- Contact information for district staff development chairs.
- Members of the district staff development advisory committees.
- District student achievement goals and related subject areas.
- District staff development goals.
- Activities or strategies used to implement the staff development goals.
- Designs or structures used to implement the staff development goals.
- High-quality components encompassed by this activity.
- Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation and evaluation).
- Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning and identification of which goals will and will not be continued into the following year).
- Revenue details (waiver of reserve requirement, Statutory Operating Debt (SOD))

status, exemplary grants, Q Comp participation and set-aside of No Child Left Behind (NCLB) funds for professional development).

- Information about new teacher induction programs and their evaluation.
- Identification of the numbers of district staff, broken out by category, who received high-quality staff development.
- K-12 Arts Education Information – a district reporting component as of 2008-09.

The electronic format guides the user to report: (1) student achievement goal(s); (2) staff development goal(s); (3) activities and strategies tied to each specific goal; and, (4) evaluative findings tied to goals and activities. The findings are reported through a narrative describing the impact on student learning and teacher learning.

The final page of the district section covers staff information. Numbers of staff, categorized as teachers, paraprofessionals, and licensed non-instructional staff, are pre-populated with data submitted earlier to MDE on the Minnesota Automated Reporting Student System (MARSS) and Staff Automated Reporting System (STAR). Users report how many of those staff members have received high-quality staff development. A link to the U.S. Department of Education's list of high-quality staff development characteristics is provided.

School-Level Information

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

The school site section includes the following information for each of the district's school site(s):

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

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

Final Reports

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

Technical Assistance

The MDE School Improvement Division staff provides assistance by phone and email for district and school personnel responsible for meeting their program’s reporting requirements. A WebEx tutorial, a Frequently Asked Questions (FAQ) document and an instructional document with screen shots 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 the March of 2009 to begin entering staff development information for the 2008–2009 school year. School and district personnel responsible for staff development planning, implementation and reporting had the opportunity to edit and review information for accuracy up to the final submission. Final electronic staff development reports are due by October 15 each year. Districts experiencing difficulty meeting the timeline were contacted by MDE staff and provided assistance. Data from the reports is aggregated and analyzed for annual reports to the Minnesota Legislature and the U.S. Department of Education.

PART II

STAFF DEVELOPMENT EXPENDITURE REPORT-FY09

System for Collecting and Reporting Expenditure Data

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

Finance Dimension of UFARS

The finance dimension is used to track the relationship between the source of certain funds and their use, and/or to track the relationship between the source of certain funds and a reserve account. Since Minnesota Statutes, Section 122A.61, subd. 1 required a district to set aside 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 monies and track unspent funds to a reserve account for staff development. The finance dimension codes 306, 307 and 308 were used to capture those relationships. See **Figure 1** for a description of some of the finance dimension codes used in this report.

Figure 1: Selected UFARS Finance Dimension Codes

Finance Code Number	Finance Code Name and Definition
306	50% Site: Staff development expenditures at the site.
307	25% Grants: Staff development expenditures for effective practices at the sites.
308	25% District-Wide: Staff development expenditures for district-wide activities.

The 2003 legislative session released units from the 2 percent set-aside mandate for FY 2004 and FY 2005 only. There was little effect on the amount and type of spending from year to year. Subsequent to that change, the Laws 2009, Chapter 96, Article 2, Section 64, changed the reserve revenue for staff development to read:

Sec. 64. RESERVED REVENUE FOR STAFF DEVELOPMENT; TEMPORARY SUSPENSION.

Notwithstanding Minnesota Statutes, section 122A.61, subdivision 1, for fiscal years 2010 and 2011 only, a school district or charter school may use revenue reserved for staff development under Minnesota Statutes, section 122A.61, subdivision 1, according to the requirements of general education revenue under Minnesota

*Statutes, section 126C.13, subdivision 5. **EFFECTIVE DATE.** This section is effective July 1, 2009.*

This change did not affect the reporting of expenditure data on Fiscal Year 2009.

Program Dimension of UFARS

The finance codes can be used with particular program codes to designate funds used for staff development. Program code 640 is the designation for staff development. Program code 610 is the designation for curriculum development which is an activity that could also receive staff development fund support. Districts may also use these program codes to designate that funds are used for staff development, but noting that those funds were not part of the 2 percent set aside. In those cases, the finance code 000 could be used with program codes 640 or 610, instead of the finance codes 306, 307 and 308. Districts could also use a finance code of 451 as in the case of federal charter development grant funds or a host of other finance codes. See **Figure 2** for a brief description of the program dimension codes used in this report.

Figure 2: Selected UFARS Program Dimension Codes

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

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

Object Dimension of UFARS

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

Figure 3: Selected UFARS Object Dimension Codes

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

Findings from Data Submitted on Staff Development Expenditures

The following three tables contain summary information on staff development expenditures and balances for 340 regular school districts, two (2) common school districts and 158 charter schools. Other units including cooperatives, educational districts and special education districts were not included. The data is arranged by Finance and Program Codes in **Table One** and by Object Codes in **Table Two**. **Table Three** contains summary information on balances in reserved staff development accounts. **Table Three** also contains a comparison of balances from FY08 to FY09.

The data are taken from all data submitted to MDE by January 29, 2010. The statutory deadline for reporting final UFARS data was November 30, 2009.

Expenditures by Finance and Program Dimension

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

Table One: Summary Data of Staff Development Expenditures by Finance Dimension and Program Dimension for FY09

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	42,730,624	26.69%
Finance 307 (25% grant)	14,119,091	8.82%
Finance 308 (25% district)	24,207,108	15.12%
Program 610 (curriculum)	56,509,113	35.29%
Program 640 (staff development)	30,121,721	14.08%
TOTAL	\$160,111,544	100.00%

Spending patterns were consistent for the past several years in terms of percentages by category, with the largest amounts reported in the staff development site account (FINANCE 306) and the curriculum account (CURRICULUM 610).

Conclusions from **Table One** include:

1. Finance Code 306 (site) recorded the largest percentage of expenditures of the three set-aside finance codes. This has been a consistent finding over time.
2. Reporting units spent \$86.6 million dollars outside the parameters of the 2 percent set aside funds or reserved funds, up from the previous year total of \$81.5 million spent in PROGRAM 610 and PROGRAM 640.

Expenditures by Object Dimension

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

Table Two: Summary Data of Staff Development Expenditures by Object Dimension for FY09

Object Codes	Total Funds Spent	Percent of Total Spent
100-299 Salaries/benefits	116,521,036	72.79%
300 -399 Purchased services	27,711,384	17.31%
400-599 Materials/equipment	14,701,792	9.18%
600-899 All Other	1,156,581	0.72%
TOTAL	\$160,111,544	100.00%

Conclusions that can be drawn from **Table Two**:

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

Balance Sheet Accounts

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

Summary Data of Staff Development Balances

Initially, there were several pages of district names that had positive balances in the phased out staff development reserve accounts. Each year the number of districts was reduced until they were all removed by FY2007. The FY2009 total for the staff development reserve account is contained in **Table Three**.

Table Three: Summary Data of Staff Development Balances by Balance Sheet Code for FY 08 and FY 09

Balance Sheet Name	Balances FY08	Balances FY09
403 Regular-Staff Development	\$19,063,297	\$22,670,494

Conclusions or comments directed to **Table Three**:

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

Appendices

Appendix A Unit-by-Unit Data

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

Appendix B provides sample pages of the 2008-2009 online staff development reporting form.

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

Contact Karen Dykoski at the address or number below for inquiries on the data.

