

Iowa Department of Education

# 2020-2021 Fall BEDS Reference Manual

For AEAs, Public Districts, Nonpublic Schools

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# TABLE OF CONTENTS

## Contents

INTRODUCTION	2
REPORTING REQUIREMENTS BY ENTITY	2
CONTACTS	3
REMINDERS	3
Important Dates	3
General Reminders	3
DISTRICT/AEA FORMS	4
PROFESSIONAL DEVELOPMENT	4
BILITERACY SEAL PARTICIPATION	5
KINDERGARTEN PROGRAMS	6
BUILDING LEVEL FORMS	7
CLASS SIZE	7
IMMIGRANTS	8
EL STUDENT COUNT	9
STUDENT ENROLLMENT	10

## INTRODUCTION

This document contains instructions for all data collected on the Fall BEDS forms from the Public Districts and Schools, Nonpublic schools, and AEAs. Therefore, some entities may not be required to provide some types of information (i.e. Public schools will not provide enrollment or immigrant data via BEDS). Please refer to the instructions for particular forms.

**BE SURE TO KEEP A COPY OF FORMS FOR YOUR FILES.**

## REPORTING REQUIREMENTS BY ENTITY

Fall BEDS Form Name	Public Districts	Public Buildings (K-3)	State Accredited Nonpublic Buildings	Independently Accredited Nonpublic Buildings	AEAs
Professional Development	Yes	No	No	No	Yes
Class Size	No	Yes	No	No	No
Immigrants	No	No	Yes*	Yes	No
EL Student Count	No	No	Yes*	Yes	No
Student Enrollment	No	No	Yes*	Yes	No
Kindergarten Programs	Yes	No	No	No	No
Biliteracy Seal Participation	Yes**	No	Yes**	Yes**	No

Other Applications	Public Districts	Public Buildings	State Accredited Nonpublic Buildings	Independently Accredited Nonpublic Buildings	AEAs
Fall BEDS Staff	Yes	Yes	Yes	No	Yes
Operational Sharing	Yes	No	No	No	Yes

\* State accredited non-public entities that **do not use SRI** to report data will be required to fill out the Fall BEDS forms for immigrants, EL student count, and student enrollment.

\*\* Only schools that serve high school students will possibly participate in this program.

# CONTACTS

For support or general questions about Fall BEDS, please contact [Shelly Neese](#).

For more specific questions regarding content, please contact the DE consultant listed below.

## **Kindergarten Programs**

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## **Operational Sharing**

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## **ELL**

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# REMINDERS

## **Important Dates**

October 30 - Operational Sharing deadline  
November 13 - Fall BEDS Staff deadline, Fall BEDS deadline

## **General Reminders**

Mozilla Firefox is the preferred browser for applications in the Iowa Education Portal.  
Count Day is October 1.

# DISTRICT/AEA FORMS

Information in this form should be completed at the central administrative offices.

## PROFESSIONAL DEVELOPMENT

*This form is required to be completed by Public districts and AEAs.*

### Purpose

Professional Development data is collected for state teacher quality reporting.

### Guidance

Do not include items such as:

- mandatory trainings
- parent-teacher conference days
- teachers preparing in their classrooms
- staff orientations
- time spent preparing grades, report cards, lesson plans etc.

### Directions

Question 1 – Select areas of focus for professional development.

Question 2 – The PD supplement amount is provided by the Department of Management.

- Put in **whole numbers** in the funding categories.
- The amounts **must add up** to the supplement amount.
- **Do not use decimals, commas, or \$ sign**

Note: If your committee hasn't decided how to spend the allocation before the Fall BEDS due date, **report your best estimate**, or enter the amount in 'Other' and let us know the committee hasn't decided how to spend the funds by entering a comment in the comment box.

Question 3

- Put in whole numbers (**do not include the percent sign**).
- Numbers **must add** to 100.
- **Do not use decimals, commas, or \$ sign**

The "Save" button will appear at the bottom of the form when filled out correctly.

### Definitions

**High Quality Professional Development** is defined as activities that target improvements in student learning and achievement.

