

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 clearly 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 collects the same teacher absenteeism data that districts and schools have been mandated to submit to the U.S. Department of Education [Office for Civil Rights](#) every other year until 2017-18 (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 or “chronically absent.” The district’s assessment of the impact of COVID-19 on the reported teacher absence data is also collected.

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

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



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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 employees of the interlocal cooperative, and therefore, their attendance and absence records are tracked and maintained by the cooperative. Hence, the interlocal cooperative is responsible for submitting the attendance data report for all those teachers, provided that those teacher's absences are not 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 gathers information about any staff members who teach at least one regularly scheduled class per week, including teaching principals, teaching school counselors, teaching librarians, teaching school psychologists, 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.

HOW IS THE ESTIMATE OF COVID-19-RELATED ABSENCES CALCULATED?

The **overall** percentage (%) of COVID-19-related absences is a best-guess estimate that aims at putting the teacher attendance metrics in context, i.e., it applies to all absences regardless of whether they are frequently absent, chronically absent, or neither. No prescribed calculation is provided.

HOW ARE THE NUMBER OF DAYS OF ABSENCE CALCULATED?

For the purposes of the Teacher Attendance/Accessibility Data Collection, the number of days of absence can be reported in half- or full-day increments.

WHICH ENTITY WILL REPORT TEACHER ATTENDANCE DATA?

All public 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*. Note that the data collection applies only to public schools and districts, therefore, private schools or day-care programs are not expected to complete and submit the report. **Timely submission of the data will inform the district's accreditation compliance report.**



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HOW WILL YOU SUBMIT THE REQUESTED DATA?

The data for the 2021-22 school year should be submitted by manually keying it directly into the new Teacher Attendance Reporting tab in the Single Sign-On Accreditation application; the District Superintendent will use her/his Single Sign On credentials to sign in. The list of all schools in a district will be auto populated from the district information's profile. Using the **Save button** will save your progress and keep you on the current page. Once you have completed, reviewed, and corrected any data as necessary, click on the **Certify button**. You may access your submission to make changes until the June 15, 2022, at 5:00pm, submission and certification deadline.

WHEN WILL YOU SUBMIT THE REQUESTED DATA?

Data collection for school year 2021-22 will occur in May-June 2022, depending on each district's calendar. Each district can submit and certify the data as early as a week after the 2020-22 school year ends. The submission and certification period closes on June 15, 2022, at 5:00 PM. The data submitted cannot be changed afterwards.

HOW WILL YOUR INFORMATION BE REPORTED?

Information submitted and certified in the Teacher Attendance Reporting tab 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 and accessibility data to the OSDE accountability dashboard will add significant information on school performance in general and on teacher effectiveness in particular. The teacher attendance and accessibility data, however, will not be included as an additional indicator (i.e., no points attached to it) in the Oklahoma School Report Card.

INSTRUCTIONS FOR TEACHER ATTENDANCE/ACCESSIBILITY REPORT

- a. Report data for the entire 2021-22 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 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, bereavement, 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 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)



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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, 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, broadcasted 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

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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	

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		

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 $122.6/13 = 9.4$

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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 $99/13 = 8$



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3. DATA ENTRY

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

a. Identifiers & names

There are three main identifiers and names requested in the reporting tab:

- ✓ County identification number and name (auto populated after the District Superintendent signs in with her/his Single Sign On credentials)
- ✓ District identification number and name (auto populated after the District Superintendent signs in with her/his Single Sign On credentials)
- ✓ School identification number and name (auto populated after the District Superintendent signs in with her/his Single Sign On credentials)

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

There are two data points requested in the data reporting tab for **each school in a district**:

- ✓ 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 as decimal numbers to the tenths place, i.e., one decimal place. Districts are requested to report “0” for schools without teachers who were frequently or chronically absent during the school year.

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

- ✓ The estimated percentage of COVID-19-related absences. The estimate applies to all absences regardless of whether they fall under the frequently absent, chronically absent, or neither category. No prescribed calculation is provided.

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

All Virtual Charter Schools are expected to report **at least two of the following three metrics (the first two metrics are mandatory)** for each individual school under the charter school umbrella:

- ✓ 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)

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Teacher accessibility time values can be entered as decimal numbers to the tenths place, i.e., one decimal place. Districts are requested to report “0” for schools where either synchronous or asynchronous learning time equals zero.

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

The “Total FTE Teachers Absent – District level” in the data reporting tab will be automatically computed during data entry as the arithmetic addition across all schools in the district.

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

The “Average Teacher Accessibility – District level” in the data reporting tab will be automatically computed during data entry the arithmetic mean across all schools under the charter school umbrella.

f. Certification

- ✓ After submitting the 2021-22 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.