Karen Dykoski
Financial Management Section
Program Finance Division
651/582-8766 or at Karen.dykoski@state.mn.us

APPENDIX A

Unit-By-Unit Staff Development Account Chart

			Finance Code			Program Code	
			306	307	308	610	640
0001	01	AITKIN PUBLIC SC	51,637.64	36,240.00	33,040.00	10,770.53	-
0001	03	MINNEAPOLIS PUBL	2,830,934.19	68,395.13	2,288,401.01	-	7,323,566.32
0002	01	HILL CITY PUBLIC	-	-	-	11.20	-
0004	01	MCGREGOR PUBLIC	9,119.16	503.80	1,140.74	-	-
0006	03	SOUTH ST. PAUL P	111,749.13	26,702.60	180,333.54	367,935.31	35,430.20
0011	01	ANOKA-HENNEPIN P	1,055,058.25	1,054,620.14	977,568.70	4,389,057.69	2,080,754.80
0012	01	CENTENNIAL PUBLI	584,389.57	24,688.83	189,120.30	252,667.28	15,051.60
0013	01	COLUMBIA HEIGHTS	120,345.44	9,683.47	47,208.38	220,579.10	-
0014	01	FRIDLEY PUBLIC S	180,428.29	113,578.96	80,092.00	410,519.60	120,393.21
0015	01	ST. FRANCIS PUBL	327,349.01	164,162.25	163,635.58	164,552.13	863,001.89
0016	01	SPRING LAKE PARK	319,111.65	150,409.62	149,432.86	1,335,301.14	148,441.28
0022	01	DETROIT LAKES PU	81,457.30	20,051.67	69,198.72	-	-
0023	01	FRAZEE-VERGAS PU	6,521.17	56.95	1,077.72	149.33	4,742.62
0025	01	PINE POINT PUBLI	-	469.09	4,182.73	-	-
0031	01	BEMIDJI PUBLIC S	121,750.61	99,996.07	20,732.92	11,570.22	-
0032	01	BLACKDUCK PUBLIC	22,738.24	-	168.12	-	-
0036	01	KELLIHER PUBLIC	7,330.13	5,180.00	8,210.35	-	1,790.34
0038	01	RED LAKE PUBLIC	77,325.23	37,815.56	38,835.56	-	118,499.77
0047	01	SAUK RAPIDS PUBL	344,560.81	109,907.85	4,019.34	56,431.31	32,440.30
0051	01	FOLEY PUBLIC SCH	126,080.04	7,332.12	31,730.24	178,619.87	11,239.99
0062	01	ORTONVILLE PUBLI	26,579.22	12,982.67	13,293.63	-	-
0075	01	ST. CLAIR PUBLIC	29,577.70	1,232.67	18,197.25	1,585.72	-
0077	01	MANKATO PUBLIC S	260,733.02	17,564.05	537,409.75	570,462.72	46,408.36
0081	01	COMFREY PUBLIC S	7,280.04	1,138.79	9,843.61	-	6,237.02
0084	01	SLEEPY EYE PUBLI	26,327.20	10,775.01	19,168.59	-	-
0085	01	SPRINGFIELD PUBL	34,639.10	-	6,875.26	-	-
0088	01	NEW ULM PUBLIC S	66,315.39	25,757.83	36,619.95	66,540.08	7,245.04
0091	01	BARNUM PUBLIC SC	43,915.62	17,374.17	20,086.87	-	-

0093	01	CARLTON PUBLIC S	15,832.15	825.00	2,854.27	73,407.69	-
0094	01	CLOQUET PUBLIC S	111,268.25	19,446.00	76,576.40	53,197.11	-
0095	01	CROMWELL-WRIGHT	18,981.81	9,489.76	9,448.87	-	834.55
0097	01	MOOSE LAKE PUBLI	41,780.50	10,615.22	21,996.56	-	-
0099	01	ESKO PUBLIC SCHO	20,653.53	-	7,279.18	1,628.71	11,622.89
0100	01	WRENSHALL PUBLIC	5,015.54	1,703.79	14,811.54	-	-
0108	01	NORWOOD PUBLIC S	74,520.42	16,063.20	6,445.07	-	-
0110	01	WACONIA PUBLIC S	235,423.94	44,170.13	63,456.46	365,687.34	-
0111	01	WATERTOWN- MAYER	83,371.63	43,410.35	53,070.36	-	5,930.77
0112	01	EASTERN CARVER C	784,256.42	267,870.00	272,766.72	617,435.49	-
0113	01	WALKER-HACKENSAC	949.88	1,444.98	3,455.08	-	-
0115	01	CASS LAKE-BENA P	47,303.78	3,064.51	9,843.40	172,683.17	22,426.17
0116	01	PILLAGER PUBLIC	47,428.93	23,477.00	23,477.00	-	-
0118	01	NORTHLAND COMMUN	-	-	-	7,773.05	224,870.79
0129	01	MONTEVIDEO PUBLI	15,981.70	17,000.00	5,377.01	17,809.69	-
0138	01	NORTH BRANCH PUB	210,116.80	112,593.30	132,474.39	180,765.57	206,739.82
0139	01	RUSH CITY PUBLIC	68,392.62	25,639.48	27,901.88	-	-
0146	01	BARNESVILLE PUBL	32,800.21	18,809.00	23,115.00	-	-
0150	01	HAWLEY PUBLIC SC	38,942.96	17,323.28	24,631.61	-	-
0152	01	MOORHEAD PUBLIC	336,911.73	145,101.76	151,784.54	9,650.62	-
0162	01	BAGLEY PUBLIC SC	56,121.49	31,801.14	29,048.10	-	-
0166	01	COOK COUNTY PUBL	12,514.40	7,739.82	12,536.79	-	-
0173	01	MOUNTAIN LAKE PU	13,134.56	9,806.89	95,758.67	-	-
0177	01	WINDOM PUBLIC SC	12,098.99	4,195.62	9,881.66	22,084.96	-
0181	01	BRAINERD PUBLIC	16,646.11	7,432.53	18,412.79	247,968.56	668,563.69
0182	01	CROSBY-IRONTON P	46,274.29	15,080.60	130,960.59	-	-
0186	01	PEQUOT LAKES PUB	41,223.48	2,778.46	31,649.96	95,008.47	-
0191	01	BURNSVILLE PUBLI	-	20,856.50	154,948.51	1,632,051.04	2,207,544.84
0192	01	FARMINGTON PUBLI	393,108.85	167,213.29	163,211.71	1,248,371.99	1,350.00
0194	01	LAKEVILLE PUBLIC	209,834.78	433,990.57	171,077.51	319,356.04	-
0195	01	RANDOLPH PUBLIC	31,948.07	16,170.94	16,039.66	-	1,237.74
0196	01	ROSEMOUNT-APPLE	1,518,837.61	920,751.19	929,994.05	2,216,553.79	2,961,418.23
0197	01	WEST ST. PAUL-ME	226,450.49	111,382.51	132,992.50	1,166,974.87	26,881.97
0199	01	INVER GROVE HEIG	107,982.28	69,322.99	48,728.31	-	-

0200	01	HASTINGS PUBLIC	49,985.47	9,985.79	196,784.22	-	11,593.26
0203	01	HAYFIELD PUBLIC	23,537.83	776.35	-	-	25.00
0204	01	KASSON-MANTORVIL	192,462.66	84,433.95	60,009.50	84,931.93	20.27
0206	01	ALEXANDRIA PUBLI	72,657.67	46,064.71	42,163.75	376,554.80	-
0207	01	BRANDON PUBLIC S	7,887.17	507.09	424.67	8,836.68	-
0208	01	EVANSVILLE PUBLI	14,438.78	1,607.25	4,079.80	-	-
0213	01	OSAKIS PUBLIC SC	54,815.90	22,669.80	17,305.33	-	-
0227	01	CHATFIELD PUBLIC	52,353.75	26,089.00	26,088.00	-	-
0229	01	LANESBORO PUBLIC	2,985.86	11,065.03	11,007.20	-	-
0238	01	MABEL-CANTON PUB	11,083.70	-	834.52	-	151.58
0239	01	RUSHFORD-PETERSO	69,293.41	4,037.40	4,422.44	-	-
0241	01	ALBERT LEA PUBLI	33,967.05	18,652.00	5,417.18	371,402.02	-
0242	01	ALDEN-CONGER PUB	30,492.90	15,733.05	14,844.78	-	-
0252	01	CANNON FALLS PUB	88,019.33	32,117.21	33,226.70	-	-
0253	01	GOODHUE PUBLIC S	29,487.99	23,468.53	43,976.38	4,947.60	-
0255	01	PINE ISLAND PUBL	30,711.08	49,759.80	38,820.09	-	-
0256	01	RED WING PUBLIC	42,653.47	3,922.98	38,201.83	14,219.93	-
0261	01	ASHBY PUBLIC SCH	8,231.26	3,850.00	4,575.26	-	-
0264	01	HERMAN-NORCROSS	10,207.17	766.86	1,524.44	-	-
0270	01	HOPKINS PUBLIC S	189,095.23	91,721.12	126,617.82	993,585.54	420,601.19
0271	01	BLOOMINGTON PUBL	893,651.87	351,299.95	188,670.77	784,014.87	163,395.31
0272	01	EDEN PRAIRIE PUB	424,577.29	-	746,217.23	1,208,501.91	502.04
0273	01	EDINA PUBLIC SCH	501,425.00	259,888.00	273,359.00	775,374.63	38,198.15
0276	01	MINNETONKA PUBLI	508,568.01	240,243.57	199,090.52	1,090,349.51	2,678.00
0277	01	WESTONKA PUBLIC	9,407.96	11,814.00	16,636.13	241,565.41	855.92
0278	01	ORONO PUBLIC SCH	-	26,399.01	98,649.16	273,891.95	20,120.57
0279	01	OSSEO PUBLIC SCH	2,319,134.80	37,856.41	1,982,104.08	1,920,740.57	(3,015,181.87)
0280	01	RICHFIELD PUBLIC	43,513.44	8,653.56	10,442.62	74,839.10	312.20
0281	01	ROBBINSDALE PUBL	647,229.67	348,011.27	347,432.62	1,386,634.42	21,508.07
0282	01	ST. ANTHONY-NEW	89,829.04	50,774.99	50,775.00	128,468.26	-
0283	01	ST. LOUIS PARK P	263,698.01	133,799.63	148,046.44	410,617.11	34,258.60
0284	01	WAYZATA PUBLIC S	464,332.20	244,627.13	193,900.24	607,049.82	895,994.69
0286	01	BROOKLYN CENTER	28,982.75	7,686.12	3,348.83	183,571.91	103,067.51
0294	01	HOUSTON PUBLIC S	60,940.38	26,798.18	23,953.68	43,846.59	-

