# 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 and promote equitable access to them by all students. The OSDE's approach to target potential deficits in access to effective teachers relies on a multi-measurement of ineffectiveness that combines a) Teacher Leader Effectiveness (TLE) qualitative evaluation rating (two consecutive years of needs improvement or ineffective); b) Professional Learning Focus (no progress for two consecutive years); and c) 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.[1]

The purpose of the OSDE Teacher Attendance/Accessibility Data Collection is to better equip itself in providing effective and data-driven support, policy guidance, and technical assistance. 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 1) time spent in *synchronous* learning (i.e., not delivered in person, but in real-time); and 2) 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 was absent for more than 10 school days, but less than 18 days, will be categorized as "frequently absent."

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1   Clotfelter, Ladd, & Vigdor, 2007; Miller, Murnane, & Willet, 2008; Duflo & Hanna, 2006; Chapman, 1994

## 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, or other administrator 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 are required to report school-level teacher attendance or accessibility data annually. Private schools, day-care 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 August 25, 2023, 5:00pm, deadline.

**NOTE!** Starting in 2022-23, the Teacher Attendance Reporting tab will display the full-time equivalent (FTE) teacher count for each school for the same year as the attendance data. This new feature aims to ensure 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.

## WHEN WILL YOU SUBMIT THE REQUESTED DATA?

Data collection for the 2022-23 school year will run from August 7, 2023 to August 25, 2023. You must submit and certify your data by August 25, 2023, at 5:00 pm. The data cannot be modified afterwards.

## 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.

# 2022-23 TEACHER ATTENDANCE/ACCESSIBILITY REPORT

## 1. INSTRUCTIONS

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

a. Report data for the entire 2022-23 school year.

b. Include teachers who work with preschool and grades K-12 (and the ungraded equivalent) regardless of funding source. (federal, state, or local)

c. Report data for all teachers, regardless of their full-time equivalence (FTE).

d. Include teachers who work for a district-level interlocal cooperative (interlocal co-op).

e. 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.

f. Report absences due to sick leave, personal leave, jury duty, bereavement, military leave, and COVID-19 related leave.

g. Exclude administratively approved leave for professional development, off-campus activities with students, and field trips.

h. Absences do not need to be consecutive.

i. Do not include intersession or summer attendance data in your reporting.

## 2. KEY 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 administrator **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
- ✓ Day care 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

## 3. CALCULATION EXAMPLES

### NON-VIRTUAL SCHOOLS

Teachers who were absent for more than 10 days (i.e., **frequently absent**)

| School XYZ | Teacher FTE Status | Number of Days Absent | Frequently absent? | Total FTE teachers who were absent more than 10 days[2] |
|---|---|---|---|---|
| Teacher A | 1.0 | **11** | **Yes** | |
| Teacher B | 1.0 | 7 | No | |
| Teacher C | 0.5 | **15** | **Yes** | **2.2** |
| Teacher D | 0.7 | **17** | **Yes** | (Number to be reported) |
| Teacher E | 1.0 | 10 | No | |

Teachers who were absent 18 or more days (i.e., **chronically absent**)

| School XYZ | Teacher FTE Status | Number of Days Absent | Chronically absent? | Total FTE teachers who were absent more than 18 days[3] |
|---|---|---|---|---|
| Teacher A | 1.0 | 6 | No | |
| Teacher B | 0.2 | 12 | No | |
| Teacher C | 1.0 | 10 | No | **1.9** |
| Teacher D | 0.9 | **18** | **Yes** | (Number to be reported) |
| Teacher E | 1.0 | **19** | **Yes** | |

### STATEWIDE VIRTUAL CHARTER SCHOOLS

**Synchronous learning** (i.e., student and instructor are not in the same place, but interact in real-time)

| School XYZ | Student 1 (hours per year) | Student 2 (hours per year) | Student 3 (hours per year) | Student 4 (hours per year) | Student 5 (hours per year) | Total number of hours of synchronous learning across all students' data[4] | Average real-time teacher-to-student interactions[5] |
|---|---|---|---|---|---|---|---|
| Teacher A | 14.0 | 20.0 | -- | 1.1 | 15.0 | | |
| Teacher B | 10.0 | 6.1 | 9.0 | 7.8 | 1.0 | 122.6 | **9.4** (Number to be reported) |
| Teacher C | -- | 11.4 | 1.9 | 21.0 | 4.3 | | |

2   1.0 + 0.5 + 0.7 = 2.2
3   0.9 + 1.0 = 1.9
4   14.0 + 10.0 + 20.0 + 6.1 + 11.4 + 9.0 + 1.9 + 1.1 + 7.8 + 21.0 + 15.0 + 1.0 + 4.3 = 122.6
5   122.6/13 = 9.4

**Asynchronous learning** (i.e., student and instructor are not in the same place, nor are they interacting in real-time)

| School XYZ | Student 1 (hours per year) | Student 2 (hours per year) | Student 3 (hours per year) | Student 4 (hours per year) | Student 5 (hours per year) | Total number of hours of asynchronous learning across all students' data[6] | Average time teacher per student[7] |
|---|---|---|---|---|---|---|---|
| Teacher A | 98.0 | 104.2 | 51.0 | 93.0 | 100.1 | 1021.6 | **85.1** (Number to be reported) |
| Teacher B | 110.5 | 45.0 | -- | 118.0 | 62.5 | | |
| Teacher C | 57.0 | 74.0 | 108.3 | -- | -- | | |

**Asynchronous learning** (i.e., student and instructor are not in the same place, nor are they interacting in real-time)

| School XYZ | Student 1 (hours per year) | Student 2 (hours per year) | Student 3 (hours per year) | Student 4 (hours per year) | Student 5 (hours per year) | Total number of email exchanges across all students' data[8] | Average number teacher per student[9] |
|---|---|---|---|---|---|---|---|
| Teacher A | -- | 2 | 14 | 7 | 6 | 99 | **8** (Number to be reported) |
| Teacher B | 1 | 3 | -- | 12 | 4 | | |
| Teacher C | 16 | 13 | 9 | 9 | 3 | | |

6    98.0 + 104.2 + 51.0 + 93.0 + 100.1 + 110.5 + 45.0 + 118.0 + 62.5 + 57.0 + 74.0 + 108.3 = 1021.6
7    1021.6/12 = 85.1
8    1 + 16 + 2 + 3 + 13 + 14 + 9 + 7 + 12 + 9 + 6 + 4 + 3 = 99
9    99/13 = 8

## 4. DATA ENTRY

The OSDE Teacher Attendance/Accessibility Data Collection requires the following information:
**a.**Identifiers & names

In the reporting tab, three main identifiers and names 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.

**b.** 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
    and
- ✓ The number of FTE teachers who were absent **18 or more** school days during the school year

FTE values can be entered to 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.

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

Each virtual charter schools should report **at least two of the following three metrics**:
The average real-time of 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 tenths place (i.e., one decimal place). If the school has zero synchronous or asynchornous learning, districts must report zero.

**d.** 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.

**e.** 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.

**f.** Certification
After submitting the 2022-23 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 Regional Accreditation Officer assigned to your district or write to: accreditation.division@sde.ok.gov.