



**Staff Development Report of District and Site Results and
Expenditures for 2012-13**

Fiscal Year 2013

Report

To the

Legislature

As required by

Minnesota Statutes,

section 122A.60

COMMISSIONER:

Brenda Cassellius, Ed. D.

**Staff Development Report of District and
Site Results and Expenditures- 2012-13**

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$ 6751.95. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

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

Staff Development Report of District and Site Results and Expenditures

The 2012-13 Staff Development Report to the Legislature has been prepared as required by Minnesota Statutes, section 122A.60, and addresses requirements for using revenue in Minnesota Statutes, section 122A.61. District and site actions related to authorized in-service education programs (Minnesota Statutes, section 24A.29 and Minnesota Statutes, section 120B.22, Subdivision 2), establishing a staff development committee (composition and roles of committee) and reporting requirements for districts (staff development results and expenditures) are reviewed. This report describes the electronic reporting processes used to collect and report staff development results and expenditures and provides an analysis of staff development activities and related information in district reports and expenditure data reports.

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EXECUTIVE SUMMARY

2012-13 Legislative Report

Meeting the demands of implementing Minnesota's academic standards and having every student succeed means teaching teachers new approaches to instruction; in other words, highly effective professional development is needed to meet the academic needs of all students.

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

In the past, districts have typically assumed teacher learning was straightforward, with teachers merely needing to be presented with information about effective teaching strategies. One day, one-time workshops were the primary method for teachers to learn new instructional practices. Teachers' learning processes are more complex than that. The largest struggle for teachers is not learning new approaches to teaching but actually using them in the classroom with the students they serve. The reason old professional development practices were ineffective was that they did not support teachers during the stage of learning with the steepest learning curve: implementation. Employing a teaching strategy in the classroom is more difficult than learning the strategy itself. Even experienced teachers struggle with a new instructional technique in the beginning.

Two professional development practices that have shown significant results in increasing teacher's effectiveness in the classroom are providing teachers with coaches or mentors and the establishment of professional learning communities. Coaching and mentoring is characterized as one-to-one, individualized peer support, and professional learning communities are small groups of teachers working collaboratively together towards a common purpose of improving instruction.

In order to truly change teaching practices, professional development should occur over time and be ongoing. During the implementation stage, selected instructional practices or strategies are introduced to teachers. Initial attempts to use a new teaching strategy are often met with failure, and mastery comes only as a result of continuous practice despite awkward performance or frustration in the early stages. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. When professional development merely describes a skill to teachers, only a few can successfully transfer it to their practices; however, when teachers are coached through the awkward phase of implementation, a higher number of teachers can successfully transfer the skill to their practices. Districts wanting real changes in teaching practice have to provide ample and ongoing support during implementation. Effective professional development programs may require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery.

Instructional coaches and mentors are found to be highly effective in helping teachers implement a new skill. This type of formal relationship has peers working with peers before, during, and after a lesson, getting feedback on their implementation of a newly learned teaching skill. Before coaching, however, teachers need to get a solid foundation of knowledge about the teaching strategy that

includes having someone model or demonstrate the instructional strategy so that teachers have a good understanding of a new teaching approach before they attempt implementation.

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

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

This report provides strong evidence that districts and schools across Minnesota are establishing these professional development practices: targeted professional development focused on student learning needs, coaching and mentoring for teachers to refine practice, and teachers meeting together in professional learning communities to collaboratively seek instructional solutions to instructional problems and better meet student learning needs. Districts have learned that they cannot just do more of the same, old professional development practices such as sending one or two teachers to a one-day workshop or limited to providing staff with a few staff development days during the school year. They are implementing new approaches to teacher learning that are creating real changes in teacher practice and improve student achievement. They have created opportunities for teachers to grow and develop in their practice so that they, in turn, can help students grow and develop their knowledge and achieve success.

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

Recent legislation allows a school district to temporarily suspend the requirement to reserve revenue for staff development for fiscal years 2012 and 2013 only. In this year's report, readers will note an increase in staff development expenditures, the second time this has occurred in the past three years.

The 2012-13 Staff Development Report to the Legislature addresses the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. Using an online reporting system, districts self-report staff

development information, activities, and results. A total of 298 public school districts, one integration district, and one charter school 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 2012-13 staff development report using the MDE Online Staff Development Reporting site. In February, district and school reports for the previous school year are made available for public review on the MDE Data Reports and Analytics web page. The staff development reports list staff development goals, staff development activities, and student achievement goals by district and school(s).

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

Expenditure information for fiscal year 2013 indicated that staff development expenditures were \$137,466,433. This includes funds set-aside from basic revenue, new set-aside money or reserves, and/or other funds available from the general fund.

Program information and analysis is derived from all district reports received by December 31, 2013. 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 2012-13 were \$137,466,433, compared to \$130,880,309 in 2011-12.
- 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 was the use of data and assessments to inform classroom practice.
- High-quality staff development was delivered to the following categories of staff: 91 percent of teachers, 86 percent of licensed, non-instructional staff, and 82 percent of paraprofessionals.
- In FY 2013, 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 site-level for arts standards implementation at the secondary level and for visual arts, theater, music, media arts, and dance at the elementary level.

- Gifted and talented practices were surveyed on an individual site basis and data was collected related to gifted and talented identification, availability of services, staff development, and compliance with the acceleration procedure mandate.

The 2012-13 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, 298 public school districts reported. In addition, one integration district and one charter school submitted staff development reports. Charter schools are not required to report as specified in Minnesota Statutes, section 126C.10, Subdivision 2, and Minnesota Statutes, section 122A.61.

As of December 31, 2013, 31 school districts had not submitted a 2012-2013 staff development report. An asterisk (*) indicates districts that have failed to submit a report for two or more years.

| | |
|---|--|
| Alden-Conger School District* | Lyle School District* |
| Ashby School District* | Mabel-Canton School District |
| Bird Island-Olivia-Lake Lillian School District | M.A.C.C.R.A.Y. School District* |
| Brandon School District* | Madelia School District* |
| Chokio-Alberta School District | Maple River School District* |
| Clearbrook-Gonvick School District* | Minnewaska School District |
| Crookston School District | New York Mills School District |
| Eagle Valley School District | Nicollet School District* |
| Ellsworth School District | Orono School District |
| Ely School District | Plainview-Elgin-Millville School District* |
| Evansville School District* | Southland School District* |
| Kerkhoven-Murdock-Sunburg School District | St. Louis County School District |
| Kingsland School District* | Truman School District |
| La Crescent-Hokah School District | Warroad School District* |
| Lake Park-Audubon School District | Watertown-Mayer School District |
| Litchfield School District | |

Statewide Efforts that Support Staff Development

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

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

During FY 2013, 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 Development and Evaluation
- Statewide System of Support (SSOS)
- Title I School Improvement Grants (SIG)
- Mathematics and Science Teacher Academy (MSTA)-United States Department of Education
- Science, Technology, Engineering and Mathematics (STEM)
- Reading
- Language Arts
- Gifted and Talented Education Services

The School Support Division staff seeks ways to partner with school districts in offering high-quality professional development. Upon request, staff customizes a workshop session for their unique context and provides a workshop outline, script, and accompanying materials along with ongoing consultation to ensure training at the school meets with success. These on-demand professional development trainings are designed to accommodate a variety of school districts' needs including: Leadership Teams, Professional Learning Communities, SMART Goals and Action Planning, 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) integrated, site focused, job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and, (5) an alternative teacher salary schedule aligned

with the educational improvement plan. A total of 137 school districts participated in Q Comp during the 2012-13 school year. Of the 137 participating schools, 71 were independent school districts and 66 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, Teacher Observation, Teacher Leaders, Instructionally-Focused Learning Teams, and the state statutory requirements for teacher evaluation. Summer workshop sessions were also included and provided districts and schools with best practice information about teacher observation, action planning, instructional leadership teams, and learning teams. 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.

In response to new legislation passed in the special session of the 2011 Legislature, MDE secured a Bush Foundation grant to hire two staff positions. This staff was dedicated to support district design and implementation of principal and teacher development and evaluation models. MDE convened stakeholder work groups to research and develop example models for educator evaluation. Additionally, staff planned and established partnerships for regional work sessions to be held across the state in order to engage stakeholders and establish foundations for effective practices. Districts began assessing current educator evaluation practices and comparing current practices to new requirements in statute.

MDE provided oversight and technical assistance as outlined by the federal Elementary and Secondary Education Act (ESEA). This included staff development practices throughout the 2012-13 school year. In February 2012, MDE's ESEA Flexibility Request (waiver) was approved by the U.S. Department of Education. At the core of the new accountability system was the use of multiple measurements. Unlike AYP, which was centered on proficiency, Minnesota's Multiple Measurements Rating used four ratings, weighted equally, to measure school performance (i.e., proficiency, growth, achievement gap reduction, and graduation rates). As directed by the ESEA waiver, schools designated as Priority, Focus, and Continuous Improvement schools must set aside 20 percent of their Title I building allocation for improvement activities, which may include professional development, as outlined under their school improvement plans. A required school improvement plan should address their needs assessment, teaching and learning needs, selected research-based strategies and practices, and professional development activities to support increased achievement for all students. MDE's ESEA Flexibility Request was the impetus for designing a new way of support to Priority and Focus schools through the establishment of regional centers of support. In 2012, MDE launched three Regional Centers of Excellence with the following three aims to support school improvement:

1. Establish and support leadership teams in schools that guide the process of continuous improvement
2. Facilitate school needs assessments based on data, and root cause analyses to inform schools' improvement planning

3. Support schools' as they develop and implement school improvement plans and professional development activities that lead to improved teaching and learning in schools

The federal Title I SIG program provides funding and support to the identified persistently lowest achieving schools in order to rapidly and dramatically increase student achievement. During the 2012-13 school year, Minnesota's 19 Cohort I SIG schools concluded implementation of their selected comprehensive intervention plans designed to build capacity for sustainable improvement. In addition, eight Cohort II SIG schools began implementing their selected intervention model. Required intervention model elements include: increasing time for learning, giving teachers time to collaborate, evaluating teachers and principals regularly, and setting ambitious goals for student learning. MDE provided administration, evaluation, and extensive technical assistance for grantees including trainings and technical assistance in instructional leadership, school culture, use of data, teacher and principal evaluation, professional learning communities, curriculum and assessment alignment to state standards, and increased instructional time. Building the capacity of school leaders and staff was central to the support provided to ensure sustainability of the grant activities after the funding expires in September 2013 for Cohort I schools and 2015 for Cohort II schools.

The Mathematics and Science Teacher Academy consists of seven regional teacher centers supported through funds from the United States Department of Education Math and Science Teacher Partnership. The broad focus in 2012-13 was on mathematics and science teacher content knowledge in specific grade bands. Mathematics and science modules were developed according to regional data and focused on cross-cutting concepts through those grade and content bands. Each of the modules provided 30-45 hours of professional development through school-year and summer workshops and local professional learning communities to tie understanding of content to practice. Effectiveness data was provided to the U.S. Department of Education for Title II, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Science, Technology, Engineering, and Mathematics is a statewide campaign that has been made possible through the support of state organizations, including MDE. MDE partnered with SciMathMN to refine an online database to translate standards into practice. Minnesota educators visited the site over 150,000 times averaging five minutes per visit with 58 percent of the users being new visitors for the year.

MDE provided professional development to districts and schools in a number of content areas including reading. In particular, the department embraced the opportunity to support Minnesota public school districts around Minnesota Statutes, section 120B.12. This statute, commonly referred to as the Reading Well by Third Grade legislation, identifies instructional practices and school structures that support all students reading well by third grade and requires schools to create and publically share local literacy plans. MDE 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 statewide. Now in its fifth year, LIRN has participants from all over the state. The focus of these sessions is to support educators with moving theory into quality practice by building competency and confidence to meet the needs of all learners from preschool through high school.

In response to assisting schools in implementing the 2010 Minnesota K-12 Academic Standards in English Language Arts, MDE created the Standards Implementation Toolkit—an easy-to-use website that assists schools at all stages of their implementation of the English Language Arts Standards. The toolkit supports administrators, teachers, and others during the implementation of standards in order to prepare all students for college or for the needs of the contemporary workplace. The tools were developed or reviewed by MDE staff to ensure coherence in practice and quality.