0297	01	SPRING GROVE SCH	16,107.92	12,616.80	8,488.26	21,381.19	-
0299	01	CALEDONIA PUBLIC	30,798.65	10,747.46	33,669.35	12,000.16	-
0300	01	LACRESCENT-HOKAH	70,724.94	28,074.11	7,757.27	159,826.88	36,875.20
0306	01	LAPORTE PUBLIC S	4,083.00	-	1,782.68	-	-
0308	01	NEVIS PUBLIC SCH	32,743.00	16,371.00	16,257.85	-	-
0309	01	PARK RAPIDS PUBL	16,888.96	14,862.87	11,500.66	49,209.01	-
0314	01	BRAHAM PUBLIC SC	40,311.54	27,453.37	28,808.23	-	-
0316	01	GREENWAY PUBLIC	1,829.52	-	143,636.41	-	(141,735.77)
0317	01	DEER RIVER PUBLI	48,781.10	13,236.52	21,540.14	3,926.00	-
0318	01	GRAND RAPIDS PUB	311,720.88	46,515.32	61,086.92	-	-
0319	01	NASHWAUK-KEEWATI	1,924.50	250.00	734.60	-	-
0323	02	FRANCONIA PUBLIC	-	-	-	-	-
0330	01	HERON LAKE-OKABE	4,203.47	3,911.10	5,642.16	-	-
0332	01	MORA PUBLIC SCHO	41,378.19	15,406.12	25,465.51	-	3,456.93
0333	01	OGILVIE PUBLIC S	7,320.83	5,104.12	5,453.18	-	419.28
0345	01	NEW LONDON-SPICE	29,296.63	10,621.39	34,275.95	-	-
0347	01	WILLMAR PUBLIC S	137,640.23	64,842.25	110,431.67	55,539.13	-
0356	01	LANCASTER PUBLIC	12,101.42	5,865.44	6,040.69	-	-
0361	01	INTERNATIONAL FA	62,997.25	51,763.81	68,500.21	6,536.03	-
0362	01	LITTLEFORK-BIG F	12,720.24	-	2,656.54	-	-
0363	01	SOUTH KOOCHICHIN	21,850.67	13,773.93	8,915.30	-	-
0371	01	BELLINGHAM PUBLI	930.72	992.19	1,614.64	-	-
0378	01	DAWSON-BOYD PUBL	31,579.15	15,799.11	16,014.53	-	3,657.68
0381	01	LAKE SUPERIOR PU	20,033.07	7,948.28	25,041.06	10,743.26	8,326.04
0390	01	LAKE OF THE WOOD	38,701.29	10,250.70	18,514.64	-	-
0391	01	CLEVELAND PUBLIC	33,333.39	13,140.82	10,347.32	1,096.44	-
0392	01	LECENTER PUBLIC	39,414.00	19,707.00	19,707.00	-	-
0394	01	MONTGOMERY-LONSD	8,819.58	9,496.83	27,299.07	-	1,947.20
0402	01	HENDRICKS PUBLIC	9,139.98	4,569.99	4,569.99	-	-
0403	01	IVANHOE PUBLIC S	10,021.56	5,010.78	5,010.78	-	-
0404	01	LAKE BENTON PUBL	4,726.66	1,513.56	5,321.78	-	-
0411	01	BALATON PUBLIC S	1,111.53	2,125.71	1,314.95	-	-
0413	01	MARSHALL PUBLIC	149,442.55	61,867.64	74,879.80	83,169.21	100.00
0414	01	MINNEOTA PUBLIC	53,625.73	-	-	-	-

0415	01	LYND PUBLIC SCHO	15,754.76	4,020.00	17,273.00	-	480.00
0417	01	TRACY PUBLIC SCH	54,027.86	10,634.32	12,185.60	-	35,050.35
0423	01	HUTCHINSON PUBLI	242,568.95	30,340.83	172,583.51	190,261.52	6,197.13
0424	01	LESTER PRAIRIE P	15,567.85	4,192.52	7,472.57	9.00	-
0432	01	MAHNOMEN PUBLIC	38,287.79	4,052.52	20,074.26	-	-
0435	01	WAUBUN PUBLIC SC	28,164.60	984.83	15,941.30	-	-
0441	01	MARSHALL COUNTY	27,753.42	13,187.63	7,182.08	-	-
0447	01	GRYGLA PUBLIC SC	-	-	175.00	-	-
0458	01	TRUMAN PUBLIC SC	6,101.01	-	2,534.20	-	500.00
0463	01	EDEN VALLEY-WATK	56,219.16	25,811.60	28,109.58	-	-
0465	01	LITCHFIELD PUBLI	45,763.29	-	6,848.61	-	-
0466	01	DASSEL-COKATO PU	65,202.14	29,316.62	33,630.69	191,291.19	14,299.18
0473	01	ISLE PUBLIC SCHO	31,543.96	-	9,830.42	-	-
0477	01	PRINCETON PUBLIC	149,445.51	68,790.22	71,087.85	251,312.37	49,656.46
0480	01	ONAMIA PUBLIC SC	789.08	626.70	7,040.00	-	47,218.55
0482	01	LITTLE FALLS PUB	153,127.41	76,152.29	84,682.40	194,492.68	5,467.25
0484	01	PIERZ PUBLIC SCH	71,597.78	32,504.73	31,251.62	27,600.30	-
0485	01	ROYALTON PUBLIC	52,277.19	-	7,998.14	-	-
0486	01	SWANVILLE PUBLIC	36,232.15	5,549.48	-	-	-
0487	01	UPSALA PUBLIC SC	48,600.65	-	1,100.00	-	-
0492	01	AUSTIN PUBLIC SC	246,719.23	124,793.43	118,047.47	15,192.75	411,162.64
0495	01	GRAND MEADOW PUB	975.97	2,375.31	24,532.32	-	-
0497	01	LYLE PUBLIC SCHO	13,816.36	6,908.18	6,908.17	-	-
0499	01	LEROY PUBLIC SCH	27,727.10	-	9,153.94	-	-
0500	01	SOUTHLAND PUBLIC	21,866.63	3,162.37	23,161.62	-	-
0505	01	FULDA PUBLIC SCH	32,265.24	13,482.55	7,518.50	-	-
0507	01	NICOLLET PUBLIC	7,194.42	10,068.60	8,340.66	-	-
0508	01	ST. PETER PUBLIC	70,633.10	-	-	6,737.64	5,501.98
0511	01	ADRIAN PUBLIC SC	25,065.97	219.12	622.07	376.07	-
0513	01	BREWSTER PUBLIC	(13,542.62)	(7,247.44)	8,948.90	-	-
0514	01	ELLSWORTH PUBLIC	20,480.74	10,240.37	10,240.36	-	-
0516	01	ROUND LAKE PUBLI	32,034.38	10,521.44	4,001.14	-	958.00
0518	01	WORTHINGTON PUBL	94,906.34	104,504.82	69,788.05	58,086.97	3,139.17
0531	01	BYRON PUBLIC SCH	54,177.12	46,296.41	28,637.08	11,864.00	-

