DEDICATION

To My Husband and Sons:

, and

Who endured

To My Deceased Parents:

and

Who gave a tenacious spirit

AN INVESTIGATION OF THE EXTENT OF TEACHER ABSENTEEISM AND THE IMPLEMENTATION OF SELECTED TEACHER ABSENCE CONTROL TECHNIQUES

by

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Chapter 1

INTRODUCTION

Teacher absenteeism has become a matter of concern for school administrators and the public. "The review of literature supports that a problem does exist with public school teacher absenteeism trends and that successful managerial techniques also exist for combating the problem (Hagen, 1979: 1)."

Education U.S.A. (February 27, 1978) reported an Illinois State Board of Education study showing an increase of 16 percent in the rate of absenteeism between 1971 and 1976. Expenditures for substitutes increased 36 percent during that period. Education Week (December 14, 1981) disclosed a study of approximately 24 percent of the school districts in Pennsylvania by the State Board Association that found a 44 percent increase in teacher absenteeism in the nine year period ending in 1978.

The Educational Research Service (ERS) national survey of 1978-1979 reported that 4.3 percent of the teachers in reporting school systems were absent daily (1981:v). This compares to the absenteeism rate compiled by the United States Bureau of Labor Statistics (USBLS) for all United States full-time wage earners at 3.5 percent.

Elliott reported that other major studies documenting the increase in teacher absenteeism have been carried out in Indiana, California, Nevada, New Jersey, and New York. She noted some of the general findings from these studies and related literature to be:

1. Absenteeism among teachers increased after the enactment of collective bargaining legislation.
2. Absenteeism has continued to increase since the passage of collective bargaining legislation despite better pay, smaller classes and more appropriate assignments.
3. Demographic factors including age, gender, salary, continuous employment, and marital status do not have a significant impact on the amount of absenteeism (1979:23).

The cost of substitute teachers represents a significant portion of the budget for many school districts. A 1974 study by the New York State Office of Education Performance Board reported that in 1971-1972 New York City spent $71.5 million or nearly nine percent of the total teacher salaries paid just for substitute teachers (Elliott, 1979:24). In an Indiana study 86 percent of the responding districts reported a consistent budget increase in funds for substitute teachers between 1971 and 1976 (Elliott and Manlove, 1977:24).

The effects of absenteeism extend beyond the dollar value of services lost and personnel costs. Cutbacks in school time with regular teachers bring cutbacks in student achievement. Substitute teachers are significantly less effective than regular teachers (Elliott and Manlove, 1977:269). In <u>Successful School Administration</u> (November 18, 1974) a seven-year study of

substitutes in 18,000 classrooms by the Metropolitan School Study Council concluded that in secondary classes regular teachers were 20 times more effective than substitutes and in elementary classes regular teachers were three times more effective. A Birmingham, Michigan Personnel Department document reported "In 1977-1978, approximately eight percent of the average student's school time was supervised by substitute teachers. Even when fully qualified and competent substitute teachers are available, the unique nature of the teaching/learning process is such that time lost with students when the regular teacher is absent can never be fully regained (ERS, 1981:72)."

Other costs occur when teachers are frequently absent:

1. Management costs. Building leadership is being syphoned off at an alarming rate to handle the administrative detail related to the increase in absent teachers.
2. Organizational costs. Poor teacher attendance causes delays and disbandonment of many of the democratic processes based on teacher involvement in the planning and implementation of programs.
3. Program costs. Student activities which are sponsored by teachers do not occur when the teacher assigned to them is absent. The loss of these informal learning opportunities is often as serious a loss to the student's development as the time he loses in the classroom.
4. Credibility costs. The information about increases in absences and their frequency on Mondays, Fridays, and before holidays are costing teachers and schools even more public credibility. The teacher's poor attendance is also costing him credibility as a responsible role model for his students (Elliott, 1979:26).

Successful School Administration (December 5, 1977) reported the Chicago Region of the PTA passing a formal resolution declaring that teacher absenteeism was adversely affecting student attendance.

Lewis stated, "What's more depressing than the statistics is that school boards and administrators have allowed teacher absenteeism to increase dramatically in the last 15 years ... now, many principals expect teachers to skip school. The result is lagging staff morale, strained school budgets, and in some cases, declining student achievement... (1981:29)." Lewis further mentioned "eight symptoms to determine the extent of the disease approaching epidemic proportions in schools." They were:

1. Lack of direction from the school board and superintendent in dealing with teacher absenteeism;
2. Incomplete board policy by not containing provisions to improve teacher attendance;
3. Failure to recognize the problem by systematically analyzing teacher attendance data;
4. Job dissatisfaction exemplified by high absenteeism, lacking leadership and dropping morale;
5. Incomplete records or non-existent records failing to supply analytical data;
6. Lack of attendance monitoring by proper record-keeping;
7. Failure to recognize good attendance by rewarding efforts; and
8. Obsolete leadership by not staying abreast of changing theory or new strategies of dealing with teacher absenteeism (1981:29-30).

The study of absenteeism in education, specifically teacher absenteeism, has followed the long concern of business and industry with absenteeism and subsequent absence control

programs. In Employee Absenteeism: A Summary of Research (ERS), the opening paragraph stated, "Employee absenteeism has been a constant nagging problem for many businesses and industrial organizations. It is widespread... The literature on employee absenteeism is immense and reflects a serious concern for finding both causes and solutions for excessive time away from the job (1980:1)." Shore estimated that absenteeism in industry costs $15 to $20 billion a year in wages paid for days when employees are absent (1975:10). Suggestions for Control of Turnover and Absenteeism, a booklet by the Manpower Administration of the United States Department of Labor, stated:

> Absenteeism is costly to employers in loss of production, forced substitution of untrained workers, increased insurance rates, replacement training or standby employees, and recordkeeping; to the worker, in reduced earnings and benefits; and to the consumer, in higher prices for goods and services. It is highly disruptive in meeting production goals (Cowart and Nichols, 1972:1).

Business and industry, in recognition of the high costs of absenteeism, have instituted various procedures with the objective of reducing absenteeism. Some of the popular remedies used by employers to reduce absenteeism rates include: flextime, posting attendance records, four-day workweeks, in-house health care facilities, human relations-oriented management training, job enrichment, periodic medical exams, buying back unused sick leave, good attendance posters and related communications.

In recent years education has followed the lead of business and industry in an attempt to control the absenteeism of teachers. In 1981 the publishing of Teacher Absenteeism - Experience and Practices of School Systems by ERS supports the current attention given the issue of teacher absenteeism. Hagen of the Pasadena, California Unified School District in Potential Strategies for Controlling Excessive Teacher Absenteeism wrote:

> ..."control" of absenteeism is currently nonexistent within the Pasadena Unified School District. The actual "recoding" and "reporting" functions, which are a subset of the functions of control, appear to be well established and operational. The term "control" implies a series of functions which are conducted in sequential order. These functions are:
>
> - measurement of "what is"
> - feedback to operating managers concerning "what is"
> - comparison by managers to "what ought to be"
> - correction by operating managers to bring actual performance into line with "what ought to be (ERS, 1981:64)."

The report by Hagen ended with this statement: "In order to recover taxpayer trust and support for public education, I submit that monitoring, control, and evaluation must become integral parts of all aspects of our daily operations (ERS, 1981:67)." Some school districts have reported efforts to curb teacher absence expenses through the design and implementation of teacher absence control techniques, or programs, with varying degrees of specificity and success.

Statement of the Problem

The purpose of this study was fourfold:

1. To investigate the extent of teacher absenteeism in public schools for the 1980-1981 school year.

2. To establish if teacher absenteeism is perceived to be a problem by public school administrators.

3. To ascertain which techniques of teacher absence control programs have been implemented in public schools.

4. To ascertain how the implemented techniques of teacher absence control programs have been evaluated by public school administrators.

Limitations of the Study

This study incorporated a stratified random sample of the public school superintendents in the 50 states of the United States and the District of Columbia.

The incidences of teacher absenteeism to be considered did not relate to occurrences of concerted job actions by groups of teachers.

Significance

Probably at no time in the history of public schools in America has society been more concerned with accountability for the expenditure of the tax dollar and the extent of academic progress by students. In response to this, public school administrators are seeking ways, or programs, to maximize the return of dollars spent. One of these programs is in the area

of curbing teacher absenteeism through the development and implementation of teacher absence control techniques in public school districts where teacher absenteeism has been determined to be rising.

This study will investigate the extent of teacher absenteeism occurring in the public schools and the degree of seriousness given the teacher absenteeism issue by public school administrators. Where teacher absence control techniques have been developed and implemented, these techniques will be compiled and evaluated.

The significance of this study should be in its value to school administrators, school board members and other interested professionals in educational administration and state departments of education. In essence, the study will provide an objective body of data that should be utilized for future reference when school administrators desire implementation of a program to increase teacher attendance and reduce the cost of substitute teachers. Perhaps workable ideas to reduce teacher absenteeism worth thousands, maybe millions, in the larger school districts in terms of school dollars, will be implemented to save monies for more fruitful purposes and the instructional programs may be enhanced at the same time.

Definition of Terms

Absence - state of not being present; extent of absenteeism among employees' segments, as well as duration and costs

Absence control program - program designed to restrict levels of absenteeism to limits set by the organization

Absence rate - formula for computation (USBLS)

$$\frac{\text{worker days lost through job absence}}{\text{average number of employees} \times \text{number of worker days}} \times 100$$

Absence records - data statistically compiled to denote absenteeism of individuals within an organization

Absenteeism - absence from duty, work or station; especially such absence when deliberate and habitual (ERS: 6)

Civic leave - legitimate absence from regular duties for military and jury duty

Emergency leave - legitimate absence from regular duties for personal emergencies

Personal leave - legitimate absence from regular duties because of personal business or emergencies

Personnel administrator - public school administrator charged with the responsibility for teacher absence controls

Professional leave - legitimate absence from regular duties because of professional development

Regular teacher - full-time teacher who devotes total work time to the instruction of students

Sick leave - legitimate absence from regular duties because of illness

Substitute teacher - teacher who occupies position of regular teacher for one day or an extended period of time (Good: 569)

Teacher absence control program - specific plan of techniques and procedures designed to improve the attendance of teachers and to restrict levels of absenteeism to limits set by school district

Teacher absence control technique - method specifically designed to improve the attendance of teachers and to restrict level of absenteeism to limits set by the school district

Teacher absenteeism - absence by regular teachers, to exclude school administrators, supervisors, paraprofessionals, substitute teachers, or any other employee of school systems

Organization of the Study

Chapter 2 outlines the research and literature review related to the American work ethic, absenteeism in business and industry, and teacher absence control techniques.

Chapter 3 describes the study design, population studied, sampling procedures, instruments utilized, data collection and data analysis.

Chapter 4 presents descriptive data analysis of the statistical results including frequencies, percentages, means, crosstabulation tables, and discriminate analysis.

Chapter 5 provides a summary of the study, discussion of the findings, conclusions drawn from the data analysis, implications, and recommendations for future study.

Chapter 2

REVIEW OF THE LITERATURE

The review of the literature encompasses the immense research on the work ethic and absenteeism in business and industry as background for later studies related to teacher absenteeism. This chapter, divided into five categories, will provide a review of the research and literature on: (1) the American work ethic; (2) absenteeism in business and industry; (3) teacher absenteeism; (4) absence control programs in business and industry; and (5) teacher absence control programs.

Review of the Research and Literature on the American Work Ethic

The American work ethic has been entrenched in religious origins. Yankelovich reported that work to the Greeks was a curse; the Greek word for work was derived from the word for sorrow. The Hebrews saw work as an "atonement and expiation for the original sin of disobeying the word of God. Early Christians regarded work as necessary to the maintenance of healthy minds and bodies; work prevented despair and evil thoughts. Work allowed for spreading of charity and, according to Martin Luther, was the best way to serve God (The American Assembly, 1974:20)." Weber espoused the following broad meaning of the Protestant ethic:

1. People have a moral and religious obligation to fill their lives with heavy, physical toil.
2. People are to spend long hours at work with little or no time for leisure.
3. People are to have dependable attendance records with low absenteeism and tardiness.
4. Workers are to be highly productive and take pride in their work and have feelings of commitment and loyalty to their profession, company and work group.
5. Workers are to be achievement-oriented; high status jobs with prestige and respect of others are important indicators of a good person.
6. Wealth is to be obtained by honest labor, thrift and wise investments (Cherrington, 1980:20).

Early settlers in America saw work as a noble activity commanded by God. Cherrington noted that dedicated work had been a necessity for the following reasons:

1. sure pathway to eternal salvation;
2. form of public usefulness;
3. only acceptable road to financial and social success; and
4. primary antidote for moral laxity (1980:33).

Further, the Protestant and Puritan work ethic focused upon the secondary effects of hard work; frugality, industry, diligence, prudence and honesty (1980:34).

After Cotton Mather and Ben Franklin, Cherrington stated that "many eighteenth and nineteenth century moralists still emphasized religious life [as justification for the work ethic], but the most powerful justification became its development of good character (1980:36)."

Until 1850 there was a moral preeminence of work; between 1950 and 1920, the industrial revolution in American altered the work ethic (1980:36). Rodgers depicted the prominence of factories in cities and the beginnings of quarrels by working

men with industry. Challenges were brought against the length of the workday and tighter labor discipline created by closer supervision. A faster work pace was generated to cover the losses from the shorter workdays (1978:160). Workers were now paid for their time and not the product. As the population of the United States tripled between 1860 and 1920, the volume of manufactured goods increased between 12 to 14 times (Cherrington, 1980:37-38).

Taylor in his scientific management movement focused on time, discipline and efficiency. In a debate with Taylor in 1914 a machinist acknowledged:

> We don't want to work as fast as we are able to. We want to work as fast as we think it's comfortable for us to work. We haven't come into existence for the purpose of seeing how great a task we can perform through a lifetime. We are trying to regulate our work so as to make it an auxiliary to our lives (Rodgers, 1978:168).

The outgrowth of producing excess was the creation of a materialistic society with more leisure time and goods and services. The emphasis upon compulsive activity, work and usefulness as the highest goals of life was changed to enjoying the fruits of their labor (Cherrington, 1980:38). Rodgers stated, "Absenteeism, mobility and worker slowdowns were the most obvious manifestations of values in conflict (1978:173)."

Historical events have also effected the work ethic. For workers who lived through the Great Depression and World War II, jobs were valued and excessive absenteeism and tardiness

were not tolerated (Cherrington, 1980:75). Before 1950 the relevance of the work ethic was virtually unchallenged. Cherrington offered three explanations to substantiate why the work ethic has not received much attention in popular literature since 1950:

1. Events of the time, such as Vietnam, urban riots, civil rights legislation, federal social programs and the space program have taken precedence.
2. With changes in working hours, working conditions and the extent of mechanization, perhaps the work ethic has been judged now to be inappropriate.
3. As social values deteriorated, it has become unpopular for writers to call for dedicated work and perseverance (1980:87-88).

"Recent research on the 'work ethic' has shown considerable variation across employees in the extent to which they feel morally obligated to work... It would appear the one major pressure to attend is the belief by individuals that work activity is an important aspect of life, almost irrespective of the nature of the job itself (Steers and Rhodes, 1978:399)." Studies by Goodale (1973), Feldman (1974), Searls, Braucht and Miskimins (1974), and Ilgen and Hollenback (1977) reported a direct relationship between a strong work ethic and propensity to come to work.

Henderson summarized that absenteeism has increased over the past 20 years because:

1. work is no longer central a value in our society that the adult male or female will occupy his production hours almost exclusively with on the job performance; and
2. absenteeism is simply a relatively illegitimate way of conforming with society's expression of the

> notion that successful people have more time off the job than on the job (1975:622).

Yankelovich wrote for the American Assembly "We are living through a period of vast cultural change, the essence of which lies in the transformation of work values and the work ethic (1974:20)." He affirmed that a shift in the American work ethic would affect the character of the American society. "Conversely, if our general cultural outlook undergoes a reorientation, then the changed meanings of work will probably emerge as the salient expression of the country's new social philosophy (1974:20)."

Allen and Higgins stated:

> We live in an absenteeism culture... Employers are also guilty of supporting absenteeism as a cultural phenomenon. They expect people to take sick days when they aren't sick, and accept it as one of the costs of doing business. Absenteeism is so routine that employers budget around it, make overtime allowances for it, and hire more workers than they need to take up the slack it causes... Absenteeism is a cultural problem. To beat it, a cultural solution is needed (1979:30-31).

Summary

The American work ethic has changed since the early settlers first saw work as a noble activity commanded by God. Today Americans accept the transformation of work values and the work ethic.

Review of the Research and Literature on Absenteeism in Business and Industry

In his doctoral dissertation related to teacher absenteeism, Walter provided three time spans in which to examine the research and literature on absenteeism in business and industry:

1. 1919 to the beginning of World War II;
2. World War II and the post-war period; and
3. 1950 to the present (1977:26).

1919 to the Beginning of World War II

Early writings, based upon industrial sources during World War I, categorized the causes of absenteeism and suggested steps to remediate the situation (Walter, 1977:26). Douglas cited the first extended investigation of absenteeism to have been conducted in England during World War I and noted that "it is only within the last four years that American students of labor problems have realized the instability of modern labor (1919:591)." In The Annals of the American Academy of Political and Social Science raw data from four textile mills in Philadelphia were used in combination with the causes of absenteeism in the 1919 article by Douglas to construct a taxonomy of the causes of absenteeism: company causes, such as working conditions; and personal causes, such as money (Bezanson, 1922:195-197).

"These two articles are representative of the literature on absenteeism prior to World War II... Although these early

articles indicated an interest in the problems of absenteeism, only a limited amount of research and writing on the topic was done over the next 20 years (Walter, 1977:29)."

World War II and Post-War Period

During World War II considerable attention was given to the absenteeism of employees in war plants. When absenteeism reached 10 percent in some plants and necessitated the addition of more workers to continue the productive load, leaders in government, labor and industry became seriously concerned with its effect on war efforts (Miller and Form, 1964:667). Studies related to the causes of absenteeism and control techniques for it continued.

Fox and Scott (1943) studied three metal-casting factories to analyze the importance of different managerial and supervisory styles on absenteeism. "The absenteeism rules for the two factories with higher absenteeism rates were vague and inconsistent; supervisory personnel had no authority to deal with absenteeism (Walter, 1977:29)." The third factory with lower absenteeism rates had participatory management and planning with distinct guidelines for enforcing absenteeism regulations. Fox and Scott "concluded that management attitudes and practices have a significant effect on the absence rate and that absenteeism would decrease if management and employees were committed to reducing absenteeism (Walter, 1977:29-30)."

Schenet (1945) in an analysis of a war plant concluded sex, age and length of company service differentials related to absenteeism. Stockford studied chronic absentees and good attendants in an aircraft corporation and noted "factors in addition to the immediate job and working situation which have a bearing upon employees attendance records (1944:202)."

