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Our Students. Their Moment.

Collection of Teacher Attendance Data



Currently, data on teacher attendance is submitted by Local Education Agencies (LEAs) to the US Department of Education (USED). In addition, a building-level aggregate teacher attendance rate is submitted to NYSED by Focus and Priority schools.

The following definition of teacher absenteeism applies in both collections:

*A teacher is absent if he or she is 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. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Teacher absenteeism does not include administratively approved leave for professional development, field trips, or other off-campus activities with students.**

<p>USED: The Civil Rights Data Collection (CRDC)</p>	<ul style="list-style-type: none"> • Biennial collection of the number of teachers in an Local Education Agency (LEA) with more than 10 days absent. • Teacher absenteeism was added to the CRDC in 2009-10 • Served as the source of information on teacher absenteeism that was included in the Educator Equity Profile for New York State published by the USED in December 2014
<p>NYSED: Basic Educational Data System Public School Data Form</p>	<ul style="list-style-type: none"> • Annual collection required of Focus and Priority schools • Collection of this element began in NYS in 2013-14 • Includes building-level aggregate teacher attendance rate

* Data Definitions. (n.d.). Retrieved March 5, 2015, from <http://ocrdata.ed.gov/DataDefinitions>

Teacher Attendance and Equity

Teacher absenteeism can impact students both academically and emotionally.

- An absent full-time teacher is often replaced by a temporary substitute whose average daily productivity, or contribution to student learning, is typically significantly lower than the teacher he/she replaced.*
- Substitute teachers may not have the knowledge and skills to deliver the type of instruction aligned with school reform efforts.**
- Frequent instruction delivered by substitute teachers can lead to low levels of student interest in learning.**

* "Herrmann, Mariesa, and Jonah Rockoff. "Worker Absence and Productivity: Evidence from Teaching." The National Bureau of Economic Research Working Paper 16524 (2010). www.nber.org. Retrieved November 2014, from <http://www.nber.org/papers/w16524>

** Bruno, J. (2002). The Geographical Distribution of Teacher Absenteeism in Large Urban School District Settings: Implications for School Reform Efforts Aimed at Promoting Equity and Excellence in Education. Education Policy Analysis Archives, 10(32), 1-21. Retrieved March 9, 2015, from <http://epaa.asu.edu/ojs/article/viewFile/311/437>

Teacher Attendance and Equity (continued)

- Research indicates that, compared to low-poverty communities, high poverty communities have higher rates of teacher absenteeism.*
 - Substitute teacher quality may also vary significantly across schools in high- and low- poverty communities.*
- Teachers are absent from schools serving high proportions of Black or Hispanic students at a rate that is 3.5 and 3.2 percentage points higher respectively than a school with low proportions of Black or Hispanic students.**
- Teachers in traditional public schools miss more than 10 days of school at a rate that is 15 percentage points higher than in charter schools.**

*Rogers, John, and Mirra Nicole, "It's About Time: Learning Time and Educational Opportunity in California High Schools." UCLA Institute for Democracy, Education and Access. Retrieved November 2014, from <http://idea.gseis.ucla.edu/projects/its-about-time/Its%20About%20Time.pdf>

** "Miller, R. (2012). Teacher Absence as a Leading Indicator of Student Achievement: New National Data Offer Opportunity to Examine Cost of Teacher Absence Relative to Learning Loss. Center for American Progress. Retrieved March 22, 2015 from <https://www.americanprogress.org/wp-content/uploads/2012/11/TeacherAbsence-6.pdf>

Teacher absences, instructional practice, and student learning are inextricably linked.

- **Teacher absences have a significant impact on teaching and learning in classrooms.**
 - Having equitable access to the most effective educators also means having equitable access to teachers who are consistently present to guide instruction.
 - Educational productivity suffers when a regular teacher misses a single day of work.
 - An important means to increase student learning is to improve teacher attendance.
- **It is important for LEAs to determine the root cause of high rates of educator absenteeism and to develop strategies to address those inequities.**
 - High rates of teacher absence can be attributed to a variety of root causes.
 - The Department encourages LEAs to examine their local context to determine strategies that will address their unique needs.

Limitations exist in both of the currently collected data sets related to teacher attendance.

- The teacher attendance data used in USED's Educator Equity Profile is reported by LEAs directly to the OCR and, therefore, may be incomplete or inaccurate.
 - OCR cautions users of potential inconsistencies in data as the result of possible misreporting by districts.*
 - For example, in the 2011-12 OCR data collection, Buffalo City School District (SD) reported that 0% of their teachers were absent for more than ten days across the district. However, in a direct communication between Buffalo City SD and the Department, Buffalo acknowledged that more than 2,200 teachers were absent for more than ten days in 2011-12.
- The required reporting of building-level aggregate teacher attendance data to the Department by Focus and Priority schools provides important, but limited information about teacher absenteeism.
- Without accurate and complete data at the state-level for all LEAs, the Department is unable to determine the true extent of inequity in districts, and therefore, is limited in its capacity to address needs.

