

PUBLIC, NONPUBLIC AND AEA  
REFERENCE MATERIAL FOR COMPLETING THE SPRING  
BASIC EDUCATIONAL DATA SURVEY (BEDS)

2013-2014 SCHOOL YEAR

**SPRING BASIC EDUCATIONAL DATA SURVEY**  
**Long-Standing Forms**

**REFERENCE**

Iowa Department of Education  
Bureau of Information and Analysis Services  
Grimes State Office Building  
Des Moines, Iowa 50319-0146

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## **Introduction**

This document contains instructions for all data collected on the Spring BEDS forms from Public and Nonpublic schools. Therefore, you may not be required to provide some types of information (i.e. Public schools will not provide LEP/ELL Program Placement data via BEDS). When you have a question, refer to the instructions for that particular form.

**BE SURE TO KEEP A COPY OF THE BEDS REPORT FOR YOUR FILES.**

## **District/System Level Forms:**

Information in this section describes the district/system as a whole and should be completed at the central administrative offices.

## **Early Start Waiver (Public Districts and Nonpublic Schools)**

### **Purpose:**

Section 279.10 of the *Iowa Code* indicates that the school year shall begin on the first day of July. Districts cannot officially start classes any earlier than a day during the calendar week in which the first day of September falls. However, Subsection 4 of 279.10 provides a mechanism for districts to request a waiver to start the school year earlier than specified in *Code*. Districts wanting to request an early start waiver may do so using the Early Start Calendar Waiver Request form.

### **Guidance:**

Section 279.10 of the *Iowa Code* specifies that school shall continue for one-hundred and eighty (180) days. This form asks districts and non-public schools to identify their intended start date, their intended end date, and request an early start waiver if applicable. Those districts requesting an early start waiver must also indicate the date of a public hearing which addressed the impact of an earlier start date locally. Non-Public schools do not need to enter a public hearing date.

Public hearings related to the request for an Early Start Waiver must be held prior to start of the new school year, July 1<sup>st</sup>.

**Department of Education Website – Waivers and Exemptions**

**Iowa Code: 279.10**

## **Graduation Requirements (Public Districts and Nonpublic Schools with High Schools)**

### **Purpose:**

Local districts adopt graduation requirements in accordance with state mandates. The locally defined requirements are identified as a specific “number of units” for specified curricular areas. Local graduation requirements which are in compliance with state law provide a foundation for the acquisition of the skills, knowledge and behaviors needed for life in the 21<sup>st</sup> century. The Graduation Requirements form enables districts to report local requirements for the current graduating class of seniors, the projected requirements for the current freshman class and to validate compliance with state law.

### **Guidance:**

The State Board of Education adopted rules establishing a core curriculum for Iowa high school students graduating in 2010 -11 and beyond. Since that time, all students graduating from Iowa districts and accredited nonpublic schools must satisfactorily complete four years of English and language arts, three years of mathematics, three years of science, and three years of social studies.

On the Graduation Requirements form, indicate the number of Carnegie Units, not semester credits, required for high school graduation based on the 9-12 program which cumulates required and elective credits.

One Carnegie Unit is earned for a course which meets at least 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. For example, a class which meets one 50 minute period a day for both semesters is usually two local credits, but only one Carnegie Unit. (Use fractional units if necessary (e.g., 0.5, 0.25, 0.33).

Even though many more courses may be offered and taught in a district, identify only the units required for high school graduation.

**Iowa Administrative Code: 281-- 12.5(5)**

## **Kindergarten Plus**

### **Purpose:**

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa's youngest students. Investment in early childhood programs is considered to have life-long benefits to children, families and communities. Data submitted through the Kindergarten Plus and Child Care Program forms will verify and validate early childhood education as one of Iowa's educational priorities.

### **Guidance:**

#### Kindergarten Programs

Report the number of buildings offering the specific type of kindergarten program within the district. All buildings offering a kindergarten program should be accounted for in the column labeled "Number of Buildings".

