

Frequently Asked Questions

Evaluation – General

What staff should be reported?

Report all principals and teachers who were employed by the district during the current school year, and who have responsibility for maintaining daily student attendance records.

What if staff were not evaluated during the current school year?

Include staff (principals and/or teachers) that were not evaluated in the totals for the building field. Do not report them in any other data collection area.

What is an overall (summative) evaluation?

An overall (summative) evaluation takes place near the end of a specified period of time and indicates how well all identified goals were achieved. The overall (summative) evaluation is an analysis and comparison of actual progress towards identified standards and criteria with the intent of determining an overall level of performance rather than a level of performance on a particular goal or standard.

What are performance levels?

Performance levels are indicative of an individual's ability to attain specified goals during a pre-determined time period. The descriptive terminology used to identify each performance level and the number of performance levels may vary from district to district. Each performance level must be identified in the data collection instrument and be listed from the lowest level to the highest level of performance. The simplest example of a performance level would be:

Level 1 (lowest level)	Does Not Meet
Level 2 (highest level)	Meets

Evaluation – Principals

Should principals be reported at the district or building level?

Principals are reported at the district level.

Should districts report Assistant Principals and other administrative staff from each building?

No, reported data should be reflective of only building level principals.

What is the expectation for reporting administrators who are on year one or year two of a Professional Development Plan?

If the district considers the first and second year of the Professional Development Plan to be a performance evaluation, then the principal would be counted as evaluated, but not reported as having a summative evaluation.

If the district does not consider year one and year two of the Professional Development Plan to be a performance evaluation, then the principal would not be reported as evaluated, and naturally, not reported as having a summative evaluation, unless there were another evaluation instrument used. Iowa law requires administrators be evaluated annually (284A.7)

How should the principal who is also the district superintendent be reported?

As principal, they would be counted at the district level; they could be: a.) not evaluated during the current year or b.) evaluated using the SAI evaluation instrument or c.) evaluated not using the SAI evaluation instrument. If the Superintendent/Principal was not evaluated as a principal, then they would be included in the total principals for the district, but would not be included in the total number of principals evaluated. If they are reported as evaluated but not using the SAI model, then provide an overview of the evaluation instrument used by the School Board to evaluate the principal assignment.

What is the School Administrators of Iowa (SAI) Performance Review Form?

The School Administrators of Iowa (SAI) Model is a systematic approach to the evaluation of leadership performance at the building level. The model is based on the six Iowa Standards for School Leaders. See Department of Education Website – Administrator Quality (A-Z Index). The SAI Performance Review form is the evaluation instrument provided to districts, which is available on the SAI website. If the district uses a modified version of this evaluation instrument, then the answer to the question asking whether you use the SAI form should be "No."

What if principals were not evaluated using the School Administrators of Iowa Performance Review Form?

Provide an overview of the evaluation instrument highlighting key features, performance levels and methodologies/strategies used to determine the overall (summative) rating.

What if principals were only rated on each individual standard of the SAI Model?

If principals are rated based on each one of the six Iowa Standards for School Leaders individually and not provided a summation of performance, the district will need to make the determination as to whether they consider this a summative evaluation. This means if the district requires a principal meet 4 of the 6 standards and considers that acceptable, then there is an implied summative evaluation. The SAI model form identifies this strategy as an "Overall Summary." However, the DE is looking for a concrete identification of whether or not the principal has met or not met the districts expected level of progress towards meeting those standards.

Evaluation – Teachers

Does each building have to report evaluation data for teachers?

Yes, evaluation data for teachers are reported at the building level for the current year. Teacher evaluation data are reported only once at the teacher's primary building.

What is the Iowa State Education Association's Performance Evaluation for Career and Beginning Teachers Form?

The Iowa State Education Association (ISEA) Performance Evaluation Model is based on the Iowa Teacher Quality Initiative legislation. Elements of the model focus on the eight Iowa Teaching Standards identified in *Code*. For each of these standards, the Iowa Department of Education developed criteria that enlarged upon and helped further define each standard. See the Iowa Department Website – Educator Quality (A-Z Index). The ISEA Performance Evaluation form is the evaluation instrument provided to districts, which is available on the ISEA website. If the district uses a modified version of this evaluation instrument, then the answer to the question asking whether you use the ISEA instrument should be "No."