0533	01	DOVER-EYOTA PUBL	45,572.69	21,106.21	32,407.35	131,600.77	-
0534	01	STEWARTVILLE PUB	133,961.01	24,957.60	74,976.74	77,906.23	1,157.18
0535	01	ROCHESTER PUBLIC	1,229,113.15	419,023.59	621,720.77	961,589.94	1,219,190.18
0542	01	BATTLE LAKE PUBL	42,242.38	16,161.38	3,000.00	-	1,293.52
0544	01	FERGUS FALLS PUB	146,967.82	75,323.58	75,566.55	67,711.30	-
0545	01	HENNING PUBLIC S	19,122.63	149.06	4,139.12	-	690.30
0547	01	PARKERS PRAIRIE	5,238.92	5,525.03	2,594.76	-	36.00
0548	01	PELICAN RAPIDS P	35,338.23	16,521.49	19,531.19	-	-
0549	01	PERHAM PUBLIC SC	46,973.56	6,200.00	24,533.07	-	-
0550	01	UNDERWOOD PUBLIC	31,142.48	15,659.30	15,571.11	-	-
0553	01	NEW YORK MILLS P	22,765.89	7,283.13	15,677.56	-	-
0561	01	GOODRIDGE PUBLIC	472.46	-	1,215.85	336.24	-
0564	01	THIEF RIVER FALL	68,925.41	23,909.42	39,512.42	117,536.40	-
0577	01	WILLOW RIVER PUB	26,462.66	5,635.04	13,234.85	523.19	-
0578	01	PINE CITY PUBLIC	155,794.87	2,754.72	31,072.23	71,397.82	-
0581	01	EDGERTON PUBLIC	21,793.63	8,871.41	7,525.25	717.02	-
0592	01	CLIMAX PUBLIC SC	9,343.06	4,872.85	4,672.05	-	-
0593	01	CROOKSTON PUBLIC	72,137.44	31,510.91	42,470.95	102,063.43	156.07
0595	01	EAST GRAND FORKS	98,932.70	42,426.67	51,101.14	37,487.83	658.50
0599	01	FERTILE-BELTRAMI	27,707.00	13,854.00	37,138.88	-	-
0600	01	FISHER PUBLIC SC	11,654.96	5,827.48	5,827.48	-	536.10
0601	01	FOSSTON PUBLIC S	20,227.17	10,118.00	10,118.00	-	1,085.54
0611	01	CYRUS PUBLIC SCH	8,401.18	274.27	1,218.07	-	-
0621	01	MOUNDS VIEW PUBL	25,187.26	-	149,612.97	834,451.35	1,094,761.29
0622	01	NORTH ST PAUL-MA	441,717.19	89,225.44	166,448.60	3,503,056.97	216,529.09
0623	01	ROSEVILLE PUBLIC	407,883.13	209,317.92	174,626.22	863,875.67	823,669.74
0624	01	WHITE BEAR LAKE	875,388.23	167,242.47	237,785.62	168,024.46	-
0625	01	ST. PAUL PUBLIC	3,513,436.82	216,275.15	817,023.12	7,012,255.88	1,652,980.36
0627	01	OKLEE PUBLIC SCH	12,338.62	6,424.88	6,218.20	-	-
0628	01	PLUMMER PUBLIC S	13,480.49	4,245.00	4,246.71	-	-
0630	01	RED LAKE FALLS P	11,771.03	5,885.50	5,885.50	-	500.00
0635	01	MILROY PUBLIC SC	50.00	-	150.00	-	-
0640	01	WABASSO PUBLIC S	24,828.00	12,413.00	12,413.00	-	(27,066.02)
0656	01	FARIBAULT PUBLIC	35,833.91	-	434,563.10	614,543.12	6,503.34

0659	01	NORTHFIELD PUBLI	361,564.94	161,092.00	7,867.27	117,733.33	-
0671	01	HILLS-BEAVER CRE	24,537.15	2,052.25	3,191.84	8,127.26	-
0676	01	BADGER PUBLIC SC	20,132.91	6,753.00	-	-	1,416.95
0682	01	ROSEAU PUBLIC SC	28,348.86	25,397.52	61,313.53	-	-
0690	01	WARROAD PUBLIC S	67,452.79	33,559.42	10,093.00	-	129.80
0695	01	CHISHOLM PUBLIC	19,780.06	23,457.92	25,817.47	-	-
0696	01	ELY PUBLIC SCHOO	8,501.10	6,321.15	9,003.87	-	-
0698	01	FLOODWOOD PUBLIC	7,944.21	4,562.06	5,064.13	-	77.00
0700	01	HERMANTOWN PUBLI	122,387.25	63,847.10	62,679.77	-	21.82
0701	01	HIBBING PUBLIC S	328,140.84	13,693.54	74,109.49	-	-
0704	01	PROCTOR PUBLIC S	43,544.61	15,350.33	40,739.43	137,297.54	478,639.08
0706	01	VIRGINIA PUBLIC	110,919.33	49,773.49	83,890.53	-	-
0707	01	NETT LAKE PUBLIC	15,327.68	-	95.00	-	-
0709	01	DULUTH PUBLIC SC	244,972.69	122,119.90	120,289.43	53,051.33	116,053.88
0712	01	MOUNTAIN IRON-BU	16,764.83	1,273.43	12,686.14	-	-
0716	01	BELLE PLAINE PUB	82,273.11	7,860.50	28,051.94	55,271.94	-
0717	01	JORDAN PUBLIC SC	106,105.97	47,523.00	4,016.73	122.21	-
0719	01	PRIOR LAKE-SAVAG	298,450.75	119,185.18	186,320.98	929,131.78	-
0720	01	SHAKOPEE PUBLIC	180,165.56	60,478.56	538,096.63	716,245.46	-
0721	01	NEW PRAGUE AREA	221,590.43	45.90	134,804.61	538,827.02	3,916.69
0726	01	BECKER PUBLIC SC	123,785.35	67,161.43	80,707.10	456,136.87	(80,374.29)
0727	01	BIG LAKE PUBLIC	234,070.77	92,596.68	107,911.94	106,433.48	-
0728	01	ELK RIVER PUBLIC	697,788.05	247,509.12	382,330.10	1,114,445.13	35,634.93
0738	01	HOLDINGFORD PUBL	-	-	-	-	39,823.28
0739	01	KIMBALL PUBLIC S	37,787.53	2,203.10	9,075.91	14,104.10	2,707.62
0740	01	MELROSE PUBLIC S	23,050.17	26,801.35	13,786.79	-	2,648.47
0741	01	PAYNESVILLE PUBL	15,253.87	3,401.68	9,901.29	19,321.55	-
0742	01	ST. CLOUD PUBLIC	666,416.27	366,967.28	372,666.11	1,003,749.13	(1,327,901.33)
0743	01	SAUK CENTRE PUBL	720.88	-	20,138.33	-	1,760.05
0745	01	ALBANY PUBLIC SC	165,499.10	670.00	27,893.30	103,615.24	-
0748	01	SARTELL-ST. STEP	299,566.99	86,981.74	82,895.94	426,756.29	11,045.01
0750	01	ROCORI PUBLIC SC	41,892.21	8,899.19	14,302.49	125,425.26	2.75
0756	01	BLOOMING PRAIRIE	35,359.18	3,229.23	5,801.49	-	-
0761	01	OWATONNA PUBLIC	278,721.18	145,566.43	93,936.84	359,602.61	-