If the district's kindergarten program type is NOT listed in the choices provided, please describe the program in the "Comments" box provided. These program types may be unique to a community or fill a particular void or need.

### **Department of Education Website – Kindergarten to Grade 3**

#### Child Care - Summer and Breaks

For this data set:

- Summer means a program that is offered during the months when school is not typically in session.
- School breaks mean when school is not in session due to a national holiday or planned school break in accordance with the district's master calendar.

#### Early Childhood Advisory Committee

Report data related to the existence and functioning of an Early Childhood Advisory Committee. This is a committee that specifically looks at the status of programming in the district for young children through the early primary grades, typically PK – 3.

## **LEP/ELL Staffing (Public Districts and Nonpublic Schools)**

### **Purpose:**

*Iowa Code* requires that when a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional Bilingual instruction. In meeting this requirement, district personnel need access to ongoing support and professional development as they help students of limited English proficiency participate successfully in academic instruction provided in English. The LEP/ELL Staffing form provides districts the opportunity to report the types of professional development activities related to the teaching and learning of limited English proficient students and to cite the number of participants involved in such activities.

### **Guidance:**

The Department of Education has monitoring and technical assistance responsibilities for LEP/ELL programming. The LEP/ELL Staffing form asks for the LEP/ELL Contact for the building. This individual may be the building administrator or the LEP/ELL coordinator for the school.

The identification of the type(s) of Professional Development activities is required on the form. Check as many activities applicable to the teaching and learning of LEP/ELL students as needed.

A variety of district and community people may be involved in Professional Development activities related to limited English proficient students. Participation totals based on category type must be accounted for and entered as whole numbers.

**Department of Education Website – English Language Learners**

**Iowa Code: 280.4**

**Iowa Administrative Code: 281-- 60.3**

**Iowa Administrative Code: 281-- 60.5**

## **Postsecondary Enrollment Options (Public Districts)**

### **Purpose:**

The Postsecondary Enrollment Options (PSEO) Act offers Iowa high school students an opportunity to experience a wider variety of academic courses and promotes participation in rigorous academic curricula. The PSEO Act enables eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Currently, ninth and tenth grade students identified as gifted and talented according to the district's criteria and procedures may also participate. The Postsecondary Enrollment Options form allows districts to post the cost for all PSEO eligible courses.

### **Guidance:**

The availability of and requirements for the program must be included in the district's student handbook. Information about the program must be provided to the student and the student's parent or guardian prior to the development of the student's core curriculum plan under section 279.61 of the *Iowa Code*. The school district shall establish a process by which students may indicate interest in and apply for enrollment in the program.

Enter the total amount for which the district was billed by postsecondary institutions for postsecondary enrollment options (PSEO) courses. This amount cannot exceed the number of PSEO courses taken by students multiplied by \$250.

**Department of Education Website – Postsecondary Enrollment Options Act**

**Iowa Code: 261E.6**

**Principal Evaluations – See information in Spring BEDS.**

**Department of Education Website – Administrator Quality**

### **Building Level Forms:**

Information in this section describes the building level forms and should be completed by the person responsible for the particular information being requested.

## Address Review (Public Schools and Nonpublic Schools)

### Purpose:

Each year the Iowa Department of Education publishes the *Iowa Educational Directory*. This directory is distributed to various educational, legislative, business and community entities throughout Iowa. Data submitted through the Address Review forms are the foundation for the directory and provide current district information for a variety of purposes.

### Guidance:

To review and/or edit address information, click the button for a specific building. This will take you directly to the "Address Information" form which allows you to make the needed changes. If no changes are required, simply select the "Info Is Correct" button. Select "Back to Address Review Page" to review and/or edit other buildings.

To make a change to an existing building, click "Request Changes" on the Address Information form. Once all changes have been made, click "Post Request" to save. This will let the Department know that the building has been reviewed and updated.

**Please examine all elements of the Address Information form to ensure accuracy.**

To return to the "Address Review" form, select "Back to Address Review Page."

