

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 suggests that teacher absences are associated with lower student achievement and discipline, and are likely to have a disproportionate impact on low-income students.¹

The purpose of the OSDE Teacher Attendance/Accessibility Data Collection is to be better equipped to provide effective and data-driven support, policy guidance and technical assistance. The OSDE seeks to work collaboratively with districts and schools to improve learning by ensuring there is an effective teacher in each classroom.

WHAT TEACHER ABSENCE METRICS WERE SELECTED?

In order to optimize data preparation and submission, the OSDE will collect the same teacher absence data that districts and schools are mandated to submit to the U.S. Department of Education [Office for Civil Rights](#) every other year (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 will collect the number of FTE teachers who were absent 18 or more school days or “chronically absent.” The district’s assessment of the impact of COVID-19 on the reported teacher absence data will also be collected.

The OSDE will also collect 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 more than 10 school days, but less than 18 days, will be identified as “frequently absent.”

WHICH ENTITY WILL REPORT TEACHER ATTENDANCE DATA?

All school districts in the state are expected to report school-level teacher attendance data annually. Likewise, statewide virtual charter schools are expected to report school-level data annually on *teacher accessibility to students*. **Timely submission of the data will inform the district’s accreditation compliance report.**

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



2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

HOW WILL YOU SUBMIT THE REQUESTED DATA?

School districts will use the OSDE Teacher Attendance Data Collection Form to annually report the following two metrics: 1) the number of FTE teachers who were absent more than 10 school days during the school year; and 2) the number of FTE teachers who were absent 18 or more school days during the school year.

Each statewide virtual charter school will use the OSDE Teacher Accessibility Data Collection Form – Statewide Virtual Charter Schools to annually report **at least two of the following three metrics (the first two metrics are mandatory)**: 1) the average real-time teacher-to-student interactions (i.e. *synchronous* learning) during the school year; 2) average time student spends learning from instruction that is not delivered in person or in real-time (i.e. *asynchronous* learning); 3) average number of email exchanges between the teacher and the student (i.e. *asynchronous* learning).

Each district will upload the completed file, including the certification section, to the Accreditation Application on Single Sign On.

WHERE CAN YOU FIND THE FORMS TO REPORT TEACHER ATTENDANCE/ ACCESSIBILITY DATA?

The OSDE will collect data from non-virtual schools and statewide virtual charter schools using two different forms, referred to as the Non-virtual Schools Form and the Statewide Virtual Schools Form, respectively. For the 2020-21 collection, the forms can be downloaded from the following link: <https://sde.ok.gov/educator-effectiveness>.

WHEN WILL YOU SUBMIT THE REQUESTED DATA?

Data collection for school year 2020-21 will occur in May-June 2021, depending on each district's calendar. Each district can upload the completed file as early as a week after the 2020-21 school year ends. The data submitted cannot be changed afterwards. The submission period closes on June 15, 2021, at 5:00 PM.

HOW WILL YOUR INFORMATION BE REPORTED?

Information reported on the forms will become available to the public as a stand-alone product, and in combination with other variables, at the [Oklahoma School Report Cards](#) accountability system. The addition of teacher attendance/accessibility data to the new OSDE accountability dashboard will add significant information on school performance in general and on teacher effectiveness in particular.



2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

INSTRUCTIONS FOR TEACHER ATTENDANCE/ACCESSIBILITY REPORT

- a. Report data for the entire 2020-21 school year.
- b. Include teachers for preschool and grades K-12 – and the ungraded equivalent – regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- c. All teachers, regardless of their FTE, should be included.
- d. Include teachers who are part of a district-level interlocal cooperative also known as interlocal co-op.
- e. A teacher is considered to be absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class, supporting students on remote learning days, and/or building their lessons.
- f. Absences include days taken for sick leave, personal leave, jury duty, military and COVID-19 related leave.
- g. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.
- h. Absences do not need to be consecutive.
- i. Do not include intersession or summer in your reporting.

1. 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 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)

2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

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/paraprofessionals; and
- ✓ Librarians who teach only library skills or how to use the library

Synchronous learning:

Synchronous learning, or the formal education process in which the student and instructor are not in the same place, but interact in real-time, involves communication through:

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

Asynchronous learning:

Asynchronous learning, or the formal education process in which the student and instructor are not in the same place, nor are they interacting in real-time, includes:

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

2. 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 | 2.2 (Number to be reported) |
| Teacher B | 1.0 | 7 | No | |
| Teacher C | 0.5 | 15 | Yes | |
| Teacher D | 0.7 | 17 | Yes | |
| Teacher E | 1.0 | 10 | No | |