Mayo wrote in The Social Problems of an Industrial Organization:

> Early in 1943 great public concern suddenly became manifest with respect to the phenomenon of so-called "absenteeism"; it was believed that war production was seriously diminished by casual and willful absences of workers from their work. Many alleged "causes" were cited - illness, difficulties of transportation, family troubles, shopping problems, and the like (1945:88).

Miller and Form noted that Mayo had changed in his 1945 views when they wrote he is "no longer the man of 1933 who sought reasons for absenteeism and turnover by looking for explanations in terms of monotony and pessimistic reverie of the individual"; rather he also noted that "some difference of method of internal organization must be, at least in part, responsible for the remarkable difference in absenteeism (1964: 669-670)."

Research on absenteeism was supported by the data made available by the United States Department of Labor. "More emphasis was placed on the use of objective data and statistical analysis. While investigations continued into the role of

personal variables in absenteeism, the major effort was on the role of attitudes in absenteeism (Walter, 1977:30)."

1950 to the Present

Muchinsky provided a review of the literature on employee absenteeism. Numerous studies have been reported since 1950 related to the:

1. measurement of absenteeism;
2. relationship between absenteeism and personal factors;
3. relationship between absenteeism and attitudinal variables;
4. relationship between absenteeism and organizational factors; and
5. relationship between absenteeism and turnover (1977: 316-340).

Measurement of Absenteeism. According to Study 57, Solving the Problems of Employee Absence by the American Management Association, the measures of absence have been classified in at least 41 ways. Gaudet (1963) proposed that companies have devised intracompany definitions which have made comparisons across studies difficult.

Chadwick-Jones et al. (1971) studied seven indices of absenteeism: frequency; attitudinal; worst day; time lost; lateness; Blue Monday; and other reasons. Huse and Taylor (1962) analyzed four indices of absenteeism: absence frequency - total number of times absent; absence severity - total number of days absent; attitudinal absences - number of one day absences; and medical absences - number of absences

three days or longer. Garrison and Muchinsky (1977) investigated paid and unpaid absences in a large public utility. Latham and Pursell (1975) argued that the emphasis should be on attendance rather than absence.

Relationship between Absenteeism and Personal Factors. The relationship between absenteeism and personal factors has received considerable attention. Age related studies have provided conflicting evidence. Naylor and Vincent (1959) found a lack of relationship between age and absenteeism for female clerical workers. De la Mare and Sergean (1961) and Cooper and Payne (1965) observed positive relationships between age and absenteeism for industrial and construction workers respectively. Nicholson, Brown and Chadwick-Jones (1977) confirmed an inverse relationship between age, length of service and absence frequency for blue-collar workers. Porter and Steers in a literature review on absence and turnover wrote that "absenteeism may well be directly related to age, although ... relationships are probably weak (1973:164-165)."

Length of service [tenure] studies have shown mixed or no relationships with absenteeism. Hill and Trist (1955) found no relationship between tenure and absenteeism, and Baumgartel and Sobol (1959) found mixed relationships with a positive relationship between tenure and absenteeism for female blue-collar workers and male and female white-collar workers and a

negative relationship between tenure and absenteeism for male blue-collar workers.

A positive relationship between family size and absenteeism was reported by Naylor and Vincent (1959).

Relationship between Absenteeism and Attitudinal Variables. "Of all the variables related to absenteeism, the most consistent results have occurred with attitudinal predictors (Muchinsky, 1977:332)." The studies by Kerr, Koppelmeir and Sullivan (1951) and Metzer and Mann (1953) noted the "relationship of job satisfaction to absenteeism being a function of which measure of absenteeism is employed (Muchinsky, 1977:332)."

Job satisfaction has been negatively correlated with unexcused absenteeism (Kerr et al., 1951), frequency of absence (Metzer and Mann, 1953), and absence rates (Talacchi, 1960) (Ilgen and Hollenback, 1977). Patchen (1960) isolated satisfaction with pay and promotions as an area of job satisfaction negatively correlated with absenteeism. Waters and Roach (1971, 1973b) reported "negative correlations between absenteeism and overall job satisfaction, satisfaction with work, and satisfaction with co-workers. No relationship was found between absenteeism and satisfaction with pay, promotions and supervision (Muchinsky, 1977:323-324)." Nicholson, Brown and Chadwick-Jones (1976) found no systematic relationship

between absenteeism and job satisfaction facts of pay, promotions, supervision and co-workers.

Abramowitz noted that "relative youth, poor recent health, existence of at least one transportation problem and the fact that the respondent lived in a household in which there was at least one other worker" were contributors to absence (1980: 2315-A).

Relationship between Absenteeism and Organizational Factors. Organization size is the organization factor that has received the most study. Metzer and Mann (1953) reported work group size and absenteeism positively correlated for blue-collar workers. Baumgartel and Sobol (1959) studied 10,000 ground personnel employed by Trans World Airlines and reported size as the one attribute of the organizational environment most directly associated with absenteeism. Talacchi (1960) concluded, "Size of organization, as mediated by division of labor and status differentiation, affects employee level of satisfaction. The larger the organization, the lower the employee level of satisfaction... The level of employee satisfaction ... affects absenteeism (1960:398-420)."

Indik and Seashore (1964) examined 23 studies and concluded that in 21 of the studies size factor was a disadvantage to the larger organizations.

Consistent research findings with blue-collar workers have determined that the larger the work group, the greater

the absenteeism. Porter and Steers proposed the following explanation:

> Increase in size could result in lower group cohesiveness, higher task specialization, and poorer communications. Such results could make it more difficult to fulfill one's expectations, resulting in increased dissatisfaction that would lead to increased tendencies to withdraw (1973:159).

Hackman and Lawler (1971) studied the impact of several job dimensions on absenteeism: the strength of desire for the satisfaction of higher order needs (e.g., personal growth); and description of jobs on four dimensions (variety, feedback, autonomy and task identity). Employee attendance was better when jobs provided for satisfaction of higher order needs. Absenteeism was significantly and inversely related to both autonomy and task identity but not to variety or feedback.

Abramowitz (1980) determined that schedule variety and organizational size were two powerful variables related to one-day absences. He did not find significant the variables of supervisory responsibility, style of supervisor and availability of paid sick leave vacations.

Relationship between Absenteeism and Turnover. Muchinsky (1977) divided absenteeism and turnover studies into two categories, individual and group studies. Hill and Trist (1955), Ronan (1963), and Burke and Wilcox (1972) presented evidence that absenteeism and turnover are positively related. Group studies by Kerr, Koppelmeier and Sullivan

(1951), Sawatsky (1951), and Action Society Trust (1953) concluded a positive relationship between absenteeism and turnover. Argyle, Gardner and Cioffi (1958) and Georgopoulou and Mann (1962) found no relationship between absenteeism and turnover. Inconsistent findings resulted from group studies.

More recently Atchison and Lefferts (1972) and Beehr and Gupta (1978) have investigated turnover related to job satisfaction, organizational equity perceptions and four ways of withdrawal respectively.

Summary

Absenteeism has proven to be "one of the most burdensome of organizational ills (Kuzmits, 1977:73)." Since 1919 thousands of studies and articles have addressed the many facets of absenteeism in business and industry: causes, cures, and volume.

Review of the Research and Literature on Teacher Absenteeism: 1933-1982

The first major study in educational absenteeism was made in 1933 as a dissertation study by Kuhlmann at Columbia University. Teacher Absence and Leave Regulations traced the historical development of general personnel procedures in government, business and industry, and school systems. Kuhlmann analyzed the factors of teacher absence and absence regulations that grew out of practice and conditions (1933:5-6).

The majority of research and literature related to teacher absenteeism has been written in the last twenty years. Walter contributed the reasons for the time gap to be:

(1) the lack of external pressure for absenteeism research;
(2) the small size of school districts prior to the 1960's; and
(3) the lack of accurate and detailed records prior to the 1960's (1977:22).

Doctoral dissertations have incorporated techniques and findings of absenteeism in business and industry studies. Three studies were made of teacher absence in selected school districts: Bland (1974) in Philadelphia; Marlin (1976) in a semi-rural Mississippi district; and Johnson (1979) in Houston. Selected teacher variables considered by Bland, Marlin and Johnson were: gender, age, marital status, and experience. Bland extended to type of student, teaching area, teaching level, and days of week. Johnson and Marlin concluded that the teacher variables of teaching level and gender had the most significant relationship to teacher absence behavior. Bland did not make the same conclusions in her Philadelphia study but did find significant differences in age and months of year when most absences occur.

The passage of state legislation resulting in a possible reduction of funds to school districts occurring simultaneously with certified personnel using available leave time for fear of losing it if terminated was studied in a metropolitan California school district by Ross (1980). After comparing his

absence data with a similar sized district in Colorado, it was determined that the California district absence rates were much higher. January, March and May were high absence months. Friday was the day of the week with most teacher absences.

Conner (1979) and Sells (1979) were concerned with aspects of four leaves, or policies. Conner compared sick, personal, professional, and total leave among districts in the Denver metropolitan area. Statistically significant differences were found in the use of the leave types. No statistical difference was found between the district size and percent of total leave absence. Sells compared the use of sick leave policies in a Pennsylvania district and a West Virginia district. "The implementation of an unlimited cumulative sick leave policy was accompanied by an increase in professional employee absenteeism. The adoption of a severance pay policy did not significantly reduce absenteeism among older professional employees who were close to retirement (1976:3683-A)."

The enactment of collective bargaining and increase of teacher absenteeism in Las Vegas were statistically significant findings for Bundren (1974). The only situation, or teacher, variables to be statistically significant were: Monday and Fridays as high absence days, and the level of teaching, with elementary teachers being absent more than secondary teachers.

Organizational factors were studied by Slick (1974), Frank (1975), Walter (1977), Kovach (1976), and Schroeder (1977). Slick examined organizational climate in six school districts in southeastern Pennsylvania. He found no significant relationship between teacher absence frequency and rapport with the principal, rapport among teachers, satisfaction with teaching and community pressure, teacher perceptions of teacher group behavior and teacher perceptions on the behavior of the principal. Significant findings occurred between teacher absence frequency and teacher perceptions of salary, facilities, services, teaching load, and community support. Walter compared administrative attitudes about characteristics of effective teacher absence control programs. His findings concluded:

(1) Characteristics of teacher absence control programs vary from district to district.
(2) Few personnel administrators view teacher union involvement in their teacher absence control program as a positive force.
(3) Majority of participating school districts do not have a comprehensive teacher absence control program.
(4) There is a lack of written and verbal communication regarding absence between chief school officers and personnel administrators in a majority of the school districts in the study.
(5) At present, no empirical evidence exists to prove that the administration of teacher absence control programs is effective enough to influence the absence behavior of teachers (1977:3875-A).

Schroeder conducted her study in eight schools in New Orleans to investigate the relationship between the perceptions of teachers about the managerial behavior of their principals

and job satisfaction and the absence rate. It was determined that managerial behavior and teacher absence were not significantly related; however, selected managerial behaviors had a significant relationship with teacher satisfaction with work, promotions, supervision, and pay. Teacher satisfaction with pay and teacher absenteeism were significantly related (1977: 4496-A). Kovach (1976) related organizational size to job satisfaction, absenteeism and turnover. The findings were supported by studies in business and industry that organizational size is positively correlated with absence.

Frank studied the relationship between selected teacher-reported job attributes, e.g., fair rate of pay, and regard for teaching by one's family and friends, and frequency of absences. There was an inverse relationship found between all the variables, except regard for teaching by the society at large and frequency of absence (1975:1207-A).

Two independent studies were conducted by Bridges, Hallinan and Gibson related to organizational factors and teacher absence. Bridges and Hallinan (1978) were concerned with subunit size and work system interdependence on short-term absences among elementary teachers. Gibson studied the school system as a "social system consisting of a set of educational goal related positions (1968:1)."

Teacher morale was examined in relationship to attendance pressure and absence by Lynam (1979) and to demographic

characteristics by Coller (1975). Lynam queried teachers in three school districts in New York, South Carolina and Tennessee. His conclusions were:

(1) Low morale teachers were more likely to exhibit absence behavior than high morale teachers. However, the morale factors which showed the strongest relationship with absence appeared to vary by district.
(2) Low morale teachers were more likely to feel attendance pressure than high morale teachers.
(3) The more often a teacher was absent, the more likely it was that the teacher would feel attendance pressure (1975:830-A).

The study by Coller supported the Lynam conclusions that teacher morale is significantly related to teacher absence. Representative findings with demographic characteristics supported earlier findings that male teachers are absent less than female teachers and elementary teachers are absent more than teachers at the other levels. His finding that teacher age is not significantly related to teacher absence was supported by Bundren, but disputed by Bland.

Douglas (1976) and Sylwester (1979) examined educator absence and stress. Both purported that personal and environmental stress are important factors in teacher absence.

The American Association of School Personnel Administrators and ERS conducted the first national survey on teacher and support staff absenteeism by collecting data for school year 1978-1979. The 88 page report, Teacher Absenteeism - Experience and Practices of School Systems, was published as the most

comprehensive present source of data on teacher absenteeism. Representative findings were:

(1) Mean of mean daily rate paid substitute teachers in all reporting systems - $30.60.
(2) Mean of cost of substitute teachers in all reporting systems as percent of total teacher salaries - 1.7%.
(3) Teacher absenteeism as either a high or very high management concern in 64.9% of school systems with 25,000 or more pupils; 45.4% in systems with 10,000 to 24,999 pupils; 38.6% in systems with 2,500 to 9,999 pupils; and 33.0% in systems with 300 to 2,499 pupils (1981:vi).

This 1981 report provided 30 selected examples of studies executed by school systems. New York City, Newark, New Jersey, and suburban Philadelphia conducted earlier studies. Pennsylvania and Illinois have conducted major state studies.

Summary

Interest in teacher absenteeism has been steadily building since 1970 as evidenced by the number of studies conducted on the topic. Review of the literature on teacher absenteeism will detect the similarities between the business and industry related absence studies and teacher absence related studies. Researchers of the private and public sectors have basically sought to determine the personal and organizational variables related to employee related absenteeism.

Review of the Research and Literature On Absence Control Programs in Business and Industry

In Savings and Loan News, a president of a firm specilizing in handling productivity problems for major companies is quoted as saying, "Over the past 20 years, 7,000 articles have been written on this problem [absenteeism]. Eighty percent of all disciplinary action can be traced to absenteeism (1979:136)."

Business and industry, according to Johnson and Peterson, have categorized and defined absence control programs as:

1. descriptive control programs - to determine the factors or variables which produce different levels of absenteeism;
2. discipline control programs - to create some form of penalty for unnecessary absenteeism; and
3. reinforcement control programs - to provide positive reinforcement for job attendance (1975:568-572).

Descriptive Control Programs

More research has been reported about descriptive control programs than discipline control programs, or reinforcement control programs. Johnson and Peterson reported the major conclusions generated by descriptive control research are:

1. Sickness (or alleged sickness) and injury account for most absenteeism...
2. Absenteeism is highest on Monday and Friday and before or after a holiday...
3. Distance to the job is a factor in absenteeism...
4. Bad weather will affect the absentee rate...
5. Young workers are absent more than older workers...
6. Assemble plant workers are absent more than office personnel...

7. Absentee levels vary inversely with the quality of working conditions...
8. Poor leadership, planning and organization of work affect absenteeism levels...
9. There is an inverse relationship between employees' attitudes toward the supervisor and the absentee rate...
10. Employees who have a strong sense of participation and are aware of the relationship of their jobs to the overall production have better than average attendance records.
11. The level of job satisfaction has an inverse relationship with absentee levels.
12. Companies that offer sick leave pay have higher absentee rates than those that do not offer such a policy (1975:568-569).

The analyses of the incidences of absenteeism have not been considered ends in themselves. Managers have basically received better understandings of their situations so that remedial action may be executed.

Discipline Control Program

In 1919 Douglas recommended dismissal as the most effective discipline control technique. During World War II an article suggested that absenteeism be treated as a treasonous act (Walter: 4). A Fortune article, entitled "Absenteeism: The New National Malady," suggested that absentees be paid in enemy currency. A 1972 document from the Manpower Administration of the U.S. Department of Labor recommended union involvement in the disciplinary process. Recent literature supports planned systems of progressive discipline to reduce absenteeism (Walter: 36). Seventeen years ago a Business Management survey determined that 80 percent of the sampled

firms had used a discipline control program to control absentee levels (1965:14-18).

A discipline control program was not found effective by Nicholson. Management clampdown occurred when 13 percent absence rate was reported. Employees received verbal warnings, written warnings, and finally dismissal for excessive absenteeism. In this case the clampdown produced the undesired results of a trade-off of illegitimate for legitimate-type absences (1976:139-151).

Reinforcement Control Programs

Reinforcement control programs have been criticized because they appear to reward the employee for doing what he should be doing as expected by his acceptance of a position. Cruikshank reported that in 1973 farm equipment companies gave employees belonging to the United Auto Workers a half-hour off for each week of perfect attendance (1976:37-39). Dennett responded in an absenteeism study made in the United Kingdom to the employees desire to have more free time. He proposed that "the incentive is thenprovided by rewarding good attendance with extra paid leave, which can be used in the current year or banked for use in future years. The leave earned can only be spent in certain circumstances with prior approval and this means that the leave can be programmed in advance to help work continuity (1978:32)."

Wallin and Johnson (1976) proposed positive reinforcement in a study of an electronics manufacturer. Under the study plan employees were given the opportunity to participate in monthly drawings, or lotteries, for ten dollars cash prize, if they had had perfect attendance and had been punctual for work. Winning employees had their names posted on the plant bulletin board and thus received social reinforcement. The eleven month results were a 30.6 percent decrease in sick leave usage from the previous equal length employment period.

Nord noted case histories of improved attendance through rewards. In one history a hardware company offered appliance and television prizes to monthly and six month winners of perfect attendance and punctuality respectively. A 62% decrease in sick leave use was estimated (1970:37-41).

Plainview, Texas offered its 150 city member labor force ten dollars for each unused sick leave day, that was not eligible to be accrued, but not to exceed sixty dollars. If the 13 month employment period had been met, the payment was made at Christmas time (Panyan and McGregor, 1976:460-462).

Another reinforcement approach offered by Reid, Schuh-Wear, and Brannon occurred with personnel in an institutional setting for retarded persons. Group contingencies were arranged which provided more weekend duty-free days for employee group shifts which met four-week criterion standards. The percentage of absences decreased for five of the six group

shifts studied. An added benefit seemed to be the reduction of the highest peaks of absenteeism (1978:251-266).

Ivancevich and Lyon (1977) compared four-day and five-day work schedules and concluded that there was no difference between the two groups on absenteeism and performance ratings. This finding was disputed by Steward and Larsen (1971).

Summary

The review of the research and literature on business and industry absence control programs provided representative examples of executed absence control programs. Some of the programs only attempted to determine the factors, or variables, which produced the different levels of absenteeism, others sought disciplinary actions to eliminate unnecessary absences, and others provided positive reinforcement through reinforcement control programs. Different degrees of success in decreasing absence rates were reported.