0763	01	MEDFORD PUBLIC S	25,447.94	16,079.83	3,935.41	-	-
0768	01	HANCOCK PUBLIC S	15,167.93	3,733.02	-	-	-
0769	01	MORRIS PUBLIC SC	17,386.59	14,915.08	10,706.44	-	-
0771	01	CHOKIO-ALBERTA P	16,918.00	-	-	-	-
0775	01	KERKHOVEN- MURDOC	4,991.36	1,637.82	6,299.22	-	-
0777	01	BENSON PUBLIC SC	26,462.00	21,920.00	82,951.65	-	-
0786	01	BERTHA-HEWITT PU	16,287.53	2,989.96	9,305.04	-	-
0787	01	BROWERVILLE PUBL	30,372.92	15,131.17	15,131.17	-	-
0801	01	BROWNS VALLEY PU	7,105.00	2,802.49	3,555.00	-	-
0803	01	WHEATON AREA PUB	17,347.48	9,545.74	6,518.56	-	-
0811	01	WABASHA-KELLOGG	48,942.08	19,400.00	19,988.52	-	-
0813	01	LAKE CITY PUBLIC	178,714.28	13,919.73	19,484.85	9,219.91	27,227.86
0815	02	PRINSBURG PUBLIC	-	-	-	-	-
0818	01	VERNDALE PUBLIC	48,320.70	-	4,230.26	-	-
0820	01	SEBEKA PUBLIC SC	30,992.65	15,533.45	16,173.77	11,867.80	-
0821	01	MENAHGA PUBLIC S	44,807.53	22,413.91	22,484.37	-	-
0829	01	WASECA PUBLIC SC	67,080.81	-	18,321.32	-	9,494.75
0831	01	FOREST LAKE PUBL	591,966.64	-	332,368.14	2,965,815.15	20,155.52
0832	01	MAHTOMEDI PUBLIC	266,196.46	100,320.43	101,047.33	-	-
0833	01	SOUTH WASHINGTON	1,042,456.37	496,630.00	525,787.04	495,750.40	371,633.83
0834	01	STILLWATER AREA	240,710.02	128,457.60	108,926.58	1,624,721.40	-
0836	01	BUTTERFIELD PUBL	5,739.96	-	448.95	25,852.27	-
0837	01	MADELIA PUBLIC S	23,990.69	8,080.31	686.26	-	-
0840	01	ST. JAMES PUBLIC	11,804.21	21,343.92	19,211.46	-	-
0846	01	BRECKENRIDGE PUB	29,349.55	37,454.51	8,300.54	15,579.58	-
0850	01	ROTHSAY PUBLIC S	11,260.09	6,002.51	7,460.00	-	-
0852	01	CAMPBELL-TINTAH	2,658.00	1,329.00	7,623.88	-	-
0857	01	LEWISTON-ALTURA	22,496.98	11,251.67	11,250.93	-	-
0858	01	ST. CHARLES PUBL	28,863.69	1,407.82	1,159.71	-	-
0861	01	WINONA AREA PUBL	134,552.23	152,453.27	187,021.55	-	7,518.30
0876	01	ANNANDALE PUBLIC	87,957.00	27,592.57	2,740.91	66,960.16	40,000.00
0877	01	BUFFALO PUBLIC S	341,821.63	96,657.91	172,554.63	427,321.58	4,546.40
0879	01	DELANO PUBLIC SC	181,616.60	32,179.87	8,649.31	28,431.64	-
0881	01	MAPLE LAKE PUBLI	59,792.65	4,254.99	19,889.45	21,949.58	-

0882	01	MONTICELLO PUBLI	149,977.80	130,500.68	112,068.41	261,958.56	-
0883	01	ROCKFORD PUBLIC	96,892.85	54,977.11	55,791.86	77,450.75	2,200.89
0885	01	ST. MICHAEL-ALBE	203,560.00	131,622.82	260,053.02	287,763.21	4,792.31
0891	01	CANBY PUBLIC SCH	45,002.09	41,516.04	5,128.09	-	-
0911	01	CAMBRIDGE-ISANTI	166,503.80	33,998.18	125,687.21	275,076.00	2,622.54
0912	01	MILACA PUBLIC SC	9,393.35	36,606.69	4,714.91	23,881.63	-
0914	01	ULEN-HITTERDAL P	16,434.40	8,217.21	8,580.01	-	-
2071	01	LAKE CRYSTAL-WEL	18,163.58	11,675.07	7,342.21	-	4,209.67
2125	01	TRITON SCHOOL DI	69,638.80	33,221.50	34,214.85	-	-
2134	01	UNITED SOUTH CEN	6,994.09	1,704.14	7,911.42	-	-
2135	01	MAPLE RIVER SCHO	62,592.14	21,294.84	43,818.73	-	3,669.00
2137	01	KINGSLAND PUBLIC	43,579.50	21,580.24	21,580.24	-	-
2142	01	ST. LOUIS COUNTY	149,593.07	63,651.30	58,471.65	-	-
2143	01	WATERVILLE-ELYSI	10,701.08	65,265.39	32,922.68	-	-
2144	01	CHISAGO LAKES SC	6,019.79	15,038.54	176,510.63	151,334.99	5,062.26
2149	01	MINNEWASKA SCHOO	16,378.04	5,770.00	6,030.64	-	-
2154	01	EVELETH-GILBERT	142,708.19	16,388.41	20,990.63	7,529.41	-
2155	01	WADENA-DEER CREE	67,889.75	37,790.70	32,515.18	-	300.00
2159	01	BUFFALO LAKE-HEC	35,374.56	17,687.28	17,687.28	-	-
2164	01	DILWORTH- GLYNDON	54,552.56	2,492.27	21,727.10	30,352.86	-
2165	01	HINCKLEY-FINLAYS	62,679.44	30,365.21	33,684.38	-	-
2167	01	LAKEVIEW SCHOOL	83,210.72	17,036.79	3,887.49	-	-
2168	01	N.R.H.E.G. SCHOO	12,542.88	10,129.27	9,579.85	-	-
2169	01	MURRAY COUNTY CE	9,937.90	1,307.60	8,709.42	-	-
2170	01	STAPLES-MOTLEY S	39,587.69	10,049.42	16,384.99	-	7,029.76
2171	01	KITTSOON CENTRAL	10,235.02	4,500.00	8,804.55	-	2,028.37
2172	01	KENYON- WANAMINGO	23,511.87	4,198.18	17,788.45	-	-
2174	01	PINE RIVER-BACKU	41,465.98	4,227.54	25,860.50	16,639.70	9,078.37
2176	01	WARREN- ALVARADO-	32,535.89	21,003.38	11,583.68	21,057.05	-
2180	01	M.A.C.C.R.A.Y. S	8,689.91	4,344.97	4,344.97	64,400.00	-
2184	01	LUVERNE PUBLIC S	46,209.51	37,380.74	29,704.84	30,333.94	-
2190	01	YELLOW MEDICINE	6,564.11	5,726.24	94,634.15	39,249.61	-
2198	01	FILLMORE CENTRAL	38,605.86	1,486.34	17,916.84	-	-
2215	01	NORMAN COUNTY EA	13,310.19	6,650.00	9,935.22	-	-

2310	01	SIBLEY EAST SCHO	63,183.13	18,024.84	45,363.42	-	25,000.00
2311	01	CLEARBROOK-GONVI	20,245.53	10,152.25	10,209.21	-	-
2342	01	WEST CENTRAL ARE	45,534.41	22,767.22	22,767.22	4,743.46	-
2358	01	TRI-COUNTY SCHOO	26,871.10	6,900.00	-	-	-
2364	01	BELGRADE-BROOTEN	-	-	-	-	79,000.00
2365	01	G.F.W.	18,920.26	9,025.75	63,277.29	-	13,663.17
2396	01	A.C.G.C.	57,437.37	1,336.77	7,584.42	80,167.44	-
2397	01	LESUEUR-HENDERSO	31,777.24	55,141.35	43,572.31	116,320.83	12,786.88
2448	01	MARTIN COUNTY WE	54,092.54	21,486.12	24,015.90	-	1,715.00
2527	01	NORMAN COUNTY WE	16,068.42	8,033.49	8,037.19	-	-
2534	01	BIRD ISLAND-OLIV	12,269.30	12,690.69	3,039.70	40,208.45	-
2536	01	GRANADA HUNTLEY-	16,808.86	7,506.50	9,611.64	-	552.00
2580	01	EAST CENTRAL SCH	17,198.17	2,499.86	19,450.87	-	-
2609	01	WIN-E-MAC SCHOOL	60,336.59	3,121.65	17,058.13	-	2,264.45
2683	01	GREENBUSH-MIDDLE	29,698.48	14,880.00	14,880.00	-	-
2687	01	HOWARD LAKE- WAVE	23,225.13	41,367.75	29,524.47	(1,121.38)	-
2689	01	PIPESTONE AREA S	196,812.59	-	15,546.39	-	-
2711	01	MESABI EAST SCHO	9,419.93	5,827.90	4,930.11	-	933.06
2752	01	FAIRMONT AREA SC	118,418.94	56,253.44	60,686.44	11,667.93	10,153.23
2753	01	LONG PRAIRIE-GRE	68,330.66	34,680.00	34,383.50	1,626.31	-
2754	01	CEDAR MOUNTAIN S	26,385.01	13,192.51	13,192.51	-	-
2759	01	EAGLE VALLEY PUB	27,416.05	12,172.32	4,629.97	-	-
2805	01	ZUMBROTA- MAZEPPA	41,827.49	21,565.88	22,311.40	22,498.57	421.07
2835	01	JANESVILLE-WALDO	27,222.90	5,739.87	3,125.36	-	-
2853	01	LAC QUI PARLE VA	60,391.37	23,555.19	23,976.66	23,983.51	105,668.90
2854	01	ADA-BORUP PUBLIC	10,451.30	12,204.20	25,483.99	-	-
2856	01	STEPHEN-ARGYLE C	30,996.92	11,000.00	-	-	-
2859	01	GLENCOE-SILVER L	62,470.61	16,631.18	47,432.62	19,769.65	-
2860	01	BLUE EARTH AREA	47,101.10	50,280.29	73,030.95	-	6,785.15
2884	01	RED ROCK CENTRAL	28,451.00	14,226.00	14,226.00	-	(30,255.38)
2886	01	GLENVILLE-EMMONS	27,843.96	8,049.63	12,685.41	-	-
2887	01	MCLEOD WEST PUBL	4,485.30	-	816.24	-	-
2888	01	CLINTON-GRACEVIL	7,367.74	2,680.42	10,511.11	-	-
2889	01	LAKE PARK AUDUBO	26,784.10	8,334.78	11,706.61	-	11,024.72