What if teachers were not evaluated using the Iowa State Education Association's Performance Evaluation for Career and Beginning Teachers Form?

Provide an overview of the evaluation instrument highlighting key features, performance levels and methodologies/strategies used to determine the overall (summative) rating.

What is the expectation for reporting career teachers who are not on the third year of the evaluation cycle and are on an Individual Career Development Plan?

If the district considers the first and second year of the Career Development Plan to be a performance evaluation, then the teacher would be counted as evaluated, but not reported as having a summative evaluation.

If the district does not consider year one and year two of the Career Development Plan to be a performance evaluation, then the teacher would not be reported as evaluated, and naturally, not reported as having a summative evaluation.

How are teachers who work in multiple buildings and receive an overall (summative) evaluation based on performance at one school reported?

Teachers working in multiple buildings who receive an overall (summative) evaluation should be reported once at the school where they were evaluated.

How are teachers who work in multiple buildings and receive evaluations based on performance at each school reported?

Teachers working in multiple buildings receiving multiple overall (summative) evaluations should be reported once at the school where the teacher spends the majority of time.

See the chart below for additional situations and how to report the teacher or principal.

Situation	District	School
The teacher works at multiple schools in the same district and is evaluated based on performance at one school.		Report the teacher at the school used for the evaluation
The teacher works at multiple schools in the same district and is evaluated based on performance at multiple schools.		Report the teacher at the school where the teacher spends the majority of time. If the time is split 50/50 then report them at the school in which they start their day.
The teacher works at multiple schools in more than one district and is evaluated based on performance at one school.	Report the teacher at the district with the school where the teacher was evaluated	Report the teacher at the school used for the evaluation
The teacher works at multiple schools in more than one district and is evaluated based on performance at multiple schools.	Report the teacher at the district with the school where the teacher spends the majority of time	Report the teacher at the school where the teacher spends the majority of time
The principal works at multiple schools in more than one district and is evaluated based on performance at one school.	Report the principal at the district with the school where the principal was evaluated	
The principal works at multiple schools in the more than one district and is evaluated based on performance at multiple schools.	Report the principal at the district with the school where the principal spends the majority of time	

School Year Minutes

What is the reporting period?

The reporting period is the regular scheduled school year whether the time was recorded using either a days or hours calendaring system.

What constitutes a full student contact day for Spring BEDS reporting?

A full student contact day is the time when school is in session according to the district's Master Calendar and the building's Master Schedule. On these days buildings operate on a typical schedule with a regular start time and a normal dismissal time.

What constitutes a partial student contact day for Spring BEDS reporting?

A partial student contact day is a day in which students arrive late or are dismissed early in accordance with pre-determined activities identified on the district's Master Calendar.

How are minutes in a full or partial student contact day determined for Spring BEDS reporting?

When determining the number of full day or partial day minutes, calculate from the start of the first academic period and end with the close of the last period for both full and partial days as schedule on district's Master Calendar (Bell to Bell minutes). Do not deduct minutes for lunch or passing time. These data are reported in another section of the application, and different calculations are applied when reporting to the United States Department of Education and/or other regulatory agencies responsible for oversight. (See Iowa Department of Education – Hours vs. Days)

How are full and partial day minutes to be reported?

Annual total minutes are to be reported. The application will calculate the annual full day minutes based on the number of minutes in a full day multiplied by the number of full student contact days. Annual partial day minutes must be calculated by the district. Consider the various types of late starts or early releases identified in the Master Calendar. Calculate the number of minutes in each type of partial day and report the cumulative total.

How are annual school year minutes calculated?

Annual school year minutes are the cumulative total of bell-to-bell minutes for full days and partial days. For example, the Master Calendar indicates 166 full student contact days at 7.0 hours per day (69720 minutes), five days where students are in session only 6.0 hours per day (1800 minutes) and 9 days where students attend only 4.5 hours per day (2700 minutes). The cumulative total of these three types of schedules equals 74220 minutes. See chart below.

