

# Teacher Attendance/Accessibility Data Collection

## Frequently Asked Questions

### WHAT IS THE PURPOSE OF THIS DATA COLLECTION?

As part of the Oklahoma ESSA Consolidated State Plan, the Oklahoma State Department of Education (OSDE) seeks ambitious strategies to support the development of effective teachers for all students. The OSDE's approach to target potential deficits in access to effective teachers relies on a multi-measurement of ineffectiveness that combines:

- Teacher Leader Effectiveness (TLE) qualitative evaluation rating (two consecutive years of needs improvement or ineffective)
- Professional Learning Focus (no progress for two consecutive years)
- Teacher absences

Research indicates that teacher absences are linked to lower student achievement and discipline issues, and they tend to have a greater impact on low-income students. The OSDE aims to work collaboratively with districts and schools to improve learning outcomes by ensuring that there is an effective teacher in each classroom.

### WHAT TEACHER ABSENCE METRICS WERE SELECTED?

To streamline data preparation and submission, the OSDE collects the same teacher absenteeism data that districts and schools were required to report to the U.S. Department of Education Office for Civil Rights every other year until 2019 (i.e., the number of FTE teachers who were absent more than 10 school days or “frequently absent”). In addition, the OSDE Teacher Attendance | Accessibility Data Collection gathers information on the number of FTE teachers who were absent 18 or more school days, also known as “chronically absent.”

The OSDE also collects relevant data on *teacher accessibility to students* in statewide virtual charter schools. The indicators are:

- Time spent in *synchronous* learning (i.e., not delivered in person, but in real-time)
- Time spent in *asynchronous* learning (i.e., not delivered in person or in real-time).

### WHAT ABOUT TEACHERS WHO WERE ABSENT MORE THAN 10 SCHOOL DAYS, BUT LESS THAN 18 DAYS?

A teacher who has been absent for more than ten school days but has been absent for less than 18 days should be categorized as frequently absent.

## **WHAT ABOUT ATTENDANCE DATA FOR TEACHERS WHO ARE PART OF A DISTRICT-LEVEL INTERLOCAL COOPERATIVE?**

Teachers who are part of a district-level interlocal cooperative agreement are considered employees of the cooperative, and as such, their attendance and absence records are tracked and managed by the cooperative. Therefore, the cooperative is accountable for submitting the attendance data report for all these teachers unless their absences are already included in the report that each district member submits separately.

## **WHAT ABOUT ATTENDANCE | ACCESSIBILITY DATA FOR TEACHER AIDES, TEACHER ASSISTANTS, AND PARAPROFESSIONALS?**

The OSDE Teacher Attendance| Accessibility Data Collection does not apply to teacher aides, assistants, and paraprofessionals.

## **DOES THE DATA COLLECTION INCLUDE COUNSELORS, NURSES, SPEECH-LANGUAGE PATHOLOGISTS, OR PSYCHOLOGISTS?**

The data collection is designed to collect information for staff members who teach at least one regularly scheduled class per week. This **includes** teaching principals, school counselors, librarians, psychologists, nurses, and other administrators who deliver classroom instruction and evaluate student work. The calculations for the data should **only consider the FTE** portion that corresponds to teaching.

## **HOW ARE THE NUMBER OF DAYS OF ABSENCE CALCULATED?**

The Teacher Attendance/Accessibility Data Collection allows the reporting of the number of days of absence in half or full-day increments.

## **WHICH ENTITY WILL REPORT TEACHER ATTENDANCE DATA?**

Public school districts and statewide virtual charter schools in the state must report school-level teacher attendance or accessibility data annually. Private schools, daycare programs, and correctional education institutions and programs are exempt from reporting. **Timely submission of the data will inform the district's accreditation compliance report.**

## **HOW WILL YOU SUBMIT THE REQUESTED DATA?**

The data should be submitted by manually keying it directly into the new **Teacher Attendance Reporting** tab within the Single Sign-On Accreditation application. The District Superintendent will use the Single Sign On credentials to sign in. The list of all schools in a district will be auto-populated from the district information profile. To save your progress without submitting, use the Save button, which will keep you on the current page. Once you have reviewed and corrected all necessary data, click the Certify button to submit. You may modify your submission until the window reporting deadline.

**NOTE!** In the **Teacher Attendance Reporting** tab, the full-time equivalent (FTE) teacher count for each school is displayed for the same year as the attendance data.

This feature ensures that the total number of FTE teachers absent is less than the total number of FTE teachers in each school, serving as a quality check for districts.

## HOW WILL YOUR INFORMATION BE REPORTED?

Once submitted and certified, information from the Teacher Attendance Reporting tab will be made available to the public as a stand-alone product and in combination with other variables on the Oklahoma School Report Cards accountability system.

Integrating teacher attendance and accessibility data in the dashboard will provide valuable insights into school performance and teacher effectiveness. However, this data will not be included as an additional indicator with attached points on the Oklahoma School Report Card.

