Minnesota Department of
Education

Staff Development Report of District and Site Results and Expenditures for 2010-11

Fiscal Year 2011

Report

To the

Legislature

As required by
Minnesota Statutes
122A.60

COMMISSIONER:

Brenda Cassellius, Ed. D.

Staff Development Report of District and Site Results and Expenditures for 2010-11

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February 2012

Report To the Legislature

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

As required by Minnesota Statutes

122A.60

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $ 6616.00. Most of these costs involved staff time in analyzing data from surveys, preparing the written report and incidental costs including paper, copying, and other office supplies.

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

Staff Development Report of District and Site Results and Expenditures

The 2010-11 Staff Development Report to the Legislature has been prepared as required by Minnesota Statutes, section 122A.60, and addresses requirements for using revenue in Minnesota Statutes, section 122A.61. District and site actions related to authorized in-service education programs (Minnesota Statutes, section 24A.29 and Minnesota Statutes, section 120B.22, subdivision 2), establishing a staff development committee (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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EXECUTIVE SUMMARY
2010-11 Legislative Report

Authentic professional learning; in which adults are learning, growing, and experiencing as they participate, can make a tremendous difference for adults, children, schools, and school systems. This report on the state of professional development in Minnesota's schools reflects that high value for supporting adult learning that has a direct and positive influence on increasing student achievement. Professional development has become the means to improve every teacher's effectiveness by moving from beginning or basic teacher proficiency to highly effective or exemplary levels of teaching. School efforts demonstrate a focus on collaborative professional learning that requires everyone in the school to work in teams and as a whole school to simultaneously improve the school and student learning. This continued shift in professional development practices reflects the national trend in moving from building teacher effectiveness one teacher at a time to developing skills of teachers through a school-wide approach to promote the success of all students, not just some.

In 2011, Learning Forward, formerly the National Staff Development Council, issued new standards for professional learning. These standards serve as indicators to guide the learning, facilitation, implementation, and evaluation of professional learning. They also support Minnesota's staff development statutes on educator learning and provide us greater insight into how to effectively increase efforts to improve teaching and learning. "Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance" (Learning Forward: Standards for Professional Learning, 2011). As Minnesota moves forward comprehensive plans to close the achievement gap, more attention will be given to the standards for shaping the future practice of professional learning.

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 off-site training designed to promote staff learning and improve student achievement.

Recent legislation allows a school district or charter school to temporarily suspend the requirement to reserve revenue for staff development for fiscal years 2011 and 2012 only. In this year's report, readers will note a decrease in staff development expenditures for the second consecutive year. Also, in 2011, 14.00 percent of districts utilized the 0 percent option, down from 15.29 percent in 2010.

The 2010-11 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 2011, a total of 305 public school districts and two charter schools submitted staff development reports. Charter schools are

not required to provide staff development reports stipulated in Minnesota Statutes, section 126C.10, subdivision 2 and Minnesota Statutes, section 122A.61. MDE School Support Division staff members contact districts to remind them of reporting requirements and offer assistance.

Districts and schools submitted their 2010-11 staff development report using the MDE Online Staff Development Reporting site. In February, district and school reports for the previous school year are made available for public review on the MDE Staff Development Reports web page. The staff development reports list staff development goals, staff development activities, and student achievement goals by district and school(s).

District expenditures are reported to MDE using the Uniform Financial Accounting and Reporting Standards (UFARS) system. Specific codes are assigned to staff development to allow tracking and reporting sources of funds and how they are expended. Refer to Part II of the report to review information concerning the UFARS system and UFARS codes specific to staff development.

Expenditure information for the fiscal year 2011 report indicated that staff development expenditures were $124,599,168. This includes funds set-aside from basic revenue, new set-aside money or reserves, and/or other funds available from the general fund. The data in this report is taken from all data submitted to MDE by January 6, 2012.

The following is included in that amount:
• 20.69 percent distributed to sites
• 5.89 percent awarded as exemplary grants
• 16.04 percent for district-wide initiatives
• 40.27 percent for curriculum development
• 17.11 percent designated for other staff development activities

The FY 2011 expenditures allocated toward other staff development activities are specifically reported in staff development UFARS 640 code.

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

Figure A. Staff Development Expenditure Trends

Expenditure Category
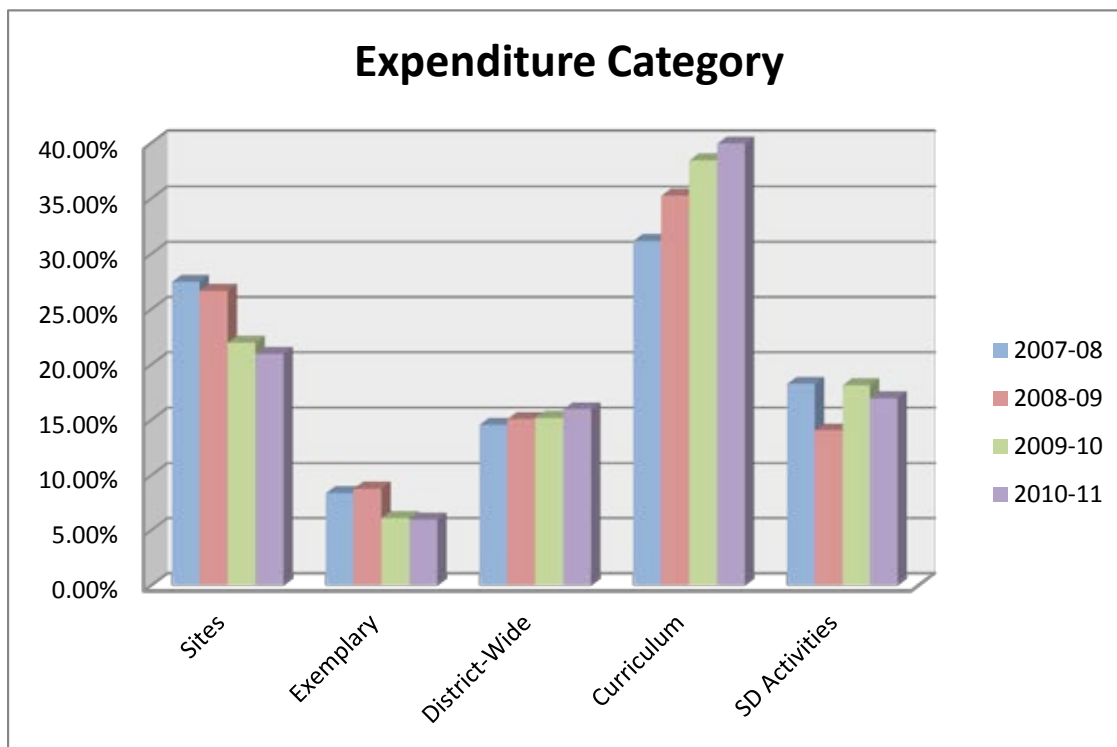
Program information and analysis is derived from all district reports received by January 6, 2012. The analysis of the program information includes the amount of basic revenue reserves used; types of high-quality staff development offered and numbers of teachers engaged; district, site, and legislative goals addressed; and staff development content, designs/structures, and evaluation results.

Among the highlights of the reported data are:
• Staff development expenditures in 2010-11 were $124,599,168, compared to $136,011,175 in 2009-10.
• The largest percentage of staff development expenditures (40.27 percent) went to curriculum consultant and development activities and the second largest percent (20.69 percent) went to school sites.
• Statewide data for FY 2011 identified a total of 45.00 percent of districts expending 2 percent or more of their basic revenue on staff development, a 3.62 percent decrease from the previous year.
• A total of 14.00 percent of districts waived the use of staff development funds, a 1.29 percent decrease from the previous year.
• For FY 2011, the percent of surveyed districts giving one or more exemplary grants was 37.00 percent, a 2.76 percent decrease from the previous year.
• District student achievement goals were reported across the following academic subject areas: Art/Music, Career and Technical Education, Language Arts/Writing, Mathematics, Reading, Science, Social Studies, and World Languages.
• The high-quality staff development component need most frequently reported, N=510, was the use of data and assessments to inform classroom practice.
• High-quality staff development was delivered to the following categories of staff: 88 percent of teachers, 83 percent of non-instructional staff, and 81 percent of paraprofessionals.

• In FY 2011, districts self-reported staff development teacher induction activities in five areas: induction activities for new teachers, new teacher seminars or workshops, formative assessments used with new teachers, mentor training activities, and evaluation measures.
• Arts education was surveyed at the district-level for arts standards implementation at the secondary level and for visual art, theater, music, media art, and dance at the elementary level.
• Gifted and Talented practices were surveyed on an individual site basis and data was collected related to gifted and talented identification, availability of services, staff development, and compliance with the acceleration procedure mandate.

The 2010-11 Staff Development Report to the Legislature includes a description of the electronic staff development reporting format delivered through MDE's website. The School Support Division monitors the online reporting system, see Appendix B for sample pages, and is responsible for implementation, training, assistance, and reporting to the Legislature. The use of technology improves capabilities for gathering and analyzing larger amounts of data for staff development reports to the Minnesota Legislature and the U.S. Department of Education.

PART I
STAFF DEVELOPMENT PROGRAM REPORT

Reporting Staff Development Program Results

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

Staff development reports are due annually on October 15, with districts and schools reporting information from the previous school year. This year, 305 public school districts reported. In addition, two charter schools submitted staff development reports. Charter schools are not required to report as specified in Minnesota Statutes, section 126C.10, subdivision 2, and Minnesota Statutes, section 122A.61.

As of January 6, 2012, 29 school districts did not submit a 2010-2011 staff development report. An asterisk (*) indicates districts that have failed to submit a report for two or more years.

Atwater-Cosmos-Grove City School District	Milroy Public School District
Battle Lake Public School District	Montgomery-Lonsdale School District*
BOLD Public Schools	Onamia Public School District
Brandon Public School District*	Orono Public School District*
Caledonia Pubic School District	Ortonville Public School District*
Carlton Public School District*	Perham-Dent Public School District
Chatfield Public Schools	Plainview-Elgin-Millville School District
Crosby-Ironton Public School District	Round Lake Public School District*
Evansville Public School District*	Southland Public School District*
Granada-Huntley-East Chain Public School District*	Tracy Area Public School District
	Verndale Public School District
Houston Public School District	Wabasso Public School District
Kingsland Public School District*	Warroad Public School District
Lyle Public School District	Willow River Public School District
M.A.C.C.R.A.Y. Public School District*	Yellow Medicine East School District

Statewide Efforts that Support Staff Development

The School Support Division provided assistance to Minnesota districts and schools in their improvement efforts to increase the academic achievement needs of students. Developing goal-oriented and results-driven staff development plans are critical in ensuring teachers have the knowledge, skills, and support to meet the diverse academic needs of their students. 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 Statutes, section 122A.60 require districts to establish staff development committees, develop staff development plans, implement effective staff development activities, and report annually the results of their plans. School Support staff provided assistance in these areas.

During FY 2011, the School Support Division provided programs, services, and technical assistance based on a continuous improvement model. Staff development support was provided through a regional delivery system, customized technical assistance, and the use of technology. Initiatives and programs addressed included:
• Quality Compensation for Teachers (Q Comp)
• Teacher Advancement Program (TAP)
• High-Quality Professional Development
• Adequate Yearly Progress (AYP) Statewide System of Support (SSOS)
• Title I School Improvement Grants (SIG)
• Mathematics and Science Teacher Academy (MSTA)-United States Department of Education
  Math and Science Teacher Partnership (MSP)
• Science, Technology, Engineering and Mathematics (STEM)
• Reading
• Language Arts
• Gifted and Talented Education Services
• Enhancing Education Through Technology (E2T2) Grants - Title II Part D
• Education Technology American Recovery and Reinvestment Act Grants (Ed Tech ARRA)

The School Support Division staff seeks ways to partner with school districts in offering high-quality professional development. In response to increasing requests from districts for workshops and trainings, more than 40 web-based presentations have been designed to increase teacher instructional quality. Moving to an internet platform has allowed districts several professional development options. Some district personnel use the web-based trainings "as is" without additional support from division staff. Upon request, staff customized a workshop session for their unique context and provided a workshop outline, script, and accompanying materials along with ongoing consultation to ensure training at the school meets with success. These on-demand professional development trainings are designed to accommodate a variety of school districts' needs including: Adequate Yearly Progress, Formative Assessment, Professional Learning Communities, Q Comp, SMART Goals, and Teacher Observation.

Quality Compensation for Teachers (Q Comp) is Minnesota's alternative teacher compensation initiative. Q Comp requires districts, teachers, and communities to organize and focus around a common agenda – improving instructional quality and teacher efficacy to increase student achievement. The Q Comp program has five components: (1) career ladder/advancement options for teachers; (2) job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and, (5) an alternative teacher salary schedule. A total of 104 school districts participated in Q Comp in the 2010-11 school year. Of the 104 participating schools, 50 were independent school districts and 54 were charter schools.

The School Support Division staff provided Q Comp schools with a variety of professional development offerings, technical assistance, and consultation regarding job-embedded professional development. Monthly network sessions were provided to allow participating Q Comp schools to come together and examine program practices that improved instruction to increase student achievement. Session topics focused on Job-embedded Professional Development, Connecting Teacher Observation to Student Achievement, Developing Data-based Student Goals, Teacher Leaders, and the structures needed to increase student achievement. Summer workshop sessions were also included and provided districts and schools with best practice information about formative assessments, components for effective implementation, and school-wide goals in reading and mathematics. In addition to the monthly network sessions and

summer workshop sessions, Q Comp staff also hosted a one-day conference in January 2011. The conference theme, Leading for Success, focused on increasing the ability of both districts and schools in carrying out effective program implementation, organizational change, and systems transformation. Upon request, division staff provided workshops to schools or customized workshop materials, including web-based presentations, for Q Comp schools to deliver on their own.

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

The School Support Division also provided oversight and technical assistance related to NCLB legislation and staff development practices. 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 district and school 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 districts and schools outlines their needs assessment, teaching and learning needs, selected research-based strategies, and professional development programs to support increased student achievement.