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

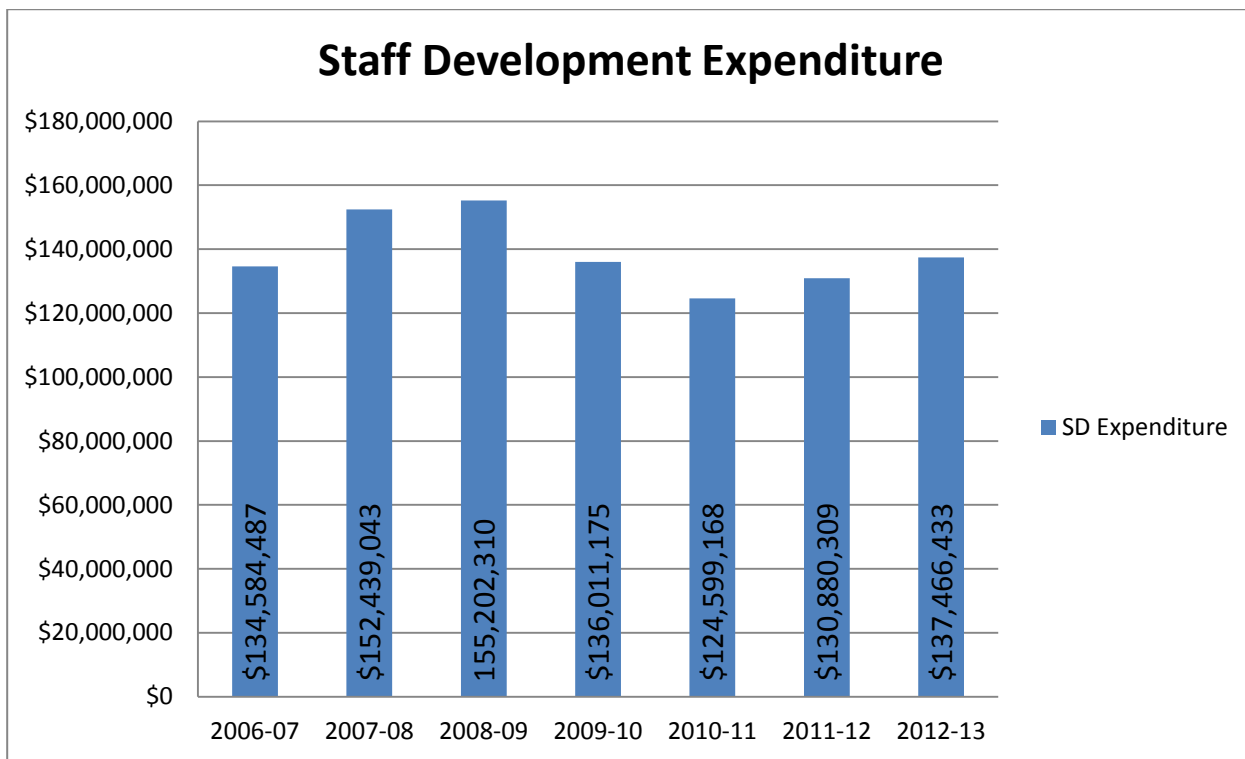
The Minnesota Gifted and Talented Advisory Council, comprised of representatives of various stakeholder groups, met quarterly during the 2012-2013 school year providing valuable feedback and guidance to the department on current topics of importance. Council members helped identify statewide staff development needs and created the Minnesota Guidelines for Gifted and Talented Programming, an implementation guide aligned with state statutes. A major focus of Gifted and Talented training during the school year was the support and identification of at-risk, under-represented, highly-able learners. Training formats included regional workshops, conference presentations, and customized professional development.

2011-12 Staff Development Data Analysis

Basic Revenue

The FY 2013 staff development expenditures were \$137,466,433 (refer to Part II of this report). The total amount of funds devoted to staff development saw an upward trend from 2011-12 to 2012-13 (Figure B).

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



High-Quality Staff Development

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

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

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

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

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

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

Table 1. Staff Receiving High-Quality Staff Development**(2012-13 Self-Reported Data)**

| | Teachers (N=113,687) | Paraprofessionals (N=43,922) | Licensed, Non-Instructional Staff (N=21,747) |
|--|-------------------------|---------------------------------|---|
| Number of staff members receiving high-quality staff development | 103,455 (91%) | 36,016 (82%) | 18,702 (86%) |

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

As reported for FY 2013, most of the teachers (91 percent), paraprofessionals (82 percent), and licensed, non-instructional staff (86 percent) received high-quality staff development.

District Student Achievement Goals

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

Table 2. District Student Achievement Goals Reported by Subject Area**(2012-13 Self-Reported Data)**

| Subject Area Focus Related to District Goals | Number |
|--|--------|
| Art/Music | 148 |
| Career and Technical Education | 192 |
| Health/Physical Education | 194 |
| Language Arts & Writing | 246 |
| Mathematics | 292 |
| Reading | 312 |
| Science | 267 |
| Social Studies | 198 |
| World Languages | 162 |

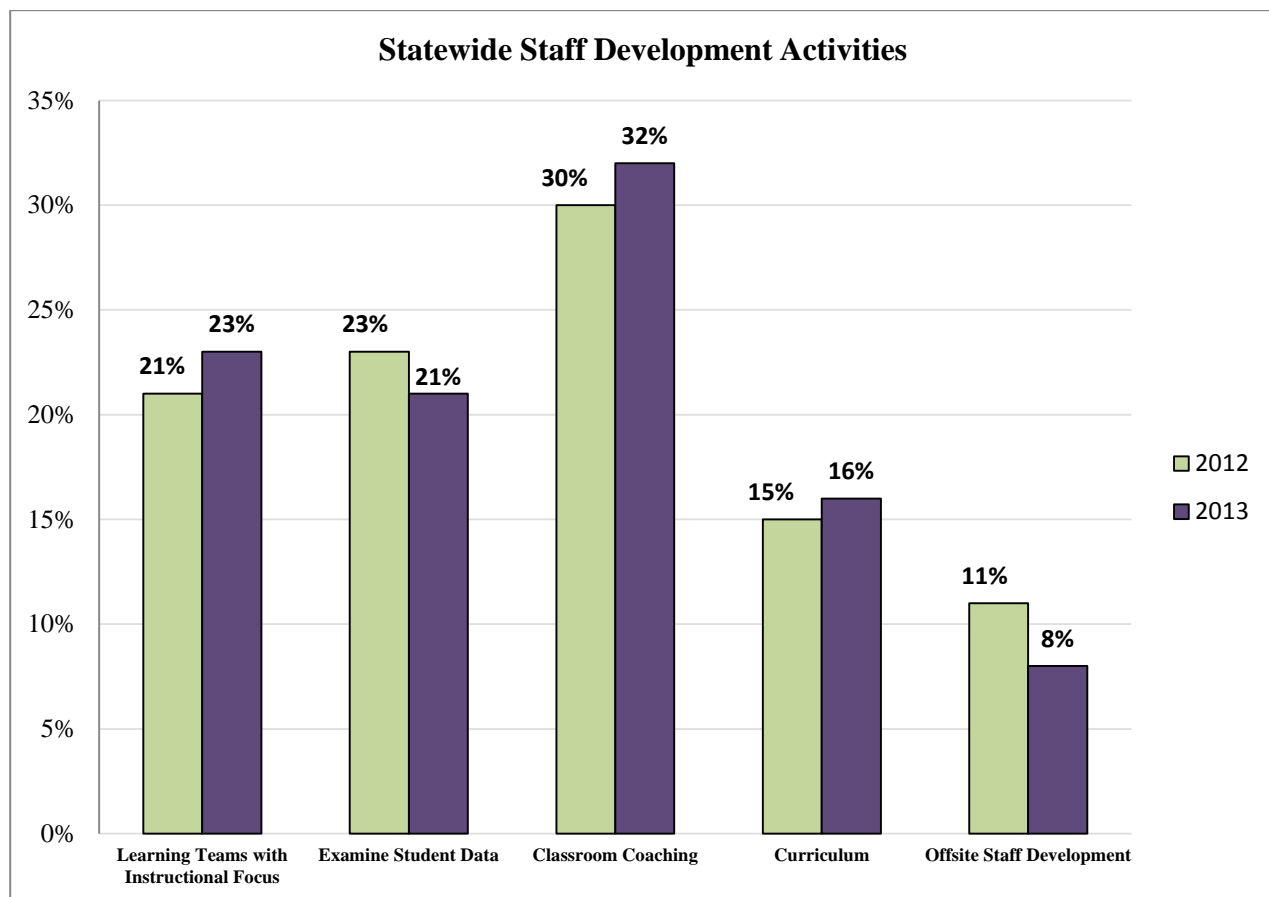
The highest number of student achievement goals reported related to reading, mathematics, science, and language arts and writing. These subject areas correspond with the Minnesota Comprehensive Assessments (MCAs). The MCAs are state tests that help districts measure student achievement relative to state academic standards. Assessments in the remaining subject areas are determined by the district.

Designs and Structures Used to Implement Goals

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

Figure E. Staff Development Activities for Each Design and Structure

(2012-13 Self-Reported Data)



The district staff development activities engaged in at a high level by the reporting districts include: classroom coaching (32 percent), learning teams with an instructional focus (23 percent), and examining student data (21 percent). Districts also provided activities in curriculum review (16 percent) and offsite staff development (8 percent).

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

High-Quality Components

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

Table 3. High-Quality Staff Development by Component

(2012-13 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 | 258 |
| An integral part of school board, district-wide, and school-wide educational improvement plans | 258 |
| Evaluated regularly to improve the quality of future professional development | 209 |
| Helped all school personnel work effectively with parents | 212 |
| Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified | 281 |
| Included the use of data and assessments to inform classroom practice | 298 |
| 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 | 234 |
| Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction, and assessment to help students meet and exceed state academic standards | 277 |
| Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research | 282 |
| Provided for professional learning communities that focus on student achievement | 284 |
| Provided technology training to improve teaching and learning | 274 |

The high-quality staff development component need most frequently reported, N=298, was the use of data and assessments to inform classroom practice. This was the third year in a row this was rated as the highest component need.

Teacher Induction

Teacher induction or mentoring programs provide a formal support structure for teachers during their first years of teaching. Among the many activities that can be encompassed by a comprehensive induction program are an orientation to the school setting, professional development specific to the first years of teaching, mentoring, observation and feedback, professional development plans, and formative assessments. Of the 298 public school districts, one integration district, and one charter school that submitted a staff development report, 251 reported having some type of teacher induction program.

Statewide Teacher Induction

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

**Table 5. Statewide Teacher Induction Staff Development Programs
(2012-13 Self-Reported Data)**

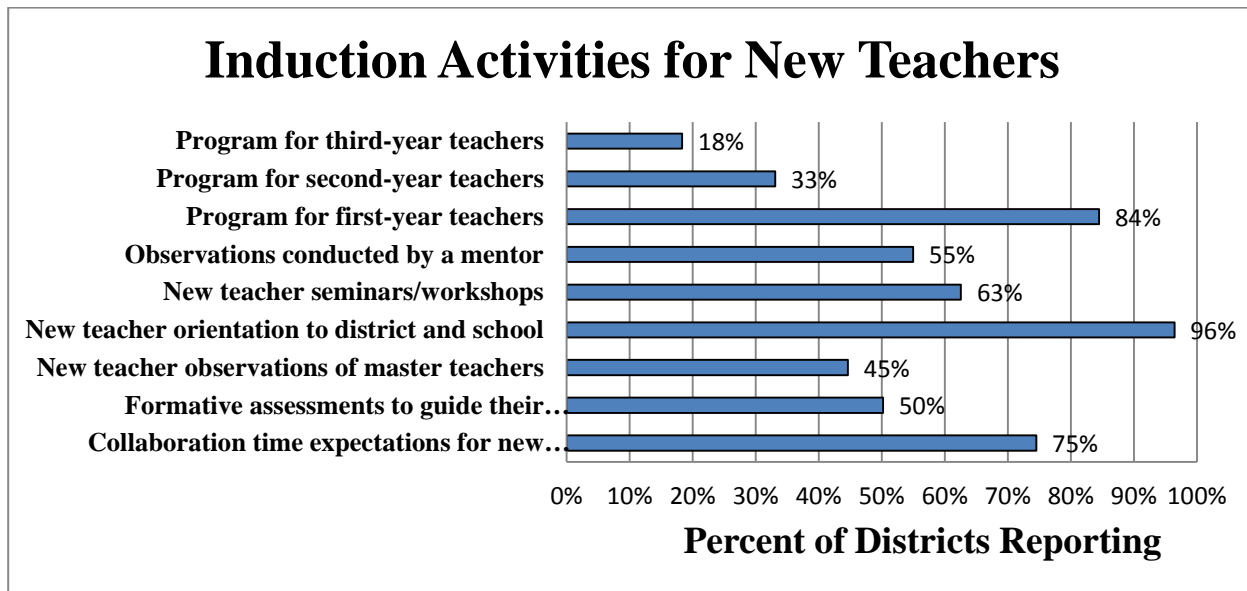
| 251 Total Districts | Statewide Count | % of Districts Reporting |
|---|-----------------|--------------------------|
| A. Induction Activities for New Teachers | | |
| Collaboration time expectations for new teacher and mentor | 187 | 75% |
| Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor observations, examining student work) | 126 | 50% |
| New teacher observations of master teachers | 112 | 45% |
| New teacher orientation to district, school, and classroom (typically conducted prior to the start of the school year) | 242 | 96% |
| New teacher seminars/workshops | 157 | 63% |
| Observations conducted by a mentor | 138 | 55% |
| Program for first-year teachers | 212 | 84% |
| Program for second-year teachers | 83 | 33% |
| Program for third-year teachers | 46 | 18% |
| B. New Teacher Seminars or Workshops | | |

| 251 Total Districts | Statewide Count | % of Districts Reporting |
|--|-----------------|--------------------------|
| Classroom management | 186 | 74% |
| Content or program knowledge | 138 | 55% |
| Curriculum and assessments | 164 | 65% |
| Differentiated instruction | 113 | 45% |
| Instructional strategies | 198 | 79% |
| Lesson planning | 107 | 43% |
| Using data to improve instruction | 178 | 71% |
| C. Formative Assessments used with New Teachers | | |
| Examining student work or student data | 103 | 41% |
| Needs assessments | 89 | 35% |
| Mentor logs focused on issues and results | 91 | 36% |
| Mentor observations and feedback | 172 | 69% |
| Self-assessments using professional teaching standards | 127 | 51% |
| D. Mentor Training Activities | | |
| Coaching skills | 114 | 45% |
| Observation strategies | 123 | 49% |
| Professional teaching standards | 107 | 43% |
| Foundations (e.g., basic skills, mentoring responsibilities) | 191 | 76% |
| Using formative assessments for professional growth | 121 | 48% |
| E. Evaluation Measures | | |
| Impact on student achievement | 152 | 61% |
| Impact on teacher effectiveness (professional growth) | 168 | 67% |

| 251 Total Districts | Statewide Count | % of Districts Reporting |
|--|-----------------|--------------------------|
| Program model effectiveness | 89 | 35% |
| Impact on teacher retention | 82 | 33% |
| Knowledge and application of new teacher development | 61 | 24% |
| New teacher-mentor relationship | 158 | 63% |
| New teachers job satisfaction | 139 | 55% |