Review of the Research and Literature on Teacher Absence Control Programs

In relationship to the research and literature on absence control programs in business and industry, the literature on teacher absence control programs, or techniques, is limited.

Early interest in teacher absence control programs began with interest in personnel policies, specifically sick leave provisions. Since the NEA Research Division study on teacher

leaves in 1928, steady progress and improvement have been made in sick leave provisions. School districts have allowed rapid increases in allowable accumulation of sick leave (NEA Journal, 1967:26-27). Sick leave regulations and their correlation to absence rates have accordingly been the basis for research studies. An ERS Information Aid entitled "Methods of Reducing Sick Leave Abuse" reviewed 12 research studies of plans for reducing sick leave abuse among various categories of employees (Stemnock, 1973:1-10). From this document representative examples are given. Elsbree reported a 1926 sick leave usage study of Bristol, Rhode Island Schools (1939:496). Another study, incorporating 14 school districts in the New York City area, compared districts with unlimited accumulation of sick leave to districts that limited accumulation of sick leave. This 1954-1955 data reported in 1962 by Kleinman noted that teachers in districts with limited accumulation of sick leave had significantly more days absent than teachers in districts with unlimited sick leave policies (62). Nadler supported Kleinman in a 1965-1968 study of 12 school districts in Nassau County, New York. He revealed that absence rates were 20 percent higher in districts with limited sick leave accumulation policies.

Bonuses, or rewards, have been tried as techniques to reduce teacher absenteeism. Reeder wrote in The Fundamentals of Public School Administration about a district plan to provide

each teacher with perfect attendance for a year (exempting bereavement leave) a $50 bonus. A five dollar reduction in this amount was made for each day utilized as a sick leave day (1930:148). Thirty-seven years later, a school district offered a $50 reward to every teacher among 4,000 teachers who had perfect attendance for a whole semester. It was believed by the personnel staff that this reward system had maintained the same attendance rate as ten years earlier even though the number of teachers employed during this period had increased. Two concerns were noted however: custodians, counselors, and library personnel desired to enter the program with instructional personnel, and sick teachers may have been coming to school when they should not have been just to acquire the reward (Nord, 1970:37-41).

In summarizing the suggestions for reducing sick leave abuse, Stemnock listed these additional bonuses, or rewards, for unused sick leave:

1. offering additional fringe benefits to entire employee group for stipulated reductions in sick leave usage;
2. converting unused sick leave days to days of personal, or vacation leave;
3. establishing a sick leave bank into which employees deposited unused sick leave to be withdrawn by employees according to various stipulations; and
4. adding unused sick leave to the years to total service for the purpose of determining retirement pay on a creditable service plan (1973:10).

In 1968-1969 the Philadelphia School Study Council and South Penn School Study Council examined 56 school districts "to ascertain whether relations exist between policies for supplemental remuneration and actual experiences regarding teacher absenteeism." The researchers concluded that, in general, the absentee-resistant district:

1. grants no more than the stated minimum sick leave allowance (10 days a year),
2. requires proof of illness at the discretion of the administration or board,
3. requires teachers to report their illnesses by phone to the building principals rather than to an answering service, and
4. does not provide severance pay....(Stemnock, 1973:10).

Koehler proposed early retirement for certified personnel meeting the specific requirements of employment in the district for at least ten years and attainment of the age of 50. Such teachers would be paid yearly stipends in progressive amounts up to the year when full retirement benefits begin, or a period of five years; these early retired teachers would serve in consultative roles for 20 to 30 days each year of the early retirement period (1975:153).

Three specific sick leave policy variables were found to influence absenteeism among teachers in California and Wisconsin. "Income protection plans, which provide insurance against the loss of pay once accumulated sick leave has been expended, result in higher short-term absenteeism. Requiring the teacher to demonstrate proof of illness leads to lower

absenteeism, at least Monday and Friday absences. Requiring the teacher to report every absence directly to the principal results in a large reduction in short-term absenteeism (Winkler, 1980:240)."

The Teacher Attendance Improvement Program, a joint business education project conducted by the Greater Newark Chamber of Commerce in New Jersey, represented a major analysis of teacher attendance and attendance improvement techniques in two school districts, Newark and Ewing Township. Twelve guidelines for principals were developed. Representative ones were: "recognize the problem ...; have current knowledge of the problem ...; establish school objectives regarding staff absence ... (1974:168)."

Specific teacher absence control techniques and policies have been executed. Time reported that Richmond, Virginia in 1973-1974 sent two school nurses on house calls to habitually absent teachers (1975:30). Successful School Administration reported that Merrick, New York teacher absence was reduced by 55% in one year because attendance became part of the criteria for gaining tenure and a factor in yearly evaluation. Principals reviewed the attendance of their teachers with the superintendent. The local teacher association supported the efforts of the administration by warning that existing sick leave privileges could become the subject of future negotiations unless a new pattern of attendance emerged (1977:107).

Successful School Administration provided the Attleboro, Massachusetts public school district plan of principals detailing in weekly reports all teacher absences, including costs and their explanation of action by the management (1974:51). In the same edition, a New York City study urged giving teacher unions voice in spending money saved from absence reduction, recognition of attendance as a performance factor, scheduling important staff meetings on Monday and Friday, and using students and community resource people in lieu of substitutes (1974:51). The Times Herald (Newport News, Virginia) of April 30, 1979 proclaimed that Norfolk, Virginia public schools had devised a workable system of allocating substitute funds to each school. When money remained in the budget at the end of the year for particular schools, the money was returned to the deserving schools for purchase of additional teacher-selected school supplies (p. 22).

Capitan, Costanza and Klucher in a study of the Ohio Association of School Personnel Administrators in concluding remarks outlined recommendations for consideration:

> 1. Establish an employee absence monitoring system... Absence data is an essential ingredient of a total management information system.
> 2. Absenteeism can be reduced by organized efforts... While the nature of the particular program used to reduce employee absenteeism must be accommodated to the needs of the particular school system, there are commonalities that would apply to any program (1980:8-11).

Specifically, the commonalities that would apply to any program

were that the program must be comprehensive, must be supported from the top, should provide some means of recognizing and rewarding regular attendance, and must involve the teacher's immediate supervisor (1980:8-11).

In The American School Board Journal Lewis extended the recommendations with an "eight-point plan for implementing a comprehensive and systematic attendance improvement program that leaves nothing to chance. Broad headings were: review board policy; appoint an attendance improvement coordinator; establish an attendance information data system; construct attendance guidelines; conduct an attendance situation audit; prepare short-term and long-term attendance improvement plans; involve teachers in developing an attendance recognition plan; and train administrators to emphasize attendance in a positive way (1981:29-30)."

Summary

The review of research and literature on teacher absence control programs provided samples of tried techniques and suggestions for necessary components of teacher absence control programs from personnel specialists in the area of teacher absence control.

Nearly all of the reported studies on teacher absence control programs have occurred within the last 20 years. Varied sized school districts have recognized that teacher absenteeism needed to be addressed.

Chapter 3

METHODOLOGY

This chapter describes the design of the study and delineates the population studied and sample selection procedures. A discussion of the instrument employed is given. Data collection and data analysis are explained.

Design of the Study

The research design of this study was the descriptive survey. This design type seeks to "determine the incidence and distribution of characteristics and opinions of populations of people by obtaining and studying the characteristics and opinions of a relatively small and presumably representative sample (Kerlinger, 1979:151)." Travers (1958:231), Ary, Jacobs and Razavich (1979:297), and Lovell and Lawson (1970:31) described a descriptive survey as a study "conducted to establish the nature of existing conditions, prevailing practices and developing trends."

Lovell and Lawson stated:

> Descriptive research does not consist solely of routine fact gathering... It should also seek to determine the degree to which underlying factors exist in given situations and under given conditions, and estimate their relative importance. Furthermore, descriptive research can be used to identify which underlying factors have some relationship of link between them, although it may be that no assumptions can be made that the relationship is one of cause and effect. Thus

> research of this nature may not answer basic questions, but it does allow for the gathering of information which serves as a basis for future research founded, perhaps, on some tentative hypothesis (1970:29).

Survey questions are usually designed to provide information about variables rather than to relate variables to one another; although information gathered in surveys may point out relationships between variables (Ary, Jacobs and Razavich, 1979:297). In this technique there is neither the manipulation of an independent variable, nor the establishing of a control condition (Meyers and Grossen, 1974:175).

Meyers and Grossen listed the advantages of the survey technique:

1. At the very least, it can supply information regarding the opinions, attitudes, etc. of a population on a given issue.
2. It can be used to answer questions (i.e., test hypotheses) the scientist has generated before starting the research.
3. It may provide a basis for deciding how to deal with certain issues.
4. It may provide a source for new hypotheses (1974:175).

This descriptive survey provided two types of information: "frequency-count type which denotes the existence of variables; and relational, analytic, or interrelation of events, type which determines whether a relationship exists between events (Lovell and Lawson, 1970:31)."

Population

The population in this study was a stratified random sample of the public school districts in the United States and the District of Columbia. The approximate 16,000 public school districts were determined by using the Education Directory: Local Education Agencies (Williams and Warf, 1978) (Williams and Hughes, 1980) and state documents from three states (Appendix A). The public school districts were first stratified into six district sizes: 100,000 and over pupils; 25,000 to 99,999 pupils; 10,000 to 24,999 pupils; 5,000 to 9,999 pupils; 2,500 to 4,999 pupils; and 300 to 2,499 pupils. The six strata were created from a national stratified random sample study reported to the National Education Research Conference in October, 1980 by Fortune, Endahl and Schultz.

The stratified random sampling technique had several advantages for this descriptive survey study. Anderson et al. reported in the Encyclopedia of Educational Evaluation:

> When a population is characterized by great variability in the attributes of interest, it is sometimes possible to divide the population into mutually exclusive subpopulations so that, within each subpopulation, there is very little variability. Then stratified random sampling from each stratum (mutually exclusive subpopulations) can be used. When stratified random sampling procedures are applied appropriately, the characteristics of the population can be estimated with greater precision than if a simple random sample of the same size had been selected from the unstratified population (1975:341).

It was determined that 373 public school districts would be representative of the 11,332 public school districts with enrollments of more than 300 pupils at a confidence level of .05 (Appendix B).

Sample Selection Procedures

The number of public school districts needed from each stratum was determined by proportional allocation (Wiersma, 1969:204). The number of public school districts sampled in each strata conformed to the proportion of that group to the total number of public school districts.

According to Anderson et al.:

> In this method, data already available are used to assign a "measure of size" to each element of the population. The probability that a given element will be selected is then determined, based on sample design and the number of observations required, so that the probability of selection is proportional to the "measure of size (1975: 343)."

The public school districts selected within these restraints were randomly and independently samples (Meyers and Grossen, 1974:69). After using a table of random numbers to establish the particular interval to be counted between school districts, the public school districts to be used in this study were confirmed.

Table 1 reports the stratification and sample of public school districts and provides the percentage contribution of each stratum and corresponding district sample. An adjusted

Table 1

Stratification and Percentage Sample
of Public School Districts

Stratum (Pupils enrolled)	Number of Districts	Number of Students	Adjusted Percentage Contribution to Total	District Sample
(1) 100,000 and over	21	4,623,008	5.63	21
(2) 25,000 to 99,999	164	7,490,796	19.57	73
(3) 10,000 to 24,999	487	7,021,072	18.23	68
(4) 5,000 to 9,999	1,077	7,937,062	20.64	77
(5) 2,500 to 4,999	2,017	5,813,273	15.28	57
(6) 300 to 2,499	7,566	7,917,680	20.64	77
Total	11,332	40,802,891	100.00*	373

*When 99.99 is rounded, 100.00 is achieved.

percentage contribution from each stratum was made to accommodate the number of public school districts available to be sampled in Stratum 1. The number of students in Stratum 1 represented 11.33 percent of the total number of students in the 11,332 public school districts with enrollments of more than 300 pupils. When calculation of 11.33 percent of 373 public school districts was made, 42 public school districts should have represented Stratum 1. With only 21 public school districts available to be sampled in Stratum 1, the remaining 21 public school districts were distributed among the five other strata. Stratum 1 provided 5.63 percent, or 21 public school districts, as its optimum level of participation in the sample of public school districts.

Appendix C organizes the sampled districts by strata and states. Through random sampling process, three states had no districts to be sampled.

Survey Instrument

The Questionnaire on Teacher Absence Policies and Techniques (QTAPT) was designed by the researcher after study of the research and literature on teacher absence control programs (Appendix D). The 20 teacher absence policies or techniques in Question 10 of the questionnaire were selected for inclusion because they appeared most frequently in the research and literature as policies or techniques which had been implemented

by public school districts. A Study of Administrative Attitudes Towards Absenteeism and their Relationship to Selected Characteristics of Effective Teacher Absence by Walter (1977) provided a framework for selecting policies or techniques to include.

QTAPT was reviewed by eight public school administrators from districts of varied sizes and one private sector administrator with public school administrative experience (Appendix E). The request was made that they respond with appropriate suggestions for improvements in the questionnaire. Specific suggestions were given by four of the questionnaire review panel. These suggestions were followed and the final questionnaire design prepared for mailing.

Data Collection

On October 31, 1981, the QTAPT, letter of introduction (Appendix F), return envelope and request for study summary form (Appendix G) were mailed by bulk mail to 373 public school superintendents. A packet of coffee was attached to each letter of introduction for the questionnaire preparer.

The first mailing response rate of return was 46.38 percent. The second mailing date was extended when stamped receiving times on returned questionnaires denoted that the questionnaires may have taken 28 days in transit to their destinations.

A new cover letter was prepared for a second request for participation in the study (Appendix H). On December 11, 1981, this letter was mailed by first class mail with a repeat package of materials to the 200 non-respondents. A 23.06 percent response rate of return was received from the second mailing. In total, 259 public school districts, or 69.46 percent of the sample, responded to the 373 questionnaires (Appendix I). Fifteen public school districts (4.4%) returned the surveys but did not respond to them. Specific reasons were cited for their non-participation: six acknowledged time restraints; four simply declined; two expressed heavy workloads; two mentioned that the requested information was not readily available; and one responded that the addressed superintendent was no longer in the public school district.

Two hundred forty-four questionnaires were usable for analysis. This represented 65.42 percent of the 373 questionnaires mailed to public school superintendents in the 50 states and the District of Columbia.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) was utilized for statistical analysis of QTAPT. The results of the 244 usable questionnaires were numerically coded on Fortran statement sheets and keyed into computer terminals.

Subprogram FREQUENCIES provided frequency tables and computations of the mean for each variable on page 1 of the questionnaire, for each category of each policy or technique on pages 2 and 3 of the questionnaire, and for question 11 on page 3 of the questionnaire.

Subprogram CROSSTABS provided "a display of the distribution of cases by their position on two or more variables (Nie et al., 1975:218)." Crosstabulation tables were specifically made to show the relationship between selected variables, such as estimated percentage of daily teacher absence, and the 20 teacher absence control policies or techniques. Additional crosstabulation tables were made between selected variables, such as the responses of satisfaction with the teacher absenteeism rate in their districts and the sizes of their public school districts.

Subprogram DISCRIMINANT performed discriminant analysis by entering the 20 teacher absence control policies or techniques "through a variety of stepwise methods selecting the 'best' set of discriminating variables (Nie et al., 1975:434)." The eight variables selected by the researcher to include in this analysis were: estimated percentage of daily teacher absenteeism; size of public school district; total number of accrued sick leave days allowed; whether there were evidences of significant absence from teachers to suspect that teacher absenteeism was a problem in public school districts; whether

public school administrators were satisfied with teacher absenteeism in public school districts; regular number of teachers employed in public school districts; teaching days in regular school calendar for 1980-1981; and sick leave days earned annually by public school teachers.

Chapter 4

FINDINGS

This chapter contains the statistical results of the Questionnaire on Teacher Absence Policies and Techniques (QTAPT) and will be presented in the following manner:

(1) Description of demographic characteristics of the respondent districts (Questions 2-7, 11)
(2) Extent of teacher absenteeism in 1980-1981 (Problem Statement 1)
(3) Perceptions of teacher absenteeism by public school administrators (Problem Statement 2)
(4) Implementation status of teacher absence control techniques (Problem Statement 3)
(5) Evaluation of teacher absence control techniques (Problem Statement 4)
(6) Summarization of additional teacher absence control policies implemented by public school districts
(7) Non-respondent comparative survey.

Demographic Characteristics of the Respondent Districts

In total 65.42 percent of the public school districts which were sampled responded with usable questionnaires. Two hundred forty-four questionnaires were processed for inclusion in the study. The data were divided into six strata representing the size of public school districts according to pupil population:

Stratum	
1	Over 100,000 pupils
2	25,000 to 99,999 pupils
3	10,000 to 24,999 pupils
4	5,000 to 9,999 pupils
5	2,500 to 4,999 pupils
6	300 to 2,499 pupils

Stratum 1 with 80.95 percent had the largest percentage of returned questionnaires for the stratum size. The lowest stratum return rate was 56.14 percent from Stratum 5 (Appendix I).

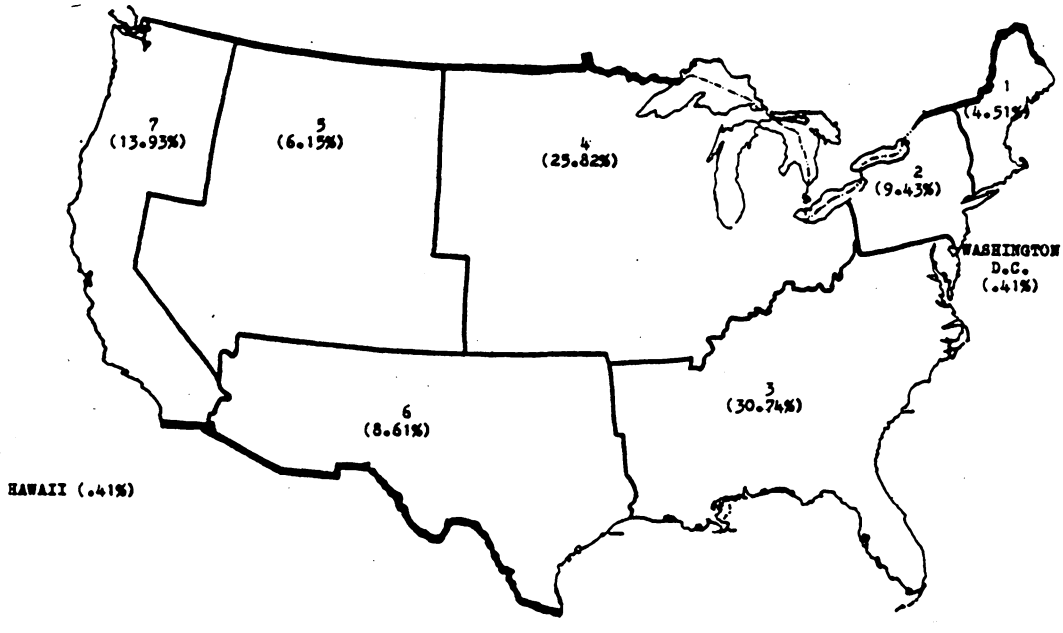
Four strata were almost evenly divided in the percentage of usable questionnaires as shown in Table 2. Stratum 2 with 51 responses represented 20.9 percent of the total number of questionnaires included in the study. With 50 responses Stratum 3 represented 20.5 percent of the total number of usable responses concluding that 41.4 percent of the responses represented public school districts with the combined strata of between 10,000 and 99,999 pupils. Strata 1, 2 and 3 had a cumulative frequency of 48.4 percent representing an almost equal break in participation between public school districts with 10,000 or more pupils and public school districts having 9,999 to 300 pupils.