* Issue Brief No. 4. (2014, March). Retrieved March 9, 2015, from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-teacher-equity-snapshot.pdf>

Sixteen states collect teacher attendance data. Six states report, or plan to report, such data through their normal reporting procedures, as part of accountability reporting, or as a metric included on the state report card.

State	Collect	Report	Notes and Sources
Arkansas	X		Collects the total number of “days worked” for teachers at the individual level and the number of working days in the contract. (https://adedata.arkansas.gov/sis/docs/sisman1516.pdf)
Connecticut	X	X	Collects the total number of days absent for teachers and reports the average number of days general education teachers (classroom teachers) are absent at the school and district level as part of their regular data reporting. (http://sdeportal.ct.gov/Cedar/WEB/ct_report/StaffDTVViewer.aspx)
Florida	X		Collects administrator and teacher absences and days present in the aggregate. Absence types include personal leave, sick leave, temporary duty elsewhere, other. (http://fldoe.org/accountability/data-sys/database-manuals-updates/2014-15-staff-info-system ; See Days Absent and Days Present)
Georgia	X		Collects the total number of leave days for teachers at the individual level. Leave day types include sick leave, professional development, vacation, and other leave. (http://www.gadoe.org/Technology-Services/Data-Collections/Pages/FY2015-CPI-RESOURCES.aspx ; See File Layout and Edit Rules)
Idaho	X		Collects individual teacher period attendance, teacher absences and reasons, which is uploaded each month as part of regular required data upload. (http://www.sde.idaho.gov/site/isee/requiredData.htm)
Illinois	X	X	The percentage of teachers with fewer than ten absences in a school year will be included on the state report card in 2015. (http://illinoisreportcard.com ; See Fast Facts About Illinois Schools, Teachers, Teacher Attendance)

States that collect teacher attendance data (continued)...

State	Collect	Report	Notes and Sources
Hawaii	X		Collects the number of days absent for teachers at the individual level. Absence types include illness, family leave, personal leave, Department of Education or school sponsored activities, in-service training, and other. This information was obtained from the Hawaii SEA by the Department on March 23, 2015.
Louisiana	X	X	Collects the number of days absent for teachers, at the school and district level. These data are included in the state's accountability reporting. (http://www.louisianabelieves.com/docs/default-source/minimum-foundation-program/2014-minimum-foundation-program-accountability-report.pdf)
Massachusetts	X		Collects the number of days a teacher has been present and the number of days a teacher was expected to be present in the district at the individual level. (http://www.doe.mass.edu/infoservices/data/epims/ ; See EPIMS Data Handbook)
Mississippi	X		Collects teacher attendance in each reporting period. (Per data collected by the Data Quality Campaign (http://dataqualitycampaign.org/) in 2014, obtained by the Department March 5, 2015 from the Data Quality Campaign)
Nevada	X	X	The State Board prepares an annual report of accountability for each LEA that includes the attendance of teachers who provide instruction. (http://www.leg.state.nv.us/Session/77th2013/Bills/AB/AB460_EN.pdf ; See page 385.3469 1) Teacher average daily attendance is included as a filtering option on the State Report Card. (http://www.nevadareportcard.com/di/ ; See Personnel Information)

States that collect teacher attendance data (continued)...

State	Collect	Report	Notes and Sources
New Mexico	X		New Mexico collects the total number of days a teacher is absent at the individual level. Leave that is excluded from the attendance calculation includes leave under the Family and Medical Leave Act (FMLA), bereavement, jury duty, military leave, religious leave, professional development, and coaching. (http://ped.state.nm.us/stars/ ; See STARS Manual for School Year 2014-2015, Volume 1: User Guide)
North Carolina	X		Collects teacher absence during the contract period with a corresponding reason. (Per data collected by the Data Quality Campaign (http://dataqualitycampaign.org/) in 2014, obtained by the Department March 5, 2015 from the Data Quality Campaign)
Ohio	X	X	Collects absence days, absence days due to long term illness, and attendance days. (http://education.ohio.gov/Topics/Data/EMIS/EMIS-Documentation ; See Current EMIS Manual, Teacher Data; Teacher Attendance) Reports teacher attendance at the district and school level as part of its report cards. (http://reportcard.education.ohio.gov/Pages/Power-User-Reports.aspx ; See Begin, Teacher Data)
South Carolina	X	X	Reports current and prior year teacher attendance by district and the attendance rate of similar districts as part of its report cards. (https://ed.sc.gov/data/report-cards/2014/ ; See Fact Files)
West Virginia	X		Collects time worked and time missed for teachers at the individual level from districts through a centralized data system. (https://wveis.k12.wv.us/CIMS_Manuals/EMS501ug.pdf)

Recommended Next Steps

- It is recommended that the Department expand the collection of teacher attendance data to include teacher-level attendance obtained directly from all LEAs.
 - This collection will enable the Department to provide oversight and hold districts accountable for the fidelity of the data and the accuracy of subsequent interpretations of the data.
 - Collecting this expanded set of attendance data starting in the 2015-16 school year will enable LEAs to begin adjusting and refining their systems to more accurately collect and report information to the Department.
 - A stable and reliable data collection will provide LEAs with more information as they develop comprehensive talent management systems designed to increase equitable access for all students.