² 1.0 + 0.5 + 0.7 = 2.2

2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

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 | 1.9 (Number to be reported) |
| Teacher B | 0.2 | 12 | No | |
| Teacher C | 1.0 | 10 | No | |
| Teacher D | 0.9 | 18 | Yes | |
| 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 | 122.6 | 9.4 (Number to be reported) |
| Teacher B | 10.0 | 6.1 | 9.0 | 7.8 | 1.0 | | |
| Teacher C | -- | 11.4 | 1.9 | 21.0 | 4.3 | | |

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 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 | -- | -- | | |

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

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

2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

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 | | |

3. FORMS & DATA ENTRY

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

a. Identifiers

There are two main identifiers requested in the data collection form:

- ✓ One is a combined county and district code. A 6-digit county and district identification number (e.g., 011012) to be reported once in **cell B6, tab Data Entry**.
- ✓ (For non-virtual charter schools only) One is a code for the school. A 3-digit school identification number (e.g., 105) to be reported for each school in a district in **cells E9, G9, etc., tab Data Entry**.

b. District & school names

The name of the district and each school in a district must be reported:

- ✓ One cell in the data collection form is included for the district name (**cell B7, tab Data Entry**)
- ✓ One cell for each school name in a district (**cells E8, G8, etc., tab Data Entry**) is included in the form
- ✓ Only one name is required for statewide virtual charter schools (**cell B7, tab Data Entry**)

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

There are two data points requested in the data collection form for each school in a district – FTE values should be entered as decimal numbers to the tenths place, i.e., one decimal place:

- ✓ 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

⁸ 1 + 16 + 2 + 3 + 13 + 14 + 9 + 7 + 12 + 9 + 6 + 4 + 3 = 99

⁹ 99/13 = 8

2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

In addition, each school district will be asked to report:

- ✓ The estimated percentage of COVID-19-related absences

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

Schools are expected to report **at least two of the following three metrics (the first two metrics are mandatory)**:

- ✓ 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 instruction that was not delivered in person or in real-time 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)

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

The “Total FTE teachers who were absent more than 10 school days – District level” and the “Total FTE teachers who were absent 18 or more days – District level” in the data collection form **will be automatically computed during data entry**. Totals calculated during data collection are not visible to the district or able to be changed by the district.

Do not enter data on any cell that is filled with a pattern style:  or 

f. Certification

After filling out the 2020-21 Teacher Attendance/Accessibility Data Collection Form:

- ✓ Enter the name, title, email address and phone number of the person certifying the data (**tab** Data Entry)
- ✓ Check the box that applies: District Superintendent or his/her designee

2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

TEMPLATE WORKSHEET: NON-VIRTUAL SCHOOLS FORM

| | District | School 1 |
|---|----------|----------|
| School Information | | |
| Six-digit county & district code (e.g., 011012) | | |
| District name | | |
| School name | | |
| Three-digit site (i.e., school) code | | |
| School-level Teacher Attendance | | |
| Number of FTE teachers who were absent <u>more than 10</u> school days during the school year (i.e., between 11 and 17 days absent) | | |
| Number of FTE teachers who were absent <u>18 or more</u> school days during the school year | | |
| Total FTE teachers who were absent more than 10 days | | |
| District level | | |
| Total FTE teachers who were absent 18 or more days | | |
| District level | | |
| Overall percentage (%) of COVID-19-related absences (e.g., 5%, 10%, or 30%). Please provide your best estimate. | | |

Cell is auto populated
Do not type in this cell

Certification

The last step in the OSDE Teacher Attendance Data Collection is the certification of the submission by an authorized person. Certification attests that the data are “true and correct” to the best of the certifier’s knowledge. Only the district’s superintendent, or another person designated by the district superintendent is authorized to certify the district teacher attendance data submission.

Certifier information:

Name: _____

Title: _____

Email: _____

Phone Number: _____

I certify that the information provided is true and correct to the best of my knowledge and belief. I understand that willfully providing false statements to the OSDE is a violation of the Standards of Performance and Conduct for Teachers in accordance with OAC 210:20-29-4.

District Superintendent

Designated by the district Superintendent to certify

2020-21 TEACHER ATTENDANCE/ ACCESSIBILITY DATA COLLECTION

TEMPLATE WORKSHEET: STATEWIDE VIRTUAL CHARTER SCHOOLS FORM

| | School |
|---|--------|
| School Information | |
| Six-digit county & district code (e.g., 011012) | |
| Name | |
| School-level Teacher Accessibility Time | |
| Average real-time teacher-to-student interactions during the school year (i.e., <u>synchronous</u> learning) | |
| Average time teacher per student during the school year i.e., (i.e., <u>asynchronous</u> learning) <i>Email exchanges are not included</i> | |
| Average number teacher per student <u>email exchanges</u> (i.e., <u>asynchronous</u> learning) | |

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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.



OKLAHOMA
Education