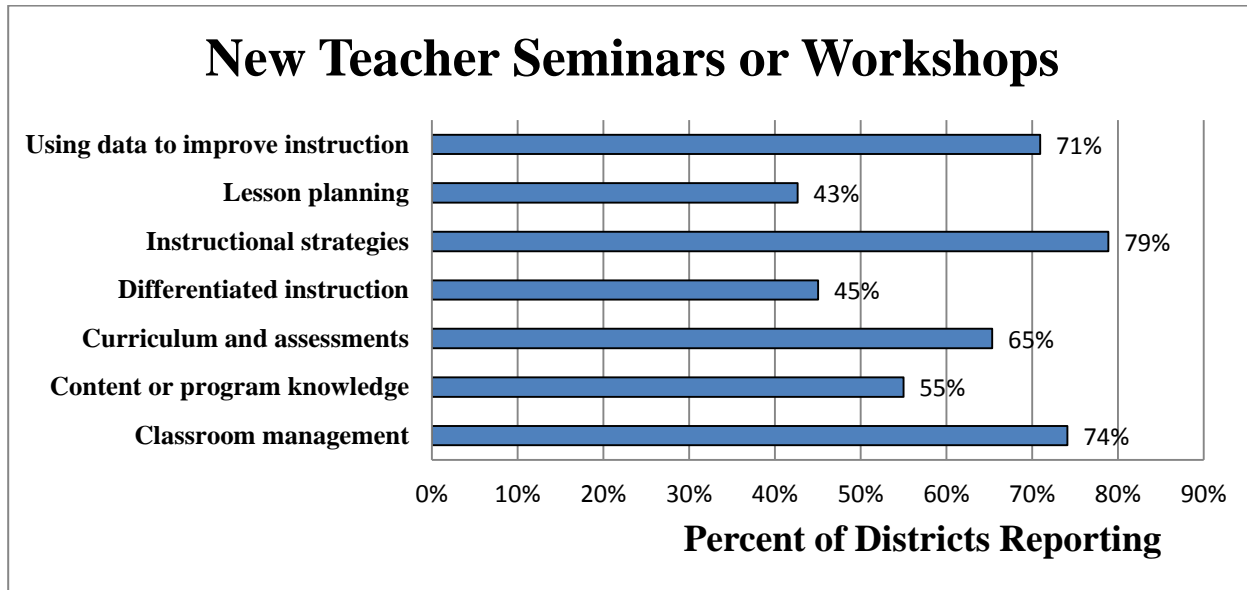
In Figure F, of the 251 districts that reported having some kind of induction program for new teachers, most respondents (96 percent) reported that they provided new teacher orientation to their respective districts and schools as an induction activity for new teachers. In addition, 84 percent provided programs for first-year teachers. New teacher induction continued for second-year teachers in 33 percent of the reporting districts and 18 percent reported a program for third-year teachers.

Figure F. Percentage of Districts Providing Induction Activities
(2012-13 Self-Reported Data)



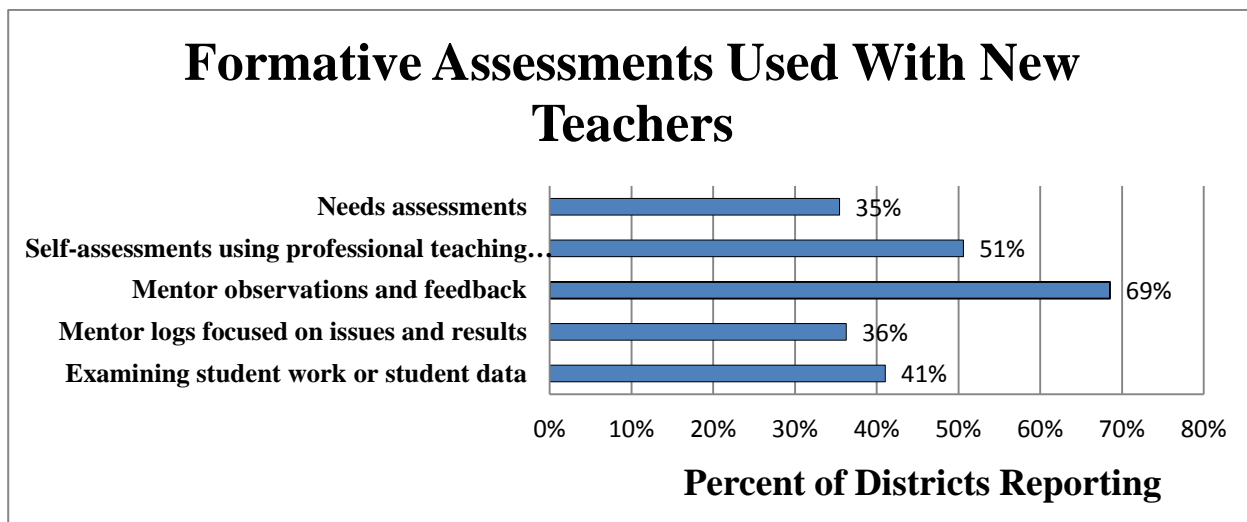
Information reported in Figure G indicates that new teacher seminars or workshop topics included instructional strategies (79 percent), classroom management (74 percent), using data to improve instruction (71 percent), and curriculum and assessments (65 percent). Percentages of the respondents indicating content or program knowledge (55 percent) and differentiated instruction (45 percent) were relatively small with lesson planning (43 percent) being the least frequent reported.

Figure G. Percentage of Districts Providing New Teacher Seminars or Workshops
(2012-13 Self-Reported Data)



Use of formative assessments with new teachers is indicated in Figure H. Programs frequently focused on mentor observations and feedback (69 percent). In addition, self-assessments using professional teaching standards (51 percent), examining student work or student data (41 percent), using mentor logs focused on issues and results (36 percent), and needs assessments (35 percent) were identified.

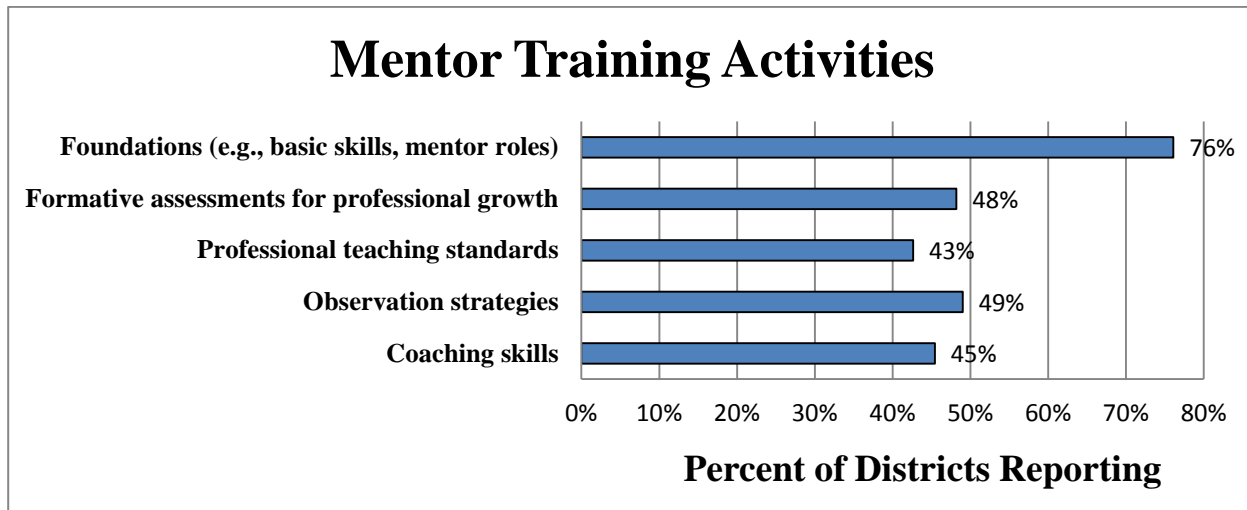
Figure H. Formative Assessments Used With New Teachers
(2012-13 Self-Reported Data)



Characteristics of mentor training activities are shown in Figure I. The highest ranking activities were: foundations (76 percent), observation strategies (49 percent), formative assessments for professional

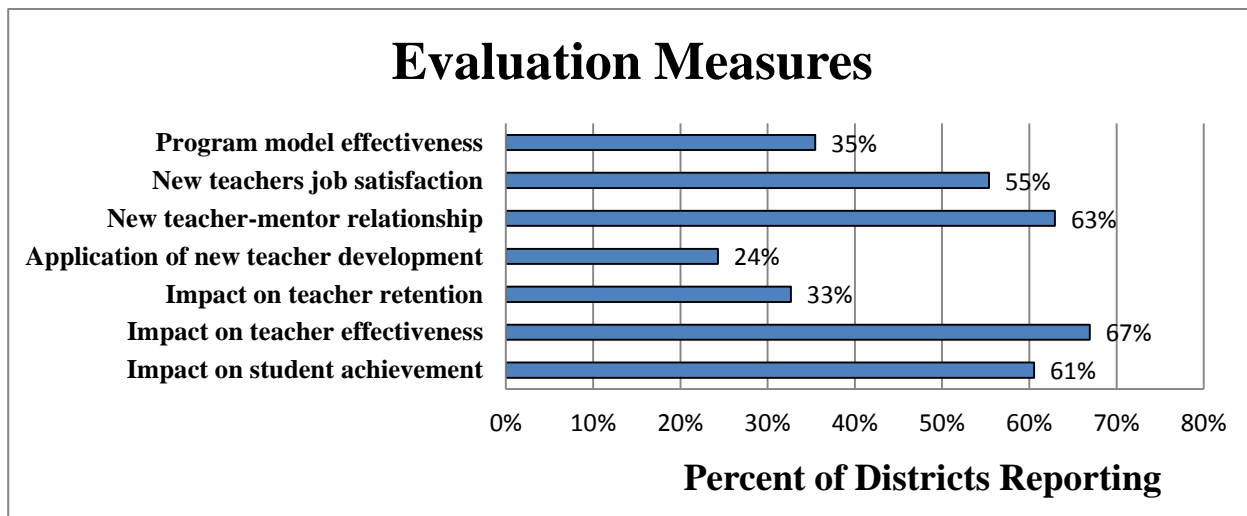
growth (48 percent), and coaching skills (45 percent). The smallest frequency of response was professional teaching standards (43 percent).

Figure I. Percentage of Districts Providing Mentor Training Activities
(2012-13 Self-Reported Data)



As seen in Figure J, a large percentage of the respondents reported that they used the impact on teacher effectiveness (67 percent), new teacher-mentor relationship (63 percent), impact on student achievement (61 percent), new teacher’s job satisfaction (55 percent), and program model effectiveness (35 percent) as evaluation measures. Respondents also indicated they evaluated program components such as impact on teacher retention (33 percent) and application of new teacher development (24 percent).

Figure J. Percentage of Districts Providing Evaluation Measures
(2012-13 Self-Reported Data)

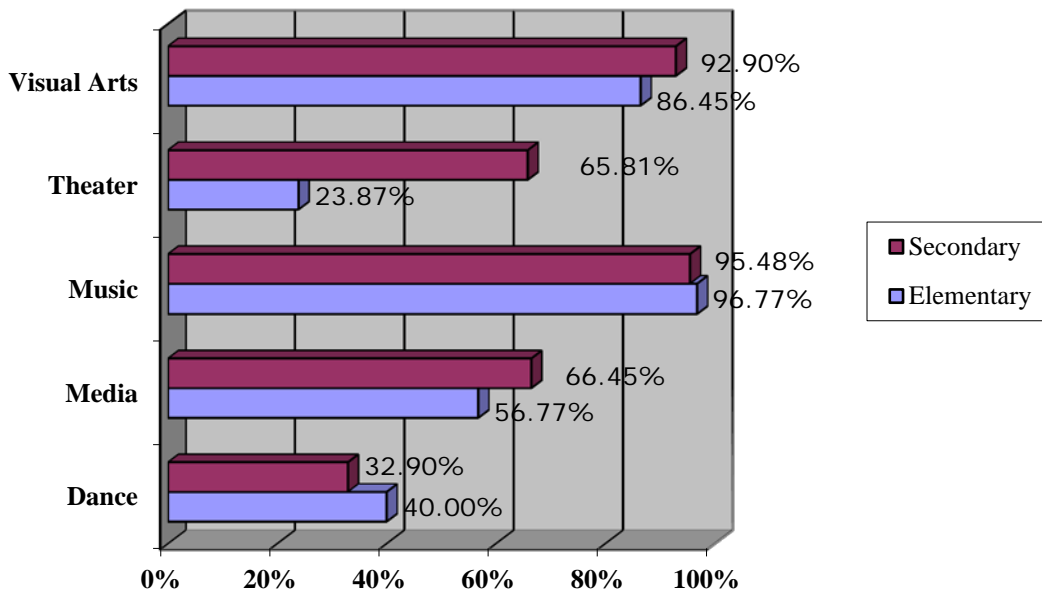


Arts Education

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

2012-13 Arts Standards Implementation

Reported at the Site Level for Elementary and Secondary Schools



Schools 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. Assessment of student learning in the arts remained evenly distributed among arts specialists, classroom generalists, and non-arts specialists in elementary schools. The percentage of sites reporting they had district level arts coordination remained unchanged at 10 percent.