Professional Development priorities must address the Iowa Teaching Standards; career development needs of teachers (District, Attendance Center, and Individual Teacher Career Development Plans); research-based instructional strategies and alignment with the Comprehensive School Improvement Plan student achievement goals.

Professional Development should include analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching. The intent of quality professional development is the improvement in instructional practice to affect student learning.

Well-designed professional development involves teachers in collective learning around district and building priorities and includes collaborative learning opportunities.

**Legal Reference:** Iowa Administrative Code 281-83.6(284) and Iowa Code 284.6

# BILITERACY SEAL PARTICIPATION

**Required to complete: PUBLIC DISTRICTS, NONPUBLIC SCHOOLS**

*Only schools that serve high school students will possibly participate in this program.*

## **Purpose:**

The Seal of Biliteracy is an award given by a district to recognize students who have **attained proficiency in two or more languages, one of which is English**, by high school graduation. Participation in the program by a school district, attendance center, or accredited nonpublic school shall be voluntary. A participating school district or school shall notify the department of the names of the students who have qualified for the seal.

For more information: [DE's Biliteracy Seal webpage](#)

## **Guidance:**

This form is for districts and schools to indicate their intent (or not) to participate in the Biliteracy Seal program for the 2020-2021 school year.

## **Directions:**

Not participating? Click the “Not Participating During This Current School Year” checkbox.  
*If your school does not serve high school students, please check this box.*

Participating? Complete all fields in the form to indicate intent to participate, then click the “Save” button.

**Please note:** New student-level data elements are in student information systems. Districts and state-accredited schools that submit student data via SRI will be sending data about students who earn the seal in the spring collection. Nonpublic schools that do not submit data via SRI will have a form in the Spring BEDS application to collect the student data.

**Legal Reference:** Iowa Code 256.9 (59)

# KINDERGARTEN PROGRAMS

**Required to complete: PUBLIC DISTRICTS**

## **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.

## **Directions:**

1. Report the number of buildings offering the specific type of kindergarten program within the district for the current school year. All buildings offering a kindergarten program should be accounted for in the column labeled "Number of Buildings"
2. If the district's kindergarten program type is NOT listed in the choices provided, please describe the program in the "Comments" box provided. These programs types may be unique to a community or fill a particular void or need.
3. Report the number of \_\_ # of buildings offering a program option for two years of kindergarten using state aid.
4. Click the "Save" button at the bottom of the page.

**Legal Reference:** Iowa Code 281.12.1(11)

# BUILDING LEVEL FORMS

The information in this section describes the building level reports and should be completed by the person(s) responsible for the particular information being requested.

## CLASS SIZE

*This form is to be completed **ONLY** by **Public buildings that serve grades K-3.***

### Purpose

Class size data is collected as part of a continuing effort initiated by the [Iowa Early Intervention Block Grant Program \(House File 743\)](#) in 1999.

### Guidance

The Class Size Survey collects information on classroom sections for grades K through 3. This form will only appear for buildings which serve grades K-3. **The count date is October 1.**

- Report regular grade classrooms or "home rooms" in kindergarten through grade three.
- **Teacher FTE data should reflect the self-contained regular graded classrooms or "home room" teacher(s) only.**
- Do **NOT** include special education, Title I or other "pull-out" classrooms.
- Do **NOT** count specialty teachers such as art, music or physical education teachers in the number of teachers. These figures should reflect the self-contained or "home room" teacher(s) only.
- Do **NOT** count special education teachers or special education instructional aides.
- **For each classroom section, enter the number of students, teachers and aides. Use whole numbers (no decimals – indicate part-time staff in the comments).**
- For combination classrooms (serving more than one grade level), you may add a comment describing the grades served in the classroom. However, it is not necessary to report combination classrooms.
- **Each added section must have at least one student and the teacher FTE cannot be zero or blank.**
- Do **NOT** add sections together for a grade level! If you have 2 sections of a grade, complete 1 row for **EACH** classroom in that grade level.
- The unique identifier may be used to reflect local classroom identification. This field allows 3 characters, and must be unique for each grade. For example, some districts use teacher initials.
- Complete only the columns necessary for each K-3 classroom in the building, unused columns do not need to be filled with zeros, but may be left blank.
- **If your district offers 1/2-day kindergarten, please enter a teacher FTE of at least 1 for each section.** This gives the department a more accurate accounting of kindergarten class size.