The federal Title I School Improvement Grant (SIG) provides funding and support to the identified persistently lowest achieving schools in order to rapidly and dramatically increase student achievement. During the 2010-2011 school year, Minnesota's 19 SIG schools began implementing comprehensive intervention models designed to build capacity for sustainable improvement. Required intervention model elements include increasing time for learning, giving teachers time to collaborate, evaluating teachers and principals regularly, and setting ambitious goals for student learning.

The Office of Turnaround Schools (OTAS) at MDE provided administration, evaluation, and extensive technical assistance for grantees. OTAS delivered trainings and technical assistance in formative assessment, teacher and principal evaluation, professional learning communities, curriculum and assessment alignment to state standards, and increased instructional time. OTAS

staff members were frequently out in SIG schools working with leaders and teachers in the implementation of SIG components to support improved instruction and increased student achievement. In addition, OTAS collaborated with the University of Minnesota to develop curriculum and content for a special track in the Minnesota Principals' Academy for all 19 principals leading SIG schools across the state. Building the capacity of school leaders and staff was central to the work of OTAS to ensure sustainability of the grant activities after the funding expires.

The Mathematics and Science Teacher Academy consists of nine regional teacher centers supported through funds from the United States Department of Education Math and Science Teacher Partnership. The broad focus in 2010-11 was on mathematics and science teacher knowledge in specific grade bands. Mathematics modules were developed according to regional data and science modules focused on integrating the nature of science and engineering. Each of the modules provided 30-45 hours of professional development through summer and school-year workshops and local professional learning communities to tie understanding of content to practice.

Science, Technology, Engineering, and Mathematics is a statewide campaign that has been made possible through the support of state organizations, including MDE. MDE partnered with SciMathMN to develop an online database to translate standards into practice. Minnesota educators wrote over 280 "frameworks" that are being used in mathematics, science, and engineering professional development and instructional guidance.

MDE provided professional development to districts and schools in a number of content areas including reading. The department has embraced the opportunity to support Minnesota public school districts with understanding and acting on the revision of Minnesota Statute 120B.12 in the 2010-2011 legislative session. This statute, commonly referred to as the *Reading Well by Third Grade Legislation* identifies instructional practices and school structures that support all students reading well by 3rd grade and requires schools to create and publically share local literacy plans. MDE offers monthly information sessions to assist districts with creating comprehensive literacy plans, offers a web page specific to this initiative with resources and information, and makes available customized technical assistance on demand.

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

With the adoption of new 2010 English Language Arts K-12 Standards, MDE provided both regional and targeted staff development to district teachers, administrators, and curriculum leaders on standards implementation. MDE facilitated both introductory and in-depth alignment seminars at the request of individual districts; regional educational service centers; and in partnership with the Minnesota Writing Project, Minnesota Council of Teachers of English, Minnesota Reading Association, Minnesota Humanities Center, Minnesota History Center, Minnesota Council for the Social Studies, Minnesota Science Teachers Association, and Minnesota Association of Curriculum and Supervision. Resources and classroom instructional strategies, designed by MDE and classroom practitioners, were at the heart of staff development opportunities.

The Minnesota Gifted and Talented Advisory Council, comprised of representatives of various stakeholder groups, met quarterly during the 2010-2011 school year providing valuable feedback and guidance to the department on current topics of importance. Council members help identify statewide staff development needs. A major focus of Gifted and Talented training during the 2010-2011 school year was the support and identification of at-risk, highly-able learners. These included regional workshops, conference presentations, and customized professional development.

There was a number of technology funding opportunities for districts that are either managed by MDE or are directly funded to districts. The Title ll, Part D – Enhancing Education Through Technology (E2T2) program was part of the federal No Child Left Behind (NCLB) legislation passed by Congress in 2002 and administered by MDE. The purpose of the E2T2 program was to fund initiatives that promote integration of technology with instruction, development of information and technology literacy skills for students and teachers, application of technology to learning to increase student engagement and achievement, and staff development for teachers in the integration of technology with instructional practice.

The E2T2 Program utilized funds made available under the American Recovery and Reinvestment Act of 2009. The program provides an opportunity for schools to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. These additional resources will enable local entities to provide new and emerging technologies, create state-of-the-art learning environments, and offer additional training and support for teachers to help students achieve academically and acquire the skills needed to compete in a global economy.

2009-10 Staff Development Data Analysis

Basic Revenue

The FY 2011 staff development expenditures were $124,599,168 (refer to Part II of this report). The total amount of funds devoted to staff development continues a downward trend from 2008-09 to the present (Figure B).

Figure B. Total Statewide Staff Development Expenditures Over Time (Uniform Financial Accounting and Reporting Standards)
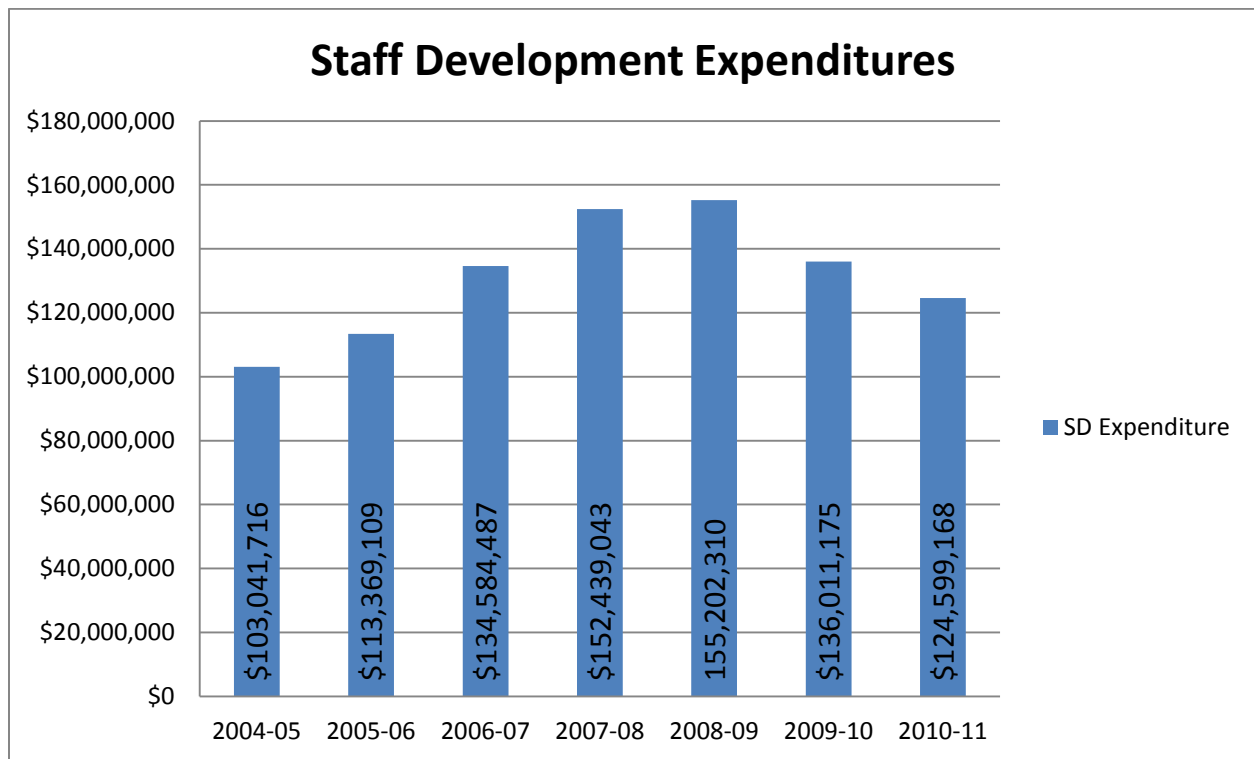
Statewide Comparison Charts - Percent Reserved

Figure C compares FY 2010 and FY 2011 data regarding the percent of districts that reserved 0 percent, less than 2 percent, or 2 percent or more of basic revenue for staff development.

Figure C. Percent of Basic Revenue Reserved Statewide
(2010-11 Self-Reported Data)

2010

Revenue Reserved: Statewide (N=331)

15.29%
48.62%
36.09%

□ 0%
□ Less than 2%
□ 2% or more

2011

Revenue Reserved: Statewide (N=313)

14.00%
45.00%
41.00%

□ 0%
□ Less than 2%
□ 2% or more
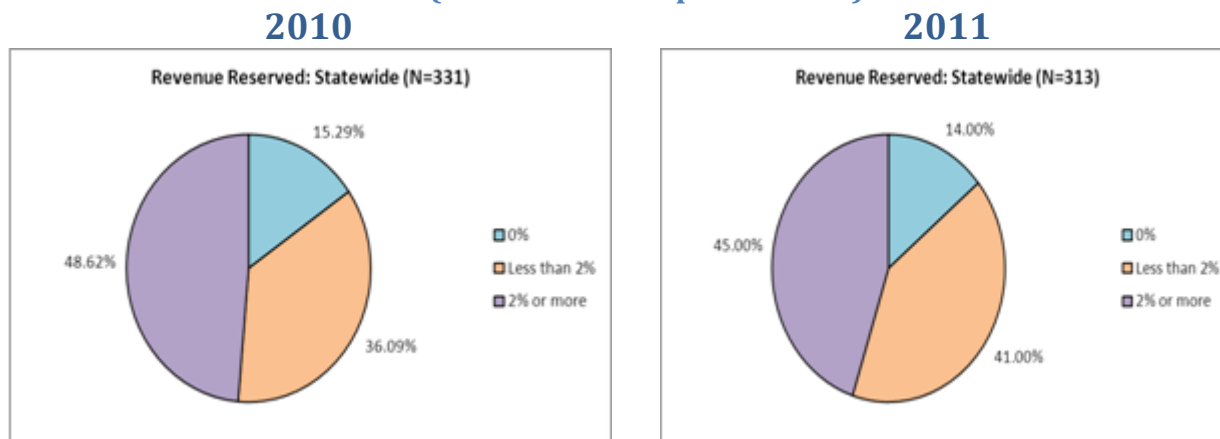
Statewide data for FY 2011 identified a total of 45.00 percent of districts expending 2 percent or more of their basic revenue on staff development. This is a 3.62 percent decrease compared to FY 2010. In FY 2011, the districts expending less than 2 percent totaled 41.00 percent, a 4.91 percent increase over FY 2010. In FY 2011, 14.00 percent of districts utilized the 0 percent option, a 1.29 percent decrease from FY 2010.

Exemplary Grants

Districts that reserved funds may distribute up to 25 percent of staff development funds in the form of exemplary grants to sites. The percentage of surveyed districts giving one or more exemplary grant(s) decreased 2.76 percent from FY 2010 to FY 2011. (Figure D).

Figure D. Percent of Exemplary Grants
(2010-11 Self-Reported Data)

2010

Exemplary Grants Given (N=331)

39.76%
60.24%

□ none
■ 1 or more Grants

2011

Exemplary Grants Given (N=313)

37.00%
63.00%

□ none
■ 1 or more Grants
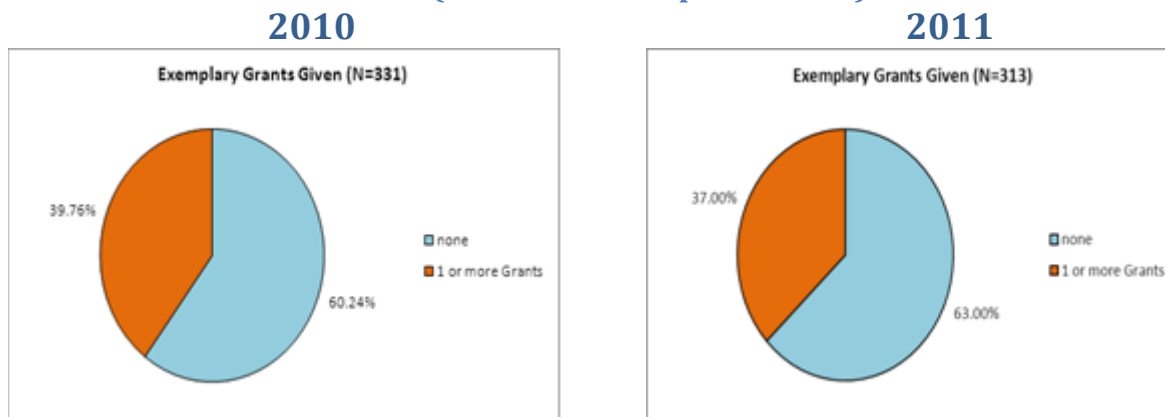
Details on individual expenditures for exemplary grants are provided in Appendix A of this report under Finance Code 307. Finance Code 307 for FY 2011 stands at 5.88 percent of the $124,599,168 awarded as exemplary grants.

High-Quality Staff Development

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

According to state statute (M.S. 122A.60), staff development outcomes must be consistent with local school board education goals. District and site plans must include ongoing staff development activities that contribute to continuous progress toward the following goals:
1. Improve student achievement of state and local education standards in all areas of the curriculum using best practices methods
2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings
3. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan
4. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district
5. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution
6. Provide teachers and other members of site-based management teams with appropriate management and financial management skills

Staff development activities at both the district and site level must include the following:
1. Focus on the school classroom and research-based strategies that improve student learning
2. Provide opportunities for teachers to practice and improve their instructional skills over time
3. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement
4. Enhance teacher content knowledge and instructional skills
5. Align with state and local academic standards
6. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring
7. Align with the plan of the district or site for an alternative teacher professional pay system

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

**Table 1. The Number of Each Professional Group Across the State and
Those that have Received High-Quality Staff Development, as Reported by Sites
(2010-11 Self-Reported Data)**

	Teachers (N=114,822)	Paraprofessionals (N=45,473)	Licensed Non-Instructional Staff (N=21,770)
Number of staff members receiving high-quality staff development	101,555 (88%)	37,868 (83%)	17,731 (81%)

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

As reported for FY 2011, most of the teachers (88 percent), paraprofessionals (83 percent) and licensed non-instructional staff (81 percent) received high-quality staff development.