The number of staff development goals focused on the arts continued to decrease from 155 in 2012 to 148 this year.

The Perpich Center for Arts Education continues to work with schools in areas of staff development indicated by the survey to be of high interest.

**Table 6. Site Requested Assistance from the Perpich Center for Arts Education
(2012-13 Self-Reported Data)**

| Professional Learning Areas | % of Schools Requesting Perpich Center Services | % of Students Impacted |
|--|--|-----------------------------------|
| Implementing Arts Standards | 64% | 65% |
| Designing Effective Arts and Arts Integrated Curriculum | 82% | 72% |
| Designing Assessments Aligned with Standards | 55% | 69% |
| Building a System to Report Individual Student Achievement in the Arts | 27% | 34% |

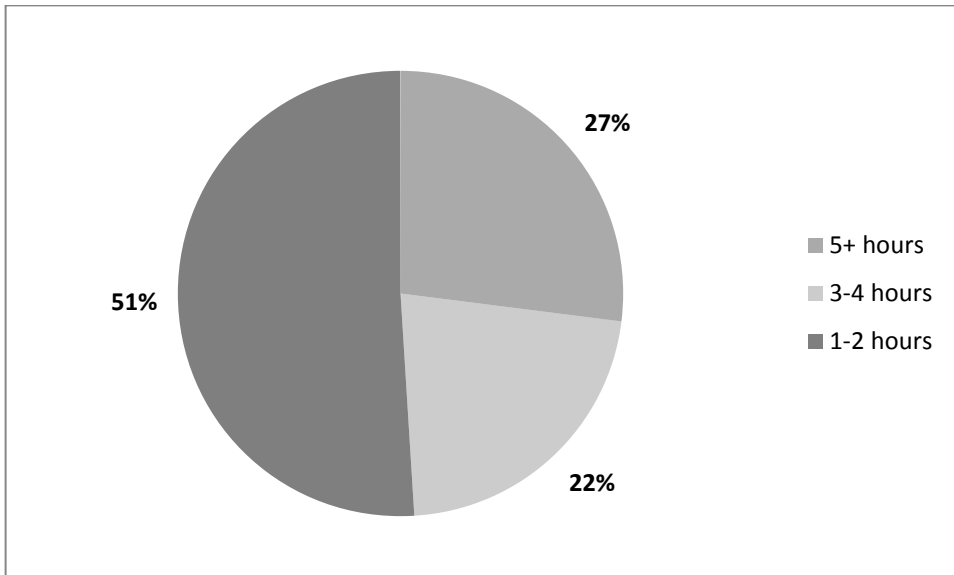
Gifted and Talented Education

Minnesota public school districts and charter schools were surveyed to gather data regarding practices related to gifted and talented education. Survey items were developed with assistance from the Minnesota Department of Education Gifted and Talented Advisory Council. Results from 298 public school districts, one integration district, and one charter school were reported regarding gifted and talented education which was used to identify the needs of schools and assist them in addressing those needs.

The number of district and charter schools' hours devoted to staff development and corresponding percentages are provided in Figure L. The category reported most frequently was 1-2 hours (51 percent), followed by 5+ hours (27 percent) and 3-4 hours (22 percent).

Figure L. Staff Development Hours

(2012-13 Self-Reported Data)



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

Table 7. Most Common Identification Tools, Number of Sites, and Percentage (2012-13 Self-Reported Data)

| Tool | Number of Sites | Percentage |
|--|-----------------|------------|
| Teacher Nomination | 982 | 17% |
| Northwest Evaluation Association Data (NWEA) | 828 | 14% |
| Parent Nomination | 586 | 10% |
| Individual Achievement Test | 552 | 9% |
| Group or Grade-Level Achievement Test | 529 | 9% |
| Curriculum-based Assessments | 392 | 7% |
| Individual Intelligence Test | 334 | 6% |
| Gifted Screening Surveys (teacher and/or parent) | 431 | 7% |
| Non-Verbal Test | 226 | 4% |
| Self-Nomination | 298 | 5% |
| Group Intelligence Test | 187 | 3% |
| Portfolio Review | 117 | 2% |
| Out of Level Testing | 102 | 2% |
| Divergent Thinking or Creativity Test | 104 | 2% |
| Students were not Identified | 448 | 8% |

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)
- 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

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

The final page of the district section covers staff information. Numbers of staff, categorized as teachers, paraprofessionals, and licensed, non-instructional staff are pre-populated with data submitted earlier to MDE through the Minnesota Automated Reporting Student System (MARSS) and Staff Automated Reporting System (STAR). Users report how many of those staff members have received high-quality staff development.

School-Level Information

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

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

- School site staff development goals
- School site student achievement goals and related subject areas
- Related district staff development goals
- Activities or strategies used to implement the staff development goals
- Designs or structures used to implement the staff development goals
- The high-quality components encompassed by this activity
- Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation, and evaluation)
- Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning, and identification of which goals will and will not be continued into the following year)
- Identification of the numbers of school staff, broken out by category, who received high-quality staff development
- Gifted and Talented program data– a school site reporting component as of 2008-09
- K-12 Arts Education information- a school site reporting component as of 2012-13; this section was previously reported at the district level from 2008-09 to 2011-12

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

Final Report

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

Technical Assistance

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

Reporting Timeline

Each year, feedback from users of the online staff development reporting system is used to improve the system. MDE continues to make adjustments as needed. District and school site personnel were able to access the reporting site in March 2013 to begin entering staff development information for the 2012–2013 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-FY13

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, 308, and 316 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 |
| 316 | General education revenue for staff development |

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 two 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, 308, and 316. Districts could also use a finance code of 451, as in the case of federal charter development grant funds or a host of other finance codes. See Figure 2 for a brief description of the program dimension codes used in this report.

Figure 2: Selected UFARS Program Dimension Codes

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

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

Object Dimension of UFARS

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

Figure 3: Selected UFARS Object Dimension Codes

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

Findings from Data Submitted on Staff Development Expenditures

The following three tables contain summary information on staff development expenditures and balances for regular school districts, common school districts, and charter schools. Other units including cooperatives, educational districts, and special education districts were not included. The data is arranged by Finance and Program Codes in Table 1 and by Object Codes in Table 2. Table 3 contains summary information on balances in reserved staff development accounts. Table 3 also contains a comparison of balances from FY12 to FY13.

The data are taken from all data submitted to MDE by January 10, 2014. The statutory deadline for reporting final UFARS data was November 30, 2013.

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 FY13

| Finance/Program Codes | Total Funds Spent | Percent of Total Spent |
|---------------------------------|--------------------------|-------------------------------|
| Finance 306 (50% site) | 5,824,667 | 4.24% |
| Finance 307 (25% grant) | 2,461,746 | 1.79% |
| Finance 308 (25% district) | 7,657,484 | 5.57% |
| Finance 316 (general) | 30,326,050 | 22.06% |
| Program 610 (curriculum) | 53,842,028 | 39.17% |
| Program 640 (staff development) | 37,354,458 | 27.17% |
| TOTAL | \$137,466,433 | 100.00% |

Conclusions from Table 1 include:

1. Finance Code 316 (general education revenue for staff development) recorded the largest percentage of expenditures of the four set-aside finance codes. This code replaced Finance Code 306 (site) which had been the code with the largest expenditures for the past few years.
2. Program Code 610 (curriculum) recorded the highest amount of total funds spent. This has been consistent over the past few years.

Expenditures by Object Dimension

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

Table 2: Summary Data of Expenditures by Object Dimension for FY13

| Object Codes | Total Funds Spent | Percent of Total Spent |
|-----------------------------|--------------------------|-------------------------------|
| 100-299 Salaries/benefits | 94,837,414 | 68.99% |
| 300-399 Purchased services | 24,030,347 | 17.48% |
| 400-599 Materials/equipment | 16,309,010 | 11.86% |
| 600-899 All other | 2,289,662 | 1.67% |
| TOTAL | \$137,466,433 | 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 FY13 total for the staff development reserve account is contained in Table 3.

Table 3: Summary Data of Staff Development Balances for FY12 and FY13

| Balance Sheet Name | Balance FY12 | Balance FY13 |
|-------------------------------|---------------------|---------------------|
| 403 Regular-Staff Development | \$6,493,939 | \$4,555,933 |

Conclusions or comments directed to Table 3:

1. Staff development balances decreased nearly two million dollars from the prior year.
2. All other staff development accounts that were discontinued have been removed.

Appendices

Appendix A Unit-by-Unit Data

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

Appendix B provides sample pages of the 2012-2013 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

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|---------------|------------|------------|--------------|---------------|--------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| A.C.G.C. PUBLIC SCHOOL DISTRICT | 1,429.04 | 382 | 48,904.17 | | 78,074.56 | |
| ACADEMIA CESAR CHAVEZ CHARTER SCH. | 3,101.77 | | | | | 3,673.79 |
| ACADEMIC ARTS HIGH SCHOOL | | | | | | 1,682.89 |
| ACHIEVE LANGUAGE ACADEMY | | | | | 25,908.70 | 15,568.24 |
| ADA-BORUP PUBLIC SCHOOL DISTRICT | | | | 18,606.22 | | |
| ADRIAN PUBLIC SCHOOL DISTRICT | | | | | | 14,749.64 |
| AFSA HIGH SCHOOL | 5,861.91 | | 604.72 | | | 65,973.87 |
| AITKIN PUBLIC SCHOOL DISTRICT | 34,110.34 | | 357.55 | | 139,881.74 | 11,994.07 |
| ALBANY PUBLIC SCHOOL DISTRICT | | | | | 27,446.46 | 248,499.60 |
| ALBERT LEA PUBLIC SCHOOL DISTRICT | | | | | 655,366.90 | 72,862.17 |
| ALDEN-CONGER PUBLIC SCHOOL DISTRICT | | | | | | 30,321.51 |
| ALEXANDRIA PUBLIC SCHOOL DISTRICT | | | | 130,074.97 | 376,475.36 | |
| ANNANDALE PUBLIC SCHOOL DISTRICT | | | | | 91,296.46 | 220,223.49 |
| ANOKA-HENNEPIN PUBLIC SCHOOL DIST. | | | | 3,670,192.20 | 4,201,886.70 | 2,445,570.87 |
| ARC4H ACADEMY | | | | 3,008.29 | | 33.82 |
| ARCADIA CHARTER SCHOOL | 1,196.36 | | | | | 28,490.86 |
| ASHBY PUBLIC SCHOOL DISTRICT | | | | 16,056.91 | | |
| ASPEN ACADEMY | 3,045.99 | | | 8,995.90 | 61,184.08 | |
| AUGSBURG FAIRVIEW ACADEMY | 6,238.35 | | | | | |
| AURORA CHARTER SCHOOL | | | 530 | | 98.3 | 12,534.32 |
| AUSTIN PUBLIC SCHOOL DISTRICT | 3,887.86 | 11,550.19 | 1,967.31 | 262,698.98 | | 96,483.35 |
| AVALON SCHOOL | | | | | | 3,264.08 |
| BADGER PUBLIC SCHOOL DISTRICT | | | | 11,704.05 | | 1,058.20 |
| BAGLEY PUBLIC SCHOOL DISTRICT | | | | | | 69,399.62 |
| BARNESVILLE PUBLIC SCHOOL DIST. | | | | 55,768.83 | | |
| BARNUM PUBLIC SCHOOL DISTRICT | | | | | | 22,824.80 |
| BATTLE LAKE PUBLIC SCHOOL DISTRICT | | | | 28,415.93 | | 1,338.48 |
| BEACON ACADEMY | | | | | | 20,166.10 |
| BEACON PREPARATORY SCHOOL | 787.99 | | | | | 5,258.90 |
| BECKER PUBLIC SCHOOL DISTRICT | | | | 90,146.89 | 268,021.64 | 40,856.64 |
| BELGRADE-BROOTEN-ELROSA SCHOOL DIST | | | | | | 78,999.99 |
| BELLE PLAINE PUBLIC SCHOOL DISTRICT | 4,010.95 | | 46,481.05 | 29,846.33 | 45,578.19 | 34,037.67 |
| BEMIDJI PUBLIC SCHOOL DISTRICT | 13,983.67 | 6,423.70 | 16,479.52 | | 15,020.08 | |
| BENSON PUBLIC SCHOOL DISTRICT | | | | 20,332.43 | | |
| BERTHA-HEWITT PUBLIC SCHOOL DIST. | 14,454.98 | 907.7 | 8,250.15 | | | |
| BEST ACADEMY | | | | | 300 | 138,472.39 |
| BIG LAKE PUBLIC SCHOOL DISTRICT | | | | 48,438.29 | 363,010.92 | 160,184.24 |
| BIRCH GROVE COMMUNITY SCHOOL | | | | | | 5,599.46 |
| BIRD ISLAND-OLIVIA-LAKE LILLIAN | | | | 36,816.91 | | |
| BLACKDUCK PUBLIC SCHOOL DISTRICT | | | | 10,298.34 | | |
| BLOOMING PRAIRIE PUBLIC SCHOOL DIST | | | | | | 55,297.11 |
| BLOOMINGTON PUBLIC SCHOOL DISTRICT | | | | | 1,754,850.66 | 857,686.40 |
| BLUE EARTH AREA PUBLIC SCHOOL | | | | | | 96,089.64 |
| BLUESKY CHARTER SCHOOL | | | | 14,258.15 | 101,174.14 | 4,566.01 |
| BLUFFVIEW MONTESSORI | 13,511.70 | | | | | 6,873.04 |
| BRAHAM PUBLIC SCHOOL DISTRICT | | | | | | 104,904.64 |
| BRAINERD PUBLIC SCHOOL DISTRICT | | | | | 284,803.31 | 632,693.59 |
| BRANDON PUBLIC SCHOOL DISTRICT | | | | | 5,814.96 | |
| BRECKENRIDGE PUBLIC SCHOOL DISTRICT | | | | 21,422.87 | | |
| BREWSTER PUBLIC SCHOOL DISTRICT | 9,101.83 | 4,547.70 | 4,540.33 | | | |
| BRIGHT WATER ELEMENTARY | 1,140.97 | | | | | |
| BROOKLYN CENTER SCHOOL DISTRICT | 13,098.62 | | 2,041.00 | | 248,226.93 | 16,250.21 |
| BROWERVILLE PUBLIC SCHOOL DISTRICT | | | | | | 49,289.99 |
| BROWNS VALLEY PUBLIC SCHOOL DIST. | | | | 10,148.83 | | |
| BUFFALO LK-HECTOR-STEWART PUBLIC SC | | | | | | 42,927.22 |
| BUFFALO-HANOVER-MONTROSE PUBLIC SCH | | 124,633.47 | 206,219.76 | | 373,854.62 | 1,329.16 |

