

# Spring BEDS 2011

## FAQ

### **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?**

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 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 a level of performance.

#### **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.

### **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 miscellaneous administrative staff from each building?**

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

**What if some principals were “off the evaluation cycle” for the current year?**

These principals would be include in the “Total Number of Principals,” reported in the district, but would NOT be counted in the “Total Number of Principals Evaluated” during the current year.

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

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 Board of Education 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 (Left Panel). The SAI Performance Review form is the evaluation provided to districts, which is available on the SAI website. If you use 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 not given an overall (summative) evaluation for the current year, but were only rated on each individual standard of the SAI Model?**

Principals evaluated in this manner should be reported as “Evaluated but NOT Rated” with an overall (summative) evaluation for the current school year.

## 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 (Left Panel). The ISEA Performance Evaluation form is the evaluation provided to districts, which is available on the ISEA website. If you use 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 if some teachers were "off the evaluation cycle" for the current year?

These teachers would be include in the "Total Number of Teachers" assigned to the building, but would NOT be counted in the "Total Number of Teachers Evaluated" during the current year.

### 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.

### **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.

### **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.

### **What are annual school year minutes?**

Annual school year minutes are minutes that all students are required to attend from opening bell to the dismissal bell for the regularly scheduled school year.

In addition to the bell to bell minutes, account for any additional learning time for which all students had the opportunity to participate (i.e. longer school year, before/after school classes, weekend classes, and summer school classes.).

The sum of the annual bell to bell minutes plus the sum of additional learning time yields annual school year minutes.

### How are annual school year minutes calculated?

Annual school year minutes are the total minutes of full days and partial days and any additional learning time minutes provided to all students in school. For example, the master calendar indicates 164 full student contact days at 6.5 hours per day (63,960 minutes), five days where students are in session only 5.5 hours per day (1,650 minutes) and 9 days where students attend only 4.5 hours per day (2,430 minutes) and a 1.0 hour after school program which qualifies as additional learning time for the entire year. See chart below.

Day	Student Contact Days	Hours Attended Per Day	Annual School Year Minutes
Full	164	6.5	63960
Partial	5	5.5	1650
Partial	9	4.5	2430
<b>Subtotal</b>	<b>178</b>		<b>68040</b>
I.L.T	178	1	10680
<b>TOTALS</b>	<b>178</b>		<b>78720</b>

### How are total minutes of transition time calculated annually?

Master schedules typically show how many minutes of transition time there are between classes and/or other regularly scheduled transitions that occur within the school day. To determine the number of transition minutes in a day, multiply the length of the transition (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. 178). The resulting answer (4984) is the number of transition minutes annually.

Transition Time Minutes	Number of Transitions per Day	Number of Student Attendance Days	Annual Transition Minutes
4	7	178	4984

Transition 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 transition to specials, (art, music, physical education, media/library, guidance, etc.)

recess and/or lunch. Elementary buildings using a departmentalized classroom model would calculate annual transition minutes based on the above example.

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

In buildings with unique schedules, transition 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 transition 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 Transitions	Annual Transition Minutes
Full	Block 4 Periods	Fat	82	3	4	984
Full	Regular 8 Periods	Skinny	82	7	4	2296
Partial	Block 4 Periods	Fat	5	3	4	60
Partial	Regular 8 Periods	Skinny	9	7	4	252
<b>TOTALS</b>			<b>178</b>			<b>3592</b>

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

When reporting transition time for buildings with different transition 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 (5<sup>th</sup> – 8<sup>th</sup> grades) where all students have a 30 minute lunch, but 5<sup>th</sup> and 6<sup>th</sup> grade students are allocated greater transition time than their 7<sup>th</sup> and 8<sup>th</sup> grade counterparts; the

amount of teacher/student contact time would be less for the 5<sup>th</sup> and 6<sup>th</sup> grade students. Therefore, the calculated teacher/student contact time would be based on the 5<sup>th</sup> and 6<sup>th</sup> graders' lunch and transition time. All students would have the amount of teacher/student contact time allocated to 5<sup>th</sup> and 6<sup>th</sup> graders. Not all students would have the calculated teacher/student time allocated to 7<sup>th</sup> and 8<sup>th</sup> graders.

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

This would be the exception to reporting “the greatest amount of transition time.” Reported transition time in this situation would be for the grades that remain in the building based on the typical full-day schedule.

**How should a K-12 building with one Department of Education number report transition time when transition 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 transition 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 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. 178) that lunch was served. The product of these two numbers (25 X 178 = 4450) is the number of lunchtime minutes reported.

Lunch Time Minutes	Number Days Lunch Served	Annual Lunch Time Minutes
25	178	4450

Instructional time during the lunch period can be challenging. If your school utilizes a split lunch period with some students having class before and after lunch, some classes may have differing amounts of instructional time due to the potential of having passing time to and from lunch. The calculation of instructional minutes during the period incorporating lunch must contain the minimum minutes all

students are in class. For example, students attending 1<sup>st</sup> lunch or last lunch during Period 5 may have a 55 minute instructional period. Those students attending class with split lunch may only attend class for a total of 50 minutes. For the daily calculation of instructional minutes, Period 5 must be considered to have only 50 instructional minutes.

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

No, a master 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.

**Spring BEDS – Miscellaneous**

**PSEO Courses** – 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.