Table 2

Valid Questionnaire Responses by Stratum

Stratum	Freq	Relative Freq(%)	Cumulative Freq(%)
1	17	7.0	7.0
2	51	20.9	27.9
3	50	20.5	48.4
4	47	19.3	67.6
5	32	13.1	80.7
6	47	19.3	100.0
Total	244	100.0	

Participation by seven geographic regions as determined by the 1981 World Book Encyclopedia is shown in Figure 1.



(1) New England States

(2) Middle Atlantic States

(3) Southern States

(4) Midwestern States

(5) Rocky Mountain States

(6) Southwestern States

(7) Pacific Coast States

Figure 1

Survey Responses by Regions
of the United States

The seventy-five questionnaires from the Southern States represented 30.74 percent of the total usable responses. The Midwestern States provided 25.82 percent of the total usable responses giving the two combined regions of 26 states 56.56 percent of the total usable responses.

In response to Question 2 of QTAPT, the days of the week when most teachers were absent Mondays (59.0%) and Fridays (67.2%). As indicated in Table 3, Friday was the specific day when teacher absenteeism was reported to be highest. Thirteen public school districts (5.3%) responded that absence information on specific days of the week was not available. Twenty public school districts (8.2%) did not respond to the question.

In response to Question 3 of QTAPT, the months of the year when most teacher absences occurred were February (41.8%), January (40.2%) and March (35.2%). Table 4 noted that information was not available to answer the question for 4.1 percent; another 4.9 percent did not respond to the question.

The days of substitute time purchased, Question 4 of QTAPT, ranged between 26 days to 307,969 days with a mean of 11,950.54 days. For example, when substitute time purchased is applied to the mean daily rate paid substitute teachers reported in the 1981 ERS study as $30.60 (p. vi), $795.60 would be used in the smaller public school district for 26 substitute days and $9,423,851.40 would be used in the larger public school district for 307,969 days of substitute pay.

Table 3

Days of Week When Most Teachers Are Absent

Responses n=244	Mon.	Tues.	Wed.	Thur.	Fri.
	Freq %	Freq %	Freq %	Freq %	Freq %
Yes	144 (59.0)	11 (4.5)	10 (4.1)	13 (5.3)	164 (67.2)
No	67 (27.5)	200 (82.0)	201 (82.4)	198 (81.1)	47 (19.3)
Information Not Available	13 (5.3)	13 (5.3)	13 (5.3)	13 (5.3)	13 (5.3)
Did Not Respond	20 (8.2)	20 (8.2)	20 (8.2)	20 (8.2)	20 (8.2)
Total	244 (100.0)	244 (100.0)	244 (100.0)	244 (100.0)	244 (100.0)

Table 4

Months of School Year When Most Teachers Are Absent

Responses n=244	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %
Yes	0 (0.0)	2 (0.8)	20 (8.2)	17 (7.0)	51 (20.9)	98 (40.2)	102 (41.8)	86 (35.2)	45 (18.4)	57 (23.4)	3 (1.2)
No	222 (91.0)	220 (90.2)	202 (82.8)	205 (84.0)	171 (70.1)	124 (50.8)	120 (49.2)	136 (55.7)	177 (72.5)	165 (67.6)	219 (89.8)
Information Not Available	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)	10 (4.1)
Did Not Respond	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)	12 (4.9)
Total	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)	244(100.0)

Question 5 determined that the number of teaching days in the regular school calendar for 1980-1981 was a mean of 180.6 days. As indicated in Table 5, 102 public school districts (41.8%) responded with 180 days. The range of teaching days in the regular school calendar was 171 days to 200 days.

Table 5

Teaching Days in Regular School Calendar for 1980-1981

Number of Teaching Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
171	1	0.4	0.4
174	3	1.2	1.7
175	26	10.7	12.4
176	18	7.4	19.8
177	5	2.0	21.9
178	4	1.6	23.6
179	5	2.0	25.6
180	102	41.8	67.8
181	11	4.5	72.3
182	12	4.9	77.3
183	15	6.1	83.5
184	3	1.2	84.7
185	16	6.6	91.3
186	2	0.8	92.1
187	1	0.4	92.6
188	1	0.4	93.0
189	3	1.2	94.2
190	9	3.7	97.9
191	1	0.4	98.3
196	1	0.4	98.8
200	3	1.2	100.0
Did Not Respond	2	0.8	100.0
Total	244	100.0	

In response to Question 6, the mean of regular teachers (excluding paraprofessional and substitute teachers) employed in public school districts was 1454.78 teachers. The smallest number of teachers employed by a responding public school district was 14 teachers; the largest reporting public school district responded with data for 52,473 teachers with acknowledgement that this number represented data for only 54 schools within the district.

The various types of leave provided by public school districts were analyzed by three facets: number of days earned annually; days accrued annually; and total number of accrued days allowed for each category, or type, of leave. The mean for each type of leave is shown in Table 6.

Table 6

Mean Number of Days Provided as Types of Leave for Public School Teachers

Type of Leave	Number of Days Earned Annually	Days Accrued Annually	Total Number of Accrued Days Allowed
Sick	11.04	11.02	286.71
Personal	2.17	.81	.89
Professional	.77	.11	.19
Emergency	1.71	.34	.43
Civic	.09	.00	.00
Other (Bereavement, family illness, legal business, etc.	.75	.04	.05

Table 6 provides an overview of the various types of leave provided by public school districts. Sick leave (11.04 mean days earned annually) and personal leave (2.17 mean days earned annually) represent the most frequent types of leave to be earned annually by public school teachers. Lack of standard leave practices prevents one from making conclusive remarks.

The total number of accrued days allowed for sick leave purposes had a mean of 286.71 days for the 234 valid responses. One hundred eighteen public school districts responded that teachers had an unlimited number of sick leave days allowed. To calculate the mean for total number of accrued sick leave days allowed, the unlimited responses were each given the value of 450 days. This figure was determined by multiplying the most frequently received responses of sick leave days earned annually (10 days) by the optimum number of years a teacher could work before retirement at 65 years of age (45 years).

Additionally each type of leave was independently analyzed for modes, ranges and examples of other specific personnel policies occurring in public school districts. A table and appendix are provided for each type of leave analyzed. Each appendix lists the varied responses given by public school administrators when answering the questionnaire. The number of public school districts which did not respond to each type of leave is also given. The number of non-respondents for certain leave types may be indicative of public school districts

not having those specific leave types and simply not recording zeros in the appropriate boxes for Question 7.

The policy for a specific number of sick leave days earned annually was answered by 226 public school districts. In Table 7 ten sick leave days earned annually was the personnel policy for 112 public school districts. Fifteen sick leave days earned annually were reported by 41 public school districts. The range of responses was one sick leave day earned annually by one public school district to 18 sick leave days earned annually reported by another public school district. The remaining 18 public school districts provided a myriad of responses (Appendix J1). Five public school districts mentioned five state days as a requirement, or partial requirement, for sick leave days earned annually. One public school district listed an unlimited number of days available to be used as annual sick leave.

Table 8 details the specific number of sick leave days accrued annually by public school teachers. Ten sick leave days may be accrued annually by 111 public school districts; 15 sick leave days may be accrued annually by 42 public school districts. In some public school districts teachers may accrue other types of leave as sick leave, thus the discrepancies in absolute frequencies of sick leave days earned annually (Table 7) and accrued annually (Table 8). The range of responses for sick leave days accrued annually was one day to 18 days.

Table 7

Sick Leave Days Earned Annually by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
1	1	0.4	0.4
5	4	1.6	2.2
7	3	1.2	3.5
8	10	4.1	8.0
9	11	4.5	12.8
10	112	45.9	62.4
11	5	2.0	64.6
12	32	13.1	78.8
13	3	1.2	80.1
14	3	1.2	81.4
15	41	16.8	99.6
18	1	0.4	100.0
Varied or Did Not Respond	18	7.4	100.0
Total	244	100.0	

Table 8

Sick Leave Days Accrued Annually
by Public School Teachers

Number of Days Accrued	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
1	1	0.4	0.4
5	5	2.0	2.6
7	2	0.8	3.5
8	12	4.9	8.8
9	11	4.5	13.7
10	111	45.5	62.6
11	5	2.0	64.8
12	31	12.7	78.4
13	3	1.2	79.7
14	3	1.2	81.1
15	42	17.2	99.6
18	1	0.4	100.0
Varied or Did Not Respond	17	7.0	100.0
Total	244	100.0	

Table 9

Total Accrued Sick Leave Days Allowed Public School Teachers

Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)	Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
8	1	0.4	0.4	144	1	0.4	32.1
9	1	0.4	0.9	150	4	1.6	33.8
10	4	1.6	2.6	160	2	0.8	34.6
12	1	0.4	3.0	165	3	1.2	35.9
15	2	0.8	3.8	170	2	0.8	36.8
42	1	0.4	4.3	175	2	0.8	37.6
44	1	0.4	4.7	180	7	2.9	40.6
45	4	1.6	6.4	185	1	0.4	41.0
48	1	0.4	6.8	188	1	0.4	41.5
50	1	0.4	7.3	190	1	0.4	41.9
60	10	4.1	11.5	195	2	0.8	42.7
66	1	0.4	12.0	200	5	2.0	44.9
70	2	0.8	12.8	207	1	0.4	45.3
72	1	0.4	13.2	210	2	0.8	46.2
90	15	6.1	19.7	215	1	0.4	46.6
100	5	2.0	21.8	220	1	0.4	47.0
105	1	0.4	22.2	224	1	0.4	47.4
110	3	1.2	23.5	240	3	1.2	48.7
120	14	5.7	29.5	265	1	0.4	49.1
125	1	0.4	29.9	295	1	0.4	49.6
130	3	1.2	31.2	450	118	48.4	100.0
140	1	0.4	31.6	Varied or Did Not Respond	10	4.1	100.0
				Total	244	100.0	

Seventeen public school districts responded with varied personnel policies or did not respond to this question (Appendix J2).

Responding public school districts offered a wide range of responses for total accrued sick leave days allowed (Table 9). One public school district allows eight sick leave days to be totally accrued. At the other end of the range, 118 public school districts allow an unlimited number of days to be totally accrued for sick leave. Table 6 related that the mean of total number of accrued sick leave days would be 286.71 days when the term unlimited is given quantitative value. Ten public school districts responded with varied personnel policies related to total accrued sick leave days allowed or did not respond to the question (Appendix J3). Five public school districts mentioned that state requirements had total, or partial, determination for this personnel policy.

Ninety-two public school districts (37.7%) responded that they allow two days of personal leave annually (Table 10). Approximately 18 percent (17.6%) of the responding public school districts allow three personal leave days annually. Seventeen public school districts responded that they offered no personal leave days for teachers. Appendix J4 details the varied responses to the personnel policy of annual personal leave for public school teachers. Personal leave was combined with sick leave days earned annually in 36 of the 45 public school district responses in Appendix J4. Two public school

districts mentioned salary deductions for personal leave days; one of these two districts varied the number of personal leave days according to level of teaching, one day for elementary teachers and five days for high school teachers. Substitute deductions were taken for personal leave in two public school districts.

Table 10

Personal Days Earned Annually by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	17	7.0	8.8
1	25	10.2	21.6
2	92	37.7	69.1
3	43	17.6	91.2
4	8	3.3	95.4
5	5	2.0	97.9
6	3	1.2	99.5
7	1	0.4	100.0
Varied or Did Not Respond	50	20.5	100.0
Total	244	100.0	

One hundred fifty public school districts (61.5%) allowed no days to be accrued for personal leave (Table 11). Almost 15 percent (14.8%) of the public school districts allow two personal days to be accrued annually. Appendix J5 notes that

among the varied personnel policies related to personal days accrued annually five public school districts accrue personal leave days as sick leave. Two public school districts listed six personal leave days to be accrued as sick leave days; two other public school districts must approve any personal leave days to be accrued.

Table 11

Personal Days Accrued Annually by Public School Teachers

Number of Days Accrued	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	150	61.5	67.6
1	11	4.5	72.5
2	36	14.8	88.7
3	17	7.0	96.4
4	4	1.6	98.2
5	2	0.8	99.1
6	2	0.8	100.0
Varied or Did Not Respond	22	9.0	100.0
Total	244	100.0	

One hundred fifty-eight public school districts (64.8%) allowed no personal days to be accrued (Table 12). The range of responses for total accrued personal days was no days to ten days. Public school districts allowing two or three personal leave days to be totally accrued represented 11.4 percent of the total respondents. Appendix J6 depicts the association of totally accrued personal days with sick leave given as examples of the varied personnel policies related to total accrued personal days allowed.

Table 12

Total Accrued Personal Days Allowed
Public School Teachers

Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	158	64.8	76.0
1	2	0.8	76.9
2	15	6.1	84.1
3	13	5.3	90.4
4	6	2.5	93.3
5	7	2.9	96.6
6	5	2.0	99.0
7	1	0.4	99.5
10	1	0.4	100.0
Varies or Did Not Respond	36	14.8	100.0
Total	244	100.0	

Seventy-five public school districts (30.7%) answered that they had no days specifically designated as professional leave days (Table 13). Thirty public school districts (12.3%) allowed one to two days annually for professional leave days. Appendix J7 explains the large number of varied responses given the personnel policy for professional days earned annually. Sixty-nine public school districts answered that they must specifically approve professional leave days. Seven public school districts noted professional leave as attached to sick leave or comprehensive leave.

Table 13

Professional Days Earned Annually
by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	75	30.7	64.7
1	20	8.2	81.9
2	10	4.1	90.5
3	7	2.9	96.6
4	1	0.4	97.4
5	1	0.4	98.3
10	2	0.8	100.0
Varied or Did Not Respond	128	52.5	100.0
Total	244	100.0	

Over seventy-eight percent (78.7%) of the public school districts responded that professional days are not allowed to be accrued annually (Table 14). Appendix J8 noted that 13 public school districts reserved the option to approve accrued professional leave days.

Table 14

Professional Days Accrued Annually by Public School Teachers

Number of Days Accrued	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	192	78.7	95.0
1	4	1.6	97.0
2	2	0.8	98.0
3	2	0.8	99.0
4	1	0.4	99.5
5	1	0.4	100.0
Varied or Did Not Respond	42	17.2	100.0
Total	244	100.0	

Table 15 denotes that 192 public school districts (78.7%) did not allow any professional leave days to be accrued. This percentage related directly to Table 14 which noted that

192 public school districts did not allow professional days to be accrued annually. As in Appendix J8, Appendix J9 listed 13 public school districts reserving the option to approve the total accrued professional days allowed.

Seventy-five public school districts (30.7%) of the total respondents to the question of emergency days earned annually reported that no days are allotted as emergency days for teachers (Table 16). Three emergency days were reported by 20 public school districts (8.2%). The range of days earned as emergency days was from no days to 12 days by one public school district. Ninety-nine responses were listed as varied or in the did not respond category (Appendix J10). In actuality, 71 public school districts answered with specific interpretations of emergency leave. Two public school districts associated bereavement leave as emergency leave; over 40 public school districts had emergency leave as part of sick and/or personal leave.

Almost three-fourths of the public school districts (73.4%) allow no emergency days to be accrued annually (Table 17). The range of emergency days accrued annually was no days to 12 days by one public school district. Appendix J11 provides the 20 varied responses to emergency days accrued annually. The association with sick leave is noted in seven of the responses.

Table 15

Total Accrued Professional Days Allowed
Public School Teachers

Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	192	78.7	95.0
1	3	1.2	96.5
3	3	1.2	98.0
4	1	0.4	98.5
5	1	0.4	99.0
7	1	0.4	99.5
10	1	0.4	100.0
Varied or Did Not Respond	42	17.2	100.0
Total	244	100.0	

Table 16

Emergency Days Earned Annually
by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	75	30.7	51.7
1	9	3.7	57.9
2	17	7.0	69.7
3	20	8.2	83.4
5	14	5.7	93.1
6	6	2.5	97.2
7	1	0.4	97.9
10	2	0.8	99.3
12	1	0.4	100.0
Varied or Did Not Respond	99	40.6	100.0
Total	244	100.0	

Table 17

Emergency Days Accrued Annually
by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	179	73.4	91.8
1	1	0.4	92.3
2	4	1.6	94.4
3	3	1.2	96.0
5	5	2.0	98.5
6	2	0.8	99.5
12	1	0.4	100.0
Varied or Did Not Respond	49	20.1	100.0
Total	244	100.0	

Table 18 notes that 182 public school districts (74.6%) allow no emergency days to be totally accrued. The range of total emergency days to be accrued followed Tables 16 and 17 with no days to 12 days by one public school district. Appendix J12, showing the varied personnel policies related to total accrued emergency days allowed, presents the association with sick leave in seven public school districts.

Table 18

Total Accrued Emergency Days Allowed Public School Teachers

Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	182	74.6	92.4
1	2	0.8	93.4
2	3	1.2	95.0
3	3	1.2	96.5
5	3	1.2	98.0
6	3	1.2	99.5
12	1	0.4	100.0
Varied or Did Not Respond	47	19.3	100.0
Total	244	100.0	

Table 19 reported that 101 public school districts have no days allocated for civic leave. Ninety-nine public school districts reported with varied personnel policies related to civic days earned annually (Appendix J13). Jury and/or military duty were mentioned by 47 public school districts as civic duties necessitating leave from regular teaching duties. Seven public school districts had civic leave covered by sick, personal and/or professional leave without a stated specific civic leave category.

Table 19

Civic Days Earned Annually by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	101	41.4	97.1
1	1	0.4	98.1
3	1	0.4	99.0
5	1	0.4	100.0
Varied or Did Not Respond	140	57.4	100.0
Total	244	100.0	

Over three-fourths of the public school districts (76.6%) allow no civic days to be accrued annually (Table 20).

This percentage is almost double the percentage of public school districts which did not allow any civic days to be earned annually (Table 19). Whereas public school districts accommodate the specific civic duties of teachers, mainly jury and military duties (Appendix J14), they do not have civic days to accrue.

Table 21 supports the findings of Table 20 that 187 public school districts (76.6%) of the respondents do not accommodate accruing civic days. If public school districts have not allowed civic days to be accrued annually, there would be no civic days available to be totally accrued as civic days. The varied responses in Appendix J15 support the previous statement that few districts are willing to allow civic days to accrue.