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|---------------|-----------|------------|------------|---------------|--------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| BURNSVILLE PUBLIC SCHOOL DISTRICT | | | | | 1,233,761.56 | 3,258,737.17 |
| BUTTERFIELD PUBLIC SCHOOL DISTRICT | | | | | 24,649.71 | 5,114.10 |
| BYRON PUBLIC SCHOOL DISTRICT | | | | | 11,892.44 | 158,160.45 |
| CALEDONIA PUBLIC SCHOOL DISTRICT | | | | | | 22,347.51 |
| CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST | 27,146.58 | 34,740.29 | 177,364.66 | 45,839.20 | 1,231,412.68 | 6,016.36 |
| CAMPBELL-TINTAH PUBLIC SCHOOL DIST. | | | | 9,826.81 | | |
| CANBY PUBLIC SCHOOL DISTRICT | | | | | | 86,295.60 |
| CANNON FALLS PUBLIC SCHOOL DISTRICT | 8,811.34 | 5,074.38 | 10,289.84 | | | 1,535.06 |
| CANNON RIVER STEM SCHOOL | | | | 7,413.80 | | 6,314.24 |
| CARLTON PUBLIC SCHOOL DISTRICT | | | | | 35,835.51 | 19,913.07 |
| CASS LAKE-BENA PUBLIC SCHOOLS | | | | | | 2,318.37 |
| CEDAR RIVERSIDE COMMUNITY SCHOOL | | | | 4,451.98 | | |
| CENTENNIAL PUBLIC SCHOOL DISTRICT | 592,485.06 | 38,826.76 | 133,688.23 | | | 52,622.19 |
| CENTRAL PUBLIC SCHOOL DISTRICT | | | | | | 33,656.98 |
| CHATFIELD PUBLIC SCHOOLS | | | | | 42,788.16 | 102,501.32 |
| CHISAGO LAKES SCHOOL DISTRICT | 4,887.05 | 5,794.24 | 84,233.92 | | 158,817.15 | 60,566.75 |
| CHISHOLM PUBLIC SCHOOL DISTRICT | 6,477.69 | | | | | |
| CITY ACADEMY | 2,738.38 | 49.43 | 13,235.50 | | | 2,619.33 |
| CLEARBROOK-GONVICK SCHOOL DISTRICT | | | | 12,683.80 | | 238.83 |
| CLEVELAND PUBLIC SCHOOL DISTRICT | | | | | 3,500.00 | 40,886.56 |
| CLIMAX-SHELLY PUBLIC SCHOOLS | | | | 24,787.93 | | |
| CLINTON-GRACEVILLE-BEARDSLEY | | | | 22,553.15 | | |
| CLOQUET PUBLIC SCHOOL DISTRICT | | | | | 100,434.60 | |
| COLLEGE PREPARATORY ELEMENTARY | 10.91 | | | 2,748.63 | | 336.45 |
| COLOGNE ACADEMY | | | | | 1,625.00 | 16,547.12 |
| COLUMBIA HEIGHTS PUBLIC SCHOOL DIST | 17,276.41 | | 21,634.53 | | 239,764.88 | |
| COMFREY PUBLIC SCHOOL DISTRICT | | | | | | 5,553.16 |
| COMMUNITY OF PEACE ACADEMY | 22,111.20 | | | | | 25,980.05 |
| COMMUNITY SCHOOL OF EXCELLENCE | 103,831.52 | | | 68,432.23 | 74,837.00 | 52.98 |
| COOK COUNTY PUBLIC SCHOOLS | | | | | | 24,494.13 |
| CORNERSTONE MONTESSORI ELEMENTARY | 249.19 | | | 8,037.13 | 18,412.55 | 21,580.14 |
| CROMWELL-WRIGHT PUBLIC SCHOOLS | | | | | | 20,259.09 |
| CROOKSTON PUBLIC SCHOOL DISTRICT | 5,736.53 | | | | 33,184.94 | 46,033.30 |
| CROSBY-IRONTON PUBLIC SCHOOL DIST. | | | | | | 101,028.87 |
| CROSSLAKE COMMUNITY CHARTER SCHOOL | 2,222.60 | | | | 17,831.55 | 34,680.51 |
| CYBER VILLAGE ACADEMY | 298.42 | | | | | |
| CYRUS PUBLIC SCHOOL DISTRICT | | | | 472.58 | | |
| DAKOTA AREA COMMUNITY CHARTER SCH | | | | 144.53 | | |
| DASSEL-COKATO PUBLIC SCHOOL DIST. | | | | 75,897.33 | 54,801.13 | 8,047.60 |
| DAVINCI ACADEMY | | | | | 76,934.70 | 85,163.38 |
| DAWSON-BOYD PUBLIC SCHOOL DISTRICT | | | | 78,841.13 | | 7,543.01 |
| DEER RIVER PUBLIC SCHOOL DISTRICT | | | | | 98,864.50 | 78,595.58 |
| DELANO PUBLIC SCHOOL DISTRICT | 6,399.03 | | | | 89,223.20 | 3,256.73 |
| DETROIT LAKES PUBLIC SCHOOL DIST. | 59,756.77 | 9,079.97 | 76,991.76 | | 87,277.61 | |
| DILWORTH-GLYNDON-FELTON | | | | 66,564.94 | | |
| DISCOVERY WOODS MONTESSORI SCHOOL | | | | | | 37,140.42 |
| DOVER-EYOTA PUBLIC SCHOOL DISTRICT | | 26,177.74 | 13,968.64 | 45,673.90 | 149,280.93 | 1,907.27 |
| DUGSI ACADEMY | 9,900.17 | | | | | |
| DULUTH PUBLIC SCHOOL DISTRICT | 19,845.29 | 27,937.76 | | | 69,624.62 | 96,792.50 |
| DULUTH PUBLIC SCHOOLS ACADEMY | | | | | 121,296.86 | 369,603.06 |
| E.C.H.O. CHARTER SCHOOL | 6,944.61 | | 24 | | | |
| EAGLE RIDGE ACADEMY CHARTER SCHOOL | | | | | 689.48 | 19,921.32 |
| EAGLE VALLEY PUBLIC SCHOOL DISTRICT | | | | | | 2,457.29 |
| EAST CENTRAL SCHOOL DISTRICT | 26,038.91 | | 16,477.94 | | | |
| EAST GRAND FORKS PUBLIC SCHOOL DIST | | | | 162,425.49 | | |
| EAST RANGE ACADEMY OF TECH-SCIENCE | | | | | | 2,946.44 |

| School Name | Finance Codes | | | | Program Codes | |
|--------------------------------------|---------------|-----------|------------|--------------|---------------|------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| EASTERN CARVER COUNTY PUBLIC SCHOOL | 54,606.91 | | 66,063.80 | 794,911.59 | 898,667.45 | 2,149.30 |
| EDEEN PRAIRIE PUBLIC SCHOOL DISTRICT | 97,542.62 | | 879,754.48 | | 1,153,172.57 | 7,406.26 |
| EDEEN VALLEY-WATKINS SCHOOL DISTRICT | 62,037.86 | 34,267.78 | 45,648.58 | | | |
| EDGERTON PUBLIC SCHOOL DISTRICT | | | | | | 17,920.90 |
| EDINA PUBLIC SCHOOL DISTRICT | | | | 1,125,456.89 | 453,841.33 | 0 |
| EDVISON OFF CAMPUS SCHOOL | | | | | | 31,047.31 |
| EL COLEGIO CHARTER SCHOOL | 7,752.16 | | | | | |
| ELK RIVER PUBLIC SCHOOL DISTRICT | 39,410.11 | 41,382.39 | 2,008.98 | | 1,752,668.02 | 105,050.00 |
| ELLSWORTH PUBLIC SCHOOL DISTRICT | | | | | | 37,128.11 |
| ELY PUBLIC SCHOOL DISTRICT | | | | | | 137,735.08 |
| EMILY O. GOODRIDGE-GREY ACCELERATED | | | 9,161.65 | | 9,211.43 | 8,652.53 |
| ESKO PUBLIC SCHOOL DISTRICT | | | | | 618.53 | 41,558.37 |
| EVANSVILLE PUBLIC SCHOOL DISTRICT | | | | 4,959.50 | | |
| EVELETH-GILBERT SCHOOL DISTRICT | 7,985.85 | 3,559.98 | 0.71 | | 4,080.32 | 119,765.12 |
| EXCELL ACADEMY CHARTER | 10,284.87 | | | | | 1,700.00 |
| FACE TO FACE ACADEMY | | | | | | 65 |
| FAIRMONT AREA SCHOOL DISTRICT | 19,663.51 | 105.3 | 1,675.69 | 14,449.29 | 14,404.00 | 6,789.00 |
| FARIBAUT PUBLIC SCHOOL DISTRICT | 24,494.18 | | 428,497.70 | | 446,940.88 | 3,515.97 |
| FARMINGTON PUBLIC SCHOOL DISTRICT | | | | | 810,004.72 | 408,342.60 |
| FERGUS FALLS PUBLIC SCHOOL DISTRICT | | | | 12,617.40 | 204,151.74 | 61,850.03 |
| FERTILE-BELTRAMI SCHOOL DISTRICT | | | | 43,915.61 | | |
| FILLMORE CENTRAL | 1,996.33 | | 1,872.14 | | | 21,876.62 |
| FISHER PUBLIC SCHOOL DISTRICT | | | | 24,788.77 | 13,550.34 | |
| FLOODWOOD PUBLIC SCHOOL DISTRICT | | | | | | 13,633.55 |
| FOLEY PUBLIC SCHOOL DISTRICT | 9,543.09 | | 46,776.17 | | 353,130.54 | 1,776.87 |
| FOREST LAKE PUBLIC SCHOOL DISTRICT | | | 62,234.91 | | 412,321.27 | |
| FOSSTON PUBLIC SCHOOL DISTRICT | | | | 14,405.88 | | 3,111.89 |
| FRASER ACADEMY | | | | 297.34 | | |
| FRAZEE-VERGAS PUBLIC SCHOOL DIST. | | | | 83,836.92 | | 2,790.00 |
| FRIDLEY PUBLIC SCHOOL DISTRICT | | | | | 108,317.02 | 288,211.61 |
| FRIENDSHIP ACDMY OF FINE ARTS CHTR. | 1,395.00 | | | | | 646.3 |
| FULDA PUBLIC SCHOOL DISTRICT | | | | | | 13,671.32 |
| G.F.W. | | | | | | 57,814.23 |
| GLACIAL HILLS ELEMENTARY | | | | 4,444.03 | | |
| GLENCOE-SILVER LAKE SCHOOL DISTRICT | | | | 153,051.61 | | |
| GLENVILLE-EMMONS SCHOOL DISTRICT | 9,917.49 | | 8,816.40 | | | |
| GLOBAL ACADEMY | | | | | 127,885.00 | 9,384.25 |
| GOODHUE PUBLIC SCHOOL DISTRICT | | | | | | 47,120.24 |
| GOODRIDGE PUBLIC SCHOOL DISTRICT | | | | 1,200.00 | | |
| GRANADA HUNTLEY-EAST CHAIN | | | | | | 5,480.92 |
| GRAND MEADOW PUBLIC SCHOOL DISTRICT | | | | | | 38,294.75 |
| GRAND RAPIDS PUBLIC SCHOOL DISTRICT | | | | 206,318.19 | 16,926.00 | |
| GREAT EXPECTATIONS | | | | | | 332.8 |
| GREAT RIVER SCHOOL | 590.6 | | | 545.8 | | 32,085.95 |
| GREEN ISLE COMMUNITY SCHOOL | | | | | | 2,647.83 |
| GREENBUSH-MIDDLE RIVER SCHOOL DIST. | | | | 11,237.33 | | |
| GREENWAY PUBLIC SCHOOL DISTRICT | | | | 7,417.63 | | 53,877.64 |
| HANCOCK PUBLIC SCHOOL DISTRICT | | | | 21,767.72 | | |
| HARBOR CITY INTERNATIONAL CHARTER | | | | 4,496.12 | | |
| HARVEST PREP SCHOOL-SEED ACADEMY | | | | | 622.44 | 91,860.14 |
| HASTINGS PUBLIC SCHOOL DISTRICT | | | | | | 289,858.42 |
| HAWLEY PUBLIC SCHOOL DISTRICT | | | | 57,188.86 | | 15,971.02 |
| HAYFIELD PUBLIC SCHOOL DISTRICT | 11,794.10 | | | | | 1,259.62 |
| HENDRICKS PUBLIC SCHOOL DISTRICT | | | | | 3,427.77 | 14,037.59 |
| HENNEPIN ELEMENTARY SCHOOL | | | | | | 2,719.60 |
| HENNING PUBLIC SCHOOL DISTRICT | | | | 26,256.46 | | 510.18 |