District Student Achievement Goals

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

**Table 2. Number of District Student Achievement Goals
Reported for Each Subject Area
(2010-11 Self-Reported Data)**

Subject Area Focus Related to District Goals	Number
Art/Music	197
Career & Technical Education	201
Health/Physical Education	209
Language Arts & Writing	258
Mathematics	295
Reading	292
Science	293
Social Studies	210
World Languages	189

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

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

**Figure E. Percentage of Staff Development Activities
Reported for Each Design and Structure
(2010-11 Self-Reported Data)**

Statewide Staff Development Activities
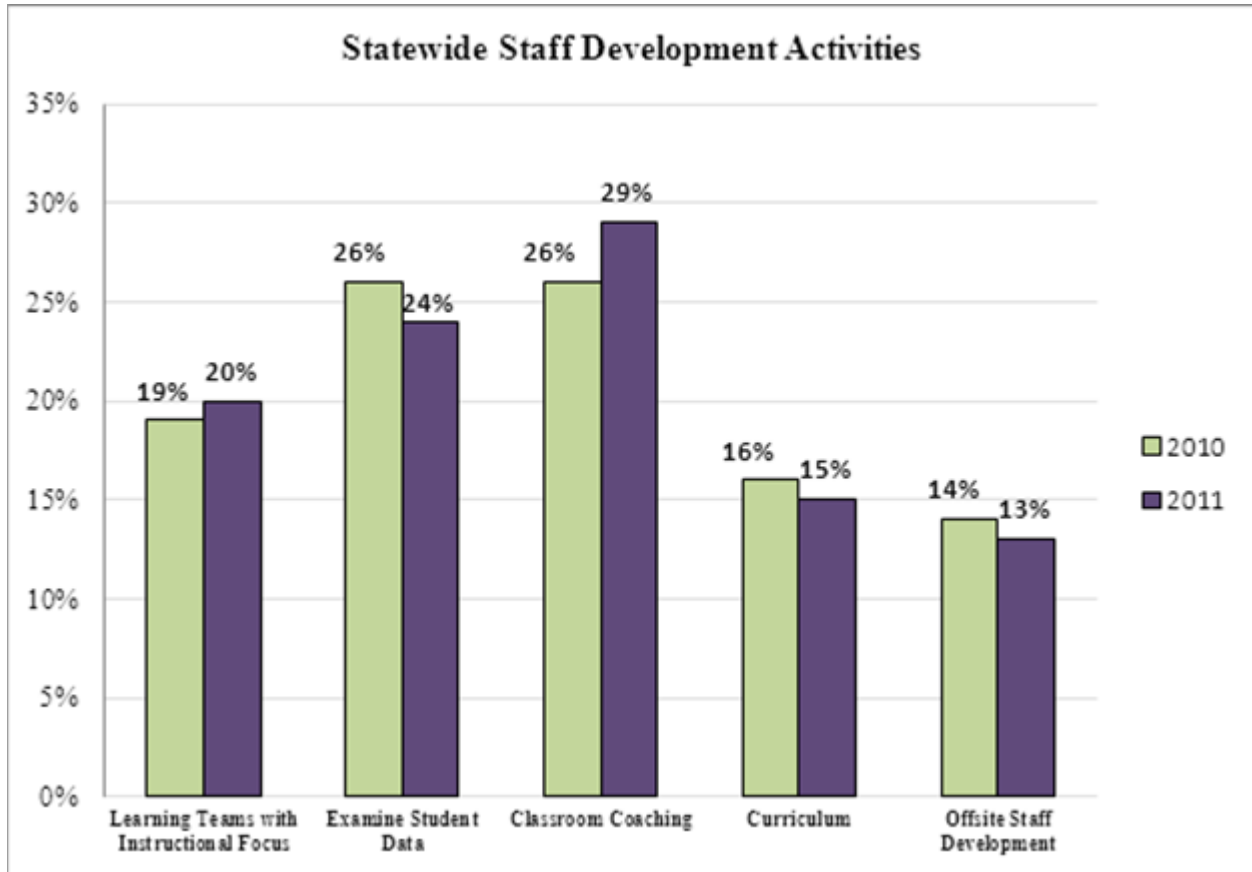
Due to rounding the percentages add up to 101 percent.

The district staff development activities engaged in at a high level by the reporting districts include: classroom coaching (29 percent), examining student data (24 percent), and learning teams with an instructional focus (20 percent). Districts also provided activities in curriculum review (15 percent) and offsite staff development (13 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 3.

Table 3. Total Number of Activities for Each High-Quality Staff Development Component
(2010-11 Self-Reported Data)

Each High-Quality Staff Development Component-Need	Number of Activities
Included teachers, principals, parents, and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops	434
An integral part of school board, district-wide, and school-wide educational improvement plans	506
Evaluated regularly to improve the quality of future professional development	370
Helped all school personnel work effectively with parents	373
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified	349
Included the use of data and assessments to inform classroom practice	510
Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency, and at-risk students	474
Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction, and assessment to help students meet and exceed state academic standards	487
Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research	495
Provided for professional learning communities that focus on student achievement	486
Provided technology training to improve teaching and learning	402

The high-quality staff development component need most frequently reported, N=510, was the use of data and assessments to inform classroom practice. This replaced the highest-rated need from the year before, which was activities related to high-quality staff development as an integral part of school board, district-wide, and school-wide educational improvement plans. This need was the second most frequently reported need, N=506, in 2010-11.

Teacher Induction

Teacher induction or mentoring programs provide a formal support structure for teachers during their first years of teaching. Among the many activities that can be encompassed by a comprehensive induction program are an orientation to the school setting, professional development specific to the first years of teaching, mentoring, observation and feedback, professional development plans, and formative assessments.

Statewide Teacher Induction

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

Table 5. Statewide Teacher Induction Staff Development Programs
(2010-11 Self-Reported Data)

232 Total Districts	Statewide Count	% of Districts Reporting
A. Induction Activities for New Teachers		
Collaboration time expectations for new teacher and mentor	185	80%
Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor observations, examining student work)	110	47%
New teacher observations of master teachers	117	50%
New teacher orientation to district, school and classroom (typically conducted prior to the start of the school year)	215	93%
New teacher seminars/workshops	150	65%
Observations conducted by a mentor	144	62%
Program for first-year teachers	208	90%
Program for second-year teachers	91	39%
Program for third-year teachers	59	25%
B. New Teacher Seminars or Workshops		
Classroom management	180	78%
Content or program knowledge	127	55%
Curriculum and assessments	153	66%
Differentiated instruction	116	50%
Instructional strategies	181	78%
Lesson planning	109	47%
Using data to improve instruction	161	69%
C. Formative Assessments used with New Teachers		
Examining student work or student data	99	43%
Needs assessments	99	43%
Mentor logs focused on issues and results	99	43%
Mentor observations and feedback	172	74%
Self-assessments using professional teaching standards	116	50%
D. Mentor Training Activities		
Coaching skills	111	48%
Observation strategies	126	54%
Professional teaching standards	117	50%
Foundations (e.g., basic skills, mentoring responsibilities)	169	73%
Using formative assessments for professional growth	77	33%
E. Evaluation Measures		
Impact on student achievement	97	42%
Impact on teacher effectiveness (professional growth)	144	62%
Program model effectiveness	92	40%
Impact on teacher retention	85	37%
Knowledge and application of new teacher development	137	59%
New teacher-mentor relationship	143	62%
New teachers job satisfaction	141	61%

In Figure F, 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, 90 percent provided programs for first-year teachers. Collaboration time expectations for new teachers and mentors were reportedly done 80 percent of the time. 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 47 percent provided formative assessments to guide their professional growth. New teacher induction continued for second-year teachers in 39 percent of the reporting districts and 25 percent reported a program for third-year teachers.

Figure F. Percentage Distribution of the Frequency of Districts Providing Various Induction\Activities for New Teachers (2010-11 Self-Reported Data)
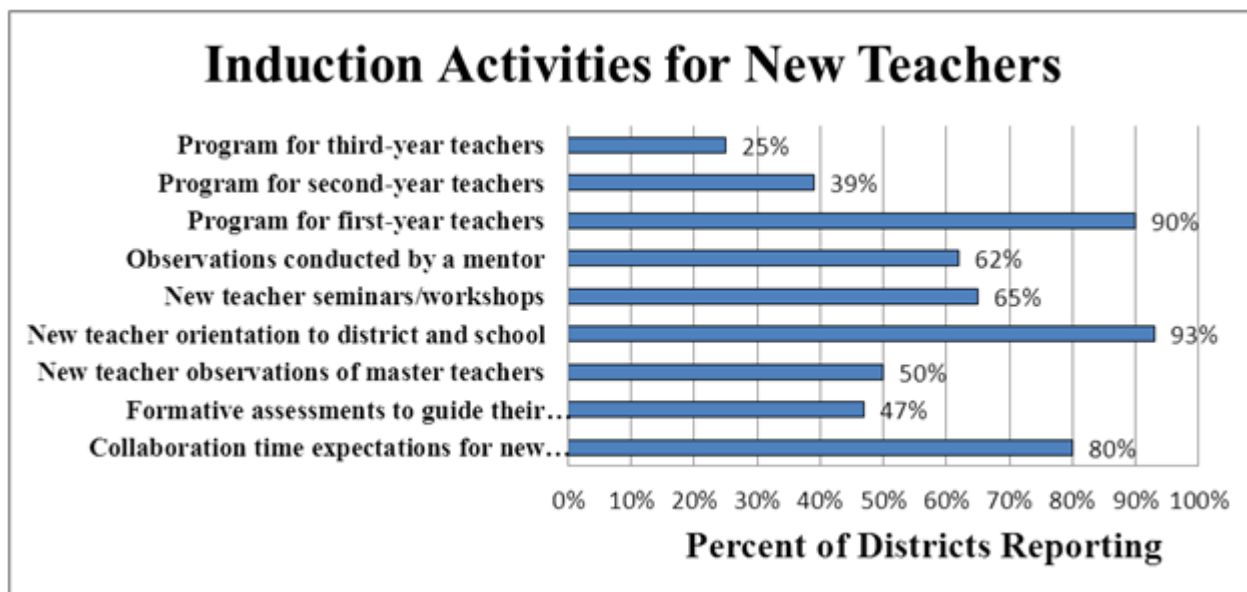
Information reported in Figure G indicate that new teacher seminars or workshop topics included classroom management (78 percent), instructional strategies (78 percent), using data to improve instruction (69 percent), and curriculum and assessments (66 percent). Percentages of the respondents indicating content or program knowledge (55 percent) and differentiated instruction (50 percent) were relatively small with lesson planning (47 percent) being the least frequent reported.

New Teacher Seminars or Workshops

Category	Percent
Using data to improve instruction	69%
Lesson planning	47%
Instructional strategies	78%
Differentiated instruction	50%
Curriculum and assessments	66%
Content or program knowledge	55%
Classroom management	78%

Percent of Districts Reporting
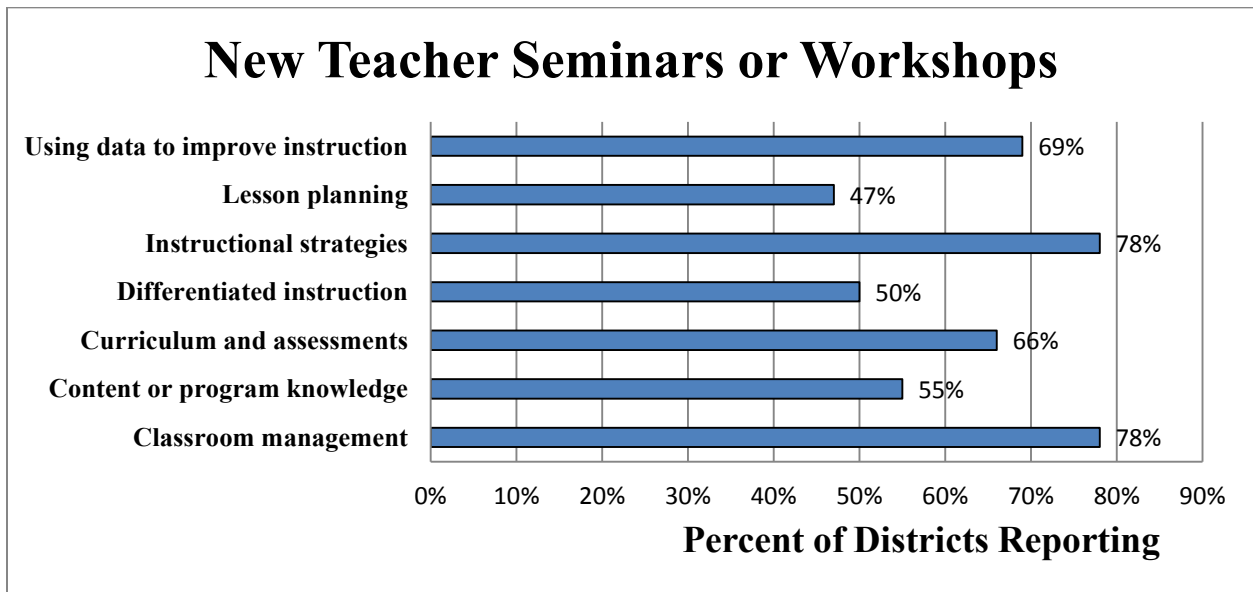
Use of formative assessments with new teachers is indicated in Figure H. Programs frequently focused on mentor observations and feedback (74 percent). In addition, self-assessments using professional teaching standards (50 percent), needs assessments (43 percent), examining student work or student data (43 percent), and using mentor logs focused on issues and results (43 percent) were identified.