### Adding or Closing a Building

**To add a building to the district**, select "Address Information" from the Dropdown Menu. Navigate to "Building 0000" on the School Dropdown Menu and click "Go." On the form for the District Office Building is a button labeled "Add New Building." Clicking this button will open a form requesting information about the new building. Complete the form, review data for accuracy and click "Post Request." These changes will not become effective until July 1.

**To close a building**, select "Address Review" from the Form Dropdown Menu. Select the building that you are closing. Click "Close this Building." Verify that the building is to be closed by selecting "Yes, I want to close this Building." This will e-mail the Department a notification that the building is to be closed for the upcoming school year. Again, these changes will not become effective until after July 1.

## Corollary Information

All buildings posted to the Address Review form must meet all requirements under Chapter 12 and Federal accountability. Buildings listed on the Address Review Form that cannot meet the requirements of Chapter 12 would be considered a program and should not have a number which designates them as a school. Programs need to be affiliated with a comprehensive school. The affiliation of which is a local decision.

If the district has a program which is currently identified as a building, select the building and choose “Close this Building” button on the Address Information Form. This action removes the building as a reportable school for the submissions of data. The building may still exist with programs and students intact, but it would no longer be required to meet the requirements of Chapter 12 and Federal accountability.

## Child Care Programs

### Purpose:

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa’s youngest students. Investment in early childhood programs is considered to have life-long benefits to children, families and communities. Data submitted through Kindergarten Plus and Child Care Programs will verify and validate early childhood education as one of Iowa's educational priorities.

### Guidance

Report number of students served in school-age child care programs offered through the district; in conjunction with another agency or organization or with parent fees. If the district hosts any of these programs, enter the type of operation, the program standard, DHS license number if applicable and number of children served.

## Department of Education Website – Before and After School Programs

## LEP/ELL Program Placement (Nonpublic Schools)

### Purpose:

Limited English Proficient (LEP)/ English Language Learners (ELL) refers to a student who has a native language other than English and whose proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background. Report students meeting any of the following criteria:

1. Student is in an English Language Instructional program;
2. Student is identified as LEP/ELL but is not in an English Language Instructional program due to no program or parental choice or transitioning out of the program.

### Guidance:

If your school had no LEP/ELL students reported for the current school year click the box indicating no LEP/ELL students. Then, click the Update button. If the "None" box is checked, no additional information is necessary.

If your school submits data through SRI (formerly EASIER) and you are getting this form, please check the 'None' box and click 'Update'. Otherwise please continue reading this section.

### Example:

Check here and click on UPDATE if your school had no Limited English Proficiency students.

**Part A:** Identifies the English Proficiency level of LEP/ELL students at the time of placer

Grade Level	Proficiency Level of Students		
	Non English Proficient	Limited Proficient	Fluent English Proficient
K	<input type="text"/>	<input type="text"/>	<input type="text"/>
01	<input type="text"/>	<input type="text"/>	<input type="text"/>
02	<input type="text"/>	<input type="text"/>	<input type="text"/>
03	<input type="text"/>	<input type="text"/>	<input type="text"/>
04	<input type="text"/>	<input type="text"/>	<input type="text"/>
05	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>

level.

**Part B** identifies the number of LEP/ELL students by Instructional program. Program type descriptions are listed below.

Primary Program Type	Number of LEP/ELL Students
Bilingual Dual Language Program	<input type="text"/>
English as a Second Language Sheltered English Instruction	<input type="text"/>
English as a Second Language Structured English Immersion Program	<input type="text"/>
Intensive English for Newcomers	<input type="text"/>
Other Bilingual	<input type="text"/>
Not Applicable	<input type="text"/>
<b>Comments:</b>	
<input type="text"/>	

**Bilingual Dual Language Program-** Also known as two-way or developmental. Students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and

half native speakers of the other language.
<b>English as a Second Language Sheltered English Instruction Program-</b> An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.
<b>English as a Second Language Structured English Immersion Program-</b> The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary/native language.
<b>Intensive English for Newcomers</b> – specialized academic environment that serve newly arrived, immigrant English language learners for a limited period of time.
<b>Other Bilingual Program (not listed)</b> – Other Bilingual Program (not listed)
<b>Not Applicable</b>

**Part C** asks for LEP/ELL student counts by their educational status for the current school year. If there are no students in a specific category you may leave it blank.