Day	Student Contact Days	Hours Attended Per Day	Annual School Year Minutes
Full	166	7.0	69720
Partial	5	6.0	1800
Partial	9	5.0	2700
Subtotal	180		74220

How are total minutes of passing time calculated annually?

Building level schedules typically show how many minutes of passing time there are between classes and/or other regularly scheduled transitions that occur within the school day. To determine the number of passing minutes in a day, multiply the length of the passing time (e.g. 4 minutes) by the number of transitions that occur within the day (e.g. 7 passing times). The product of these two numbers (4 X 7 = 28) is multiplied by the number of student contact days (e.g. 180). The resulting answer (5040) is the number of transition minutes annually.

Passing Time Minutes	Number of Transitions per Day	Number of Student Attendance Days	Annual Transition Minutes
4	7	180	5040

Passing time at an elementary may vary depending on the number and type of transitions that occur on a daily basis. Transitions in buildings using the self-contained general education classroom model may only occur when students pass to specials, (art, music, physical education, media/library, guidance, etc.) recess and/or lunch. Elementary buildings using a departmentalized classroom model would calculate annual passing minutes based on the above example.

How are total minutes of passing time calculated annually when buildings function with a hybrid block/regular schedule?

In buildings with unique schedules, passing time may need to be calculated based on the number of days allocated to each type of schedule. For example, a building may run on a block schedule (fat) on some days and a regular schedule (skinny) on other days. On block schedule days there are fewer transitions than regular schedule days. The number of transitions on each type of schedule is dictated by the number of periods in each type of day. To determine the number of passing minutes annually, calculate the number of transition minutes daily for each type of schedule and then multiply that value times the number of days that the specific schedule was used during the school year. See example below.

Day	Schedule Type	Descriptor	Number of Days	Transitions	Length of Passing	Annual Passing Minutes
Full	Block 4 Periods	Fat	83	3	4	996
Full	Regular 8 Periods	Skinny	83	7	4	2324
Partial	Block 4 Periods	Fat	5	3	4	60
Partial	Regular 8 Periods	Skinny	9	7	4	252
TOTALS			180			3632

How do you report passing time for a building where students of differing grade levels are operating on different schedules with varying amounts of passing time based on the grade levels (i.e. 5th and 6th graders having different amounts of transition time than 7th and 8th graders)?

When reporting passing time for buildings with different times for different grades, use the greatest amount of transition time. This produces the time that all students are receiving instruction. For example, in a middle school (5th - 8th grades) where all students have a 30 minute lunch, but 5th and 6th grade students are allocated greater passing time than their 7th and 8th grade counterparts; the amount of teacher/student contact time would be less for the 5th and 6th grade students. Therefore, the calculated teacher/student contact time would be based on the 5th and 6th graders' lunch and passing time. All students would have the amount of teacher/student contact time allocated to the 5th and 6th grade students. Not all students would have the calculated teacher/student time allocated to the 7th and 8th graders.

How are buildings where students who have a lengthy passing time due to attending classes in another building or district to report their passing time?

Reported passing time in this situation would be for the grades that remain in the building based on the typical full-day schedule. (See Department of Education – Hours vs. Days, Question 19)

How should a K-12 building with one Department of Education number report transition time when passing times vary by grade level?

Reporting for the building will be based on the calculation of teacher/student contact time available to all students. With that in mind, calculate the passing time for this building based on greatest number of transitions because this would be the time when all students would have student/teacher contact time. For example, if grades K-3 have two 3 minute transitions and grades 4-6 have four 3 minute transitions and grades 8-12 have eight 4 minute transitions, the transition time would be calculated using the 8-12 transition minutes because this yields the amount of time that all students in the building have student/teacher contact time.

How should buildings using a non-departmentalized delivery system report passing time?