Table 22 reports that 36.5%, or 89 public school districts, have no other types of leave days earned annually by teachers. The range from no days to 12 days and the large number of public school districts to be in the varied or did not respond category denote that wide discrepancies in personnel leave policies are in force. Appendix J16 represents the many types of personnel leave reported under other types of leave days earned annually by teachers. Bereavement, jury duty, legal business, military duty, religious leave, maternity leave and family illness were representative of the types of leave provided by public school districts for the category of other types of leave days earned annually.

Table 20

Civic Days Accrued Annually by
Public School Teachers

Number of Days Accrued	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	187	76.6	100.0
Varied or Did Not Respond	57	23.4	100.0
Total	244	100.0	

Table 21

Total Accrued Civic Days Allowed
Public School Teachers

Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	187	76.6	100.0
Varied or Did Not Respond	57	23.4	100.0
Total	244	100.0	

Table 22

Other Types of Leave Days Earned Annually
by Public School Teachers

Number of Days Earned	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	89	36.5	88.1
1	1	0.4	89.1
2	2	0.8	91.1
4	1	0.4	92.1
5	3	1.2	95.0
9	2	0.8	97.0
11	2	0.8	99.0
12	1	0.4	100.0
Varied or Did Not Respond	143	58.6	100.0
Total	244	100.0	

Almost 70 percent (68.9%) of the responding public school districts acknowledged that they allow no other types of leave to be accrued annually (Table 23). Appendix J17 provides the varied responses given to other types of leave days accrued annually. When comparing Appendix J16 with the numerous other types of leave earned annually and Appendix J17 with few examples of other types of leave accrued annually, it appears that public school districts accommodate the specific "emergency" type leaves, but do not allow these other types of leave days to accrue.

Table 23

Other Types of Leave Days Accrued Annually by Public School Teachers

Number of Days Accrued	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	168	68.9	98.9
2	1	0.4	99.4
5	1	0.4	100.0
Varied or Did Not Respond	74	30.3	100.0
Total	244	100.0	

One hundred sixty-nine public school districts (69.3%) allow no other types of leave to be totally accrued (Table 24). Appendix J18 provides the limited other responses for totally accrued other types of leave days allowed.

Table 24

Total Accrued Other Types of Leave Days Allowed Public School Teachers

Number of Total Accrued Days	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0	169	69.3	98.3
2	2	0.8	99.4
5	1	0.4	100.0
Varied or Did Not Respond	72	30.0	100.0
Total	244	100.0	

The data collected for question 7 indicates that public school districts offer a variety of personnel leave policies. As indicated in remarks about Table 6, Mean Number of Days Provided as Types of Leave for Public School Teachers, the lack of standard practice prohibits one from making conclusive remarks. Of interest, however, is an overview of the differences in the personnel leave policies. Approximately one-half of the public school districts allow ten sick leave days

to be earned and accrued annually and an unlimited number of sick leave days to be totally accrued. Approximately 40 percent of the public school districts allow two personal leave days annually but over 60 percent do not allow any personal days to be accrued annually or totally accrued. Approximately 30 percent of the public school districts reported no professional days earned annually and approximately 30 percent responded that professional leave days must be approved. Over three-fourths of the public school districts acknowledged that professional days could not be accrued annually or totally accrued.

Emergency leave was not given annually by 30.7 percent of the respondents and over 73 percent of the public school districts did not allow emergency days to be accrued annually or totally accrued. Civic days were not allowed annually by 41.4 percent, to be accrued annually by 76.6 percent, or to be totally accrued by 76.6 percent of the respondents. Other types of leave were not allowed annually by 36.5 percent, to be accrued annually by 68.9 percent, or to be totally accrued by 69.3 percent of the public school districts.

Question 11 requested the position of the person completing the questionnaire. Even though the 373 questionnaires were addressed to public school superintendents in the randomly selected public school districts, only 74 superintendents responded representing 30.3 percent of the respondents (Table 25).

Assistant/associate superintendents in charge of personnel or directors of personnel responded to 116 questionnaires representing 47.5 percent of the respondents. Twenty-four questionnaires were answered by administrative assistants, or secretaries, representing 9.8 percent. Fourteen respondents (5.7%) signed personal names rather than citing their positions. Sixteen questions (6.6%) were not answered.

Table 25

Position of Person Completing Questionnaire

Position	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
Asst./Assoc. Superintendent, Director of Personnel	116	47.5	50.9
Admin. Asst., Sect.	24	9.8	61.4
Superintendent	74	30.3	93.9
Specific Name Given	14	5.7	100.0
Did Not Respond	16	6.6	100.0
Total	244	100.0	

Extent of Teacher Absenteeism

The first problem statement was to investigate the extent of teacher absenteeism in public schools for the 1980-1981 school year. Table 26 reports the range of estimated

percentage of daily teacher absenteeism for 1980-1981 to be from zero to 15.50 percent. In responses to Question 1 of QTAPT, 57 public school districts had teacher absenteeism rates of 3.50 percent or less; 57 public school districts had daily teacher absenteeism rates of 5.51 or more percent. Subprogram FREQUENCIES of SPSS calculated the mean of estimated percentage of daily teacher absenteeism for 1980-1981 to be 4.8 percent. Three districts noted that the percentage of daily teacher absenteeism information was not available. Twenty-three public school districts did not respond to the question.

Table 26

Estimated Percentage of Daily Teacher Absenteeism for 1980-1981

Daily % Teacher Absenteeism	Absolute Freq	Relative Freq (%)	Cumulative Freq (%)
0.00- 1.50	6	2.5	2.8
1.51- 2.50	20	8.2	11.9
2.51- 3.50	31	12.7	26.1
3.51- 4.50	48	19.7	48.2
4.51- 5.50	56	23.0	73.9
5.51- 6.50	21	8.6	83.5
6.51- 7.50	15	6.1	90.4
7.51- 8.50	8	3.3	94.0
8.51- 9.50	3	1.2	95.4
9.51-10.50	4	1.6	97.2
10.51-11.50	0	0.0	97.2
11.51-12.50	4	1.6	99.1
12.51-13.50	1	0.4	99.5
13.51-14.50	0	0.0	99.5
14.51-15.50	1	0.4	100.0
Information Not Available	3	1.2	100.0
Did Not Respond	23	9.4	100.0
Total	244	100.0	

Several public school districts reported the estimated percentage of daily teacher absenteeism to be one percent or less. One public school district from Stratum 6 with 300 to 2,499 pupils reported 15 percent daily teacher absenteeism; one Stratum 1 public school district having over 100,000 pupils reported 12 percent daily teacher absenteeism.

When crosstabulations were made with estimated percentage of daily teacher absenteeism and strata, several distinct observations were made (Appendix K). Fifty percent of the public school districts to have the lowest estimated daily teacher absenteeism rate were from the smallest public school districts. One hundred five public school districts (48.1%) representing all strata had estimated daily teacher absence rates below 4.8 percent, the mean of the estimated daily teacher absenteeism rates. The χ^2 (25df) of 45.72 is significant at ($p < .05$) with a level of confidence of .007 indicating a significant relationship between district size, as represented by the number of pupils enrolled in public school districts, and the responses given the question about the estimated daily teacher absenteeism rate.

Succinct observations of the rates of estimated daily teacher absenteeism within each stratum from Appendix K will each show a significant relationship between district size and the responses given for the estimated daily teacher absenteeism rate with χ^2 (25df) of 45.72 and significance at the .007 level.

The 15 public school districts from Stratum 1 had six public school districts (40%) in Level 3, thus less than the mean of estimated daily teacher absence of 4.8 percent. Three responses, representing 20 percent of Stratum 1 public school districts, reported daily teacher absence rates within Level 4 and five public school districts (33.3%) reported daily teacher absence rates in Levels 5 and 6, thus above the mean of estimated daily teacher absenteeism. Twenty percent of the public school districts in Stratum 1 responded with estimated daily teacher absenteeism in Level 6.

Within Stratum 2, 45.6 percent of the 46 public school districts reported estimated daily teacher absence rates to be in Levels 1, 2 or 3, and below the mean of estimated daily teacher absence of 4.8 percent. Thirty-seven percent, represented by 17 public school districts, reported the estimated daily teacher absence rate to be 5.51 percent or higher. Almost 11 percent (10.9%) of the 46 public school districts in Stratum 2 reported estimated daily teacher absence rates of 7.51 percent or higher.

Within Stratum 3, 37.8 percent of the 45 public school districts recorded estimated daily teacher absence rates to be in Levels 1, 2 or 3, thus below the mean of estimated teacher absence of 4.8 percent. One-third of the public school districts in Stratum 3 had estimated daily teacher absence rates in Level 4. Thirteen public school districts

(28.9%) had estimated daily teacher absence rates above the mean of 4.8 percent.

Approximately one-fourth of the public school districts (24.4%) in Stratum 4 responded with the estimated daily teacher absence rate within Level 2. Stratum 4 public school districts had the highest percentage of school districts in Level 4. Over seventeen percent (17.1%) acknowledged having estimated daily teacher absenteeism in Levels 5 and 6 and thus above the mean of estimated daily teacher absenteeism of 4.8 percent.

Within Stratum 5, 53.4 percent representing 16 of the 30 public school districts, recorded estimated daily teacher absence rates within Levels 1, 2 or 3, thus below the 4.8 percent determined as the mean of estimated daily teacher absence across district size. Twenty percent reported estimated teacher absence rates in Levels 5 and 6.

Sixty-one percent of Stratum 6 public school districts responded with estimated daily teacher absence rates below Level 4 and thus below the mean of estimated daily teacher absence across districts. Over 12 percent (12.2%) acknowledged estimated daily teacher absenteeism in Level 6.

In summary and comparison, none of the Stratum 1 public school districts reported daily teacher absenteeism as 2.50 percent or less, whereas 31.7 percent of the Stratum 6 districts did record daily teacher absenteeism as 2.50 percent or less. Approximately 53 percent of the Stratum 5 public school

districts reported daily teacher absenteeism of 4.50 percent or less. This percentage compares to 46.7 percent for Stratum 1, 46.4 percent for Stratum 4, 45.6 percent for Stratum 2, 45.0 percent for Stratum 6 and 37.8 percent for Stratum 3 public school districts having daily teacher absenteeism rates of 4.50 percent or less.

When daily teacher absenteeism rates of 5.51 to 15.50 percent were calculated, 33.3 percent of Stratum 1 public school districts, 36.1 percent of Stratum 2 and 28.9 percent of Stratum 3 reported within the highest ranges. In comparison, 17.1 percent of Stratum 4, 20.0 percent of Stratum 5 and 22.0 percent of Stratum 6 reported daily teacher absenteeism rates within the highest ranges of 5.51 to 15.50 percent.

Highest daily teacher absence rates were recorded by public school districts having 10,000 or more pupils. The lowest daily teacher absence rates were recorded by public school districts having 300 to 9,999 pupils.

Perceptions of Teacher Absenteeism by Public School Administrators

The second problem statement was to establish if teacher absenteeism is perceived to be a problem by public school administrators. Question 8 asked the public school administrator if there are evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism in

your school district; Question 9 asked if he was satisfied with the teacher absenteeism rate in his school district.

Table 27 notes that 63.1 percent of the public school administrators responded that there was no evidence of significant teacher absenteeism in their school districts. One-third of the public school administrators responded that there was evidence of significant teacher absenteeism in their school districts.

Table 27

Evidences of Significant Teacher Absenteeism in Public School Districts

Responses n=244	Absolute Freq	Relative Freq (%)
No	154	63.1
Yes	81	33.2
Did Not Respond	9	3.7
Total	244	100.0

Crosstabulations were made with Question 8 and the public school districts according to their placement within three size constraints: large for districts of 25,000 or more

pupils; medium for districts between 5,000 and 24,999 pupils; and small for districts between 300 and 4,999 pupils (Appendix L). Of the large public school districts, 60.9 percent responded that there was evidence of significant teacher absenteeism in the school districts. The medium and small school districts responded with 71.3 percent and 80.5 percent respectively that there was no evidence of significant teacher absenteeism in the public school districts. The χ^2 (2df) of 28.88 is significant at ($p < .05$) with a level of confidence of .0000 indicating a significant relationship between district size and the responses given the question about evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism in public school districts.

Question 8 was crosstabulated with six groups representing the estimated rates of teacher absenteeism (Appendix M). With significance at the .007 level for χ^2 (5df) of 16.01, there is reliable evidence that a relationship does exist between the estimated rate of teacher absenteeism in the public school districts and the responses to evidences of significant teacher absenteeism in public school districts. Within the six levels of estimated rate of daily teacher absenteeism, only Level 6 with the highest percentage of estimated teacher absenteeism (57.1%) reported that there were evidences of significant teacher absenteeism in public school districts. Public school districts in Level 1 reported consistently that there were no

evidences of significant teacher absenteeism in the school districts. A steady decline in the percentage of responses by levels of estimated rate of daily teacher absenteeism was noted until the highest level responses which acknowledged that there were evidences of significant teacher absenteeism in the school districts.

When Question 8, evidences of significant teacher absenteeism, was crosstabulated with the three levels of sick leave days earned annually, conservative, average and lenient, significance at the .60 level was obtained (Appendix N). Further analysis of this crosstabulation table ceased.

The summarization for discriminant functions for evidences of significant absence from teachers and seven selected variables yields the results of the stepwise procedure which provided the status of predictors most able to discriminate among the responses to Question 8 (Table 28). Responses to estimated daily teacher absence rate, code representing the varied sizes of public school districts and satisfaction with teacher absenteeism rates appear as first function predictors with χ^2 (3df) of 80.13 and ($p < .05$) and represent 100 percent of the total analysis. Appendix O provides canonical discriminant functions and standardized canonical discriminant function coefficients for evidence of significant absence from teachers.

Table 29 details that 55.3 percent of the public school districts responded that they were not satisfied with the rate of teacher absenteeism in the school districts. While 63.1

Table 28

Summarization of Discriminant Functions for Evidences of Significant Absence from Teacher and Satisfaction with Teacher Absenteeism Rate

	Status of Predictors (criteria for inclusion $p < .05$)							Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	P	
1. Evidence of significant teacher absenteeism in your district	In	In	Out	In	Out	Out	Out	1	80.13	3	.00	100.00
	Pcabsent	Code	Tosckdaa	Evidsiga	Regtsemp	Tchdayr	Sckdaear					
2. Satisfied with teacher absence rate in your district	In	In	Out	In	Out	Out	Out	1	76.57	3	.00	100.00

percent of the public school administrators acknowledged in Question 8 that there was no evidence of significant teacher absenteeism in the school districts, 55.3 percent of the public school administrators expressed that they were not satisfied with the rate of teacher absenteeism. Approximately 40 percent (40.2%) expressed satisfaction with the rate of teacher absenteeism in the school districts.

Table 29

Satisfaction with Teacher Absenteeism in Public School Districts

Responses n=244	Absolute Freq	Relative Freq (%)
No	135	55.3
Yes	98	40.2
Did Not Respond	11	4.5
Total	244	100.0

Public school districts in the large and medium categories responded with 79.7 percent and 55.9 percent respectively that they were not satisfied with the teacher absenteeism rates in the public school districts (Appendix P). Over 57 percent (57.9%) of the small public school districts expressed satisfaction with teacher absenteeism in their respective districts, whereas 42.1 percent were not satisfied with their teacher

absenteeism rate. With χ^2 (2df) of 20.40 at ($p < .05$) with a level of confidence of .0000 there is a significant relationship between district size and the responses given the question about satisfaction with the teacher absenteeism rates in public school districts.

Appendix Q provides the crosstabulation of levels of estimated daily teacher absenteeism and satisfaction with teacher absenteeism rates in public school districts. Seventy-five percent of the public school districts having estimated daily teacher absence rates of 2.50% or less answered that they were satisfied with the teacher absence rate in the public school districts. For Level 2, 74.2 percent responded that they were also satisfied with teacher absence rates. Public school districts with estimated daily teacher absence rates in Level 3, 4 and 5 acknowledged very similar responses. These public school districts answered with over twice as many responses for dissatisfaction with teacher absenteeism rates, Level 6 with 81 percent recording dissatisfaction with teacher absenteeism. When public school districts had estimated daily teacher absence rates of 3.51 percent or more, they were dissatisfied with the teacher absenteeism rates in the public school districts. With χ^2 (5df) of 33.90 and ($p < .05$) at the .0000 level there is a significant relationship between estimated daily teacher absence rate and responses to satisfaction or dissatisfaction with teacher absenteeism.

When Question 9, related to satisfaction with teacher absenteeism rate, was crosstabulated with the three labels of sick leave days earned annually, conservative, average and lenient, the χ^2 (2df) of .79 and significance at the .67 level determined that no reliable relationships could be drawn between sick leave days earned annually and responses to this question (Appendix R). Further analysis of this crosstabulation was terminated.

The summarization for discriminant functions for satisfaction with teacher absenteeism rate and seven selected variables yields the results of the stepwise procedure to determine the status of predictors most able to discriminate among the responses to Question 9 (Appendix O). Two of the same predictors appear as first functions for responses to satisfaction with teacher absenteeism as were analyzed for Question 8 related to evidences of significant absence from teachers. With χ^2 (3df) of 76.57 and ($p < .05$), responses to estimated daily teacher absence rate and code representing the varied sizes of public school districts also appear as first function predictors for responses to satisfaction with teacher absenteeism. The third predictor for responses to satisfaction with teacher absenteeism was evidence of significant absence from teachers.

Implementation Status of Teacher Absence Control Techniques

The third problem statement was to ascertain which techniques of teacher absence control programs have been implemented in public schools. Question 10 requested 40 responses, 20 regarding the implementation status of each teacher absence control policy or technique in the public school districts and 20 regarding the evaluation of each policy or technique whether implemented or not implemented. The implementation status and evaluation data were treated separately and later in cross-tabulations with selected variables.

The frequency of distribution on implementation of the 20 teacher absence control policies or techniques in Table 30 disclosed that maintaining cost data on the salaries of substitute teachers has been tried and is currently in practice for 88.5 percent of the responding public school districts. Requiring a medical certificate after a specified number of consecutive work days have been missed has been tried and is currently in practice for 74.6 percent of the public school districts. Sixty-six percent answered that teachers must speak directly to their principals when reporting pending absences, 45.1 percent consider excessive absenteeism as a factor in rating teachers and granting tenure, and 42.6 percent award severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.