Part C: LEP/ELL Students Educational Status for the Current School Year:

Grade Level	Status					
	Retained in grade	Placed in Special Education Program	Placed in Gifted & Talented Program	Dropped out of school	Transitioned Year 1	Transitioned Year 2
PK	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
01	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
02	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
03	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
04	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
05	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
06	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
07	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
08	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Totals	0	0	0	0	0	0

For more information regarding LEP/ELL students, contact Jobi Lawrence at (515) 281- 3805 or [jobi.lawrence@iowa.gov](mailto:jobi.lawrence@iowa.gov)

**Department of Education Website – English Language Learners**

**Iowa Code: 280.4**

**Iowa Administrative Code: 281--60.3**

**Iowa Administrative Code 281--60.5**

**LEP/ELL Student Reclassification (Nonpublic Schools)**

**Purpose:**

Information regarding the number of limited English proficient students exiting and re-entering your school's LEP/ELL program need to be collected and reported. These data are submitted on the Student Reclassification form.

**Guidance:**

If your school or district had no LEP/ELL students or none exited or re-entered the program, please check the “None” box and click Update.

If your school submits data through SRI (formerly EASIER) and you are getting this form, please check the ‘None’ box and click ‘Update’. Otherwise please continue reading this section.

Provide a grade level count of all LEP/ELL students that exited and/or re-entered at some point during or at the end of the school year.

**Exited:** A student is considered as “Exiting” the LEP/ELL program if they have successfully met the exit criteria established by your school for completion of the LEP/ELL program.

**Re-entered:** A student is considered as Re-entering the LEP/ELL program if they “Exited” the program at some point in the past but needed additional LEP/ELL services during the current school year and returned to the LEP/ELL program.

**Monitored Year 1 and Monitored Year 2:** A student is considered monitored if they are proficient in English and have exited the program. These students are being monitored academic success for up to two years. These students no longer need to take the placement test.

Click the Update button to save the changes.

Provide a grade level count of all LEP/ELL students that exited, re-entered, or being monitored at some point during or at the end of the school year.

Grade	Number Exited a Program	Number Re-entering a Program	Monitored Year 1	Monitored Year 2
PK	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
K	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>	<input type="text" value="8"/>
01	<input type="text" value="9"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
02	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>
03	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
04	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
05	<input type="text" value="7"/>	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text" value="1"/>
Total	37	35	33	31

Department of Education Website – English Language Learners

Iowa Code: 280.4

Iowa Administrative Code: 281-- 60.3

Iowa Administrative Code 281-- 60.5

School Minutes – See information on Spring BEDS Application.

## **Teacher Evaluation – See information on Spring BEDS Application.**

**Department of Education Website – Teacher Evaluation and Teacher Quality**

### **Technology Access**

#### **Purpose:**

As educators use technology to engage students through online learning opportunities, it is important that districts' infrastructure and hardware be able to support the research, learning, and assessment activities. The data collected will help districts and the state analyze current levels of preparedness, budget and plan for future needs, and develop minimum standards for teaching and learning in the digital age. These data will help make a compelling case for improving Internet access and use in our schools.

#### **Guidance:**

Enter the number of internet connected devices/computers that are used for student instruction and are available for student use. **DO NOT** count computers or devices used exclusively by staff. Connected devices/computers mean those that connect directly to the Internet and have a screen size adequate for instructional purposes.

Bandwidth to the building plays a key role in the number of devices that can be made available and the use and functionality of these devices. Identify the bandwidth currently available to the building. Select only one option.