Only report passing times that are posted to the building's Master Schedule. Depending on the district, this may include only transitions to and from specials, lunch and recess. However, if "travel time" to and from specials, lunch and recess are included within the context of a designated class, then no passing time will be reported.

How are total minutes for lunch calculated annually?

A building's master schedule typically shows the number of minutes allocated for lunch each day. Determine the number of minutes in a single lunch period; multiply this number (e.g. 25 minutes) by the number of days (e.g. 179) that lunch was served. The product of these two numbers ($25 \times 179 = 4475$) is the number of lunchtime minutes reported.

Lunch Time Minutes	Number Days Lunch Served	Annual Lunch Time Minutes
25	180	4500

Do schools having multiple lunch periods use all lunch periods when calculating lunchtime minutes?

No, a building schedule may show multiple lunch periods to accommodate large number of students. However, in the course of a school day, students are typically assigned to only one lunch period. Therefore, use the length of one typical lunch period when calculating total lunchtime minutes annually.

How do you calculate lunchtime minutes in buildings with multiple lunch periods of varying times?

In schools with multiple lunch periods, base the annual lunchtime minutes calculation on the lunch period which allows for the reporting of instructional time for all students. In a building with a seven hour (420 minutes) full day, students in lunch periods A and C have 30 minutes for lunch. Students in lunch period B only have 25 minutes. Each day, students in lunch periods A and C amass six hours and thirty minutes of instructional time (390 minutes). On a daily basis, students in lunch period B amass six hours and thirty-five minutes (395 minutes) of instructional time. Therefore, the calculation of lunchtime minutes is based on thirty (30) minutes because all students in lunch periods A, B, and C amass six hours and thirty minutes (390 minutes) of instructional time each day. Granted, students in lunch period B get six hours and thirty-five minutes (395 minutes). Not all students get the 395 minutes of instructional time, so base the lunchtime calculation on a thirty minute lunch period as all students have six hours and thirty minutes of instructional time each day.

Should time allocated for “recess” following lunch be calculated as part of reported lunchtime minutes?

Recess time immediately following lunch should not be included in reportable lunchtime minutes. Report only the actual minutes that students are allocated for eating lunch.

Spring BEDS – Miscellaneous

Do all students who qualify for Senior Year Plus automatically qualify for PSEO?

No – See below.

Student Eligibility (*281—IAC 22.16*) – In addition to the Senior Year Plus student eligibility requirements, students also must meet the following requirements to be eligible to enroll in PSEO courses.

Persons who have graduated from high school are not eligible for this program. Eligible students shall be residents of Iowa. “Eligible student” includes a student classified by the board of directors of the school district, by the State Board Regents for students of the Iowa School for the Deaf and the Iowa Braille and Sight Saving School, or by the authorities in charge of an accredited nonpublic school as a ninth or tenth grade student who is identified according to the school district’s gifted and talented criteria and procedures pursuant to Iowa Code section 257.43, as a gifted and talented child, or an eleventh or twelfth grade student, during the period the student is participating in the PSEO program.

Are all schools required to submit additional learning time data?

No, additional learning time data will only be submitted by those school identified as persistently lowest achieving (PLAS) schools.

How does a district add a new building?

To add a building to the district, select "Address Information" from the Form Dropdown Menu, navigate to "Building 0000" on the School Dropdown Menu and click "Go." On the page 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

How does a district close a building?

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 email 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.

Spring BEDS – Persistently Lowest Achieving Schools

What is additional learning time? (Only applicable to Persistently Lowest Achieving Schools)

Time allocated for additional learning experiences implemented by the district/school which are above and beyond the students’ regularly scheduled school day/year. Examples may include: longer school year, longer school day, before/after school classes, weekend classes, and/or other activities that provide regularly scheduled learning activities in which all students had the opportunity to participate.

Additional learning experiences may include: (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations.

What constitutes “all students had the opportunity to participate?” (Only applicable to Persistently Lowest Achieving Schools)

“All students had the opportunity to participate” if there was not a selection process for the learning activity. For example, an afterschool program available to only a subset of students in the school, such as those failing a course, would not be included.