## Report Instructions

**To prepare your teacher attendance | accessibility report, please follow these guidelines:**

- Report data for the entire school year.
- Include teachers who work with preschool and grades K-12 (and the ungraded equivalent), regardless of funding source. (Federal, state, or local)
- Include teachers who work for a district-level interlocal cooperative (interlocal co-op).
- Count a teacher absent if he or she did not attend work on a school day when the teacher was expected to teach assigned classes, provide learning support, or work on lesson plans, whether in-person or remotely.
- Report absences due to sick leave, personal leave, jury duty, bereavement, maternity leave, and military leave.
- Exclude administratively approved leave for professional development, off-campus activities with students, and field trips.
- Absences do not need to be consecutive.
- Do not include intersession or summer attendance data in your reporting.

## Data Definitions

### TEACHER INCLUDES:

- Regular classroom teachers (e.g., teaching chemistry, English, mathematics, physical education, history, etc.)
- Special education teachers, including special education cooperative agreements (i.e., special education co-op)
- Vocational/Technical education teachers
- Any staff members **who teach at least one regularly scheduled class per week**, including teaching principals, teaching school counselors, teaching librarians, teaching school nurses, **or other teaching administrators who deliver classroom instruction and evaluate student work**. The calculations should only include the portion of the FTE that corresponds to teaching.



- Traveling teachers (i.e., teaching at more than one school regardless of whether they are or not evaluated by someone at your school)
- Current long-term substitute teachers (i.e., filling the role of regular teachers for four or more continuous weeks)

#### **TEACHER EXCLUDES:**

- Adult education and postsecondary teachers
- Short-term substitute teachers (i.e., filling the role of regular or special education teachers for less than four continuous weeks)
- Student teachers
- Daycare aides/paraprofessionals
- Teacher aides/teacher assistants/paraprofessionals; and
- Librarians who teach only library skills or how to use the library

#### **SYNCHRONOUS LEARNING:**

*Synchronous* learning, which occurs when a student and instructor are not in the same physical location but interact in real-time, involves communication through various means such as:

- Video conferences
- Audio conferences
- Live lectures, broadcasted at the same time they are delivered
- Interactive webinars; and/or
- Telephone calls

#### **ASYNCHRONOUS LEARNING:**

*Asynchronous* learning is defined as a formal education process where students and instructors are not located in the same place and do not interact in real time. Examples of asynchronous learning include:

- Prerecorded video lessons
- Prerecorded webinars; and/or
- Correspondence through email

## **DATA ENTRY**

The OSDE Teacher Attendance/Accessibility Data Collection requires the following information:

#### **Identifiers & names**

In the reporting tab, three main identifiers and names are requested:

- County identification number and name
- District identification number and name
- School identification number and name

These fields are auto-populated once the district superintendent signs in with the Single Sign-On credentials.

1. Attendance data (*For non-virtual schools only*)

Each district is requested to report two school-level data points in the data reporting tab.

- The number of FTE teachers who were absent more than 10 school days during the school year.
- The number of FTE teachers who were absent 18 or more school days during the school year.

FTE values can be entered in one decimal place. If a school does not have teachers who were frequently or chronically absent, the district should report a value of zero. In the Teacher Attendance Reporting tab, the number of FTE teachers for PK-12 is automatically displayed for each school, corresponding to the year of the teacher attendance data. If the number of FTE teachers absent, frequently or chronically absent, or both combined, exceeds the number of FTE teachers in a school, the Save Certify button will not be available until the issues are resolved.

2. Teacher accessibility data (*For statewide virtual charter schools only*)

Each virtual charter school should report at least two of the following three metrics: The average real-time teacher-to-student interactions during the school year (i.e., *synchronous* learning)

- The average time the student spent learning from non-real-time instruction during the school year (i.e., *asynchronous* learning)
- The average number of email exchanges between the teacher and the student during the school year (i.e., *asynchronous* learning)

**The first two metrics are mandatory.**

When entering teacher accessibility time values, districts should use decimal numbers to the tenth place (i.e., one decimal place). If the school has zero synchronous or asynchronous learning, districts must report zero.

3. Calculated totals (*For non-virtual schools only*)

The “Total FTE Teachers Absent – District level” on the data reporting tab will automatically compute the sum of all schools' FTE teacher absences in the district during data entry.

4. Calculated totals (*For statewide virtual charter schools only*)

The “Average Teacher Accessibility – District level” on the data reporting tab will automatically calculate the arithmetic mean of teacher accessibility for all schools under the charter school umbrella during data entry.

5. Certification

After submitting the Teacher Attendance/Accessibility Data, the District Superintendent will certify all the information provided using the *Certify* button at the end of the page.

## CONTACT INFORMATION

If you have any comments or questions concerning the report/use of teacher attendance data, please contact the Office of Teacher Recruitment and Retention, (405) 522-1835.