**Figure H. Percentage Distribution of the Frequency of Districts Using
Formative Assessments with New Teachers
(2010-11 Self-Reported Data)**

Formative Assessments Used With New Teachers

Category	Percent
Needs assessments	43%
Self-assessments using professional teaching…	50%
Mentor observations and feedback	74%
Mentor logs focused on issues and results	43%
Examining student work or student data	43%

Percent of Districts Reporting
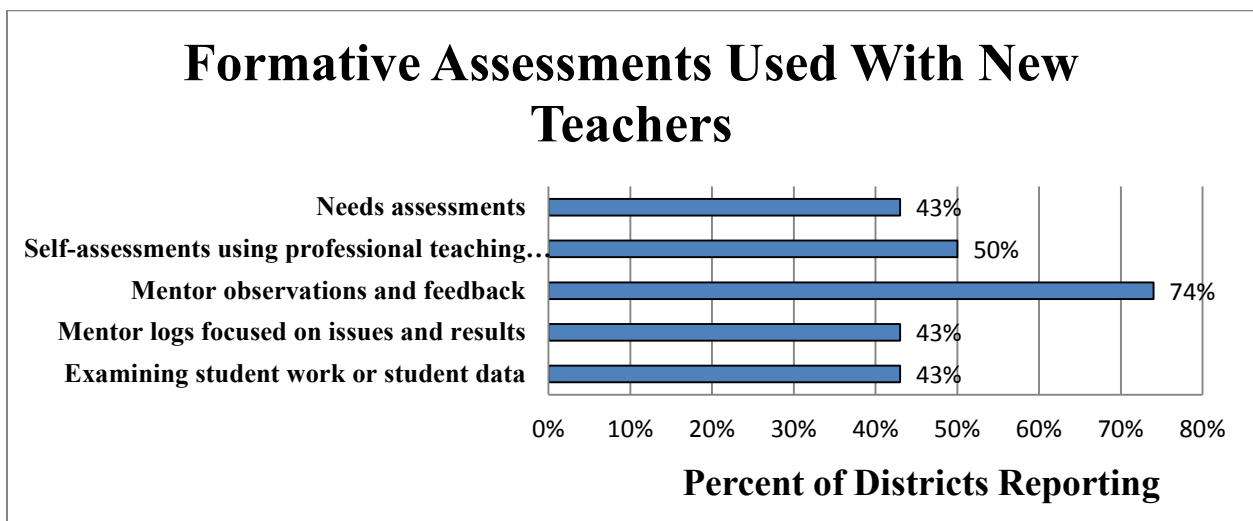
Characteristics of mentor training activities are shown in Figure I. The highest ranking activities were: foundations (73 percent), observation strategies (54 percent), professional teaching

standards (50 percent) and coaching skills (48 percent). The smallest frequency of response was for formative assessments for professional growth (33 percent).

Mentor Training Activities

Activity	Percent
Foundations (e.g., basic skills, mentor roles)	73%
Formative assessments for professional growth	33%
Professional teaching standards	50%
Observation strategies	54%
Coaching skills	48%

Percent of Districts Reporting
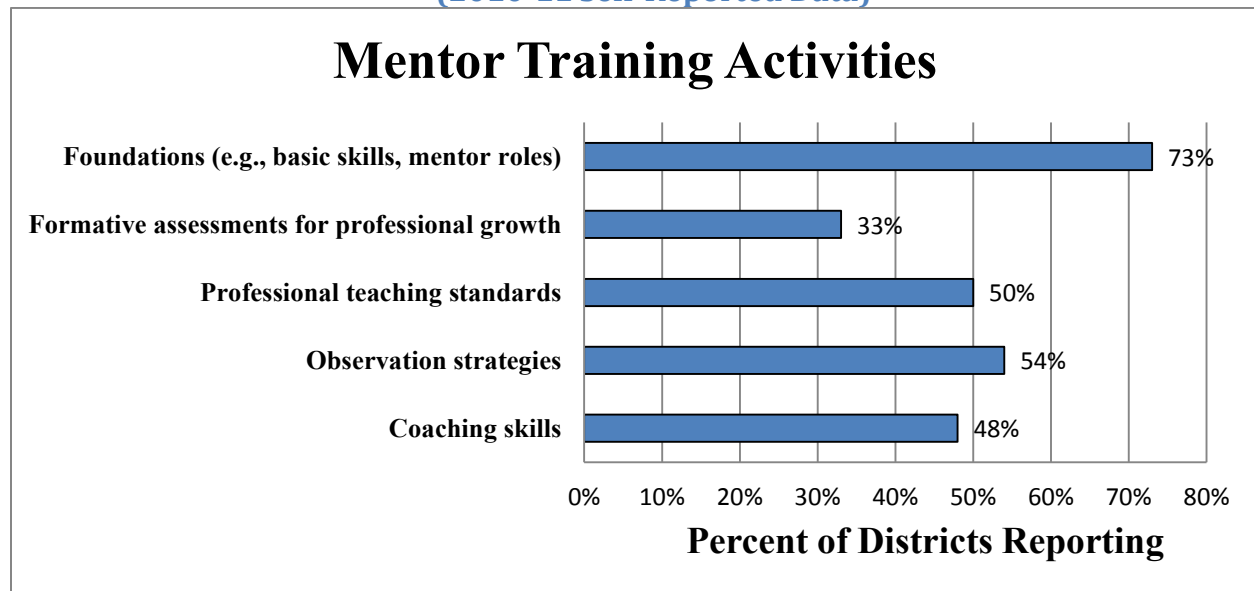
As seen in Figure J, a large percentage of the respondents reported that they used the impact on teacher effectiveness (62 percent), new teacher-mentor relationship (62 percent), new teacher's job satisfaction (61 percent), and new teacher knowledge and application (59 percent) as evaluation measures. Respondents also indicated they evaluated program components such as impact on student achievement (42 percent), program model effectiveness (40 percent), and impact on teacher retention (37 percent).

Figure J. Percentage Distribution of Districts Providing Evaluation Measures
(2010-11 Self-Reported Data)

Evaluation Measures

Measure	Percent
Program model effectiveness	40%
New teachers job satisfaction	61%
New teacher-mentor relationship	62%
Application of new teacher development	59%
Impact on teacher retention	37%
Impact on teacher effectiveness	62%
Impact on student achievement	42%

Percent of Districts Reporting
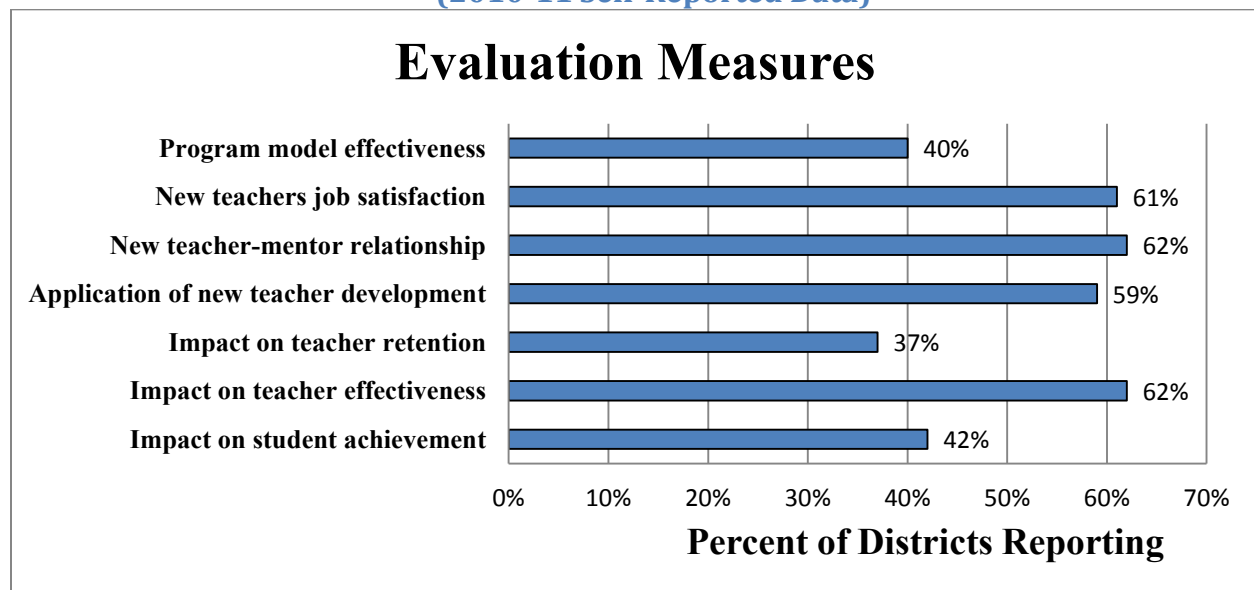
Arts Education

Survey questions developed with assistance from the Perpich Center for Arts Education have resulted in a statewide picture of the implementation of the Minnesota Academic Standards in the Arts. Based on district responses, implementation of high school media arts and music has declined by five percent, and high school visual arts has declined by six percent since 2010. High school dance and theater have remained the same, while implementation of elementary dance increased by three percent and theater by four percent. 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.

2011 Arts Standards Implementation
Reported at the District Level for Elementary and Secondary Levels
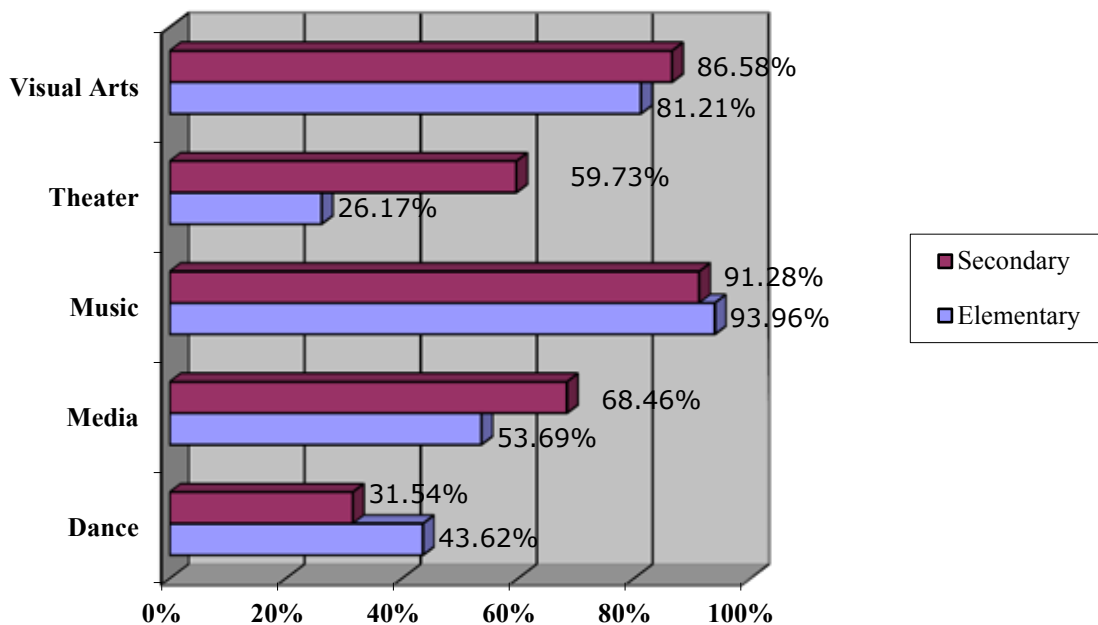
Districts were asked to identify who assessed arts learning at the elementary and secondary levels, and were asked if they had a dedicated arts curriculum coordinator. Arts specialists were more likely to assess arts learning at the high school level (82 percent). Assessment of student learning in the arts remained evenly distributed among arts specialists, classroom generalists, and non-arts specialists in elementary schools. 10 percent of reporting sites had a district level arts coordinator, a one percent increase over last year.

The number of staff development goals focused on the arts decreased from 277 in 2010 to 197 in 2011. The Perpich Center for Arts Education continues to work with districts in areas of staff development indicated by the survey to be of high interest. In 2011 85 percent of all districts, representing 82 percent of all Minnesota students, requested assistance in at least one of the four areas listed below.

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Table 6. District Requested Assistance from the Perpich Center for Arts Education
(2010-11 Self-Reported Data)

Professional Learning Areas	% of Districts Requesting Perpich Center Services	% of Students Impacted
Implementing Arts Standards	59%	60%
Designing Effective Arts and Arts Integrated Curriculum	61%	62%
Designing Assessments Aligned with Standards	53%	66%
Building a System to Report Individual Student Achievement in the Arts	32%	46%

Gifted and Talented Education

Minnesota public schools were surveyed at the 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. Data was collected by individual school site rather than at the district-level to ensure the most accurate picture of program design and availability. Results from 1,055 school sites were reported regarding gifted and talented education which was used to identify the needs of schools and assist them in addressing those needs.

Of the 1,055 sites who responded, 1,029 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 in Figure L.

Figure L. Staff Development Hours by Sites and Percentage (N =1,029) (2010-11 Self-Reported Data)
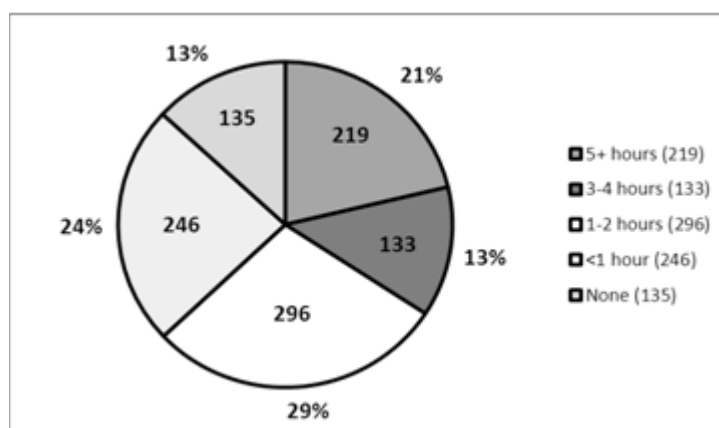
"N" indicates the number of schools

When compared with the previous year, the 2010-11 data in Table 7 showed a slight decrease in the number of hours reported as staff development in gifted and talented education for the year.

Table 7. Comparison of Staff Development Hours by Year and Percentage Change (2009-2010 and 2010-11 Self-Reported Data)

Hours by Site	2009-10	2010-11	Change
5+	23%	21%	-2%
3-4	13%	13%	-
1-2	31%	29%	-2%
<1	21%	24%	+3%
None	12%	13%	+1%

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 8.

Table 8. Most Common Identification Tools, Number of Sites, and Percentage (2010-11 Self-Reported Data)

Tool	Number of Sites	Percentage
Teacher nomination	746	71%
Northwest Evaluation Association Data (NWEA)	668	63%
Parent Nomination	442	42%
Individual Achievement Test	432	41%
Group or Grade-Level Achievement Test	394	37%
Curriculum-based Assessments	282	27%
Individual Intelligence Test	243	23%
Gifted Screening Surveys (teacher and/or parent)	196	19%
Non Verbal Test	196	19%
Self-Nomination	182	17%
Group intelligence Test	155	15%
Portfolio Review	93	9%
Out of Level Testing	80	8%
Divergent Thinking or Creativity Test	62	6%
Students were not identified	110	10%

Nearly three quarters, 71 percent of schools use teacher nomination as one tool for to identify students for services. More than half, 63 percent, used Northwest Evaluation Association (NWEA) data. Parent nominations were considered by 42 percent and individual achievement tests by 41 percent. Since the collection of identification data began in 2008 the use of multiple tools has grown.