2890	01	RENVILLE COUNTY	8,963.08	30,755.76	16,214.39	-	-
2895	01	JACKSON COUNTY C	41,790.19	82,035.20	31,546.14	-	-
2897	01	REDWOOD AREA SCH	34,141.61	-	8,380.87	2,677.62	14,027.99
2898	01	WESTBROOK- WALNUT	62,823.27	4,604.29	20,370.28	-	-
2899	01	PLAINVIEW-ELGIN-	123,518.13	39,687.32	61,229.85	28,627.34	-
2902	01	RTR PUBLIC SCHOO	28,312.24	-	-	-	-
4000	07	CITY ACADEMY	28,167.71	-	6,856.46	-	-
4001	07	BLUFFVIEW MONTES	-	-	-	-	46,568.66
4003	07	NEW HEIGHTS SCHO	-	-	-	-	-
4004	07	CEDAR RIVERSIDE	12,833.00	-	-	-	-
4005	07	METRO DEAF SCHOO	-	-	-	-	-
4006	07	SKILLS FOR TOMOR	1,156.92	-	-	-	-
4007	07	MINNESOTA NEW CO	-	-	-	-	3,934.19
4008	07	PACT CHARTER SCH	5,563.81	-	-	53,781.22	-
4011	07	NEW VISIONS CHAR	-	-	-	14,680.20	1,727.74
4012	07	EMILY CHARTER SC	1,707.82	853.91	878.91	-	-
4015	07	COMMUNITY OF PEA	36,753.01	-	-	-	5,854.86
4016	07	WORLD LEARNER CH	7,931.05	-	-	-	-
4017	07	MINNESOTA TRANSI	5,320.75	-	17,278.73	14,610.81	4,325.10
4018	07	ACHIEVE LANGUAGE	-	-	-	15,934.96	-
4020	07	DULUTH PUBLIC SC	-	-	-	15,120.05	19,916.05
4025	07	CYBER VILLAGE AC	5,710.26	-	-	-	-
4026	07	E.C.H.O. CHARTER	11,105.17	409.14	211.01	-	-
4027	07	HIGHER GROUND AC	2,255.50	-	-	-	865.44
4028	07	ECI' NOMPA WOONS	100.00	-	1,672.60	1,000.00	-
4029	07	NEW SPIRIT SCHOO	5,350.48	-	-	5,168.69	4,526.00
4030	07	ODYSSEY ACADEMY	20.00	-	1,092.55	-	-
4031	07	JENNINGS COMMUNI	-	-	100.00	-	-
4032	07	HARVEST PREP SCH	6,924.83	-	-	-	7,976.36
4035	07	CONCORDIA CREATI	18,653.43	-	-	28,704.62	8,174.91
4036	07	FACE TO FACE ACA	-	-	-	-	87.45
4038	07	SOJOURNER TRUTH	2,728.36	-	-	1,131.49	-
4039	07	HIGH SCHOOL FOR	-	-	-	-	1,565.10
4042	07	TWIN CITIES ACAD	8,560.05	-	-	10,948.30	-

4043	07	MATH & SCIENCE A	18,985.25	-	-	-	-
4045	07	LAKES AREA CHART	5,466.59	78.90	56.21	-	-
4046	07	LAKE SUPERIOR HI	6,123.33	-	-	-	-
4048	07	GREAT RIVER EDUC	1,967.23	-	-	-	-
4049	07	NORTHWEST PASSAG	16,053.98	-	-	-	-
4050	07	LAFAYETTE PUBLIC	-	-	1,550.53	-	-
4052	07	FOUR DIRECTIONS	3,441.04	-	-	-	2,700.80
4053	07	NORTH LAKES ACAD	790.00	-	32.35	-	-
4054	07	LACRESCENT MONTE	200.00	-	-	-	-
4055	07	NERSTRAND CHARTE	-	-	-	-	1,598.50
4056	07	ROCHESTER OFF-CA	5,437.02	148.58	1,790.44	-	-
4057	07	EL COLEGIO CHART	21,064.29	-	-	-	1,328.58
4058	07	SCHOOLCRAFT LEAR	20,408.85	4,683.35	3,296.92	-	-
4059	07	CROSSLAKE COMMUN	4,191.53	-	-	-	14,109.75
4061	07	STUDIO ACADEMY C	305.00	-	-	-	-
4064	07	RIVERWAY LEARNIN	1,694.72	-	595.82	-	-
4066	07	RIVERBEND ACADEM	-	-	236.00	-	-
4067	07	AURORA CHARTER S	-	-	-	8,061.38	3,977.09
4068	07	EXCELL ACADEMY C	14,860.16	-	-	2,541.02	1,490.56
4070	07	HOPE COMMUNITY A	16,989.55	-	-	-	1,932.73
4072	07	YANKTON COUNTRY	622.00	-	-	-	-
4073	07	ACADEMIA CESAR C	300.00	-	-	13,602.33	1,298.55
4074	07	AFSA HIGH SCHOOL	480.00	-	-	-	32,495.45
4075	07	AVALON SCHOOL	-	-	-	-	5,458.85
4077	07	TWIN CITIES INTE	-	-	-	-	35,233.38
4078	07	MN INTERNATIONAL	-	-	-	32,730.04	43,355.56
4079	07	FRIENDSHIP ACDMY	817.87	-	-	34,312.86	172.39
4080	07	PILLAGER AREA CH	1,159.00	-	-	-	-
4081	07	DISCOVERY PUBLIC	-	-	-	-	-
4082	07	BLUESKY CHARTER	81,565.87	-	-	184,832.14	-
4083	07	RIDGEWAY COMMUNI	514.80	-	25.51	-	5,672.23
4084	07	NORTH SHORE COMM	7,371.08	-	-	9,383.32	2,300.00
4085	07	HARBOR CITY INTE	9,941.90	-	-	-	-
4086	07	WOODSON INSTITUT	6,085.36	-	-	59,219.27	3,156.68

4087	07	SAGE ACADEMY CHA	1,670.82	-	-	-	2,136.26
4088	07	URBAN ACADEMY CH	-	-	-	1,329.44	120,753.57
4089	07	NEW CITY SCHOOL	-	-	-	-	5,941.43
4090	07	PRAIRIE CREEK CO	-	-	-	-	8,647.33
4091	07	ARTECH	4,515.29	-	-	-	4,573.68
4092	07	WATERSHED HIGH S	-	-	-	-	1,607.22
4093	07	NEW CENTURY CHAR	1,288.56	-	-	-	-
4095	07	TRIO WOLF CREEK	16,345.62	-	-	-	-
4097	07	PARTNERSHIP ACAD	38,511.81	-	-	83,902.55	-
4098	07	NOVA CLASSICAL A	59,293.35	-	-	105,017.56	11,509.21
4099	07	TAREK IBN ZIYAD	71,880.08	-	-	650.00	2,398.50
4100	07	GREAT EXPECTATIO	-	-	-	309.28	-
4101	07	MINNESOTA NORTH	-	-	-	-	-
4102	07	MINNESOTA INTERN	90.00	-	-	-	1,120.96
4103	07	HMONG COLLEGE PR	-	-	-	63,094.28	22,116.92
4104	07	LIBERTY HIGH SCH	-	-	-	-	24,549.57
4105	07	GREAT RIVER SCHO	22,460.43	-	-	6,267.29	2,681.75
4106	07	TREKNORTH HIGH S	19,256.80	9,628.40	9,628.40	-	-
4107	07	VOYAGEURS EXPEDI	825.58	212.72	1,026.94	-	-
4108	07	GENERAL JOHN VES	-	-	-	-	1,494.27
4109	07	SOBRIETY HIGH	3,737.36	-	-	12,375.65	-
4110	07	MAIN STREET SCHO	-	-	-	-	1,819.00
4111	07	AUGSBURG FAIRVIE	19,260.01	-	-	7,098.76	-
4112	07	ST PAUL CONSERVA	1,992.00	-	-	-	-
4113	07	FRASER ACADEMY	924.33	-	-	-	-
4114	07	PRESTIGE ACADEMY	210.00	-	-	1,208.50	2,080.50
4115	07	MINNEAPOLIS ACAD	3,952.15	-	60.00	-	-
4116	07	LAKES INTERNATIO	17,500.02	-	-	166,599.50	9,834.98
4118	07	KALEIDOSCOPE CHA	9,161.41	-	-	52,927.92	3,433.97
4119	07	RIVER HEIGHTS CH	-	-	-	-	2,520.00
4120	07	ST. CROIX PREPAR	-	-	-	-	20,907.42
4121	07	UBAH MEDICAL ACA	-	-	-	92,891.64	2,305.40
4122	07	EAGLE RIDGE ACAD	-	-	-	-	6,244.80
4123	07	DAKOTA AREA COMM	-	-	135.58	-	-