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|---------------|------------|------------|------------|---------------|------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| HERMAN-NORCROSS SCHOOL DISTRICT | | | | 5,923.91 | | |
| HERMANTOWN PUBLIC SCHOOL DISTRICT | | | | 51,214.63 | | |
| HERON LAKE-OKABENA SCHOOL DISTRICT | | | 58,633.40 | | | 19,466.91 |
| HIAWATHA ACADEMIES | 13,605.61 | | | 18,104.97 | | 1,644.22 |
| HIBBING PUBLIC SCHOOL DISTRICT | | | | | | 480,205.51 |
| HIGH SCHOOL FOR RECORDING ARTS | | | | | | 990 |
| HIGHER GROUND ACADEMY | 725.84 | | | | | 6,596.19 |
| HILL CITY PUBLIC SCHOOL DISTRICT | | | | | 661.82 | |
| HILLS-BEAVER CREEK SCHOOL DISTRICT | | | | | | 935.87 |
| HINCKLEY-FINLAYSON SCHOOL DISTRICT | 337.5 | | | 42,830.94 | | |
| HMONG COLLEGE PREP ACADEMY | | | | 3,075.87 | 5,231.79 | 38,552.49 |
| HOLDINGFORD PUBLIC SCHOOL DISTRICT | | | | 42,314.84 | | 16,712.43 |
| HOPE COMMUNITY ACADEMY | 4,387.17 | | | | | 2,254.68 |
| HOPKINS PUBLIC SCHOOL DISTRICT | 267,955.54 | 120,375.52 | 566,848.55 | | 1,164,516.18 | 250,031.15 |
| HOUSTON PUBLIC SCHOOL DISTRICT | 7,774.26 | 6,402.86 | | | 86,632.94 | 111,778.72 |
| HOWARD LAKE-WAVERLY-WINSTED | | | 31,790.13 | | 8,465.00 | |
| HUTCHINSON PUBLIC SCHOOL DISTRICT | | | | | 251,004.06 | 399,733.78 |
| INTERNATIONAL FALLS SCHOOL DISTRICT | 20,527.60 | | 1,986.29 | | | |
| INTERNATIONAL SPANISH LANGUAGE ACAD | | | 11,029.54 | | | 1,440.00 |
| INVER GROVE HEIGHTS SCHOOLS | 2,000.00 | 489.89 | 99,213.07 | | | 80,242.12 |
| ISLE PUBLIC SCHOOL DISTRICT | | | | | | 26,950.66 |
| IVANHOE PUBLIC SCHOOL DISTRICT | | | | | | 11,738.50 |
| JACKSON COUNTY CENTRAL SCHOOL DIST. | | | | | | 63,693.88 |
| JANESVILLE-WALDORF-PEMBERTON | | | | 50,832.18 | | 4,516.88 |
| JENNINGS COMMUNITY LEARNING CENTER | 8,995.80 | | | | | |
| JORDAN PUBLIC SCHOOL DISTRICT | | | | 178,057.34 | 51,366.15 | |
| KALEIDOSCOPE CHARTER SCHOOL | | | | | | 8,524.32 |
| KASSON-MANTORVILLE SCHOOL DISTRICT | | | 13,041.45 | | 86,392.42 | 130,334.58 |
| KELLIHER PUBLIC SCHOOL DISTRICT | | | 3,585.10 | | | |
| KENYON-WANAMINGO SCHOOL DISTRICT | | | | | | 33,196.22 |
| KERKHOVEN-MURDOCK-SUNBURG | 4,797.18 | 663.39 | 7,942.10 | | | |
| KIMBALL PUBLIC SCHOOL DISTRICT | | 1,550.40 | 2,469.27 | | 29,321.35 | 44,680.31 |
| KINGSLAND PUBLIC SCHOOL DISTRICT | 32,327.12 | 16,113.16 | 15,132.60 | | | |
| KIPP MINNESOTA CHARTER SCHOOL | | | | | | 40,436.55 |
| KITTSOON CENTRAL SCHOOL DISTRICT | | | | 25,519.33 | 5,264.50 | 1,134.68 |
| LA CRESCENT-HOKAH SCHOOL DISTRICT | 11,461.47 | 4,104.00 | 6,929.00 | | 55689.31 | 72422.88 |
| LAC QUI PARLE VALLEY SCHOOL DIST. | | | | 97,697.25 | 23,961.74 | 120,106.78 |
| LACRESCENT MONTESSORI ACADEMY | -35 | | | | | |
| LAFAYETTE PUBLIC CHARTER SCHOOL | | | | | | 1,295.37 |
| LAKE BENTON PUBLIC SCHOOL DISTRICT | 1,686.07 | | 2,392.96 | | | |
| LAKE CITY PUBLIC SCHOOL DISTRICT | | | | 194,206.84 | 23,427.25 | |
| LAKE CRYSTAL-WELLCOME MEMORIAL | | | | 26,814.18 | | 32,336.88 |
| LAKE OF THE WOODS SCHOOL DISTRICT | | | | 58,193.17 | | |
| LAKE PARK AUDUBON SCHOOL DISTRICT | | | | 54,355.49 | 62 | |
| LAKE SUPERIOR PUBLIC SCHOOL DIST. | | | | | | 6,149.00 |
| LAKES INTERNATIONAL LANGUAGE ADMY | 39,786.75 | | | | 101,978.38 | 888.39 |
| LAKEVIEW SCHOOL DISTRICT | | | | | | 102,789.69 |
| LAKEVILLE PUBLIC SCHOOL DISTRICT | 146,063.87 | 297,719.69 | 162,951.91 | | 412,634.34 | 847,764.04 |
| LANCASTER PUBLIC SCHOOL DISTRICT | | | | 3,178.00 | | |
| LANESBORO PUBLIC SCHOOL DISTRICT | | | | 20,786.94 | | |
| LAPORTE PUBLIC SCHOOL DISTRICT | 2,693.35 | | 4,604.41 | | | |
| LAURA JEFFREY ACADEMY CHARTER | | | | | | 3,622.07 |
| LE SUEUR-HENDERSON SCHOOL DISTRICT | | | | | 65,769.38 | 75,936.84 |
| LEARNING FOR LEADERSHIP CHARTER | | | | | | 17,493.62 |
| LEROY-OSTRANDER PUBLIC SCHOOLS | | | | | 6,951.03 | 18,368.78 |
| LESTER PRAIRIE PUBLIC SCHOOL DIST. | 13,865.34 | | 2,850.25 | | | |

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|---------------|-----------|-----------|--------------|---------------|--------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| LEWISTON-ALTURA PUBLIC SCHOOL DIST. | | | | | | 45,562.46 |
| LINCOLN INTERNATIONAL SCHOOL | 7,225.52 | | | | | 3,145.73 |
| LIONSGATE ACADEMY | | | | | | 805 |
| LITCHFIELD PUBLIC SCHOOL DISTRICT | 1,769.45 | | 10,110.22 | | | |
| LITTLE FALLS PUBLIC SCHOOL DISTRICT | 706.98 | | 2,469.26 | 3,393.08 | | 1,900.00 |
| LITTLEFORK-BIG FALLS SCHOOL DIST. | | | | | | 23,327.69 |
| LONG PRAIRIE-GREY EAGLE SCHOOL DIST | | | | | 2,013.79 | 50,467.86 |
| LOVEWORKS ACADEMY FOR ARTS | 1,441.38 | | | | | 8,302.00 |
| LUVERNE PUBLIC SCHOOL DISTRICT | 20,745.67 | | 32,783.29 | | 20,160.00 | |
| LYLE PUBLIC SCHOOL DISTRICT | | | 6,095.52 | | | |
| LYND PUBLIC SCHOOL DISTRICT | | | | | | 21,405.11 |
| M.A.C.C.R.A.Y. SCHOOL DISTRICT | | | | | 78,761.98 | 49,181.12 |
| MABEL-CANTON PUBLIC SCHOOL DIST. | 4,024.31 | | 4,837.41 | | 9,398.51 | 239.72 |
| MADELIA PUBLIC SCHOOL DISTRICT | 1,275.20 | 36.56 | 8,287.94 | | | |
| MAHNOMEN PUBLIC SCHOOL DISTRICT | | | | 26,608.36 | | |
| MAHTOMEDI PUBLIC SCHOOL DISTRICT | 33,965.31 | 6,916.70 | 60,917.13 | | | |
| MAIN STREET SCHOOL PERFORMING ARTS | 6,871.23 | | | | 18,332.12 | 2,867.89 |
| MANKATO PUBLIC SCHOOL DISTRICT | 179,425.05 | | | 794,078.78 | 562,715.91 | 12,792.86 |
| MAPLE LAKE PUBLIC SCHOOL DISTRICT | 20,130.33 | 3,444.06 | 3,458.32 | | 14,941.36 | |
| MAPLE RIVER SCHOOL DISTRICT | 14,489.39 | 4,311.16 | 2,049.39 | 51,544.18 | | 6,958.94 |
| MARSHALL COUNTY CENTRAL SCHOOLS | | | | 15,997.93 | | |
| MARSHALL PUBLIC SCHOOL DISTRICT | | | | 157,624.09 | 227,793.32 | |
| MARTIN COUNTY WEST SCHOOL DISTRICT | | | | | | 58,362.43 |
| MASTERY SCHOOL | | | | | | 15,505.00 |
| MATH AND SCIENCE ACADEMY | 2,552.39 | | | 16,995.36 | | |
| MCGREGOR PUBLIC SCHOOL DISTRICT | | | | | | 15,544.68 |
| MEDFORD PUBLIC SCHOOL DISTRICT | 48,957.50 | 4,064.35 | 3,284.31 | | | |
| MELROSE PUBLIC SCHOOL DISTRICT | 0 | 4,097.89 | 11,107.68 | | 80,914.69 | 39,876.73 |
| MENAHGA PUBLIC SCHOOL DISTRICT | 46,815.90 | 35,195.61 | 5,598.93 | | | |
| MESABI EAST SCHOOL DISTRICT | | | | | | 35,450.89 |
| METRO DEAF SCHOOL | | | | | | 3,601.78 |
| METRO SCHOOLS CHARTER | | | | | | 2,907.42 |
| METRO TECH ACADEMY | 408.01 | | | | | |
| MILACA PUBLIC SCHOOL DISTRICT | | | | | 44,797.64 | 36,829.69 |
| MILROY AREA CHARTER SCHOOL | | | | | | 215.26 |
| MILROY PUBLIC SCHOOL DISTRICT | | | | | | 390 |
| MINNEAPOLIS ACADEMY CHARTER SCHOOL | | | | | 1,572.52 | 104.61 |
| MINNEAPOLIS COLLEGE PREPARATORY | | | | | | 693.99 |
| MINNEAPOLIS PUBLIC SCHOOL DIST. | | | | 4,386,731.09 | | 5,191,159.97 |
| MINNESOTA INTERNSHIP CENTER | | | | | 3,376.29 | |
| MINNESOTA NEW COUNTRY SCHOOL | | | | | | 23,596.98 |
| MINNESOTA ONLINE HIGH SCHOOL | 1,328.43 | | | | 100,160.80 | 7,713.82 |
| MINNESOTA SCHOOL OF SCIENCE | | | | | | 8,034.27 |
| MINNESOTA TRANSITIONS CHARTER SCH | 4,008.72 | | 13,482.35 | | 32,454.30 | |
| MINNETONKA PUBLIC SCHOOL DISTRICT | | | | 1,068,157.31 | 1,394,079.30 | 0 |
| MINNEWASKA SCHOOL DISTRICT | 8,550.37 | | 637 | | | |
| MN INTERNATIONAL MIDDLE CHARTER | | | | | 69,565.66 | 9,954.45 |
| MONTEVIDEO PUBLIC SCHOOL DISTRICT | 8,964.79 | | 62,530.28 | | 18,630.86 | |
| MONTICELLO PUBLIC SCHOOL DISTRICT | | | | 223,537.11 | 306,124.53 | |
| MOORHEAD PUBLIC SCHOOL DISTRICT | | | | 163,341.33 | | 166,063.74 |
| MOOSE LAKE PUBLIC SCHOOL DISTRICT | | | | 38,343.86 | | |
| MORA PUBLIC SCHOOL DISTRICT | | | | | 60,347.02 | 102,591.20 |
| MORRIS PUBLIC SCHOOL DISTRICT | | | | 38,845.32 | | |
| MOUNDS VIEW PUBLIC SCHOOL DISTRICT | | | | | 897,481.09 | 1,712,444.74 |
| MOUNTAIN IRON-BUHL SCHOOL DISTRICT | | | | | | 8,620.96 |
| MOUNTAIN LAKE PUBLIC SCHOOLS | | | | | | 36,563.21 |