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

Electronic Staff Development Reporting Format

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

Authorized district and school personnel register a user ID and password to access the site, where information on district and school levels can be entered and edited. Throughout the electronic reporting site, users are assisted with:
• Directions
• Statutory references
• Forms tailored to pertinent information
• Drop-down lists
• Links to definitions of words and phrases
• Staffing information pulled from other state reports

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

District-Level Information

The district section includes the following information:
• Contact information for district staff development chairs
• Members of the district staff development advisory committees
• District student achievement goals and related subject areas
• District staff development goals
• Activities or strategies used to implement the staff development goals
• Designs or structures used to implement the staff development goals
• High-quality components encompassed by this activity
• Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation, and evaluation)
• Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning, and identification of which goals will and will not be continued into the following year)
• Revenue details (waiver of reserve requirement, 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 as of 2008-09

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

Final Report

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

Technical Assistance

The MDE School Support Division staff provides assistance by phone and email for district and school personnel responsible for meeting their program's reporting requirements. A 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 March 2011 to begin entering staff development information for the 2010–2011 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-FY11

System for Collecting and Reporting Expenditure Data

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

Finance Dimension of UFARS

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

Figure 1: Selected UFARS Finance Dimension Codes

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

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

Sec. 64. RESERVED REVENUE FOR STAFF DEVELOPMENT; TEMPORARY SUSPENSION.
Notwithstanding Minnesota Statutes, section 122A.61, subdivision 1, for fiscal years 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 2011.

Program Dimension of UFARS

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

Figure 2: Selected UFARS Program Dimension Codes

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

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

Object Dimension of UFARS

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

Figure 3: Selected UFARS Object Dimension Codes

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

Findings from Data Submitted on Staff Development Expenditures

The following three tables contain summary information on staff development expenditures and balances for 340 regular school districts, two 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 FY10 to FY11.

The data are taken from all data submitted to MDE by January 3, 2012. The statutory deadline for reporting final UFARS data was November 30, 2011.

Expenditures by Finance and Program Dimension

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

Table 1: Summary Data of Staff Development Expenditures by Finance Dimension and Program Dimension for FY11

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	25,783,115	20.69%
Finance 307 (25% grant)	7,336,171	5.89%
Finance 308 (25% district)	19,983,117	16.04%
Program 610 (curriculum)	50,181,182	40.27%
Program 640 (staff development)	21,315,583	17.11%
TOTAL	$124,599,168	100.00%

Conclusions from Table 1 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. Program Code 610 (curriculum) recorded the highest amount of total funds spent.

Expenditures by Object Dimension

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

Table 2: Summary Data of Staff Development Expenditures by Object Dimension for FY11

Object Codes	Total Funds Spent	Percent of Total Spent
100-299 Salaries/benefits	87,230,134	70.00%
300-399 Purchased services	21,182,418	17.00%
400-599 Materials/equipment	14,510,857	11.65%
600-899 All other	1,675,759	1.35%
TOTAL	$124,599,168	100.00%

Conclusions that can be drawn from Table 2:

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

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

Balance Sheet Accounts

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

Summary Data of Staff Development Balances

Initially, there were several pages of district names that had positive balances in the phased out staff development reserve accounts. Each year the number of districts was reduced until they were all removed by FY07. The FY11 total for the staff development reserve account is contained in Table 3.

Table 3: Summary Data of Staff Development Balances by Balance Sheet Code for FY10 and FY11

Balance Sheet Name	Balances FY10	Balances FY11
403 Regular-Staff Development	$15,186,372	$866,109

Conclusions or comments directed to Table 3:

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

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

Appendices
Appendix A Unit-by-Unit Data

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

Appendix B provides sample pages of the 2010-2011 online staff development reporting form.

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

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

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

APPENDIX A
Unit-By-Unit Staff Development Account Chart

District Number	School Name	Finance Codes			Program Codes	
		306	307	308	610	640
1	AITKIN PUBLIC SCHOOL DISTRICT	19,909		2,083	41	
	MINNEAPOLIS PUBLIC SCHOOL DIST.	3,519,070		4,185,745		592,059
2	HILL CITY				327	
4	MCGREGOR PUBLIC SCHOOL DISTRICT	4,145	45	1,735		3,010
6	SOUTH ST. PAUL PUBLIC SCHOOL DIST.	88,029	10,552	12,023	441,088	21,469
11	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	563,390	111,886	2,062,339	4,894,922	1,985,185
12	CENTENNIAL PUBLIC SCHOOL DISTRICT	567,000	38,443	63,610		15,592
13	COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	28,591	1,356	12,392	169,177	53,932
14	FRIDLEY PUBLIC SCHOOL DISTRICT	34,945	55,274		354,238	66,869
15	ST. FRANCIS PUBLIC SCHOOL DISTRICT	307,353	153,677	153,677	246,704	878,123
16	SPRING LAKE PARK PUBLIC SCHOOLS	4,569	114,544	91,556	651,847	14,655
23	FRAZEE-VERGAS PUBLIC SCHOOL DIST.	4,112	2,881			10,181
22	DETROIT LAKES PUBLIC SCHOOL DIST.	63,491	113,269	57,631		
25	PINE POINT PUBLIC SCHOOL DISTRICT	3,681	550	3,338		
31	BEMIDJI PUBLIC SCHOOL DISTRICT	13,745	4,832	15,506	19,909	
32	BLACKDUCK PUBLIC SCHOOL DISTRICT	12,775		96		
36	KELLIHER PUBLIC SCHOOL DISTRICT	759	378	376		
38	RED LAKE PUBLIC SCHOOL DISTRICT	10,036				174,192
47	SAUK RAPIDS-RICE PUBLIC SCHOOLS	880	55,909	5,105	58,368	34,579
51	FOLEY PUBLIC SCHOOL DISTRICT	57,931		30,051	186,363	1,705
75	ST. CLAIR PUBLIC SCHOOL DISTRICT	21,364	4,398	13,072	1,632	
77	MANKATO PUBLIC SCHOOL	285,695	90,170	601,576	529,934	8,183

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
81	COMFREY PUBLIC SCHOOL DISTRICT	779	94			1,382
84	SLEEPY EYE PUBLIC SCHOOL DISTRICT	19,075	545	5,836		480
85	SPRINGFIELD PUBLIC SCHOOL DISTRICT	41,385		5,039		
88	NEW ULM PUBLIC SCHOOL DISTRICT	37,083	11,031	21,585	81,462	8,888
91	BARNUM PUBLIC SCHOOL DISTRICT	22,154	5,669	10,395		17,289
93	CARLTON PUBLIC SCHOOL DISTRICT	6,533		9,438	38,172	
94	CLOQUET PUBLIC SCHOOL DISTRICT				31,649	
95	CROMWELL-WRIGHT PUBLIC SCHOOLS			17,249		
97	MOOSE LAKE PUBLIC SCHOOL DISTRICT		5,477			28,786
99	ESKO PUBLIC SCHOOL DISTRICT				1,464	31,025
110	WACONIA PUBLIC SCHOOL DISTRICT				210,949	204,936
100	WRENSHALL PUBLIC SCHOOL DISTRICT	8,237	3,929	7,513		
108	CENTRAL PUBLIC SCHOOL DISTRICT	27,041	2,257	7,375		
111	WATERTOWN-MAYER PUBLIC SCHOOL DIST.	20,512	4,065	4,597		
112	EASTERN CARVER COUNTY PUBLIC SCHOOL	986,340	4,024	117,541	701,481	155
113	WALKER-HACKENSACK-AKELEY SCHL. DIST	5,649	3,641	3,375		50,000
115	CASS LAKE-BENA PUBLIC SCHOOLS	85,352	125	24,348	292,488	
118	NORTHLAND COMMUNITY SCHOOLS				58,951	148,091
116	PILLAGER PUBLIC SCHOOL DISTRICT	4,558		1,514		
129	MONTEVIDEO PUBLIC SCHOOL DISTRICT	6,890	5,393	5,393	18,275	
138	NORTH BRANCH PUBLIC SCHOOLS	35,760	43,414	101,308	136,591	334,805
139	RUSH CITY PUBLIC SCHOOL DISTRICT	39,727	9,660	9,749		
146	BARNESVILLE PUBLIC SCHOOL DIST.	21,487	11,521	13,690		1,995
150	HAWLEY PUBLIC SCHOOL	25,104	16,172	11,840		7,014

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
152	MOORHEAD PUBLIC SCHOOL DISTRICT	18,201	3,478	54,068	224	256,958
162	BAGLEY PUBLIC SCHOOL DISTRICT					13,051
166	COOK COUNTY PUBLIC SCHOOLS	10,431	6,624	7,822		
173	MOUNTAIN LAKE PUBLIC SCHOOLS	9,310	9,641	27,391		
177	WINDOM PUBLIC SCHOOL DISTRICT	6,231	6,507	34,036	12,616	
181	BRAINERD PUBLIC SCHOOL DISTRICT	189,176	36,775	41,932	288,977	372,710
182	CROSBY-IRONTON PUBLIC SCHOOL DIST.	8,144	5,173	2,207		73,075
186	PEQUOT LAKES PUBLIC SCHOOLS	30,326	5,631	12,383	95,572	
191	BURNSVILLE PUBLIC SCHOOL DISTRICT		34,536	60,884	1,930,757	1,967,285
192	FARMINGTON PUBLIC SCHOOL DISTRICT	121,373	187,232	88,086	909,957	67,966
194	LAKEVILLE PUBLIC SCHOOL DISTRICT	193,425	332,378	231,675	335,119	
195	RANDOLPH PUBLIC SCHOOL DISTRICT	5,653	6,834	5,675		1,032
196	ROSEMOUNT-APPLE VALLEY-EAGAN	256,028	339,292	268,772	1,459,773	2,841,562
197	WEST ST. PAUL-MENDOTA HTS.-EAGAN	83,117	60,369	144,399	1,227,394	
199	INVER GROVE HEIGHTS SCHOOLS	40,901	11,153	22,218		71,966
200	HASTINGS PUBLIC SCHOOL DISTRICT	50,166	12,524	156,151		10,868
203	HAYFIELD PUBLIC SCHOOL DISTRICT	17,153				1,092
204	KASSON-MANTORVILLE SCHOOL DISTRICT	17,141	84,559	61,273	106,616	142
206	ALEXANDRIA PUBLIC SCHOOL DISTRICT	79,983	65,233	55,292	442,363	
207	BRANDON PUBLIC SCHOOL DISTRICT	1,788			4,937	
208	EVANSVILLE PUBLIC SCHOOL DISTRICT	1,147		549		
213	OSAKIS PUBLIC SCHOOL DISTRICT	31,718	17,196	12,220		
227	CHATFIELD PUBLIC SCHOOLS					16,926
229	LANESBORO PUBLIC	17,154	9,772	10,611		

District Number	School Name	Finance Codes			Program Codes	
	SCHOOL DISTRICT					
238	MABEL-CANTON PUBLIC SCHOOL DIST.	15,013		3,044		
239	RUSHFORD-PETERSON PUBLIC SCHOOLS	10,214	243	2,992		
241	ALBERT LEA PUBLIC SCHOOL DISTRICT				525,184	61,708
242	ALDEN-CONGER PUBLIC SCHOOL DISTRICT	15,033	1,300			
252	CANNON FALLS PUBLIC SCHOOL DISTRICT	22,549	22,630	32,014		
253	GOODHUE PUBLIC SCHOOL DISTRICT	34,766	1,393	6,629		
255	PINE ISLAND PUBLIC SCHOOL DIST.	17,532	4,814	834		6,830
256	RED WING PUBLIC SCHOOL DISTRICT	36,935	12,102	5,293	101,659	
261	ASHBY PUBLIC SCHOOL DISTRICT	6,318		9,342		
264	HERMAN-NORCROSS SCHOOL DISTRICT	1,188		3,663		
270	HOPKINS PUBLIC SCHOOL DISTRICT	152,804	71,823	45,129	844,709	419,845
271	BLOOMINGTON PUBLIC SCHOOL DISTRICT	121,583	214,360	158,947	799,456	344,159
272	EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	309,632		607,856	1,410,943	
273	EDINA PUBLIC SCHOOL DISTRICT	450,000	251,444	287,352	905,317	1,445
276	MINNETONKA PUBLIC SCHOOL DISTRICT	503,371	124	22,557	971,670	386,656
277	WESTONKA PUBLIC SCHOOL DISTRICT	13,459	14,965	3,427	175,077	3,892
278	ORONO PUBLIC SCHOOL DISTRICT		35,703	145,744	316,535	13,230
279	OSSEO PUBLIC SCHOOL DISTRICT	2,037,880	39,289	1,672,666	1,244,472	3,351,805
280	RICHFIELD PUBLIC SCHOOL DISTRICT	25,213	6,686	9,372	37,466	
281	ROBBINSDALE PUBLIC SCHOOL DISTRICT	65,703	95	74,825	1,776,933	19,663
282	ST. ANTHONY-NEW BRIGHTON SCHOOLS	73,784	14,815	19,163	87,978	
283	ST. LOUIS PARK PUBLIC SCHOOL DIST.	271,720	132,720	138,502	403,126	64,273
284	WAYZATA PUBLIC SCHOOL DISTRICT	496,981	465,146	412,067	732,809	484,978
286	BROOKLYN CENTER SCHOOL	23,099	3,885	10,511	221,225	36,786