4124	07	BEACON ACADEMY	-	-	-	-	24,160.43
4125	07	WORTHINGTON AREA	1,804.19	-	-	-	4,799.78
4126	07	PRAIRIE SEEDS AC	11,797.74	-	-	-	300.00
4127	07	TEAM ACADEMY	2,658.79	798.26	1,013.29	-	851.93
4131	07	LIGHTHOUSE ACADE	-	-	-	-	1,153.41
4132	07	TWIN CITIES ACAD	12,215.60	-	-	7,076.61	-
4133	07	BEACON PREPARATO	-	-	-	8,111.95	3,214.00
4135	07	ROCHESTER MATH &	496.56	-	-	-	15,690.72
4137	07	SWAN RIVER MONTE	11,501.25	-	-	-	-
4138	07	MILROY AREA CHAR LOVEWORKS	1,732.82	-	-	-	35.15
4139	07	ACADEM	-	-	-	-	2,837.69
4140	07	YINGHUA ACADEMY	19,816.23	-	-	110,227.98	-
4141	07	PAIDEIA ACADEMY	10,220.54	-	-	3,394.73	30,092.90
4142	07	STRIDE ACADEMY C	8,927.95	-	-	-	987.42
4143	07	NEW MILLENNIUM A	5,263.37	-	-	-	38.30
4144	07	GREEN ISLE COMMU	-	-	-	-	9,975.34
4145	07	BIRCH GROVE COMM	-	-	-	-	13,318.34
4146	07	NORTHERN LIGHTS	3,075.00	-	-	-	-
4148	07	ACADEMY OF BIOSC	-	-	-	216.19	125.00
4149	07	CYGNUS ACADEMY	-	-	-	-	396.00
4150	07	MINNESOTA ONLINE	6,258.92	-	-	24,417.28	1,474.95
4151	07	EDVISIONS OFF CA	-	-	-	-	1,004.89
4152	07	TWIN CITIES GERM	-	-	-	106,067.54	18,317.26
4153	07	DUGSI ACADEMY	13,077.92	-	-	526.92	-
4154	07	RECOVERY SCHOOL NAYTAHWAUSH	-	-	-	-	13,356.59
4155	07	COMM	10,586.41	-	-	-	-
4159	07	SEVEN HILLS CLAS	-	-	-	92.00	34,463.22
4160	07	SPECTRUM HIGH SC	-	-	-	125.00	2,706.44
4161	07	NEW DISCOVERIES	11,982.26	-	-	-	8,514.16
4162	07	SOUTHSIDE FAMILY	3,032.75	-	-	43,741.98	37,607.51
4163	07	LEARNING FOR LEA	16,990.83	-	-	25,190.50	16,668.67
4164	07	LAURA JEFFREY AC	-	-	-	134,944.28	17,963.93
4166	07	EAST RANGE ACADE	-	-	-	-	12,067.27
4167	07	INTERNATIONAL SP	-	-	-	-	200.00

4168	07	GLACIAL HILLS EL STONEBRIDGE	27,828.49	100.00	467.68	-	-
4169	07	COMM	298.87	-	-	64,491.53	27,817.86
4170	07	HIAWATHA LEADERS	28,311.42	-	-	-	31,100.82
4171	07	NOBLE ACADEMY	14,745.94	-	-	79,249.97	1,850.00
4172	07	CLARKFIELD CHART DUNWOODY	1,545.41	-	-	-	1,880.00
4173	07	ACADEMY	850.43	-	-	24,033.50	592.00
4174	07	PINE GROVE LEADE	-	-	-	-	18,118.95
4175	07	LONG TIENG ACADE WAYNEWOOD	1,392.59	-	-	-	2,455.50
4176	07	SCHOOL	-	-	-	-	-
4177	07	MINISINAAKWAANG	-	-	-	0.03	14,375.18
4178	07	LINCOLN INTERNAT	1,012.11	-	-	270.10	18,149.68
4180	07	EMILY O. GOODRID COMMUNITY	-	-	-	-	-
4181	07	SCHOOL	23,842.51	-	-	40,857.20	41,983.30
4182	07	QUEST ACADEMY	4,728.80	-	-	21,813.62	11,812.89
4183	07	LIONSGATE ACADEM	2,494.65	-	-	1,700.00	20,430.15
4184	07	ASPEN ACADEMY	1,462.66	-	-	9,759.63	3,009.82
4185	07	DAVINCI ACADEMY	-	-	-	47,969.95	9,342.68
4186	07	GLOBAL ACADEMY	-	-	-	8,500.00	29,760.84
4187	07	MICHAEL FROME AC	1,321.21	-	-	-	45,606.43
4188	07	COLOGNE ACADEMY	-	-	-	64,860.60	24,716.88
4189	07	BRIGHT WATER ELE	590.00	-	-	1,200.00	38,940.60
4191	07	KIPP MINNESOTA C	2,510.61	-	2,477.11	-	6,836.06
4192	07	BEST ACADEMY	-	-	-	-	4,992.74

APPENDIX B

2008-2009 Electronic Staff Development Annual Reporting System

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Staff Development

User: eggplantLog

District: NASHWAUK-KEEWATIN SCHOOL DISTRICT 0319-01School Year: 08-09

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2008-09 Staff Development Annual Report - District Report

Statutory Reference

All School districts using state staff development revenue under M.S. §126C.10 subd.2 and M.S. §122A.61, including those districts not reserving funds, must submit a Staff Development Annual Report by October 15, 2009. Click here to see the most recent **Current Staff Development Legislative Report**.

Report Preparations

To complete the 2008-09 Staff Development Annual Report you will need to enter information about staff development activities in your district and each school within the district. All sections for both the district and each school must be completed for the district and each school within the district to submit the final report. **Required School and District Information.**

To complete the district section of the 2008-09 Staff Development Annual Report you will need to enter the following types of information:

- Advisory Committee Information
- Student Achievement and Staff Development Goals
- Staff Development Activities
- Findings and Impact of Staff Development for each Goal
- District Revenue Information
- Teacher Induction or Mentoring information
- Number of Staff who Received Staff Development Training
- K-12 Arts Education Information

Information for each of the above items is required in order to submit the final report for your district. For a complete list of required information at the school level Click here. As you complete each section remember to, **save** before leaving each page or your information will be lost.

Advisory Committee

User: eggplant

District: NASHUAUK-KEEWATIN SCHOOL DISTRICT 0319-01

Logout

School Year: 08-09

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District Report: Add or Edit Contact and Advisory Committee Information

Statutory Reference

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

1. Please enter the contact information for the individual designated to submit your district staff development report. This is information that MDE will use to contact your district with questions regarding staff development.

Name:

Address:

City:

State:

Zip:

Phone:



ext.:

Email:

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

Name	Position	Subject	Grade Level

Student Achievement Goals



Staff Development

User: eggplant
 District: NASHWAUK-KEEWATIN SCHOOL DISTRICT 0319-01

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District Report: Add or Edit Goals

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

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

District Student Achievement Goal

We are working with our new curriculum director in an effort to see student reading scores improve throughout the district.

1800 characters maximum

2. Indicate the focus of this goal.

<input type="checkbox"/> Art/Music	<input type="checkbox"/> Reading
<input type="checkbox"/> Career & Technical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Health/Physical Education	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Language Arts/Writing	<input type="checkbox"/> World Languages
<input type="checkbox"/> Mathematics	

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

District Staff Development Goal

The staff has had three meetings with the curriculum director going over our state test scores. The curriculum director is instructing staff on how to analyze test data and improve test preparation for our students. A staff development opportunity for reading throughout all disciplines is being planned.