Table 30

Frequency of Distribution on Implementation of Teacher Absence Control Policies

Teacher Absence Policies (n = 244)	Never Considered Freq	(%)	Considered Not Implemented Freq	(%)	Tried & Dropped Freq	(%)	Tried & In Practice Freq	(%)	Did Not Respond Freq	(%)	Not Applicable Freq	(%)	Against State Law Freq	(%)
1. Assign responsibility for improving teacher attendance to a specific top administrator.	94	(38.5)	77	(31.6)	7	(2.9)	61	(25.0)	5	(2.0)				
2. Schedule faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.	180	(73.8)	39	(16.0)	4	(1.6)	18	(7.4)	3	(1.2)				
3. Have reduction in the percentage of the total budget allocated for the salaries of substitute teachers.	162	(66.4)	36	(14.8)	9	(3.7)	30	(12.3)	6	(2.5)	1	(0.4)		
4. Require principals to review the attendance of all teachers under their supervision with the superintendent or his designee.	79	(32.4)	62	(25.4)	4	(1.6)	94	(38.5)	5	(2.0)				
5. Have principals cite excellent attendance through internal newsletters, personal letters and/or in-person acknowledgments.	108	(44.3)	63	(25.8)	4	(1.6)	64	(26.2)	5	(2.0)				

Table 30 (continued)

Teacher Absence Policies	Never Considered Freq	(%)	Considered Not Implemented Freq	(%)	Tried & Dropped Freq	(%)	Tried & In Practice Freq	(%)	Did Not Respond Freq	(%)	Not Applicable Freq	(%)	Against State Law Freq	(%)
6. Send letters from superintendent to teachers with records of excessive absenteeism.	133	(54.5)	52	(21.3)	5	(2.0)	51	(20.9)	3	(1.2)				
7. Have teachers speak directly to their principals when reporting pending absences.	25	(10.2)	43	(17.6)	10	(4.1)	161	(66.0)	5	(2.0)				
8. Consider excessive absenteeism as a factor in rating teachers and granting tenure.	78	(32.0)	44	(18.0)	3	(1.2)	110	(45.1)	6	(2.5)	2	(0.8)	1	(0.4)
9. Convert unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year.	72	(29.5)	78	(32.0)	3	(1.2)	89	(36.5)	1	(0.4)	1	(0.4)		
10. Award severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.	78	(32.0)	53	(21.7)	3	(1.2)	104	(42.6)	5	(2.0)			1	(0.4)
11. Require a medical certificate after a specified number of consecutive working days have been missed.	13	(5.3)	35	(14.3)	10	(4.1)	182	(74.6)	3	(1.2)			1	(0.4)

Table 30 (continued)

Teacher Absence Policies	Never Considered Freq	(%)	Considered Not Implemented Freq	(%)	Tried & Dropped Freq	(%)	Tried & In Practice Freq	(%)	Did Not Respond Freq	(%)	Not Applicable Freq	(%)	Against State Law Freq	(%)
12. Require submitting of absence cause forms for absence shorter than the number required for the formal medical certificate.	85	(34.8)	51	(20.9)	5	(2.0)	95	(38.9)	6	(2.5)	1	(0.4)		
13. Maintain cost data on the salaries of substitute teachers.	13	(5.3)	7	(2.9)	1	(0.4)	216	(88.5)	7	(2.9)				
14. Distribute comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools.	113	(46.3)	57	(23.4)	11	(4.5)	55	(22.5)	6	(2.5)	2	(0.8)		
15. Have principals detail in a weekly report all absences including costs and explanation of management action.	188	(77.0)	36	(14.8)			13	(5.3)	6	(2.5)	1	(0.4)		
16. Establish a system-wide teacher absence control program and policy.	115	(47.1)	67	(27.5)			54	(22.1)	8	(3.3)				
17. Inform teachers of the teacher absence control program and policy through some regular method.	117	(48.0)	55	(22.5)			61	(25.0)	10	(4.1)	1	(0.4)		

Table 30 (continued)

Teacher Absence Policies	Never Considered		Considered Not Implemented		Tried & Dropped		Tried & In Practice		Did Not Respond		Not Applicable		Against State Law	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
18. Obtain teacher organization(s) cooperation as part of the teacher absence control program and policy.	102	(41.8)	71	(29.1)	6	(2.5)	56	(23.0)	8	(3.3)	1	(0.4)		
19. Inform negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges.	128	(52.5)	43	(17.6)	5	(2.0)	44	(18.0)	11	(4.5)	12	(4.9)	1	(0.4)
20. Provide service, such as medical, psychological and counseling, for teachers.	141	(57.8)	50	(20.5)	1	(0.4)	46	(18.9)	5	(2.0)	1	(0.4)		

Conversely, six teacher absence control policies received responses of 50.0 percent or greater that they had never been considered: having principals detail in a weekly report all absences including costs and explanation of management action (77.0%); scheduling faculty meetings, conferences and other important meetings on the days of the week identified as high absence days (73.8%); reducing the percentage of the total budget allocated for the salaries of substitute teachers (66.4%); providing service, such as medical, psychological and counseling, for teachers (57.8%); sending letters from the superintendent to teachers with records of excessive absenteeism (54.5%); and informing the negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges (52.5%).

Converting unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year has been considered by 32.0 percent but not implemented. Assigning the responsibility for improving teacher attendance to a specific top administrator has been considered by 31.6 percent but also not implemented.

When crosstabulations were made with the implementation status of each teacher absence control policy and three size constraints, large, medium and small public school districts, significance at ($p < .05$) occurred for nine policies

(Appendix S). The remaining 11 policies were not found to be significant at ($p < .05$); however, they have been included in the Appendixes for reference.

Responses to the four categories of implementation status for the policy of providing service, such as medical, psychological and counseling, for teachers yielded χ^2 (6df) of 45.37 with significance at the .0000 level (Appendix S20). The ($p < .05$) implies that a significant relationship does exist between district size and the responses to the teacher absence control policy of providing service, such as medical, psychological and counseling, for teachers. For this policy, large public school districts represented 47.8 percent of those public school districts which have tried and currently have in practice providing medical, psychological and counseling services. Within the group of 67 large public school districts, 22 public school districts have tried and currently have in practice the policy and 26 public school districts have considered it. Sixty-seven percent of the medium public school districts and 77.9 percent of the small public school districts have never considered providing medical, psychological and counseling service for teachers. Of the 171 medium and small public school districts, only 24 public school districts reported that they have tried and currently have in practice implementation of such services for teachers.

For the policy of having teachers speak directly to their principal when reporting pending absences, over 63 percent of the responses for the three different size public school districts were that they have tried the policy and currently have it in practice (Appendix S7). With χ^2 (6df) of 23.02 and ($p < .05$) at the .0008 level, there is reliable evidence that there is a relationship between district size and the responses to the teacher absence control policy of teachers speaking directly to their principals when reporting pending absences. Districts from the large and medium public school districts were more likely to have considered the policy, but small public school districts were more likely to have adopted having teachers speak directly to their principals when reporting pending absences as a policy.

One hundred percent of the large public school districts responded that they have considered (10.6%) or tried and currently have in practice (89.4%) the policy of requiring a medical certificate after a specific number of days have been missed (Appendix S11). Three-fourths of the total responses (75.8%) acknowledged that this policy has been tried and is currently in practice. The χ^2 (6df) of 27.45 is significant at ($p < .05$) for the relationship between district size and the responses to the implementation of the policy of requiring a medical certificate after a specific number of days have been missed.

With χ^2 (6df) of 20.90 and ($p < .05$), there also was a significant relationship noted between district size and the responses to the policy of distributing comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools (Appendix S14). At least one-fifth of all districts had tried and currently have in practice the policy, but 47.9 percent of all public school districts have never considered it. Among medium districts, 43.6 percent had never considered the policy, but 50 percent had either considered or have tried and currently have the policy in practice. One-third of the large districts reported to have never considered the policy; 60.6 percent of the large districts have considered or tried and currently have in practice the policy. Large and medium districts were more likely to have considered and tried the policy than small districts.

For the policy of obtaining teacher organization cooperation as part of the teacher absence control program and policy, 45.1 percent of the public school districts which responded never considered were small districts (Appendix S18). Approximately 40 percent of the public school districts responded that this policy had never been considered. Large and medium districts had the tendency to have tried and currently have in practice or considered obtaining teacher organization cooperation as part of the teacher absence control program and policy. The χ^2 (6df) of 22.54 with ($p < .05$) shows that district size

is significantly related to the responses of implementation of the policy of obtaining teacher organization(s) cooperation as part of the teacher absence control program and policy.

Medium districts were more likely to have established a system-wide teacher absence control program and policy and still have the program and policy in practice (Appendix S16). No districts reported having established a system-wide teacher absence control program and policy and later dropping the program. Of the public school districts to have never considered having a teacher absence control program, 43.5 percent were middle districts and 37.4 percent were small districts. Approximately half of the 236 responding public school districts (48.7%) reported that they had never considered this policy. With χ^2 (4df) of 10.98 and ($p < .05$) district size is significantly related to the responses to the personnel policy of establishing a system-wide teacher absence control program and policy.

Slightly over 50 percent of the districts (50.2%) had never considered informing teachers of the teacher absence control program and policy through some regular method (Appendix S17). These results are quite similar to the previously mentioned policy of establishing a system-wide teacher absence control program and policy. Again, of the districts to have never considered informing the teachers of the teacher absence control program and policy through some regular method, 42.7 percent were middle public school districts and 35.9 percent were small public school districts. Of the 26.2 percent of the

public school districts which have tried and currently have in practice the policy of informing teachers of teacher absence control program and policy through some regular method, 24.6 percent were large public school districts, 42.6 percent were medium public school districts, and 32.8 percent were small public school districts. A χ^2 (4df) of 9.82 was ($p < .05$) again establishing a significant relationship between district size and the responses to the personnel policy of informing teachers about the teacher absence control program and policy through some regular method.

The policy of considering excessive absenteeism as a factor in rating teachers and granting tenure has been tried and is currently in practice by 46.8 percent of the public school districts (Appendix S8). Large and medium public school districts tended to have tried this policy and currently have it in practice; whereas 27.7 percent of the small public school districts tended to have considered this policy with 31.6 percent implementing it. The responses to the policy of considering excessive absenteeism as a factor in rating teachers or granting tenure were significantly related to district size with χ^2 (6df) of 14.13 and ($p < .05$).

The last policy to show a significant relationship between district size and policy responses was the policy of scheduling faculty meetings, conferences and other important meetings on the days of the week identified as high absence days (Appendix S2). One hundred public school districts (74.7%) had never

considered this policy; 39 public school districts (16.2%) had considered it. Of the 18 public school districts to have tried this policy and currently practice it, 8 (44.4%) were medium public school districts. With χ^2 (6df) of 13.14 and ($p < .05$), there is reliable evidence that there is a relationship between district size and the responses to the policy of scheduling faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.

Each of the 20 implementation status responses was cross-tabulated with the estimated rate of teacher absenteeism which was divided into six levels (Appendix T). Only one policy was significant ($p < .05$) with χ^2 (15df) of 25.80. With significance at the .04 level, there is reliable evidence that a relationship between estimated rate of teacher absenteeism does exist with public school district responses to the policy of converting unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year (Appendix T). One-third of the public school districts with the highest levels of estimated teacher absenteeism responded that they have tried and currently have in practice the policy of converting unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year. Public school districts with estimated teacher absenteeism rates between 4.51 percent and 5.50 percent and the range 5.51 percent to 7.50 percent

trying and currently practicing this policy responded 41.1 percent respectively. Of the public school districts which had never considered this policy, 21.2 percent had estimated teacher absenteeism rates of 2.5 percent or less; 18.2 percent had estimated teacher absenteeism rates between 2.51 and 3.50 percent.

Crosstabulations were additionally programmed for three labels of sick days earned annually, conservative, average, and lenient, and the 20 implementation status responses (Appendix U). The responses to two policies were found to have a significant relationship with the number of sick days earned annually. The responses to the policy of providing medical, psychological and counseling services for teachers was found to be ($p < .05$) with χ^2 (6df) of 13.81 (Appendix U20). Almost 48 percent of the public school districts (47.7%) granting average leave of ten days responded that this policy has been tried and is currently in practice. The public school districts labelled lenient also had 47.7 percent to respond that this policy has been tried and is currently in practice. Over 53 percent of the districts (53.2%) to consider this policy were in the lenient category with 11 to 18 days of sick leave days earned annually. Within the school districts labelled as lenient, 54.8 percent had considered or tried and currently had the policy of providing medical, psychological and counseling services to teachers in practice. As the number of sick days

earned annually increased, more public school districts tended to respond with consideration or implementation of this policy.

The second policy to have a significant relationship between the responses to the policy and the number of sick days earned annually was the policy of requiring a medical certificate after a specified number of consecutive working days have been missed with χ^2 (6df) of 13.59 and ($p < .05$) (Appendix U11). Of the 223 responses used for the crosstabulation, 75.8 percent of the public school districts have tried and currently have in practice the policy. Over sixty-five percent of the public school districts representing each label of sick leave days earned annually have tried and currently have the policy in practice. Over fourteen percent (14.3%) of the public school districts have considered the policy. When combined with the 75.8 percent which have tried and currently have it in practice, 90.1 percent of the public school districts are represented. Of the ten public school districts to try and drop the policy, 8 public school districts (80%) were districts having lenient sick leave policies. Public school districts with conservative leave policies have tended to consider and implement the policy of requiring a medical certificate after a specified number of consecutive working days have been missed.

The summarization of discriminant functions for the implementation of teacher absence control policies displays the results of the stepwise procedure which provided the status of predictors most able to discriminate among the 20 implemented

teacher absence control policies (Table 31). Sick leave days earned annually appeared as first function predictors for 15 of the 20 teacher absence control policies. Regular number of teachers employed (excluding paraprofessional and substitute teachers) occurred as first function predictors for 13 of the 20 teacher absence control policies. With 12 appearances in first functions of the absence control policies, code representing the varied sizes of public school districts was the third most frequently occurring predictor. The three predictors, sick leave days earned annually, regular teachers employed and code denoting size, represent the optimal set of variables to be used in determining how school districts would respond to the 20 teacher absence control policies. Appendix V provides canonical discriminant functions and standardized canonical discriminant function coefficients for the implementation status of 20 teacher absence control policies and eight selected variables.

Evaluation of Teacher Absence Control Techniques

The fourth program statement was to ascertain how the implementation techniques of teacher absence control programs have been evaluated by public school administrators. The evaluation data was treated identically to the implementation data previously reviewed.

Table 31

Summarization of Discriminant Functions for Implementation of Teacher Absence Control Policies

Policy Implementation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
1. Assign responsibility for improving teacher attendance to a specific top administrator.	In	In	Out	In	Out	In	Out	In	3	7.84	3	.05	100.00
2. Schedule faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.	Out	Out	Out	Out	Out	In	Out	In	1	13.42	6	.04	71.38
3. Have reduction in the percentage of the total budget allocated for the salaries of substitute teachers.	Out	In	In	Out	In	Out	Out	In	2	15.33	6	.02	98.24
4. Require principals to review the attendance of all teachers under their supervision with the superintendent or his designee.	In	In	In	In	Out	In	Out	In	1	35.83	18	.01	61.21

Table 31 (continued)

Policy Implementation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
5. Have principals cite excellent attendance through internal newsletters, personal letters and/or in-person acknowledgments.	Out	Out	Out	In	In	In	In	Out	1	27.59	12	.01	60.16
6. Send letters from superintendent to teachers with records of excessive absenteeism.	Out	In	Out	Out	In	In	In	In	1	25.34	15	.05	62.66
7. Have teachers speak directly to their principals when reporting pending absences.	In	In	Out	In	In	In	In	Out	1	30.46	18	.03	60.46
8. Consider excessive absenteeism as a factor in rating teachers and granting tenure.	Out	In	Out	In	Out	Out	Out	In	1	15.96	9	.07	64.02
9. Convert unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year.	Out	In	In	In	In	Out	Out	In	2	17.79	8	.03	98.34

Table 31 (continued)

Policy Implementation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
10. Award severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.	Out	Out	In	Out	In	In	Out	In	1	22.73	12	.03	68.25
11. Require a medical certificate after a specified number of consecutive working days have been missed.	Out	In	Out	Out	Out	Out	In	In	2	10.17	4	.04	98.92
12. Require submitting of absence cause forms for absence shorter than the number required for the formal medical certificate.	In	Out	In	Out	Out	Out	In	In	1	18.69	12	.10	62.54
13. Maintain cost data on the salaries of substitute teachers.	In	Out	Out	In	Out	In	Out	Out	1	14.57	9	.10	66.96
14. Distribute comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools.	Out	In	Out	Out	Out	Out	Out	In	1	18.25	6	.01	96.76

Table 31 (continued)

Policy Implementation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
15. Have principals detail in a weekly report all absences including costs and explanation of management action.	In	Out	In	Out	Out	In	Out	In	1	29.31	8	.00	73.25
16. Establish a system-wide teacher absence control program and policy.	Out	Out	Out	In	In	In	Out	Out	1	20.12	6	.00	88.27
17. Inform teachers of the teacher absence control program and policy through some regular method.	Out	In	In	Out	In	In	Out	Out	1	19.70	8	.01	80.55
18. Obtain teacher organization(s) cooperation as part of the teacher absence control program and policy.	Out	In	Out	In	Out	Out	Out	In	1	26.34	9	.00	83.76
19. Inform negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges.	In	Out	Out	Out	In	In	Out	In	2	10.73	6	.10	83.38

Table 31 (continued)

Policy Implementation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
20. Provide service, such as medical, psychological and counseling, for teachers.	Out	In	Out	In	In	In	Out	In	1	56.44	10	.00	82.45
Total	7	12	7	10	10	13	5	15					

Table 32 presents the frequency of distribution on evaluative information on teacher absence control policies. Three teacher absence control policies were evaluated with over 50 percent of the responses for each policy as being essential teacher absence control policies: maintaining cost data on substitute teacher salaries (63.1%), having teachers speak directly to their principals when reporting pending absences (60.2%), and requiring a medical certificate for specified number of days missed (53.3%). When the responses for desirable policies are additionally considered with the responses for essential policies, maintaining cost data on substitute teacher salaries would have an 82 percent response rate, teachers speaking directly to their principals when reporting pending absences would have an 84 percent response rate, and lastly, requiring a medical certificate for specified number of days missed would have an 84.4 percent response rate.