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
294	HOUSTON PUBLIC SCHOOL DISTRICT	36,106	34,895	10,896	10,504	
297	SPRING GROVE SCHOOL DISTRICT	1,964	913	1,992	20,041	1,284
299	CALEDONIA PUBLIC SCHOOL DISTRICT	11,740	4,576	335		
300	LACRESCENT-HOKAH SCHOOL DISTRICT	9,313	225	3,077	25,044	35,406
306	LAPORTE PUBLIC SCHOOL DISTRICT	927		1,162		
309	PARK RAPIDS PUBLIC SCHOOL DISTRICT	27,626	11,362	10,233	157,859	
314	BRAHAM PUBLIC SCHOOL DISTRICT	897	20,101	9,588		
316	GREENWAY PUBLIC SCHOOL DISTRICT	3,898	7,650	2,355		
317	DEER RIVER PUBLIC SCHOOL DISTRICT	70,199	3,666	15,204	3,867	
318	GRAND RAPIDS PUBLIC SCHOOL DISTRICT	137,176	12,810	77,809	14,048	
319	NASHWAUK-KEEWATIN SCHOOL DISTRICT	2,139	1,791	4,070		
330	HERON LAKE-OKABENA SCHOOL DISTRICT	2,037		2,305		
332	MORA PUBLIC SCHOOL DISTRICT	50,592	21,270	18,736		3,131
333	OGILVIE PUBLIC SCHOOL DISTRICT	5,290	5	6,193		3,220
345	NEW LONDON-SPICER SCHOOL DISTRICT	900		20,429	5,000	4,821
347	WILLMAR PUBLIC SCHOOL DISTRICT	82,498	33,881	25,400	58,299	
356	LANCASTER PUBLIC SCHOOL DISTRICT	2,314		1,121		
361	INTERNATIONAL FALLS SCHOOL DISTRICT	14,250	18,518	11,710		
362	LITTLEFORK-BIG FALLS SCHOOL DIST.	11,885		6,602		
363	SOUTH KOOCHICHING SCHOOL DISTRICT	11,677	1,826	11,815		
378	DAWSON-BOYD PUBLIC SCHOOL DISTRICT	29,287	19,501	21,169		5,673
381	LAKE SUPERIOR PUBLIC SCHOOL DISTRICT				12,938	1,372
390	LAKE OF THE WOODS SCHOOL DISTRICT	62,227	5,250	13,641		
391	CLEVELAND PUBLIC SCHOOL	6,078	3,868	5,053	4,894	

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
392	LECENTER PUBLIC SCHOOL DISTRICT	7,734		4,157		
394	MONTGOMERY-LONSDALE SCHOOL DISTRICT	2,601	6,660			1,545
402	HENDRICK'S PUBLIC SCHOOL DISTRICT					7,679
403	IVANHOE PUBLIC SCHOOL DISTRICT					20,325
404	LAKE BENTON PUBLIC SCHOOL DISTRICT	3,799	570	2,760		
413	MARSHALL PUBLIC SCHOOL DISTRICT				155,596	186,734
415	LYND PUBLIC SCHOOL DISTRICT					54,355
423	HUTCHINSON PUBLIC SCHOOL DISTRICT				222,033	351,547
424	LESTER PRAIRIE PUBLIC SCHOOL DIST.	13,724	1,523	6,332		
432	MAHNOMEN PUBLIC SCHOOL DISTRICT	6,706		9,452		
435	WAUBUN-OGEMA-WHITE EARTH PUBLIC SCH	12,129	23,072	7,739		500
441	MARSHALL COUNTY CENTRAL SCHOOLS	7,982	1,558	4,639		
458	TRUMAN PUBLIC SCHOOL DISTRICT					846
463	EDEN VALLEY-WATKINS SCHOOL DISTRICT	7,513	2,888	12,421		
465	LITCHFIELD PUBLIC SCHOOL DISTRICT	53		2,921		
466	DASSEL-COKATO PUBLIC SCHOOL DIST.	68,967		31,237	239,610	8,705
473	ISLE PUBLIC SCHOOL DISTRICT	17,760		7,049		
477	PRINCETON PUBLIC SCHOOL DISTRICT	51,018		80,135	309,209	76,361
480	ONAMIA PUBLIC SCHOOL DISTRICT			772		39,565
482	LITTLE FALLS PUBLIC SCHOOL DISTRICT	2,462		17,115	30,993	2,909
484	PIERZ PUBLIC SCHOOL DISTRICT	67,079	33,198	15,738	31,296	
485	ROYALTON PUBLIC SCHOOL DISTRICT	19,835	14,895	13,456		
486	SWANVILLE PUBLIC SCHOOL DISTRICT	3,976	4,948			
487	UPSALA PUBLIC SCHOOL	12,643				

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
492	AUSTIN PUBLIC SCHOOL DISTRICT	113,874	73,385	69,387		320,635
495	GRAND MEADOW PUBLIC SCHOOL DISTRICT	221	1,630	17,798		
497	LYLE PUBLIC SCHOOL DISTRICT			5,788		
499	LEROY-OSTRANDER PUBLIC SCHOOLS	4,119		9,028		2,458
500	SOUTHLAND PUBLIC SCHOOL DISTRICT	13,155	7,059	16,948		
505	FULDA PUBLIC SCHOOL DISTRICT	14,825	7,560	1,157		
507	NICOLLET PUBLIC SCHOOL DISTRICT	7,389		6,677		
508	ST. PETER PUBLIC SCHOOL DISTRICT	89,209			8,133	179
511	ADRIAN PUBLIC SCHOOL DISTRICT	23,362	403	152		
513	BREWSTER PUBLIC SCHOOL DISTRICT	2,783	3,082	5,278		
514	ELLSWORTH PUBLIC SCHOOL DISTRICT	18,288	9,144	13,378		
516	ROUND LAKE PUBLIC SCHOOL DISTRICT					
518	WORTHINGTON PUBLIC SCHOOL DISTRICT	20,161	58,046	26,357	78,289	124,744
531	BYRON PUBLIC SCHOOL DISTRICT	40,806	13,242	19,542	7,857	
533	DOVER-EYOTA PUBLIC SCHOOL DISTRICT	53,926	13,216	29,004	101,077	965
534	STEWARTVILLE PUBLIC SCHOOL DISTRICT	35,357	10,061	100,578	251,638	1,837
535	ROCHESTER PUBLIC SCHOOL DISTRICT	314,669	217,199	76,831	693,663	978,090
542	BATTLE LAKE PUBLIC SCHOOL DISTRICT	27,574	2,836	3,000		1,407
544	FERGUS FALLS PUBLIC SCHOOL DISTRICT	121,823		5,729	65,924	14,191
545	HENNING PUBLIC SCHOOL DISTRICT	16,829		3,825		548
547	PARKERS PRAIRIE PUBLIC SCHOOL DIST.	10,639		3,342		50
548	PELICAN RAPIDS PUBLIC SCHOOL DIST.	16,882	16,390	2,438		9,006
549	PERHAM-DENT PUBLIC SCHOOL DISTRICT	48,245	300	5,712		
550	UNDERWOOD PUBLIC	20,226		13,445		4,340

District Number	School Name	Finance Codes			Program Codes	
	SCHOOL DISTRICT					
553	NEW YORK MILLS PUBLIC SCHOOL DIST.	9,783	3,732	4,995		
561	GOODRIDGE PUBLIC SCHOOL DISTRICT				34	
564	THIEF RIVER FALLS SCHOOL DISTRICT	1,317		82,100	131,658	
577	WILLOW RIVER PUBLIC SCHOOL DISTRICT					32,059
578	PINE CITY PUBLIC SCHOOL DISTRICT	322	2,549	15,518	59,559	
581	EDGERTON PUBLIC SCHOOL DISTRICT	6,393		2,334		
592	CLIMAX-SHELLY PUBLIC SCHOOLS	1,184				
593	CROOKSTON PUBLIC SCHOOL DISTRICT	969			19,692	11,783
595	EAST GRAND FORKS PUBLIC SCHOOL DIST	19,735	2,168	29,717		
599	FERTILE-BELTRAMI SCHOOL DISTRICT			29,510		
600	FISHER PUBLIC SCHOOL DISTRICT	7,733	1,364	375		
601	FOSSTON PUBLIC SCHOOL DISTRICT	12,238	498	3,294		1,849
611	CYRUS PUBLIC SCHOOL DISTRICT	486		84		
621	MOUNDS VIEW PUBLIC SCHOOL DISTRICT	28,515	7,602	180,020	715,632	1,636,798
622	NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	532,367	308,028	437,470	3,718,171	155,955
623	ROSEVILLE PUBLIC SCHOOL DISTRICT	136,642	202,325	180,877	252,944	717,347
624	WHITE BEAR LAKE SCHOOL DISTRICT	834,003	38,609	290,007		68,216
625	ST. PAUL PUBLIC SCHOOL DISTRICT	2,940,618	213,084	638,935	3,433,116	2,489,088
627	OKLEE PUBLIC SCHOOL DISTRICT	6,494	41			
628	PLUMMER PUBLIC SCHOOL DISTRICT	2,949		1,174		
630	RED LAKE FALLS PUBLIC SCHOOL DISTRICT					28,600
635	MILROY PUBLIC SCHOOL DISTRICT					952
640	WABASSO PUBLIC SCHOOL DISTRICT					18,904
656	FARIBAULT PUBLIC SCHOOL	68,698		400,714	576,241	6,082

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
659	NORTHFIELD PUBLIC SCHOOL DISTRICT	32,551	5,058	9,344	176,177	
671	HILLS-BEAVER CREEK SCHOOL DISTRICT	12,859	174	6,193	4,492	
676	BADGER PUBLIC SCHOOL DISTRICT	19,935	5,059			
682	ROSEAU PUBLIC SCHOOL DISTRICT	35,398	6,163	60,709		9,106
690	WARROAD PUBLIC SCHOOL DISTRICT	6,943		15,533		766
695	CHISHOLM PUBLIC SCHOOL DISTRICT	9,854				
696	ELY PUBLIC SCHOOL DISTRICT	144	2,251	7,459		136,503
698	FLOODWOOD PUBLIC SCHOOL DISTRICT	8,634	350	11,246		
700	HERMANTOWN PUBLIC SCHOOL DISTRICT	22,921	102	45,880		
701	HIBBING PUBLIC SCHOOL DISTRICT	328,319	17,260	120,826		
704	PROCTOR PUBLIC SCHOOL DISTRICT	52,237	22,707	29,221		440,842
706	VIRGINIA PUBLIC SCHOOL DISTRICT	478	14,969	33,475		
707	NETT LAKE PUBLIC SCHOOL DISTRICT	12,252				
709	DULUTH PUBLIC SCHOOL DISTRICT	52,350	16,071		19,455	98,228
712	MOUNTAIN IRON–BUHL SCHOOL DISTRICT	5,004	386	1,929		
716	BELLE PLAINE PUBLIC SCHOOL DISTRICT	28,630	15,407	18,096		44,852
717	JORDAN PUBLIC SCHOOL DISTRICT	137,363	1,025	4,070	42,357	
719	PRIOR LAKE-SAVAGE AREA SCHOOLS				697,386	581,393
720	SHAKOPEE PUBLIC SCHOOL DISTRICT	184,228	287,473	577,061	475,630	604
721	NEW PRAGUE AREA SCHOOLS	236,616	25,185	129,803	326,764	39
726	BECKER PUBLIC SCHOOL DISTRICT	13,988	7,648	1	313,049	43,540
727	BIG LAKE PUBLIC SCHOOL DISTRICT	209,923	119,861	113,703	84,395	8,266
728	ELK RIVER PUBLIC SCHOOL DISTRICT	309,984	190,176	45,960	1,583,856	
738	HOLDINGFORD PUBLIC	21,905	3,813	4,761		24,162

District Number	School Name	Finance Codes			Program Codes	
	SCHOOL DISTRICT					
739	KIMBALL PUBLIC SCHOOL DISTRICT	15,567	39	1,553	14,436	2,807
740	MELROSE PUBLIC SCHOOL DISTRICT	29,323	9,488		28,000	78,020
741	PAYNESVILLE PUBLIC SCHOOL DISTRICT	3,449	4,455	3,653	28,000	
742	ST. CLOUD PUBLIC SCHOOL DISTRICT	5,079	25,884	12,926	857,375	24,999
743	SAUK CENTRE PUBLIC SCHOOL DISTRICT	920		14,047	63,876	1,164
745	ALBANY PUBLIC SCHOOL DISTRICT	175,738	1,924	6,086	53,569	2,758
748	SARTELL-ST. STEPHEN SCHOOL DISTRICT	909	103,257	94,354	34,225	
750	ROCORI PUBLIC SCHOOL DISTRICT	30,957	7,571	23,883	278,353	6,879
756	BLOOMING PRAIRIE PUBLIC SCHOOL DIST	39,393	3,412	5,135		
761	OWATONNA PUBLIC SCHOOL DISTRICT	107,626			325,780	559,526
763	MEDFORD PUBLIC SCHOOL DISTRICT	28,147	8,194	42,397		
768	HANCOCK PUBLIC SCHOOL DISTRICT	19,083	812			
769	MORRIS PUBLIC SCHOOL DISTRICT	17,425	6,778	11,947		
771	CHOKIO-ALBERTA PUBLIC SCHOOL DIST.	2,011				
775	KERKHOVEN-MURDOCK-SUNBURG	8,364	2,723	2,628		
777	BENSON PUBLIC SCHOOL DISTRICT	2,154	21,952	64,280		
786	BERTHA-HEWITT PUBLIC SCHOOL DIST.	20,501	668	5,944		
787	BROWERVILLE PUBLIC SCHOOL DISTRICT	34,605		26,616		
801	BROWNS VALLEY PUBLIC SCHOOL DIST.	3,402	1,630	1,593		
803	WHEATON AREA PUBLIC SCHOOL DISTRICT	11,689	5,690	5,505		
811	WABASHA-KELLOGG PUBLIC SCHOOL DIST.	13,306				
813	LAKE CITY PUBLIC SCHOOL DISTRICT	166,016	27,530	23,673	19,685	
818	VERNDALE PUBLIC SCHOOL DISTRICT	7,288		794		
820	SEBEKA PUBLIC SCHOOL	18,690	3,414	5,648	13,662	