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|---------------|------------|------------|--------------|---------------|---------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| MURRAY COUNTY CENTRAL SCHOOL DIST. | 5,714.29 | 7,851.71 | 1,684.44 | | | 1,722.39 |
| NASHA SHKOLA CHARTER SCHOOL | 695 | | | 125 | | |
| NASHWAUK-KEEWATIN SCHOOL DISTRICT | | | | | | 38,885.37 |
| NATURAL SCIENCE ACADEMY | 7,275.50 | | | | | |
| NAYTAHWAUSH COMMUNITY SCHOOL | | | | 5,468.77 | | |
| NERSTRAND CHARTER SCHOOL | | | | | | 2,820.08 |
| NETT LAKE PUBLIC SCHOOL DISTRICT | | | | | | 53,185.42 |
| NEVIS PUBLIC SCHOOL DISTRICT | | | | | | 600 |
| NEW CENTURY ACADEMY | 3,976.10 | | | | | |
| NEW CITY SCHOOL | | | | | 484.46 | 2,883.26 |
| NEW DISCOVERIES MONTESSORI ACADEMY | | | | | | 14,992.16 |
| NEW LONDON-SPICER SCHOOL DISTRICT | | | | | 31,625.00 | 74,226.98 |
| NEW MILLENNIUM ACADEMY CHARTER SCH | | | | 23,799.32 | | 300.14 |
| NEW PRAGUE AREA SCHOOLS | 48,500.04 | 20,895.71 | 540,089.81 | | 427,528.05 | |
| NEW ULM PUBLIC SCHOOL DISTRICT | 25,500.72 | 751.9 | 0.33 | | 59,444.02 | 40,916.48 |
| NEW VISIONS CHARTER SCHOOL | | | | | | 39,710.05 |
| NEW YORK MILLS PUBLIC SCHOOL DIST. | 16,250.48 | 3,925.03 | 5,104.43 | | | |
| NICOLLET PUBLIC SCHOOL DISTRICT | | | | | | 7,875.74 |
| NOBLE ACADEMY | 303.09 | | | 2,697.06 | 9,174.91 | 3,363.55 |
| NORMAN COUNTY EAST SCHOOL DISTRICT | | | | 4,645.52 | | |
| NORMAN COUNTY WEST SCHOOL DISTRICT | | | | 92,675.30 | | |
| NORTH BRANCH PUBLIC SCHOOLS | 32,103.78 | 16,413.26 | 78,408.41 | | 247,448.95 | 475,163.35 |
| NORTH LAKES ACADEMY | | | | | | 1,340.17 |
| NORTH SHORE COMMUNITY SCHOOL | | | | 5,464.33 | | |
| NORTH ST PAUL-MAPLEWOOD OAKDALE DIS | 347,120.49 | 119,647.04 | 377,344.78 | | 4,088,289.31 | -96,052.42 |
| NORTHERN LIGHTS COMMUNITY SCHOOL | | | | 3,064.04 | | |
| NORTHFIELD PUBLIC SCHOOL DISTRICT | | | | 462,265.00 | 321,149.88 | |
| NORTHLAND COMMUNITY SCHOOLS | | | | | 40,006.98 | 141,112.28 |
| NORTHWEST PASSAGE HIGH SCHOOL | 8,436.19 | | | | | 100 |
| NOVA CLASSICAL ACADEMY | | | | | | 73,923.65 |
| NRHEG SCHOOL DISTRICT | | | | | | 32,212.52 |
| ODYSSEY ACADEMY | 409.85 | | 40 | | | 165.78 |
| OGILVIE PUBLIC SCHOOL DISTRICT | 5,503.50 | | 6,568.36 | | | 1,352.83 |
| OKLEE PUBLIC SCHOOL DISTRICT | | | | 5,284.12 | | |
| ONAMIA PUBLIC SCHOOL DISTRICT | | | 211.07 | | | 51,761.12 |
| ORONO PUBLIC SCHOOL DISTRICT | | 23,308.71 | 74,011.41 | | 193,822.18 | 27,226.07 |
| OSAKIS PUBLIC SCHOOL DISTRICT | | | | 25,928.12 | | |
| OSHKI OGIMAAG CHARTER SCHOOL | | | | | | 3,692.08 |
| OSSEO PUBLIC SCHOOL DISTRICT | | | | 3,541,510.50 | 1,248,576.48 | -3,548,141.74 |
| OWATONNA PUBLIC SCHOOL DISTRICT | | | | 474,717.20 | 351,889.62 | 865.67 |
| PACT CHARTER SCHOOL | | | | | 58,160.28 | 10,110.71 |
| PAIDEIA ACADEMY CHARTER SCHOOL | | | | 12,252.11 | 36,755.71 | 732.58 |
| PALADIN ACADEMY | | | | | | 46,844.34 |
| PARK RAPIDS PUBLIC SCHOOL DISTRICT | | | 4,049.66 | 23,392.82 | 177,455.90 | |
| PARKERS PRAIRIE PUBLIC SCHOOL DIST. | | | | 8,190.08 | | |
| PARNASSUS PREPARATORY CHARTER SCH | 10,454.57 | | | 550 | | |
| PARTNERSHIP ACADEMY, INC. | 31,836.89 | | | | 103,735.29 | 30,688.70 |
| PAYNESVILLE PUBLIC SCHOOL DISTRICT | 10,685.39 | 3,117.33 | 8,051.02 | | | |
| PELICAN RAPIDS PUBLIC SCHOOL DIST. | | | | 65,792.87 | | 8,070.33 |
| PEQUOT LAKES PUBLIC SCHOOLS | | | | | 259,482.83 | 62,163.99 |
| PERHAM-DENT PUBLIC SCHOOL DISTRICT | | | | 56,526.99 | | |
| PIERZ PUBLIC SCHOOL DISTRICT | | | | 135,211.00 | 38,717.42 | 1,765.11 |
| PILLAGER AREA CHARTER SCHOOL | 1,000.00 | | | | | |
| PILLAGER PUBLIC SCHOOL DISTRICT | | | | | | 13,801.23 |
| PINE CITY PUBLIC SCHOOL DISTRICT | 4,531.30 | 15,117.42 | 80,628.44 | | 74,718.91 | |
| PINE ISLAND PUBLIC SCHOOL DIST. | 11,308.00 | 7,299.11 | | | | 49,408.04 |

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|---------------|------------|------------|--------------|---------------|--------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| PINE POINT PUBLIC SCHOOL DISTRICT | | 3,044.33 | 513.9 | | | |
| PINE RIVER-BACKUS SCHOOL DISTRICT | 2,000.00 | | 12,534.42 | | 148,426.71 | 4,870.05 |
| PIPESTONE AREA SCHOOL DISTRICT | | | | | | 86,154.38 |
| PLAINVIEW-ELGIN-MILLVILLE | 24,091.66 | | 31,301.76 | 23,832.00 | 18,188.13 | |
| PLUMMER PUBLIC SCHOOL DISTRICT | | | | 11,910.06 | | |
| PRAIRIE CREEK COMMUNITY SCHOOL | | | | | | 8,894.14 |
| PRAIRIE SEEDS ACADEMY | 6,116.79 | | | 65,776.15 | 44,037.24 | 1,882.18 |
| PRINCETON PUBLIC SCHOOL DISTRICT | 114,565.74 | | | | 418,735.30 | 111,910.00 |
| PRIOR LAKE-SAVAGE AREA SCHOOLS | | | | 623.34 | 680,321.50 | 527,598.12 |
| PROCTOR PUBLIC SCHOOL DISTRICT | | | | | | 494,897.95 |
| PRODEO ACADEMY | 3,919.09 | | | 21,715.32 | | 4,327.53 |
| QUEST ACADEMY | | | | | | 3,093.92 |
| RANDOLPH PUBLIC SCHOOL DISTRICT | | 36.36 | 19,647.87 | | | 1,221.98 |
| RED LAKE FALLS PUBLIC SCHOOL DIST. | | | | | | 22,677.36 |
| RED LAKE PUBLIC SCHOOL DISTRICT | | | | 573.14 | | 482,815.30 |
| RED ROCK CENTRAL SCHOOL DISTRICT | | | | | | 971.6 |
| RED WING PUBLIC SCHOOL DISTRICT | 279 | | | 63,243.72 | 194,947.93 | |
| REDWOOD AREA SCHOOL DISTRICT | | | | | 56,678.86 | 56,276.13 |
| RENVILLE COUNTY WEST SCHOOL DIST. | | | | | | 48,045.24 |
| RICHFIELD PUBLIC SCHOOL DISTRICT | 12,123.13 | 17,124.92 | 17,719.14 | | 39,108.00 | 2,148.80 |
| RIDGEWAY COMMUNITY SCHOOL | | | | 2,643.43 | | 3,165.02 |
| RIVERS EDGE ACADEMY | | | | | | 38,240.09 |
| RIVERWAY LEARNING COMMUNITY CHTR | | | | | | 300.79 |
| ROBBINSDALE PUBLIC SCHOOL DISTRICT | 46,083.16 | 1,500.00 | 107,135.93 | | 2,432,873.53 | 2,044.05 |
| ROCHESTER MATH AND SCIENCE ACADEMY | | | | | | 8,572.54 |
| ROCHESTER OFF-CAMPUS CHARTER HIGH | | | 108.45 | | | |
| ROCHESTER PUBLIC SCHOOL DISTRICT | 215,141.69 | 343,321.42 | 190,393.45 | | 1,224,544.67 | 1,177,692.46 |
| ROCHESTER PUBLIC SCHOOL DISTRICT | | | | 450,343.18 | | |
| ROCHESTER STEM ACADEMY | | | | | 10,923.39 | 1,837.40 |
| ROCKFORD PUBLIC SCHOOL DISTRICT | | | | | 44,700.00 | 441,888.23 |
| ROCORI PUBLIC SCHOOL DISTRICT | | | | 52,241.39 | 140,575.92 | 6,513.09 |
| ROSEAU PUBLIC SCHOOL DISTRICT | | | | 135,407.01 | | 160 |
| ROSEMOUNT-APPLE VALLEY-EAGAN | | 12,391.90 | | 3,270,734.89 | 1,848,644.96 | 2,745,988.10 |
| ROSEVILLE PUBLIC SCHOOL DISTRICT | | | | 601,745.73 | 270,910.52 | 747,764.77 |
| ROTHSAY PUBLIC SCHOOL DISTRICT | | | | 14,202.71 | | |
| ROUND LAKE PUBLIC SCHOOL DISTRICT | | | | | | 1,190.00 |
| ROYALTON PUBLIC SCHOOL DISTRICT | | | | 75,239.41 | | |
| RTR PUBLIC SCHOOLS | | | | | | 25,470.34 |
| RUSH CITY PUBLIC SCHOOL DISTRICT | 73,335.95 | 7,961.02 | 23,248.86 | | | |
| RUSHFORD-PETERSON PUBLIC SCHOOLS | | | | | | 32,527.91 |
| SAGE ACADEMY CHARTER SCHOOL | | | | | | 1,976.94 |
| SARTELL-ST. STEPHEN SCHOOL DISTRICT | 22,121.67 | 152,796.10 | 353,445.40 | | 168,280.75 | |
| SAUK CENTRE PUBLIC SCHOOL DISTRICT | | | | | | 22,928.36 |
| SAUK RAPIDS-RICE PUBLIC SCHOOLS | | | 685.42 | 67,699.22 | 21,561.21 | 49,168.23 |
| SCHOOLCRAFT LEARNING COMMUNITY CHTR | | | | 8,948.82 | | |
| SEBEKA PUBLIC SCHOOL DISTRICT | 28,464.92 | 1,393.15 | 9,874.30 | | 14,465.02 | |
| SEVEN HILLS CLASSICAL ACADEMY | | | | | | 21,736.73 |
| SHAKOPEE PUBLIC SCHOOL DISTRICT | | | | 1,268,696.12 | 492,509.74 | 171.89 |
| SIBLEY EAST SCHOOL DISTRICT | | | | 75,913.76 | | 29,777.43 |
| SLEEPY EYE PUBLIC SCHOOL DISTRICT | | | | | 9,121.39 | 30,776.56 |
| SOBRIETY HIGH | 748.15 | | | | | |
| SOJOURNER TRUTH ACADEMY | 12,151.53 | | | | | 15,288.27 |
| SOUTH KOOCHICHING SCHOOL DISTRICT | | | | 23,549.42 | | |
| SOUTH ST. PAUL PUBLIC SCHOOL DIST. | 14,736.58 | 2,201.03 | | | 572,604.82 | 22,804.15 |
| SOUTH WASHINGTON COUNTY SCHOOL DIST | 1,204,880.33 | 531,338.00 | 510,652.48 | | 740,881.58 | 416,591.31 |
| SOUTHLAND PUBLIC SCHOOL DISTRICT | | | | | | 55,268.28 |