Three other teacher absence control policies were recognized as being desirable teacher absence control policies with over 40 percent of the responses for each policy: that principals should cite excellent teacher attendance (48.4%), that the responsibility for improving teacher attendance should be assigned to a top administrator (41.0%) and that severance pay should be based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death (40.6%). Combining the percentage of responses for these desirable

Table 32

Frequency of Distribution on Evaluative Information on Teacher Absence Control Policies

Teacher Absence Policies (n = 244)	Essential Policy		Desirable Policy		Neither Desirable Nor Undesirable		Unnecessary and Undesirable		Detrimental		Did Not Respond		Not Applicable		Against State Law	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
1. Assign responsibility for improving teacher attendance to a specific top administrator.	65	(26.6)	100	(41.0)	46	(18.9)	21	(8.6)	2	(0.8)	10	(4.1)				
2. Schedule faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.	10	(4.1)	52	(21.3)	67	(27.5)	61	(25.0)	39	(16.0)	15	(6.1)				
3. Have reduction in the percentage of the total budget allocated for the salaries of substitute teachers.	18	(7.4)	38	(15.6)	64	(26.2)	54	(22.1)	51	(20.9)	19	(7.8)				
4. Require principals to review the attendance of all teachers under their supervision with the superintendent or his designee.	98	(40.2)	78	(32.0)	24	(9.8)	23	(9.4)	8	(3.3)	13	(5.3)				

Table 32 (continued)

Teacher Absence Policies	Essential Policy		Desirable Policy		Neither Desirable Nor Undesirable		Unnecessary and Undesirable		Detrimental		Did Not Respond		Not Applicable		Against State Law	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
5. Have principals cite excellent attendance through internal newsletters, personal letters and/or in-person acknowledgments.	55	(22.5)	118	(48.4)	33	(13.5)	16	(6.6)	6	(2.5)	16	(6.6)				
6. Send letters from superintendent to teachers with records of excessive absenteeism.	47	(19.3)	85	(34.8)	42	(17.2)	33	(13.5)	20	(8.2)	17	(7.0)				
7. Have teachers speak directly to their principals when reporting pending absences.	147	(60.2)	59	(24.2)	16	(6.6)	6	(2.5)			16	(6.6)				
8. Consider excessive absenteeism as a factor in rating teachers and granting tenure.	112	(45.9)	50	(20.5)	34	(13.9)	15	(6.1)	14	(5.7)	16	(6.6)	3	(1.2)		
9. Convert unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year.	51	(20.9)	94	(38.5)	33	(13.5)	31	(12.7)	16	(6.6)	17	(7.0)	1	(0.4)	1	(0.4)

Table 32 (continued)

Teacher Absence Policies	Essential Policy Freq (%)	Desirable Policy Freq (%)	Neither Desirable Nor Undesirable Freq (%)	Unnecessary and Undesirable Freq (%)	Detrimental Freq (%)	Did Not Respond Freq (%)	Not Applicable Freq (%)	Against State Law Freq (%)
10. Award severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.	63 (25.8)	99 (40.6)	31 (12.7)	22 (9.0)	11 (4.5)	16 (6.6)		2 (0.8)
11. Require a medical certificate after a specified number of consecutive working days have been missed.	130 (53.3)	72 (29.5)	23 (9.4)	5 (2.0)	3 (1.2)	10 (4.1)		1 (0.4)
12. Require submitting of absence cause forms for absence shorter than the number required for the formal medical certificate.	76 (31.1)	67 (27.5)	55 (22.5)	18 (7.4)	10 (4.1)	17 (7.0)	1 (0.4)	
13. Maintain cost data on the salaries of substitute teachers.	154 (63.1)	46 (18.9)	27 (11.1)	3 (1.2)	1 (0.4)	13 (5.3)		
14. Distribute comparative teacher attendance among all schools to highlight excessive absenteeism in specific schools.	46 (18.9)	65 (26.6)	55 (22.5)	32 (13.1)	32 (13.1)	12 (4.9)	2 (0.8)	

Table 32 (continued)

Teacher Absence Policies	Essential Policy		Desirable Policy		Neither Desirable Nor Undesirable		Unnecessary and Undesirable		Detrimental		Did Not Respond		Not Applicable		Against State Law	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
15. Have principals detail in a weekly report all absences including costs and explanation of management action.	25	(10.2)	61	(25.0)	74	(30.3)	49	(20.1)	20	(8.2)	14	(5.7)	1	(0.4)		
16. Establish a system-wide teacher absence control program and policy.	90	(36.9)	69	(28.3)	43	(17.6)	19	(7.8)	7	(2.9)	16	(6.6)				
17. Inform teachers of the teacher absence control program and policy through some regular method.	95	(38.9)	68	(27.9)	42	(17.2)	15	(6.1)	9	(3.7)	15	(6.1)				
18. Obtain teacher organization(s) cooperation as part of the teacher absence control program and policy.	83	(34.0)	85	(34.8)	40	(16.4)	13	(5.3)	7	(2.9)	15	(6.1)	1	(0.4)		
19. Inform negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges.	55	(22.5)	57	(23.4)	54	(22.1)	24	(9.8)	20	(8.2)	24	(9.8)	9	(3.7)	1	(0.4)
20. Provide service, such as medical, psychological and counseling, for teachers.	51	(20.9)	64	(26.2)	64	(26.2)	34	(13.9)	14	(5.7)	16	(6.6)	1	(0.4)		

teacher absence control policies with the percentage of responses in the essential policy category emphasizes that 70.9 percent acknowledged that principals should cite excellent teacher attendance, that 67.6 percent felt that the responsibility for improving teacher attendance should be assigned to a top administrator and 66.4 percent declared that severance pay should be based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.

Three other teacher absence control polciies yielded a combined percentage of essential and desirable responses over 60 percent; however, the individual essential and desirable policy responses did not rank these teacher absence control policies with the previously mentioned six teacher absence control policies. Obtaining teacher organization cooperation as part of the teacher absence control program and policy (68.8%), informing teachers of the teacher absence control program and policy through some regular method (66.8%) and establishing a teacher absence control program and policy (65.2%) were considered to be positive teacher absence control policies.

Scheduling meetings on high absence days (25.0%) and reducing the budget allocation for substitute teachers (22.1%) were the two policies found to be most unnecessary and undesirable. The same two teacher absence control policies appeared as most detrimental with 20.9 percent and 16.0 percent of the responses respectively.

The response category of neither desirable nor undesirable received approximately one-fourth of the responses for the following policies: scheduling meetings on high absence days (27.5%), reducing the budget allocation for substitute teachers (26.2%), providing medical, psychological and counseling services for teachers (26.2%), requiring absence cause forms for shorter duration absences (22.5%), distributing comparative teacher absence data (22.5%) and informing teacher organizations about sick leave becoming negotiable (22.1%).

When crosstabulations were made with the evaluation status of each teacher absence control policy and the three size constraints, large, medium and small public school districts, significance at the $p < .05$ occurred for three policies (Appendix T). Responses to the five categories of the evaluation status for the policy of providing medical, psychological and counseling services yielded χ^2 (8df) of 38.10 with significance at the .000 level (Appendix W20). Large school districts responded with 40.3 percent that the policy was essential; additionally, 40.3 percent responded that it was a desirable policy. School districts in the medium and small classifications noted that the policy was neither desirable nor undesirable with 35.2 percent and 32.4 percent respectively. Almost fifty percent (49.9%) of the total respondents answered that the policy of providing medical, psychological and counseling services for teachers was neither desirable nor undesirable, unnecessary and undesirable, or detrimental.

Over 86 percent of the total respondents found the teacher absence control policy of requiring a medical certificate after a specified number of days had been missed to be either an essential (55.8%) or a desirable (30.9%) policy (Appendix W11). Within the classification of large school districts, 96.8 percent found this policy essential and desirable. Medium school districts followed closely with 87.4 percent for the combined essential and desirable responses. Small districts were in consensus with 77.6 percent for the combined essential and desirable responses. Of the non-committal responses in the neither desirable nor undesirable category, 91.3 percent were from the medium and small school districts. With χ^2 (8df) of 22.17 and ($p < .05$), there is a significant relationship noted between district size and the policy of requiring a medical certificate after a specified number of days have been missed.

The third teacher absence control policy to have a significant relationship with district size was the policy of assigning responsibility for improving teacher attendance to a top administrator with a χ^2 (8df) of 23.63 and $p < .05$ (Appendix W11). The policy was considered desirable by 42.7 percent and essential by 27.8 percent. Almost 20 percent (19.7%) answered in the noncommital category of neither desirable nor undesirable. Large and medium school districts represented 80 percent of the school districts noting that this policy was essential. Over 78 percent of the respondents in the neither

desirable nor undesirable category were medium and small districts.

The daily estimated rate of teacher absenteeism was cross-tabulated with the evaluation status responses to the 20 teacher absence control policies to yield the responses of three teacher absence control policies showing a significant relationship with the estimated daily teacher absenteeism rate (Appendix X). With χ^2 (20df) of 35.11 and ($p < .05$), the evaluation responses to the teacher absence control policy of requiring principals to review the attendance of all teachers under their supervision with the superintendent or his designee show a significant relationship with the estimated daily teacher absenteeism rate (Appendix X4). Over 50 percent of the responses for each of the six levels of estimated teacher absenteeism rates responded were in the essential and desirable policy categories. Four levels of estimated teacher absenteeism rates responded with 75 percent to 95 percent for the combined categories of essential and desirable. Public school districts with estimated teacher absenteeism rates in Level 2 of 2.51 to 3.50 percent and Level 6 of 7.51 to 15.50 percent responded with combined percentages in the essential and desirable categories 87.1 percent and 95.0 percent respectively. Almost 40 percent (37.5%) of the school districts in Level 1, having the least amount of estimated teacher absenteeism of .0-2.5 percent, cited this policy as neither desirable nor undesirable.

The second teacher absence control policy to show a significant relationship with the estimated daily teacher absenteeism rate was awarding severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death with χ^2 of 34.06 (20df) and ($p < .05$) at the .03 level (Appendix X10). Over 64 percent of the responses for each of the six levels of estimated teacher absenteeism rates were in the essential and desirable categories. Public school districts with estimated teacher absenteeism rates in Level 3 of 3.51 to 4.50 percent and Level 5 of 5.51 to 7.50 percent responded with combined percentages in the essential and desirable categories 81.9 percent and 81.3 percent respectively. The neither desirable nor undesirable category received 15.9 percent of the responses for Level 3 within estimated teacher absenteeism rates between 3.51 and 4.50 percent and 21.6 percent for Level 4 with estimated teacher absenteeism rates between 4.51 and 5.50 percent. Twenty-five percent of the responses for Level 6, the highest level of estimated daily teacher absenteeism, declared this particular policy to be unnecessary and undesirable. Over twenty-seven percent of the total responses (27.3%) acknowledged neither desirable nor undesirable or negative opinions about awarding severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.

The responses to establishing a system-wide teacher absence control program and policy was the third teacher absence control policy to show a significant relationship with the estimated daily teacher absenteeism rate with a χ^2 of 32.58 (20df) and ($p < .05$) at the .04 level (Appendix X16). One half of the public school districts having an estimated teacher absenteeism rate between 7.51 and 15.50 percent responded that establishing a system-wide teacher absence control program and policy through some regular method was essential. Forty percent of this level supported the policy as being desirable, thus 90 percent of the responding Level 6 public school districts felt positively about this policy. The remaining ten percent responded that the policy of establishing a teacher absence control program was detrimental. From 50 percent of Level 1 to 75.7 percent of Level 5 answered that this policy was essential and desirable. Public school districts having lower than the national mean of teacher absenteeism at 4.8 percent (from this study) responded with a combined neither desirable nor undesirable and unnecessary and undesirable of 50 percent for Level 1, 32.2 percent for Level 2, 29.6 percent for Level 3, and 31.4 percent for Level 4.

The three labels of sick days earned annually were also crosstabulated with the 20 evaluation status responses (Appendix Y). Only one policy showed a significant relationship between sick days earned annually and the evaluation responses

to the 20 teacher absence control policies. Assigning responsibility for teacher absenteeism to a top administrator had a χ^2 (8df) of 23.51 with ($p < .05$) (Appendix Y1). School districts allowing between 11 and 18 days of sick leave to be earned annually responded with 36.1 percent that the policy was essential and with 33.7 percent that the policy was desirable. School districts allowing between no days to nine days of sick leave to be earned annually noted that the policy was desirable (48.3%) but not essential (20.7%). The school districts allowing ten days of sick leave earned annually responded with 44.2 percent that the policy was desirable and 23.1 percent that the policy was essential. While the policy seemed highly desirable, it was viewed as more essential to those school districts allowing the largest number of sick leave days to be earned annually.

Summarization of discriminant functions for the evaluation status of teacher absence control policies occurs in Table 33. This stepwise procedure provided the status of predictors which most ably discriminate among the 20 evaluated teacher absence control policies. Five teacher absence control policies were not considered when totals of the predictors were made, as each had not been significant at the .05 level, even in the first function analysis. Evidences of significant absence from teachers to suspect there is a problem with teacher absenteeism, satisfaction with teacher absenteeism and number of sick leave

Table 33

Summarization of Discriminant Functions for Evaluation of Teacher Absence Control Policies

Policy Evaluation	Status of Predictors (criteria for inclusion $p<.05$)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
1. Assign responsibility for improving teacher attendance to a specific top administrator.	Out	In	Out	In	In	Out	Out	In	1	45.34	16	.00	67.11
2. Schedule faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.	In	In	Out	Out	In	In	Out	In	1	46.35	20	.00	60.44
3. Have reduction in the percentage of the total budget allocation for the salaries of substitute teachers.	Out	Out	Out	Out	In	In	Out	In	2	12.70	6	.05	99.50
4. Require principals to review the attendance of all teachers under their supervision with the superintendent or his designee.	In	In	In	In	Out	In	Out	In	1	40.32	24	.02	62.19

Table 33 (continued)

Policy Evaluation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
5. Have principals cite excellent attendance through internal newsletters, personal letters and/or in-person acknowledgments.	In	In	Out	In	Out	Out	Out	Out	1	24.33	12	.02	59.00
6. Send letters from superintendent to teachers with records of excessive absenteeism.	Out*	In*	Out*	In*	Out*	In*	Out*	Out*	1	19.23	12	.08*	78.83
7. Have teachers speak directly to their principals when reporting pending absences.	Out*	Out*	In*	In*	In*	Out*	Out*	Out*	1	16.79	12	.16*	62.99
8. Consider excessive absenteeism as a factor in rating teachers and granting tenure.	No variable qualified for the analysis												
9. Convert unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year.	Out	Out	In	Out	In	Out	Out	Out	1	17.52	8	.03	79.71

Table 33 (continued)

Policy Evaluation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			%Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
10. Award severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.	In*	In*	Out*	In*	In*	In*	In*	In*	1	39.68	28	.07*	60.24
11. Require a medical certificate after a specified number of consecutive working days have been missed.	In	In	In	In	In	Out	Out	In	1	40.96	24	.02	44.38
12. Require submitting of absence cause forms for absence shorter than the number required for the formal medical certificate.	No variables qualified for the analysis												
13. Maintain cost data on the salaries of substitute teachers.	Out*	Out*	Out*	Out*	Out*	In*	In*	Out*	1	10.20	8	.25*	70.79
14. Distribute comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools.	Out	In	Out	In	In	In	Out	In	1	35.30	20	.02	69.94

Table 33 (continued)

Policy Evaluation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Tosckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
15. Have principals detail in a weekly report all absences including costs and explanation of management action.	In*	In*	Out*	In*	In*	In*	Out*	In*	1	35.19	24	.07*	70.53
16. Establish a system-wide teacher absence control program and policy.	In	Out	In	In	Out	In	Out	Out	2	19.98	9	.02	84.64
17. Inform teachers of the teacher absence control program and policy through some regular method.	In	Out	Out	In	In	In	Out	Out	1	30.57	16	.02	53.95
18. Obtain teacher organization(s) cooperation as part of the teacher absence control program and policy.	In	In	In	In	In	Out	Out	In	1	37.31	24	.04	58.80

Table 33 (continued)

Policy Evaluation	Status of Predictors (criteria for inclusion p<.05)								Number of Significant Functions Required	For Last Function			% Variance Explained to Total Analysis
	Pcabsent	Code	Toeckdaa	Evidsiga	Satistar	Regtsemp	Tchdayr	Sckdaear		χ^2	df	p	
19. Inform negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges.	Out	Out	Out	Out	In	In	Out	In	1	23.25	12	.03	83.41
20. Provide service, such as medical, psychological and counseling, for teachers.	In	In	Out	In	Out	In	Out	In	1	47.44	20	.00	69.58
Total	8	8	5	9	9	8	0	9					

*First discriminant function not significant at the .05 level.
Predictors not included in totals.

days earned annually appeared as first functions for nine of the 15 usable policies. Estimated percentage of daily teacher absenteeism, stratum of public school districts and regular number of teachers employed were first function predictors for eight of the policies. Number of teaching days in school calendar did not appear as a first function predictor. The six predictors having appeared as first function predictors for eight or nine policies represent the optimal set of variables to be used in determining how school districts would respond to the evaluation status of the 20 teacher absence control policies. Appendix Z provides canonical discriminant functions and standardized canonical discriminant function coefficients for the 20 teacher absence control policies and eight selected variables.

Summarization of Additional Teacher Absence Control Policies Implemented by Public School Districts

After public school administrators responded to the implementation and evaluation status of the 20 selected teacher absence control policies or techniques, space was provided for listing of additional policies implemented by public school districts.

Public school districts in Stratum 1 provided four additional policies. Two public school districts have tried and currently have in practice school incentive programs, such as cash

rebates to schools with low teacher absence rates. A Second Mile Plan by another district applies monetary awards to the pay of teachers for excellent attendance. Establishment of a sick leave bank was recommended as an essential policy by another Stratum 1 district.

Two of the same additional policies were given by Stratum 2 public school districts. One district recommended a school incentive program; another is considering dollar incentives for teachers and schools. Computerization and monthly print-outs to monitor daily teacher attendance, a central substitution center and more thorough preparation for substitute teachers were suggested by other Stratum 2 districts.

Five additional policies were given by Stratum 3 public school districts. Again school incentive plans and a sick leave bank were given. Another public school district recognizes each teacher with perfect attendance for each semester with a day of excused absence with pay. Have principals greet each teacher upon return from an absence and early discernment of absence patterns were also provided.

Two public school districts in Stratum 4 have principals presenting top attendance awards to teachers; two other districts have individual counseling and supervision of teachers with excessive absenteeism. Monthly teacher attendance reports by principals were also suggested.

One Stratum 5 district gives a $200 bonus in June to each teacher who has perfect attendance for the year. Secondly, superintendents send letters of commendation for teachers with good attendance.

Four Stratum 6 public school districts had the following additional policies: withhold an increment for excessive absenteeism even with a medical excuse; have five percent absenteeism as the limit before the absenteeism rate is recorded on the evaluation form for teachers acknowledging the teachers unsatisfactory for recontracting; pay $50 for every unused day of leave; and have principals give monthly reports on teacher absenteeism.

Non-Respondent Comparative Survey

One hundred fourteen questionnaires (30.6%) were not returned for analysis. Ten non-responding public school districts, representing 8.7 percent of the non-respondents, were polled by telephone with five selected questions from QTAPT.

When asked the estimated percentage of daily teacher absenteeism in 1980-1981, six of the ten public school districts provided the mean of estimated percentage of daily teacher absenteeism of 3.3 percent. This percentage is considerably lower than the mean of estimated percentage of daily teacher absenteeism of 4.8 percent; however, no Stratum 1 public school districts were telephoned because the stratum had had over an 80 percent response rate. Two public school districts provided the mean number of days missed per teacher, as six days or seven days; two public

school districts had no records to provide the data requested. Forty percent of the telephones non-respondents were unable to provide the estimated percentage of daily teacher absenteeism for the requested school year. Of the 244 public school districts to respond by mail, 10.6 percent were unable to provide the estimated percentage of daily teacher absenteeism. Since 40 percent of non-respondents could not answer this question and only 10.6 percent of the respondents could not answer this question, perhaps the question appearing first on QTAPT discouraged further examination and answering of the next ten questionnaire questions.