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
821	MENAHGA PUBLIC SCHOOL DISTRICT	12,658	8,674	10,274		
829	WASECA PUBLIC SCHOOL DISTRICT	8,784		14,878		7,336
831	FOREST LAKE PUBLIC SCHOOL DISTRICT			112,511	218,042	
832	MAHTOMEDI PUBLIC SCHOOL DISTRICT	38,672	4,175	65,809		35,257
833	SOUTH WASHINGTON COUNTY SCHOOL DIST	1,065,245	496,735	450,578	943,987	464,060
834	STILLWATER AREA PUBLIC SCHOOL DIST.	4,006	5,622	12,026	1,510,240	275,815
836	BUTTERFIELD PUBLIC SCHOOL DISTRICT	13,475		3,746	24,679	
837	MADELIA PUBLIC SCHOOL DISTRICT	5,335	395	3,666		
840	ST. JAMES PUBLIC SCHOOL DISTRICT	3,843	6,989	5,826		
846	BRECKENRIDGE PUBLIC SCHOOL DISTRICT	8,381	4,800	9,689		
850	ROTHSAY PUBLIC SCHOOL DISTRICT	9,530				
852	CAMPBELL-TINTAH PUBLIC SCHOOL DIST.	2,832	1,416	4,481		
857	LEWISTON-ALTURA PUBLIC SCHOOL DIST.	17,135	2,605	12,346		
858	ST. CHARLES PUBLIC SCHOOL DISTRICT					65,969
861	WINONA AREA PUBLIC SCHOOL DISTRICT	60,592	35,560	28,702	308,318	
876	ANNANDALE PUBLIC SCHOOL DISTRICT	88,954	974	2,953	70,295	161,758
877	BUFFALO-HANOVER-MONTROSE PUBLIC SCH		128,386	211,346	439,259	286
879	DELANO PUBLIC SCHOOL DISTRICT	109,936	2,720	66,671	588	
881	MAPLE LAKE PUBLIC SCHOOL DISTRICT	26,974	20,602	12,211	387	
882	MONTICELLO PUBLIC SCHOOL DISTRICT	95,778	46,470	89,237	252,901	212
883	ROCKFORD PUBLIC SCHOOL DISTRICT				80,382	103,898
885	ST. MICHAEL-ALBERTVILLE SCHOOL DIST	170,774	88,265	270,098	46,430	5,468
891	CANBY PUBLIC SCHOOL DISTRICT	43,045	20,052	8,997		18,529
911	CAMBRIDGE-ISANTI PUBLIC		57,231	251,587	624,247	2,170

District Number	School Name	Finance Codes			Program Codes	
	SCHOOL DIST					
912	MILACA PUBLIC SCHOOL DISTRICT	14,189	27,361	3,571	32,654	
914	ULEN-HITTERDAL PUBLIC SCHOOL DIST	11,017	5,508	5,692		
2071	LAKE CRYSTAL-WELLCOME MEMORIAL	16,104	3,435	886		29,321
2125	TRITON SCHOOL DISTRICT	43,000	21,500	21,500		
2134	UNITED SOUTH CENTRAL SCHOOL DIST.	15,406	4,361	10,588		3,342
2135	MAPLE RIVER SCHOOL DISTRICT	19,924	45,895	8,868		6,514
2137	KINGSLAND PUBLIC SCHOOL DISTRICT	15,140	8,172	20,676		
2142	ST. LOUIS COUNTY SCHOOL DISTRICT	788	5,772	35,809		
2143	WATERVILLE-ELYSIAN-MORRISTOWN	2,692	61	1,947		8,870
2144	CHISAGO LAKES SCHOOL DISTRICT	4,389	8,309	44,781	182,767	9,051
2149	MINNEWASKA SCHOOL DISTRICT	12,655	1,102	439		
2154	EVELETH-GILBERT SCHOOL DISTRICT	69,279	1,868	11,828		
2155	WADENA-DEER CREEK SCHOOL DISTRICT	14,173	3,100	18		60
2159	BUFFALO LAKE-HECTOR					31,905
2164	DILWORTH-GLYNDON-FELTON	40,855	61	12,378	32,283	
2165	HINCKLEY-FINLAYSON SCHOOL DISTRICT	19,657	9,848	17,005		
2167	LAKEVIEW SCHOOL DISTRICT					63,682
2168	NRHEG SCHOOL DISTRICT	13,094	2,038	10,832		
2169	MURRAY COUNTY CENTRAL SCHOOL DIST.	10,549		4,226		47,825
2170	STAPLES-MOTLEY SCHOOL DISTRICT	4,915	13,557	6,899		
2171	KITTSON CENTRAL SCHOOL DISTRICT	6,328		14,084		1,204
2172	KENYON-WANAMINGO SCHOOL DISTRICT	9,106		18,251		
2174	PINE RIVER-BACKUS SCHOOL DISTRICT	12,973	5,206	5,788	70,849	9,560
2176	WARREN-ALVARADO-OSLO SCHOOL DIST.	9,545	2,991	9,564		
2180	M.A.C.C.R.A.Y. SCHOOL				71,735	12,227

District Number	School Name	Finance Codes			Program Codes	
	DISTRICT					
2184	LUVERNE PUBLIC SCHOOL DISTRICT	38,712		38,078	19,720	
2190	YELLOW MEDICINE EAST	11,516	11,123	52,912		10,457
2198	FILLMORE CENTRAL	9,698		9,007		
2215	NORMAN COUNTY EAST SCHOOL DISTRICT	3,351		1,800		
2310	SIBLEY EAST SCHOOL DISTRICT	57,976	1,386	32,514		39,179
2311	CLEARBROOK-GONVICK SCHOOL DISTRICT	190	6,123	12,332		180
2342	WEST CENTRAL AREA	26,582	1,565	6,151	6,057	
2358	TRI-COUNTY SCHOOL DISTRICT	27,514				
2364	BELGRADE-BROOTEN-ELROSA SCHOOL DIST.				79,000	
2365	G.F.W.				57,260	
2396	A.C.G.C.	1,960	1,723	10,504	78,053	
2397	LESUEUR-HENDERSON SCHOOL DISTRICT	19,549	43,594	3,645	33,691	11,738
2448	MARTIN COUNTY WEST SCHOOL DISTRICT	36,970	4,557	22,005		1,680
2527	NORMAN COUNTY WEST SCHOOL DISTRICT	26,819	10,210	3,808		
2534	BIRD ISLAND-OLIVIA-LAKE LILLIAN	6,307	6,885	5,170		
2536	GRANADA HUNTLEY-EAST CHAIN	750	100	5,470		173
2580	EAST CENTRAL SCHOOL DISTRICT	27,378		26,631		
2609	WIN-E-MAC SCHOOL DISTRICT	37,407	3,929	6,756		896
2683	GREENBUSH-MIDDLE RIVER SCHOOL DIST.	29,034	14,500	14,500		
2687	HOWARD LAKE-WAVERLY-WINSTED	7,798		20,410	5,370	
2689	PIPESTONE AREA SCHOOL DISTRICT	4,352	3,629	1,778		21,881
2711	MESABI EAST SCHOOL DISTRICT	2,672	374	1,696		7,837
2752	FAIRMONT AREA SCHOOL DISTRICT	39,528	43,753	58,152	14,463	8,430
2753	LONG PRAIRIE-GREY EAGLE SCHOOL DIST	38,747	3,645	271	2,464	
2754	CEDAR MOUNTAIN SCHOOL DISTRICT					12,337
2759	EAGLE VALLEY PUBLIC	27,898	11,326	4,572		

District Number	School Name	Finance Codes			Program Codes	
	SCHOOL DISTRICT					
2805	ZUMBROTA-MAZEPPA SCHOOL DISTRICT	23,630	21,018	25,684		47,017
2835	JANESVILLE-WALDORF-PEMBERTON	3,247	9,490	2,387		
2853	LAC QUI PARLE VALLEY SCHOOL DIST.	61,700	25,025	24,109	26,770	95,260
2854	ADA-BORUP PUBLIC SCHOOL DISTRICT	7,765	3,738	5,123		
2856	STEPHEN-ARGYLE CENTRAL SCHOOLS	12,796				
2859	GLENCOE-SILVER LAKE SCHOOL DISTRICT	84,105	43,746	12,417	17,432	
2860	BLUE EARTH AREA PUBLIC SCHOOL	8,658		46,223		2,625
2884	RED ROCK CENTRAL SCHOOL DISTRICT					7,263
2886	GLENVILLE-EMMONS SCHOOL DISTRICT	11,772		7,012		
2888	CLINTON-GRACEVILLE-BEARDSLEY	7,714	3,022	9,505		
2889	LAKE PARK AUDUBON SCHOOL DISTRICT	26,279		12,345	139	
2890	RENVILLE COUNTY WEST SCHOOL DIST.	25,892	29,465	1,030		
2895	JACKSON COUNTY CENTRAL SCHOOL DIST.	29,237	5,055	14,190		
2897	REDWOOD AREA SCHOOL DISTRICT	24,246		17,082		5,791
2898	WESTBROOK-WALNUT GROVE SCHOOLS					37,534
2899	PLAINVIEW-ELGIN-MILLVILLE	36,583	11,934	10,299	1,895	152
2902	RTR PUBLIC SCHOOLS					45,213
2904	TRACY AREA PUBLIC SCHOOL DISTRICT	13,384		7,227		124,286
4000	CITY ACADEMY	15,988	292	18,966		1,184
4001	BLUFFVIEW MONTESSORI	1,235				18,277
4003	NEW HEIGHTS SCHOOL, INC.	134				
4004	CEDAR RIVERSIDE COMMUNITY SCHOOL	2,302				
4007	MINNESOTA NEW COUNTRY SCHOOL			12		15,759
4008	PACT CHARTER SCHOOL	657			57,601	
4015	COMMUNITY OF PEACE ACADEMY	53,274				6,249

District Number	School Name	Finance Codes			Program Codes	
4016	WORLD LEARNER CHARTER SCHOOL	2,250				3,882
4017	MINNESOTA TRANSITIONS CHARTER SCH	4,047		11,106	28,425	1,575
4018	ACHIEVE LANGUAGE ACADEMY				30,432	8,871
4020	DULUTH PUBLIC SCHOOLS ACADEMY				30,468	35,960
4025	CYBER VILLAGE ACADEMY	278				
4026	E.C.H.O. CHARTER SCHOOL	4,171		2,269		60,375
4027	HIGHER GROUND ACADEMY	2,875				3,870
4029	ST. PAUL CITY SCHOOL	29,764				350
4030	ODYSSEY ACADEMY	1,378				45
4031	JENNINGS COMMUNITY LEARNING CENTER	129			560	
4032	HARVEST PREP SCHOOL-SEED ACADEMY	10,967				24,764
4035	CONCORDIA CREATIVE LEARNING ACADEMY	58,145				
4036	FACE TO FACE ACDEMY					2,502
4038	SOJOURNER TRUTH ACADEMY	8,272				
4042	TWIN CITIES ACADEMY	6,103			674	
4043	MATH AND SCIENCE ACADEMY	21,638				
4045	LAKES AREA CHARTER SCHOOL	117				
4046	LAKE SUPERIOR HIGH SCHOOL	8,033				
4049	NORTHWEST PASSAGE HIGH SCHOOL	25,392				
4050	LAFAYETTE PUBLIC CHARTER SCHOOL					1,510
4052	FOUR DIRECTIONS CHARTER SCHOOLS	753				
4053	NORTH LAKES ACADEMY	308		405		
4054	LACRESCENT MONTESSORI ACADEMY	130				
4055	NERSTRAND CHARTER SCHOOL					8,439
4056	ROCHESTER OFF-CAMPUS CHARTER HIGH	2,463	2,874	2,114		
4057	EL COLEGIO CHARTER SCHOOL	1,419				
4058	SCHOOLCRAFT LEARNING COMMUNITY CHTR	5,012	2,450	1,619		
4059	CROSSLAKE COMMUNITY	4,818				33,380

District Number	School Name	Finance Codes			Program Codes	
	CHARTER SCHOOL					
4061	STUDIO ACADEMY CHARTER SCHOOL	538				
4064	RIVERWAY LEARNING COMMUNITY CHARTER					1,510
4066	RIVERBEND ACADEMY	950				
4067	AURORA CHARTER SCHOOL				477	12,136
4068	EXCELL ACADEMY CHARTER	7,568			35,304	98
4070	HOPE COMMUNITY ACADEMY	12,397				
4073	ACADEMIA CESAR CHAVEZ CHARTER SCHOOL				701	2,928
4074	AFSA HIGH SCHOOL			327		38,811
4075	AVALON SCHOOL					1,891
4077	TWIN CITIES INTERNATIONAL ELEM SCHOOL				18,395	6,652
4078	MN INTERNATIONAL MIDDLE CHARTER				36,942	9,027
4079	FRIENDSHIP ACDMY OF FINE ARTS CHTR.	1,001				162
4080	PILLAGER AREA CHARTER SCHOOL	1,343				
4081	DISCOVERY PUBLIC SCHOOL FARIBAULT	162				
4082	BLUESKY CHARTER SCHOOL	63,095			180,474	
4083	RIDGEWAY COMMUNITY SCHOOL	993		204		6,757
4084	NORTH SHORE COMMUNITY SCHOOL	5,649				
4085	HARBOR CITY INTERNATIONAL CHARTER	6,976				
4086	WOODSON INSTITUTE FOR EXCELLENCE CH	25,515			28,386	128
4087	SAGE ACADEMY CHARTER SCHOOL					169
4088	URBAN ACADEMY CHARTER SCHOOL				2,000	48,627
4089	NEW CITY SCHOOL				895	2,824
4090	PRAIRIE CREEK ACADEMY					12,946
4091	ARTECH	60				6,500
4092	WATERSHED HIGH SCHOOL					9,476
4093	NEW CENTURY CHARTER SCHOOL	790				
4095	TRIO WOLF CREEK DISTANCE LEARNING	16,529				