| School Name | Finance Codes | | | | Program Codes | |
|--------------------------------------|---------------|-----------|------------|--------------|---------------|--------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| SOUTHSIDE FAMILY CHARTER SCHOOL | 17,200.06 | | | | | |
| SPECTRUM HIGH SCHOOL | 235 | | | 1,420.77 | 1,740.52 | 245 |
| SPRING GROVE SCHOOL DISTRICT | | | | | 24,711.59 | 1,796.41 |
| SPRING LAKE PARK PUBLIC SCHOOLS | | | | 327,648.47 | 770,647.88 | 51,175.67 |
| SPRINGFIELD PUBLIC SCHOOL DISTRICT | | | | | | 44,913.56 |
| ST. PAUL CONSERVATORY PERFORMING ART | 15,877.65 | | | | | 6,623.35 |
| ST. ANTHONY-NEW BRIGHTON SCHOOLS | 80,968.95 | 1,068.56 | 6,761.00 | | 112,866.88 | |
| ST. CHARLES PUBLIC SCHOOL DISTRICT | | | | 37,404.94 | | |
| ST. CLAIR PUBLIC SCHOOL DISTRICT | 21,717.95 | | 18,660.74 | | 5,580.97 | |
| ST. CLOUD PUBLIC SCHOOL DISTRICT | | | | 47,420.71 | 1,400,728.15 | 827.57 |
| ST. CROIX PREPARATORY ACADEMY | | | | 5,822.26 | 55,391.02 | 4,884.37 |
| ST. FRANCIS PUBLIC SCHOOL DISTRICT | | 8,850.56 | 3,930.72 | | 383,508.73 | 824,310.71 |
| ST. JAMES PUBLIC SCHOOL DISTRICT | | | 15,058.22 | | | 50,780.59 |
| ST. LOUIS COUNTY SCHOOL DISTRICT | | | | | | 55,654.96 |
| ST. LOUIS PARK PUBLIC SCHOOL DIST. | 145,874.61 | 3,903.03 | 99,312.01 | | 370,675.18 | 2,042.32 |
| ST. MICHAEL-ALBERTVILLE SCHOOL DIST | 188,460.74 | 24,655.02 | 299,675.97 | 1,715.03 | 41,375.00 | 6,565.67 |
| ST. PAUL CITY SCHOOL | 3,586.29 | | | | | 9,036.54 |
| ST. PAUL PUBLIC SCHOOL DISTRICT | 10,474.39 | | 526.24 | 2,117,663.33 | 2,258,244.58 | 3,971,786.10 |
| ST. PETER PUBLIC SCHOOL DISTRICT | | | | | 4,064.98 | 101,895.56 |
| STAPLES-MOTLEY SCHOOL DISTRICT | 2.42 | 1.83 | 1,636.52 | 64,812.49 | | 16,909.67 |
| STEP ACADEMY CHARTER SCHOOL | 1,620.53 | | | | 74,829.11 | 7,130.32 |
| STEPHEN-ARGYLE CENTRAL SCHOOLS | | | | 13,542.77 | | |
| STEWARTVILLE PUBLIC SCHOOL DISTRICT | | | | | 114,057.68 | 1,939.14 |
| STEWARTVILLE PUBLIC SCHOOL DISTRICT | | | | 121,559.66 | | |
| STILLWATER AREA PUBLIC SCHOOL DIST. | | | 8,700.05 | | 1,163,778.86 | 131,009.48 |
| STONEBRIDGE COMMUNITY SCHOOL | | | | | 64,607.11 | 16,548.36 |
| STRIDE ACADEMY CHARTER SCHOOL | | | | 5,795.15 | | 221.45 |
| SWAN RIVER MONTESSORI CHARTER SCH | 4,470.44 | | | | | |
| SWANVILLE PUBLIC SCHOOL DISTRICT | 1,734.18 | 6,473.21 | 115.64 | | | |
| TEAM ACADEMY | 2,034.96 | 564.37 | | | | 469.08 |
| THIEF RIVER FALLS SCHOOL DISTRICT | | | | 74,330.39 | 137,054.33 | |
| TRACY AREA PUBLIC SCHOOL DISTRICT | | | | | 55,265.07 | 185,684.44 |
| TRI-CITY UNITED SCHOOL DISTRICT | | | | | | 10,636.42 |
| TRI-COUNTY SCHOOL DISTRICT | | | | 6,682.58 | | |
| TRIO WOLF CREEK DISTANCE LEARNING | | | | 10,239.70 | | |
| TRITON SCHOOL DISTRICT | | | | 86,000.00 | | |
| TRUMAN PUBLIC SCHOOL DISTRICT | | | | | | 66.78 |
| TWIN CITIES ACADEMY | | | | 2,290.70 | 1,445.74 | |
| TWIN CITIES ACADEMY HIGH SCHOOL | | | | 3,635.02 | 2,032.83 | |
| TWIN CITIES GERMAN IMMERSION CHRTR | 6,435.37 | | | | 27,411.62 | 17,627.29 |
| TWIN CITIES INTERNATIONAL ELEM SCH. | | | | | | 19,556.07 |
| UBAH MEDICAL ACADEMY CHARTER SCHOOL | | | | | 45,031.03 | 10,077.55 |
| ULEN-HITTERDAL PUBLIC SCHOOL DIST | | | | 29,400.87 | | |
| UNDERWOOD PUBLIC SCHOOL DISTRICT | | | | 40,370.72 | | |
| UNITED SOUTH CENTRAL SCHOOL DIST. | | | | | | 47,502.77 |
| UPPER MISSISSIPPI ACADEMY | | | | 20,856.58 | 14,484.03 | 32,107.11 |
| UPSALA PUBLIC SCHOOL DISTRICT | | | | 981.78 | | 17,095.54 |
| URBAN ACADEMY CHARTER SCHOOL | | | | | | 10,854.38 |
| VENTURE ACADEMY | | | | 6,967.82 | | |
| VERMILION COUNTRY SCHOOL | | | | | | 8,870.91 |
| VERDALE PUBLIC SCHOOL DISTRICT | | | 22,978.20 | | | |
| VIRGINIA PUBLIC SCHOOL DISTRICT | | | | | | 85,428.99 |
| VOYAGEURS EXPEDITIONARY | | | | 16,127.99 | | |
| WABASHA-KELLOGG PUBLIC SCHOOL DIST. | | | | | | 22,943.00 |
| WABASSO PUBLIC SCHOOL DISTRICT | | | | | | 44,435.26 |
| WACONIA PUBLIC SCHOOL DISTRICT | | | 249,191.20 | 1,958.23 | 93,982.95 | 133,276.12 |

| School Name | Finance Codes | | | | Program Codes | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|
| | 306 | 307 | 308 | 316 | 610 | 640 |
| WADENA-DEER CREEK SCHOOL DISTRICT | 26,094.76 | | 1,152.96 | | | |
| WALKER-HACKENSACK-AKELEY SCHL. DIST | | | | | | 17,290.55 |
| WARREN-ALVARADO-OSLO SCHOOL DIST. | | | | 31,037.80 | | |
| WARROAD PUBLIC SCHOOL DISTRICT | | | | 29,638.84 | | 1,113.24 |
| WASECA PUBLIC SCHOOL DISTRICT | 49,367.55 | | 23,715.91 | | | 3,846.15 |
| WATERTOWN-MAYER PUBLIC SCHOOL DIST. | 18,677.56 | | | | | |
| WATERVILLE-ELYSIAN-MORRISTOWN | | | | | | 28,051.02 |
| WAUBUN-OGEMA-WHITE EARTH PUBLIC SCH | 9,144.48 | 6,381.95 | 2,943.84 | | | |
| WAYZATA PUBLIC SCHOOL DISTRICT | 26,555.27 | 21,744.23 | 157,231.52 | | 763,640.67 | 1,277,574.42 |
| WEST CENTRAL AREA | | | | 50,706.26 | 9,511.69 | |
| WEST CONCORD CHARTER SCHOOL | | | | | | 1,982.00 |
| WEST SIDE SUMMIT CHARTER SCHOOL | | | | 1,177.33 | | |
| WEST ST. PAUL-MENDOTA HTS.-EAGAN | 117,949.23 | 82,608.80 | 23,349.12 | 122,156.00 | 1,234,448.11 | |
| WESTBROOK-WALNUT GROVE SCHOOLS | | | | | | 44,518.94 |
| WESTONKA PUBLIC SCHOOL DISTRICT | | | | 32,620.75 | 210,042.79 | 38,696.76 |
| WHEATON AREA PUBLIC SCHOOL DISTRICT | | | | 25,750.93 | | |
| WHITE BEAR LAKE SCHOOL DISTRICT | 151,100.58 | 61,872.68 | 344,803.42 | | | 766,763.39 |
| WILLMAR PUBLIC SCHOOL DISTRICT | | | | | 49,184.34 | 89,033.85 |
| WILLOW RIVER PUBLIC SCHOOL DISTRICT | | 2,635.30 | | | | 30,352.04 |
| WINDOM PUBLIC SCHOOL DISTRICT | 47,042.20 | | 161,181.68 | 86,389.27 | 13,919.20 | |
| WIN-E-MAC SCHOOL DISTRICT | | | | 96,917.97 | | 1,710.95 |
| WINONA AREA PUBLIC SCHOOL DISTRICT | 90,172.31 | 55,803.69 | 36,279.04 | | 454,751.77 | |
| WOODSON INSTITUTE FOR EXCELLENCE CH | 1,678.68 | | | | | 10,640.00 |
| WORLD LEARNER CHARTER SCHOOL | 14,506.79 | | | | | 7,870.47 |
| WORTHINGTON PUBLIC SCHOOL DISTRICT | | | | | 171,386.45 | 244,939.08 |
| WRENSHALL PUBLIC SCHOOL DISTRICT | | | | | | 11,921.39 |
| YELLOW MEDICINE EAST | | | 63,258.79 | | | 2,043.49 |
| YINGHUA ACADEMY | 2,325.52 | | | 3,147.29 | 143,378.24 | 30,175.41 |
| ZUMBROTA-MAZEPPA SCHOOL DISTRICT | 13,237.57 | 12,821.43 | 7,722.36 | 21,368.31 | 4,834.20 | |
| Total Finance and Program | \$5,824,666.68 | \$2,461,746.13 | \$7,657,483.54 | \$30,326,050.18 | \$53,842,028.82 | \$37,354,457.76 |

APPENDIX B

Online Staff Development Report Template for 2012-13

District Report: Add or Edit Goals

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

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

District Student Achievement Goal

**800 characters maximum*

2. Indicate the focus of this goal.

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

3. The district staff development goal should answer the question, "How did we 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.)

**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

Laws 2009, Chapter 26, Article 2, Section 64. RESERVED REVENUE FOR STAFF DEVELOPMENT; TEMPORARY SUSPENSION.

For Fiscal Year 2012 and FY 2013 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

District Report: Add or Edit District Teacher Induction Information

Minnesota Statutes, section 122A:40, Subdivision 6 and Minnesota Statutes, section 122A.41, Subdivision 3.

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

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

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

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

- Program for first-year teachers
- Program for second-year teachers
- Program for third-year teachers
- New teacher orientation to district, school and classroom
- Collaboration time expectations for new teacher and mentor
- New teacher seminars/workshops
- Observations conducted by a mentor
- New teacher observations of master teachers
- Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, 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
- 1 hour per month
- 2 hours per month
- 3 hours per month
- 4 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.

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



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

| <u>Licensed Non-Instructional Staff</u> | |
|---|----------------------|
| Total number of licensed non-instructional staff in the district. | <input type="text"/> |
| Total who received high-quality staff development training. | <input type="text"/> |

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.

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

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

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

School Site Staff Development Goal

**800 characters maximum*

School Site Report: Add or Edit Designs and Strategies

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 (automatically populates)
Goal:

1. What were the findings of this goal?

**800 characters maximum*

2. What was the impact on student learning?

**800 characters maximum*

3. What was the impact on teacher learning?

| |
|--|
| |
|--|

*800 characters maximum

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

- Yes
- No

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

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

| | |
|---|----------------------|
| Teachers | |
| Total assigned to this site. | |
| Total who received high-quality staff development training. | <input type="text"/> |

| | |
|---|----------------------|
| Paraprofessionals | |
| Total assigned to this site. | |
| Total who received high-quality staff development training. | <input type="text"/> |

| | |
|---|--|
| <u>Licensed Non-Instructional Staff</u> | |
| 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 are students able to be identified for gifted and talented services at your site? (Check all that apply.)

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9-12
- Students were not identified

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 (e.g., NWEA, Woodcock-Johnson)
- Minnesota Comprehensive Assessment (MCA)
- 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 (e.g., NNAT, CoGat)
- Portfolio assessment
- Self-nomination
- Adult nomination
- Teacher nomination
- Previous records
- 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
- School-within-a-school model
- Magnet school for gifted
- Cluster classrooms
- Independent study
- Mentor program
- Advanced Placement (AP)
- International Baccalaureate Diploma Program (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 supported 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

- Self-paced instruction
- Independent study
- Subject-matter acceleration
- Curriculum compacting
- Telescoping curriculum
- Mentoring
- Advanced Placement (AP)
- International Baccalaureate Diploma Program (IB)
- College in the Schools (CIS)
- Credit by examination, review, or demonstration
- Extracurricular academic teams/programs
- Extracurricular arts education programs/performance
- Acceleration was unavailable

5. How many hours of staff development did all teachers receive for specifically 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 program design are utilized at your site?

(Check all that apply.)

- Gifted and talented philosophy statement
- Clear, measurable objectives for the gifted and talented program
- Articulated review process
- Formal policies and/or procedures for identification
- Policies and procedures are accessible to parents and community
- Parent involvement opportunities
- No components are utilized

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

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

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