**Legal Reference:** Iowa Code Chapter 256D

# IMMIGRANTS

***These forms are required to be completed by State-accredited Nonpublic schools NOT submitting student level data in SRI (Student Reporting in Iowa) AND Independently Accredited Nonpublic Schools.***

## **Purpose**

The Immigrant form collects data on students born outside the United States.

The term “immigrant children and youth,” which is defined in Section 3201(5) of the ESEA, refers to individuals who: (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years. Note that “State” is defined in Section 3201(13) of the ESEA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico may not be included as “immigrant” students under Title III. Finally, note that the term “immigrant” as used in Title III is not related to an individual’s legal status in the United States.

## **Guidance:**

### **1. Who is reported as an immigrant child or youth?**

For purpose of Title III an immigrant child or youth:

- was born outside of the United States (the 50 states, including Puerto Rico and the District of Columbia),
- is between the ages of 3-21,
- And has not being attending schools in the States for more than 3 full academic years. (Full academic year = enrolled through the academic year, no interruptions.)

### **2. Should students be asked if they are immigrants?**

No, students should not be asked if they are immigrants. This information should come from your registration information or the Home Language Survey. It is not appropriate to ask the students this question.

### **3. How could you find out if a student is an immigrant or not?**

Find out the student’s place of birth. If the student was not born in the United States (including Puerto Rico and the District of Columbia) then the student could be an immigrant.

### **4. Does the immigrant student have to be limited English proficient or an English language learner?**

No, immigrant identification does not have anything to do with English language proficiency. It is an issue of place of birth, age, and time enrolled in school.

## **Examples:**

The following are some examples of students that qualify as immigrants as long as they are between the required ages and years in school in the States.

- a child or youth born in England (first language is English),
- a child or youth whose parents are US citizens (for example, he/she speaks English but was born in Italy), and
- a child or youth who was adopted from another county.

The following students are NOT immigrants:

- a child born on U.S. military bases,
- a foreign exchange students, and
- a student who has attended school in the U.S. for more than three full academic years.

**Legal Reference:** Title III section 3121(7) (20 u.s.c. 6841) and ESEA section 3113(b)(2)

# EL STUDENT COUNT

***This form is required to be completed by State-accredited Nonpublic schools NOT submitting student level data in SRI (Student Reporting in Iowa) AND Independently Accredited Nonpublic Schools.***

## **Purpose**

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. The AEA and/or LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by the AEA and/or LEA.

## **Guidance**

English Learner 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.

**This count should be taken on October 1.** For each language represented in your school, select the language and enter a count of EL students by grade.

- Be sure that students with a native language of English are not included.
- Once a by-grade count for all home languages has been entered, please enter the total of the number of students receiving instruction in their native language.
- If there are no EL students, please check the “No EL Students” box and click “Update”.

**Legal Reference:** Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

# STUDENT ENROLLMENT

***This form is required to be completed by State-accredited Nonpublic schools NOT submitting student level data in SRI (Student Reporting in Iowa) AND Independently Accredited Nonpublic Schools.***

## **Purpose**

Enrollment data is collected in accordance for state reporting purposes.

## **Guidance**

This form collects the breakdown of students served by race/ethnicity, gender and grade as of **October 1**.

All students in the student information system should be marked with a yes/no for Hispanic ethnicity. At least one of the five races must be marked yes.

Self-identification is the preferred choice of selecting an individual's race and ethnicity. In the case of elementary and secondary students, self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used.

1. Hispanic ethnicity: Enter the number of males and females by grade who are of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
2. Race: Enter the number of males and females by grade for each race.
  - American Indian or Alaska Native – have origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  - Asian – have origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - Black or African American – have origins in any of the black racial groups of Africa.
  - Native Hawaiian or Other Pacific Islander – have origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - White – have origins in any of the original peoples of Europe, the Middle East, or North Africa.
  - Have more than one race marked yes.

**Legal Reference:** Public Law 114-95, 2015 (ESSA), Section 1111