District Number	School Name	Finance Codes			Program Codes	
4097	PARTNERSHIP ACADEMY, INC.	25,965			37,593	
4098	NOVA CLASSICAL ACADEMY	8,287				50,131
4100	GREAT EXPECTATIONS					213
4103	HMONG COLLEGE PREP ACADEMY				17,594	23,370
4104	PALADIN ACADEMY					9,198
4105	GREAT RIVER SCHOOL					20,656
4106	TREKNORTH HIGH SCHOOL	24,602	12,301	12,301		
4107	VOYAGEURS EXPEDITIONARY	3,785	197			
4108	GENERAL JOHN VESSEY JR LEADERSHIP					3,439
4109	SOBRIETY HIGH	217				
4110	MAIN STREET SCHOOL PERFORMING ARTS					3,011
4111	AUGSBURG FAIRVIEW ACADEMY	5,032				
4112	ST PAUL CONSERVATORY PERFORMING ART	19,262				4,125
4113	FRASER ACADEMY	892				11
4114	PRESTIGE ACADEMY CHARTER SCHOOL	539			1,750	
4115	MINNEAPOLIS ACADEMY CHARTER SCHOOL	1,443		89		
4116	LAKES INTERNATIONAL LANGUAGE ADMY	41,223			90,824	1,071
4118	KALEIDOSCOPE CHARTER SCHOOL				8,107	5,270
4119	ACADEMIC ARTS HIGH SCHOOL					450
4120	ST. CROIX PREPARATORY ACADEMY				61,647	19,470
4121	UBAH MEDICAL ACADEMY CHARTER SCHOOL				176,390	2,029
4122	EAGLE RIDGE ACADEMY CHARTER SCHOOL					3,098
4123	DAKOTA AREA COMMUNITY CHARTER SCH	127		115		
4124	BEACON ADADEMY					9,149
4126	PRAIRIE SEEDS ACADEMY	34,729				3,321
4127	TEAM ACADEMY	148	174			
4131	LIGHTHOUSE ACADEMY OF NATIONS					35,620
4132	TWIN CITIES ACADEMY HIGH SCHOOL	6,477				2,237

District Number	School Name	Finance Codes			Program Codes	
4133	BEACON PREPARATORY SCHOOL				600	448
4135	ROCHESTER MATH AND SCIENCE ACADEMY	5,419				
4137	SWAN RIVER MONTESSORI CHARTER SCH	1,772				500
4138	MILROY AREA CHARTER SCHOOL					1,443
4139	LOVEWORKS ACADEMY					164
4140	YINGHUA ACADEMY	14,449			171,443	22,475
4141	PAIDEIA ACADEMY CHARTER SCHOOL	10,647			63,378	11,445
4142	STRIDE ACADEMY CHARTER SCHOOL	4,676				796
4143	NEW MILLENNIUM ACADEMY CHARTER SCH	25,596				
4144	GREEN ISLE COMMUNITY SCHOOL					874
4145	BIRCH GROVE COMMUNITY SCHOOL					10,490
4146	NORTHERN LIGHTS COMMUNITY SCHOOL	266				
4150	MINNESOTA ONLINE HIGH SCHOOL	7,579			77,707	13,441
4151	EDVISIONS OFF CAMPUS SCHOOL					20,608
4152	TWIN CITIES GERMAN IMMERSION CHRTR	9,484			5,014	
4153	DUGSI ACADEMY	2,164				2,071
4155	NAYTAHWAUSH COMMUNITY SCHOOL	11,734				
4159	SEVEN HILLS CLASSICAL ACADEMY				4,665	26,322
4160	SPECTRUM HIGH SCHOOL	601				63
4161	NEW DISCOVERIES MONTESSORI ACADEMY	15,440			59	150
4162	SOUTHSIDE FAMILY CHARTER SCHOOL	8,267				
4163	LEARNING FOR LEADERSHIP CHARTER					4,254
4164	LAURA JEFFREY ACADEMY CHARTER	17				467
4166	EAST RANGE ACADEMY OF TECH-SCIENCE					8,104
4167	INTERNATIONAL SPANISH LANGUAGE ACAD			6,130		35,234
4168	GLACIAL HILLS	17,164				

District Number	School Name	Finance Codes		Program Codes	
	ELEMENTARY				
4169	STONEBRIDGE COMMUNITY SCHOOL	3,804		30,593	351
4170	HIAWATHA LEADERSHIP ACADEMY	18,150			250
4171	NOBLE ACADEMY	20,284		111,090	27
4173	METRO TECH ACADEMY	351			
4175	LONG TIENG ACADEMY	1,582			68
4177	MINISINAAKWAANG LEADERSHIP ACADEMY			11,629	
4178	LINCOLN INTERNATIONAL SCHOOL				7,757
4180	EMILY O. GOODRIDGE-GREY ACCELERATED		4,863		2,949
4181	COMMUNITY SCHOOL OF EXCELLENCE	51,699		65,877	
4182	QUEST ACADEMY			6	145
4183	LIONSGATE ACADEMY	339		135	9,120
4184	ASPEN ACADEMY	6,819		21,435	676
4185	DAVINCI ACADEMY			96,060	12,461
4186	GLOBAL ACADEMY			78,602	17,516
4187	NATURAL SCIENCE ACADEMY	6,182			9,382
4188	COLOGNE ACADEMY			22,138	3,416
4189	BRIGHT WATER ELEMENTARY	1,809		5,290	9,903
4190	RIVER'S EDGE ACADEMY			5,784	45,766
4191	KIPP MINNESOTA CHARTER SCHOOL	277			16,266
4192	BEST ACADEMY				16,500
4193	COLLEGE PREPARATORY ELEMENTARY	722			1,020
4194	CANNON RIVER STEM SCHOOL	304		53,388	25,282
4195	OSHKI OGIMAAG CHARTER SCHOOL			40,957	18,237
4197	ACADEMY OF NORTH MINNEAPOLIS	21,289		1,342	1,000
4198	DISCOVERY WOODS MONTESSORI SCHOOL				6,446
4199	PARNASSUS PREPARATORY CHARTER SCHOOL				673
4200	STEP ACADEMY CHARTER SCHOOL			1,800	
4201	CORNERSTONE MONTESSORI ELEMENTARY			180	7,358

District Number	School Name	Finance Codes			Program Codes	
4204	ROCHESTER STEM ACADEMY					5,257
	STATE TOTALS	**25,783,115**	**7,336,171**	**19,983,117**	**50,181,182**	**21,315,583**
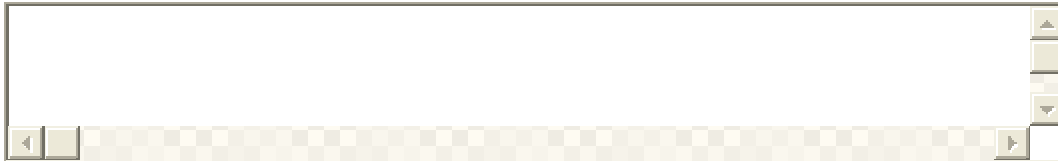
Online Staff Development Report Template for 2010-11

District Report: Add or Edit Goals

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

District Student Achievement Goal
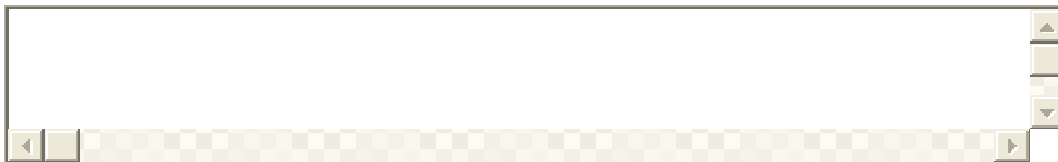
800 characters maximum

2. Indicate the focus of this goal.

☐ Art/Music   ☐ Reading

☐ Career & Technical Education   ☐ Science

☐ Health/Physical Education   ☐ Social Studies

☐ Language Arts/Writing   ☐ World Languages

☐ Mathematics

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

District Staff Development Goal

800 characters maximum

District Report: Add or Edit Designs and Strategies

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

**Staff Development
Goal:**

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

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

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

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

Curriculum
- ☐ Curriculum alignment/mapping
- ☐ Curriculum development
- ☐ Assessment development

Off-site Staff Development

- ☐ Attend a workshop
- ☐ Attend a conference
- ☐ Graduate or continuing education course

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

[text box]

*800 characters maximum

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

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

District Report: Add or Edit Findings

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

Staff Development Goal: (automatically populates)

1. What were the findings of this goal?

800 characters maximum

2. What was the impact on student learning?

800 characters maximum

3. What was the impact on teacher learning?

800 characters maximum

4. Will your district continue working on this goal next year?
- ● Yes
- ● No

Revenue Information

Statutory Reference
Minnesota Statutes, section 122A.61, Sec. 64. RESERVED REVENUE FOR STAFF DEVELOPMENT; TEMPORARY SUSPENSION.
For Fiscal Year 2010 and FY 2011 only, school district or charter schools 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.

1. Did your district fund staff development?

- Yes
- No

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

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

Exemplary Grants

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

- Yes
- No

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

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

Q Comp

5. Does your district participate in Q Comp?

- Yes
- No

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

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

- ● Yes. Answer questions 2-8 below then save.
- ● No. Save then proceed to the next section.

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

- ☐ Program for first-year teachers
- ☐ Program for second-year teachers
- ☐ Program for third-year teachers
- ☐ New teacher orientation to district, school and classroom
- ☐ Collaboration time expectations for new teacher and mentor
- ☐ New teacher seminars/workshops
- ☐ Observations conducted by a mentor
- ☐ New teacher observations of master teachers
- ☐ Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments us mentor logs, mentor observations, examining student work)

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

- ☐ Classroom management
- ☐ Lesson planning
- ☐ Instructional strategies
- ☐ Content or program knowledge
- ☐ Curriculum and assessments
- ☐ Differentiated instruction
- ☐ Using data to improve instruction

4. What types of formative assessments were used with new teachers?
- ☐ Self-assessments using professional teaching standards

   ☐   Mentor logs focused on issues and results

   ☐   Mentor observations and feedback

   ☐   Examining student work or student data

   ☐   Needs assessments

5. What activities were provided in mentor training?

   ☐   Foundations (e.g., basic skills, mentoring responsibilities)

   ☐   Professional teaching standards

   ☐   Coaching skills

   ☐   Using formative assessments for professional growth

   ☐   Observation strategies

6. What was measured when you evaluated the program?

   ☐   Impact on student achievement

   ☐   Impact on teacher effectiveness (professional growth)

   ☐   Program model effectiveness

   ☐   Impact on teacher retention

   ☐   Knowledge and application of new teacher development

   ☐   New teacher-mentor relationship

   ☐   New teachers job satisfaction

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

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

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

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

Staff Information

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

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

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

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

Add or Edit K-12 Arts Education Information

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

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

- ● Yes
- ● No

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

Dance
- ☐ Elementary
- ☐ Secondary

Media
- ☐ Elementary
- ☐ Secondary

Music
- ☐ Elementary
- ☐ Secondary

Theater

☐ Elementary
☐ Secondary

Visual Arts
☐ Elementary
☐ Secondary

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

Arts Specialist
☐ Elementary
☐ Secondary

Classroom Teachers
☐ Elementary
☐ Secondary

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

4. Do you have a district-level arts coordinator?
● Yes
● No

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

☐ Implementing arts standards
☐ Designing effective arts and arts integrated curriculum
☐ Designing assessment aligned with standards
☐ Building a system to report individual student achievement in the arts

School Site Report: Add or Edit Goals

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

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

School Site Student Achievement Goal

800 characters maximum

2. Indicate the focus of this goal.

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

- Reading
- Science
- Social Studies
- World Languages

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

--Select One--

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

School Site Staff Development Goal

800 characters maximum

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

School Site Staff Development Goal:

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

Learning Teams with Instructional Focus

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

Examine Student Data

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

Classroom Coaching

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

Curriculum

- ☐ Curriculum alignment/mapping
- ☐ Curriculum development
- ☐ Assessment development

Off-site Staff Development

- ☐ Attend a workshop
- ☐ Attend a conference
- ☐ Graduate or continuing education course
- ☐ **None of the Above** (If you checked "None of the Above" enter the designs and strategies in the box.)

800 characters maximum

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

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

School Site Report: Add or Edit Findings

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

School Site Staff Development Goal: (automatically populates)

1. What were the findings of this goal?

800 characters maximum

2. What was the impact on student learning?

800 characters maximum

3. What was the impact on teacher learning?

800 characters maximum

4. Will the school continue working on this goal next year?
  ● Yes
  ● No

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

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

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

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

Gifted and Talented Program

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

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

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

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

- ☐ K
- ☐ 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
- ☐ Northwest Evaluation Association (NWEA) data
- ☐ Self-nomination
- ☐ Parent nomination
- ☐ Teacher nomination
- ☐ Students were not identified

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

- ☐ Full-time ability classes
- ☐ Pull-out gifted grouping
- ☐ Cross-grade grouping
- ☐ Regrouping for specific subject instruction
- ☐ Within class ability/achievement grouping
- ☐ Enrichment grouping within classroom
- ☐ School-within-a-school model
- ☐ Cluster classrooms
- ☐ Independent study
- ☐ Mentor program
- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)
- ☐ College in the Schools (CIS)
- ☐ Enriched or honors classes
- ☐ Differentiated counseling services for gifted learners
- ☐ Services were unavailable

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

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

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

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

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

- ☐ Philosophy statement
- ☐ Clear, measurable objectives

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

APPENDIX C
Minnesota Statutory References

122A.60 STAFF DEVELOPMENT PROGRAM

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

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

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

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

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

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

(1) improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods; (2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings; (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan; (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district; (5)

effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and (6) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

  Subd. 4. **Staff development report.** (a) By October 15 of each year, the district and site staff development committees shall write and submit a report of staff development activities and expenditures for the previous year, in the form and manner determined by the commissioner. The report, signed by the district superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities under subdivision 3.

(b) The report must break down expenditures for: (1) curriculum development and curriculum training programs; and (2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes. The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards. (c) The commissioner shall report the staff development progress and expenditure data to the house of representatives and senate committees having jurisdiction over education by February 15 each year.

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

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

Subdivision 1. **Staff development revenue.** A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for in-service education for programs under section 120B.22, subdivision 2, for staff development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers staff development purposes, pre-service and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement. A district in statutory operating debt is exempt from reserving basic revenue according to this section. Districts may expend an additional amount of unreserved revenue for staff development based on their needs. With the exception of amounts reserved for staff development from revenues allocated directly to school sites, the board must initially allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis, which must be retained by the school site until used. The board may retain 25 percent to be used for district-wide staff

development efforts. The remaining 25 percent of the revenue must be used to make grants to school sites for best practices methods. A grant may be used for any purpose authorized under section 120B.22, subdivision 2, 122A.60, or for the costs of curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, substitute teachers for staff development purposes, and other staff development efforts, and determined by the site professional development team. The site professional development team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the program. The board may withhold a portion of initial allocation of revenue if the staff development outcomes are not being met.

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

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

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

Notwithstanding Minnesota Statutes, section 122A.61, subdivision 1, for fiscal years 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.