1000 characters maximum

Activities and Strategies

User: eggplant

District: AITKIN PUBLIC SCHOOL DISTRICT 0001-01

Logout

School Year: 08-09

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District Report: Add or Edit Activities and Strategies

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

Staff Development Goal:

Resources will be allocated to continue working on a mentorship program in order to retain high quality teachers.

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

Learning Teams With Instructional Focus

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

Examine Student Data

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

Classroom Coaching



☒ Demonstration teaching
 ☒ Instructional strategy modeling
 ☒ Individual guided practice
 ☒ Content/instructional coaching
 ☒ Peer observation
 ☒ Peer coaching

Curriculum

☒ Curriculum alignment/mapping
 ☒ Curriculum development
 ☐ Assessment development

Off-site Staff Development

Results and Findings



Staff Development

User: eggplant
Logout

District: NASHWAUK-KEEWATIN SCHOOL DISTRICT 0319-01
School Year: 08-09

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District Report: Review Findings

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

Staff Development Goal A :

The staff has had three meetings with the curriculum director going over our state test scores. The curriculum director is instructing staff on how to analyze test data and improve test preparation for our students. A staff development opportunity for reading throughout all disciplines is being planned.

Finding:

Impact on Student Learning:

Impact on Teacher Learning:

Continue next year?

Staff Development Goal B :

The staff is being trained to analyze the state math test data and synchronize classroom instruction between grade levels.

Finding:

Impact on Student Learning:

Impact on Teacher Learning:

Continue next year?

Revenue

User: eggplant

District: NASHUAUK-KEEWATIN SCHOOL DISTRICT 0319-01

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Revenue Information

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

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

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

☐ Yes

☐ No

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

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

3. Is your district in SOD?

☐ Yes

☐ No

4. If you answered No to the question 3 or if your district is in SOD but has still set aside Staff Development funds, please indicate the amount reserved.

☐ Reserved 2% OR Amount Reserved %

Exemplary Grants

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

☐ Yes

☐ No

6. If you answered Yes to question 5, how many Exemplary Grants were awarded by the district?

Q Comp

7. Does your district participate in Q Comp?

☐ Yes

☐ No

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

9. Number of career ladder positions receiving salary augmentation:

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

Teacher Induction

User: eggplant

District: NASHUAUK-KEEWATIN SCHOOL DISTRICT 0319-01

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District Report: Add or Edit District Teacher Induction Information

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

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

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

☐ No. Save then proceed to the next section.

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

☐ Program for first-year teachers

☐ Program for second-year teachers

☐ Program for third-year teachers

☐ New teacher orientation to district, school and classroom (typically conducted prior to the start of the school year)

☐ Collaboration time expectations for new teacher and mentor

☐ New teacher seminars/workshops

☐ Observations conducted by a mentor

☐ New teacher observations of master teachers

☐ Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor logs, mentor observations, examining student work)

☐ Orientation to district and school

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

☐ Classroom management

☐ Lesson planning

☐ Instructional strategies

☐ Content or program knowledge

☐ Curriculum and assessments

☐ Differentiated instruction

☐ Using data to improve instruction

☐ Needs assessments



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

☐ Self-assessments using professional teaching standards

☐ Mentor logs focused on issues and results

☐ Mentor observations and feedback

Staff Information

Staff Development

User: eggplantLogout
District: NASHUAUK-KEEWATIN SCHOOL DISTRICT 0319-01School Year: 08-09

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Staff Information

The tables below show the number of teachers, paraprofessionals and administrative staff submitted by your district through STAR (Staff Automated Reporting). Information for individual sites must be entered on the school level page. Remember to **save** after entering or editing information on this page.

Teachers

Total number of teachers in the district.	44
Total who received high-quality staff development training.	<input type="text"/>

Paraprofessionals

Total number of paraprofessionals in the district.	21
Total who received high-quality staff development training.	<input type="text"/>

Licensed Non-Instructional Staff

Total number of licensed non-instructional staff in the district.	18
Total who received high-quality staff development training.	<input type="text"/>

K-12 Arts

User: eggplant

District: NASHWAUK-KEEWATIN SCHOOL DISTRICT 0319-01

Logout

School Year: 08-09

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Add or Edit K-12 Arts Education Information

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

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

☐ Yes

☐ No

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

Dance

☐ Elementary

☐ Secondary

Media

☐ Elementary

☐ Secondary

Music

☐ Elementary

☐ Secondary

Theater

☐ Elementary

☐ Secondary

Visual Arts

☐ Elementary

☐ Secondary

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

Arts Specialist

☐ Elementary

☐ Secondary

Classroom Teachers

☐ Elementary

☐ Secondary

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

☐ Elementary

☐ Secondary

Gifted and Talented

User: eggplant

Logout

District: NASHWAUK-KEEWATIN SCHOOL DISTRICT 0319-01

School: 020 - KEEWATIN ELEMENTARY

School Year: 08-09

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Gifted and Talented Program

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

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

(Link to National Association for Gifted Children Glossary of Frequently Used Terms in Gifted Education)

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

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9-12

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

☐ Group intelligence test (IQ)

☐ Individual intelligence test (IQ)

☐ Individual achievement test

☐ Group or grade level achievement test

☐ Out-of-level achievement test

☐ Curriculum Based Assessments (CBA)

☐ Gifted Screening Surveys (teacher and/or parent)

☐ Divergent thinking or creativity test

☐ Non-verbal ability test

☐ Portfolio assessment

☐ NWEA data

☐ Self-nomination

☐ Parent nomination

☐ Teacher nomination

☐ Students were not identified

3. Best practice indicates a continuum of programming services for gifted and talented students. Which of the following were available at your site? (Check all that apply)

Done

Internet

100%

APPENDIX C

Minnesota Statutory References

122A.60 STAFF DEVELOPMENT PROGRAM.

Subdivision 1. **Staff development committee.** A school board must use the revenue authorized in section [122A.61](#) for in-service education for programs under section 120B.22, subdivision 2, or for staff development plans under this section. The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators.

Subd. 1a. **Effective staff development activities.** (a) Staff development activities must:

- (1) focus on the school classroom and research-based strategies that improve student learning;
- (2) provide opportunities for teachers to practice and improve their instructional skills over time;
- (3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- (4) enhance teacher content knowledge and instructional skills;
- (5) align with state and local academic standards;
- (6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
- (7) align with the plan of the district or site for an alternative teacher professional pay system.

Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

(b) Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under section [122A.61](#).

Subd. 2. **Contents of the plan.** The plan must include the staff development outcomes under subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education outcomes.

Subd. 3. **Staff development outcomes.** The advisory staff development committee must adopt a staff development plan for improving student achievement. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- (1) improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;

- (2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- (5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
- (6) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

Subd. 4. Staff development report. (a) By October 15 of each year, the district and site staff development committees shall write and submit a report of staff development activities and expenditures for the previous year, in the form and manner determined by the commissioner. The report, signed by the district superintendent and staff development chair, must include assessment

and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities under subdivision 3.

(b) The report must break down expenditures for:

- (1) curriculum development and curriculum training programs; and
- (2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards.

(c) The commissioner shall report the staff development progress and expenditure data to the house of representatives and senate committees having jurisdiction over education by February 15 each year.

History: *1Sp1985 c 12 art 8 s 23,61; 1987 c 398 art 8 s 27,28; 1Sp1987 c 4 art 1 s 3; 1988 c 486 s 73,74; 1990 c 562 art 4 s 8; 1991 c 265 art 7 s 30-32; 1992 c 499 art 1 s 19; 1992 c 571 art*

10 s 4,5; 1993 c 224 art 7 s 24; 1994 c 647 art 7 s 10,11; 1Sp1995 c 3 art 8 s 9; 1996 c 412 art 9 s

11; 1998 c 397 art 8 s 95,96,101; art 11 s 3; 1998 c 398 art 5 s 13; 1999 c 241 art 5 s 3; 1999 c 241 art 9 s 17; 1Sp2005 c 5 art 2 s 44-46

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

Subdivision 1. **Staff development revenue.** A district is required to reserve an amount equal to at least two percent of the basic revenue under section [126C.10, subdivision 2](#), for in-service education for programs under section [120B.22, subdivision 2](#), for staff development plans, including plans for challenging instructional activities and experiences under section [122A.60](#), and for curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers staff development purposes, preservice and

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

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

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

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