The second and third questions asked in the telephone survey related to Questions 8 and 9 on the QTAPT. When asked if there are evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism in your school district, 80 percent responded no and 20 percent yes. Public school districts which responded to the questionnaire by mail reported 63.1 percent no and 33.2 percent yes. The third question related to their satisfaction with teacher absenteeism in their districts. Fifty percent of the telephoned public school administrators answered no and 50 percent yes. Considerably more public school administrators contacted by telephone felt that there were no evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism in their districts. Yet on the question of satisfaction with the teacher absence rates in their districts, 30 percent of the telephoned public

school administrators changed to answer their dissatisfaction with teacher absence rates. This question received similar results from the mail and telephone surveys.

The fourth and fifth telephone questions asked public school administrators which techniques of teacher absence control programs they have implemented and how they would evaluate them. Forty percent reported that nothing had been tried related to teacher absence control. Specific essential policies given were: workshop for principals to explain their importance in improving teacher attendance; letters to teachers to cite good attendance; principals to monitor teacher absenteeism closely; dismissal for "grossly excessive" absenteeism; severance pay; and in-service program for teachers to explain the importance of their presence in the classroom. Two personnel policies were prefaced with remarks of their ineffectiveness: teachers may take seven days without pay anytime with the approval of the superintendent and the central office substitute calling system.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE STUDY

This chapter presents a summary of the study, a discussion of the findings, and conclusions. Implications and recommendations for future study generated from analysis of the data conclude the study.

Summary

According to the review of literature, teacher absenteeism is increasing. Society is, at the same time, concerned with accountability for the expenditure of the tax dollar and the academic progress by students. In response to this, public school administrators have sought ways, or programs, to maximize the return of dollars spent. One of these programs has been in the area of curbing teacher absenteeism through the development and implementation of teacher absence control policies or techniques in public school districts where teacher absenteeism has been determined to be rising.

The basic purpose of the study was to determine the extent of teacher absenteeism in public schools for the 1980-1981 school year, establish if teacher absenteeism is perceived to be a problem by public school administrators, ascertain which techniques of teacher absence control programs have been

implemented in public schools, and ascertain how the implemented techniques of teacher absence control programs have been evaluated by public school administrators.

Three hundred seventy-three public school districts were randomly selected for participation in this study from the 11,332 public school districts with enrollments over 300 pupils. Using proportional allocation, the 373 public school districts were assigned to six strata: (1) 100,000 and over pupils; (2) 25,000 to 99,999 pupils; (3) 10,000 to 24,999 pupils; (4) 5,000 to 9,999 pupils; (5) 2,500 to 4,999 pupils; and (6) 300 to 2,499 pupils.

The survey instrument, Questionnaire on Teacher Absence Policies and Techniques (QTAPT) designed by the researcher, requested demographic data and specifically addressed the extent of teacher absenteeism in public schools for 1980-1981 and public school administrators perceptions of teacher absenteeism in their respective districts. Additionally, public school administrators were asked to respond to the implementation status of 20 specific teacher absence control policies or techniques in their districts and to evaluate each of the 20 teacher absence control policies or techniques.

The first mailing of the survey instrument was on October 31, 1981. Respondents were requested to indicate specific demographic data, to address the extent of teacher absenteeism in their public school districts and to acknowledge their

perceptions of teacher absenteeism in the respective districts. After a second mailing in December, 1981, 244 usable questionnaires, representing a 65.42 response rate, were processed for analysis.

The descriptive survey research design provided frequency-count data denoting the existence of specific variables and allowed for analytical interpretation of the interrelations between variables. Using The Statistical Package for the Social Sciences (SPSS), frequency tables and computations of the means for each variable were provided through Subprogram FREQUENCIES. Subprogram CROSSTABS produced crosstabulation tables showing relationships between selected variables. Lastly, Subprogram DISCRIMINANT performed discriminant analysis on the 20 teacher absence control policies or techniques and two specific variables related to perceptions about teacher absenteeism by public school administrators.

Findings

Summarization of the demographic characteristics of the respondent districts and data related to the four problem statements will be given under separate headings. Wherever appropriate, related studies and findings will be acknowledged. Few support findings will relate to the status and evaluation status of the 20 teacher absence control policies because this survey represents the first reported investigation of this

particular topic. Other studies have related to specific school systems and reported a few select policies in relationship to their school systems. This study purportedly examined 20 teacher absence control policies selected from literature on teacher absenteeism to determine the implementation status of each policy and how each policy would be evaluated.

Demographic Characteristics of the Respondent Districts

The demographic characteristics of the respondent districts will be summarized by each question asked on the QTAPT. Question 2 asked the respondents to circle the days of the week when most teachers were absent. Over 67 percent of the respondents acknowledged that Friday was the day when most teacher absences occur and Monday was acknowledged by 59.0% as the second highest teacher absence day. Marlin (1976), Johnson (1979) and Ross (1980) also found Friday to be the day when most teacher absences occur. Bundren (1974), Conner (1979), and the Ohio and Pennsylvania studies found Mondays and Fridays as the days with the highest rate of absence. Capitan, Costanzo and Klucher reported that the preponderance of research indicates the prevalence of teacher absenteeism on Mondays and Fridays. Only the Michigan study deviated from this trend with only Monday given as the day when most absences occur.

According to the responses to Question 3 of QTAPT, teacher absences occurred most frequently in February (41.8%), January (40.2%) and March (35.2%). Ross (1980) found more absences

occurring during January, March and May in his assessment of teacher absenteeism in a metropolitan California public school district. Marlin (1976) reported that more absences occurred during May.

The days of substitute time purchased for 1980-1981, Question 4 of QTAPT, ranged between 26 days for a Stratum 6 public school district to 307,969 days for a Stratum 1 public school district. This data is rather meaningless unless coupled with cost of substitutes or number of regular teachers employed and number of teaching days in the school calendar year which allow further computation to determine the estimated percentage of daily teacher absenteeism.

One hundred eighty teaching days were in the regular school calendar during 1980-1981 for 41.8 percent of the respondents. Question 5 determined the range of teaching days in the regular school calendar to be 171 days to 200 days. With the evidence of different responses given to this question, public school districts had varied numbers of teaching days in the regular school calendar.

The data received from Question 6, the mean number of regular teachers (excluding paraprofessionals and substitute teachers) employed in responding public school districts, determined that 14 teachers were employed by the smallest responding district and 52,473 as part of the teaching force for the largest district. Again, this information is only meaningful when coupled with additional data.

Analysis of Question 7 was lenghty due to the numerous varied personnel policies given by the respondents. Each type of leave will be briefly summarized.

The most frequent response to sick leave days earned annually and sick leave days accrued annually was ten days and the range for both policy categories was one to 18 days. Almost half of the respondents (48.4%) allow an unlimited number of sick leave days to be totally accrued; the remaining 51.6 percent of the respondents allow 8 to 295 days to be totally accrued as sick leave.

The recent ERS study found that 45 percent of all reporting systems had no policy limiting accumulation of sick leave (1981:vi). Similarly, in this study 48.4 percent of all responding districts reported that they had unlimited total accrual of sick leave. In this study 100 percent of those who responded had a sick leave policy. The ERS study quoted in Education Week that 100.0 percent of the public school districts reported having a sick leave policy (December 14, 1981:15).

Two days of personal leave was the most frequent response in this study with the range being no days to seven days. Personal leave days were frequently attached to sick leave allowances. Most public school districts (61.5%) allow no personal leave days to be accrued annually and 64.8 percent allow no total accrued personal leave days.

Approximately one-third of the public school districts (30.7%) have established the policy of no professional days earned annually; however 68.3 percent of those respondents to write in additional remarks mentioned that approval must be given before professional leave is allowed. Over three-fourths of the respondents (78.7%) allow no professional days to be accrued annually or totally accrued.

Approximately one-third of the public school districts (30.7%) have established the policy of providing no emergency days to be earned annually. Written statements frequently acknowledged the relationship of emergency leave with sick and/or personal leave. Almost three-fourths of the respondents (73.4%) allow no emergency days to be accrued annually and 74.6 percent allow no total accrued emergency days.

No civic days were earned annually by teachers in 41.4 percent of the responding public school districts. Many respondents acknowledged the varied interpretations of civic leave. No civic days were accrued annually and totally accrued by 76.6 percent of the respondents.

When asked the other types of leave available for teachers, 36.5 percent responded that they provide no other types of leave days to be earned annually; however, public school districts also listed a myriad of responses considered as other types of leave, such as bereavement, legal business, military duty, and religious leave. Other types of leave days accrued

annually were not allowed by 68.9 percent of the respondents and the total accrued other types of leave days allowed public school teachers were no days by 69.3 percent of the districts.

Questionnaire preparers were mainly assistant/associate superintendents or directors of personnel (47.5%), or secondly, superintendents (30.3%).

Extent of Teacher Absenteeism

The results of the investigation of the extent of teacher absenteeism for the 1980-1981 school year given as the first problem statement were a mean of 4.8 percent estimated daily teacher absenteeism for the responding public school districts. This percentage is higher than the mean of teacher absence rates of 4.3 percent reported by ERS in its study of teacher absenteeism data for 1978-1979. This percentage also exceeds the mean of teacher absence rates due to all paid absences in all reporting systems by the type of community served, 4.7 percent (urban) and 4.6 percent (suburban) (p.v).

The results of the data analysis of crosstabulations of strata and responses to estimated daily teacher absenteeism were significant at the .007 level. Fifty percent of the public school districts having the lowest estimated daily teacher absenteeism rate of 2.50 percent or lower were the smallest public school districts. Twenty percent of the largest public school districts had the highest level of estimated daily teacher

absenteeism of 7.51 to 15.50 percent. Analysis of daily teacher absenteeism of 5.51 percent or higher was 33.3 percent for Stratum 1, 37 percent for Stratum 2, 28.9 percent for Stratum 3, 17.1 percent for Stratum 4, 22.0 percent for Stratum 5 and 43.9 percent for Stratum 6.

Differences in research designs and in data cited prohibit direct comparisons with the ERS study of 1978-1979 data. The trend does exist, however, in the ERS study and this survey for higher daily teacher rates to be in the larger public school districts and lowest rates to be in the smaller public school districts.

Perceptions of Teacher Absenteeism by Public School Administrators

The second problem statement, relating to the perceptions of teacher absenteeism by public school administrators, was addressed with two questions, requiring yes or no responses. Question 8 asked if there are evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism in your school district. Of the 235 responses, 154 responses (63.1%) acknowledged that they had no evidences of significant absence from teachers. One-third (33.2%) responded that they did have evidences of significant teacher absenteeism. There was a significant relationship at the .0000 level between responses to evidences of significant absence from teachers and three public school district sizes, large with 25,000 or more pupils, medium with 5,000 to 24,999 pupils and small with 300

to 4,999 pupils. Within large school districts, 60.9 percent responded positively to this question; medium and small public school districts responded with 71.3 percent and 80.5 percent respectively that there was no evidence of significant teacher absenteeism.

When coupled with Question 8, which asked public school administrators if they were satisfied with the teacher absenteeism rate in their district, an interesting observation can be made. While 63.1 percent acknowledged in Question 8 that there was no evidence of significant teacher absenteeism in their districts, in Question 9, 55.3 percent expressed dissatisfaction with the teacher absenteeism rate. This feeling was expressed by one respondent who wrote "Never totally satisfied" on the questionnaire below Question 9. Again there was a significant relationship at the .0000 level between satisfaction with teacher absenteeism rate and three public school district sizes. Large public school districts with 79.7 percent, medium public school districts with 55.9 percent and small public school districts with 42.1 percent acknowledged dissatisfaction with the teacher absenteeism rates in their districts. Even though medium and small public school districts acknowledged that there was no evidence of significant absence from teachers to suspect that teacher absenteeism is a problem, both size districts reflected that they were still not satisfied with their teacher absenteeism rate.

Only the responses of large public school districts may be compared to the recent ERS study which reported teacher absenteeism as a very high management concern (22.0%) or high management concern (42.9%) in large public school districts (1981:32). This study divided the concern question into two segments which yielded 60.9 percent of large districts having evidences of significant teacher absence and 79.7 percent citing dissatisfaction with the daily teacher absenteeism rate.

The results of the data analysis indicated that the responses of public school administrators did differ significantly at the .007 level in their opinions of evidences of significant teacher absence and their estimated daily teacher absenteeism rate. Public school districts having the highest daily absence rates reported more yes responses (57.1%) than no (42.9%). No significance was noted, however, to responses of evidences of significant teacher absence and the number of sick leave days earned annually.

When crosstabulations were made with responses to satisfaction with teacher absenteeism and the estimated daily teacher absence rate, significance at the .0000 level occurred.

There were distinct differences in the responses of public school districts having the lowest daily teacher absence rates and those having the highest daily teacher absence rate. Seventy-five percent of public school districts with the lowest estimated daily teacher absence rates answered that they were

satisfied with the daily teacher absence rate; 81 percent of public school districts with the highest estimated daily teacher absence rates responded dissatisfaction with the daily teacher absence rate. Again, the relationship between sick leave days earned and satisfaction with teacher absence did not prove to be significant.

Implementation Status of Teacher Absence Control Techniques

In reference to the third problem statement which was to ascertain the techniques of teacher absence control programs which have been implemented in public schools, public school administrators were asked to check the status of each policy: never considered; considered but not implemented; tried and dropped; and tried and currently in practice. Five teacher absence control policies or techniques were identified as having been tried and to be currently in practice: maintaining cost data on the salaries of substitute teachers (88.5%); requiring a medical certificate after a specified number of consecutive work days have been missed (74.6%); having teachers speak directly to their principals when reporting pending absences (66.0%); considering excessive absenteeism as a factor in rating teachers and granting tenure (45.1%); and lastly, awarding severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death (42.6%).

Similar findings of 58.7 percent for having teachers speak directly to their principals for reporting short-term absences were recorded in the collection of data for 1978-1979 (ERS, 1981: vi).

Six teacher absence control techniques received responses of over 50.0 percent of the public school districts that they had never been considered: having principals detail in a weekly report all absences including costs and explanation of management action (77.0%); scheduling faculty meetings, conferences and other important meetings on the days of the week identified as high absence days (73.8%); reducing the percentage of the total budget allocated for the salaries of substitute teachers (66.4%); providing service, such as medical, psychological and counseling, for teachers (57.8%); sending letters from the superintendent to teachers with records of excessive absenteeism (54.5%); and informing the negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges (52.5%).

Significance at ($p < .05$) occurred for nine policies when crosstabulations were made with the implementation of 20 teacher absence control techniques and the three size constraints for large, medium and small public school districts. This signifies that significant relationships exist between public school district size and responses to the nine teacher absence control techniques.

Large public school districts represent 47.8 percent of those public school districts which have tried and currently have in practice and 52.0 percent of the public school districts which have considered the policy of providing service, such as medical, psychological and counseling, for teachers. Sixty-seven percent of the medium public school districts and 77.9 percent of the small public school districts have never considered this policy. Only 24 of the 171 medium and small public school districts have tried and currently are implementing this policy.

For the policy of having teachers speak directly to their principal when reporting pending absences, 63.6 percent of the large public school districts, 64.9 percent of the medium public school districts and 73.4 of the small public school districts responded that they have tried the policy and currently have it in practice. Large and medium public school districts with 46.5 percent and 34.9 percent respectively were more likely to have considered the policy than small public school districts (18.6%) but small public school districts were more likely to have adopted it.

The third policy to show significance between district size and responses to the policy was requiring a medical certificate after a specific number of days have been missed. Three-fourths of the public school districts (75.8%) have tried and currently practice this policy. Within large public school districts, 100 percent responded that they have tried and

currently have the policy in practice (89.4%) and have considered it (10.6%). Within medium public school districts, over 90 percent responded that they have tried and currently have the policy in practice (79.2%) and have considered it (12.5%). Within small public school districts, over 80 percent reported that they have tried and currently practice the policy (60.3%) and have considered it (20.5%).

For the policy of distributing comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools, 47.9 percent of all public school districts have never considered it, 24.2 percent have considered it and 23.3 percent have tried and currently have the policy in practice. Small and medium public school districts with 44.2 percent and 36.3 percent respectively were more likely to have never considered this policy than large public school districts (33.3%). Medium public school districts (45.5%) were more likely to have tried and currently practice the policy than large and small public school districts with 27.3 percent and 27.3 percent respectively. When coupled with responses for consideration of the policy, large and medium public school districts with 60.6 percent and 50.0 percent respectively were more likely to have considered and tried the policy than small public school districts (32.9%).

The fifth policy to show significance between district size and responses to the policy was obtaining teacher organization cooperation as part of the teacher absence control program and

policy. Of the 43.4 percent of the public school districts which have never considered this policy, 17.6 percent were large, 37.3 percent were medium, and 45.1 percent were small public school districts. Within the 30.2 percent which have considered this policy, 36.6 percent were large public school districts, 39.4 percent were medium public school districts and 23.9 percent were small public school districts. Of the districts to have tried and currently practice this policy, 35.7 percent were large, 46.4 percent were medium, and 17.9 percent were small public school districts.

Over 48 percent of all public school districts have never considered the policy of establishing a system-wide teacher absence control program and policy. Of the public school districts to have tried and currently practice the policy, 27.8 percent were large public school districts, 40.7 percent were medium public school districts and 31.5 percent were small public school districts. Over 28 percent of the public school districts have considered this policy with 41.8 percent being large, 31.3 percent being medium and 26.9 percent being small public school districts.

Slightly over 50 percent of the districts have never considered the policy of informing teachers of the teacher absence control program and policy through some regular method with 42.7 percent being medium public school districts, 35.9 being small public school districts and 21.4 being large public school

districts. Of the 26.2 percent to have tried and currently practice the policy, 42.6 percent were medium, 32.8 percent were small and 24.6 percent were large public school districts.

Over 46 percent of the public school districts have tried and currently practice the policy of considering excessive absenteeism as a factor in rating teachers and granting tenure. Medium and large public school districts with 47.3 percent and 30.9 percent respectively represented the districts to have tried and currently practice the policy. In the considered category, 47.7 percent were small public school districts; however the never considered category revealed that 37.2 percent were medium public school districts and 37.2 percent were small public school districts.

The last policy to show a significant relationship between district size and policy responses was scheduling meetings, conferences and other important meetings on the days of the week identified as high absence days. Over 74 percent of the public school districts have never considered this policy. Within small public school districts 82.3 percent had never considered it, followed by 76.8 percent of the medium public school districts and 62.7 percent of the large public school districts which also had never considered it. Within the 16.2 percent to have considered this policy, 48.7 percent were large districts, 30.8 percent were medium districts and 20.5 percent were small public school districts. Only 7.5 percent had tried and currently

practice this policy with medium and large public school districts with 44.4 percent and 33.3 percent respectively representing the largest participation from school districts.

When the 20 implementation status responses were cross-tabulated with the six levels of the estimated rate of daily teacher absenteeism, only one policy, converting unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year, was significant at ($p < .05$). There is reliable evidence then that a relationship does exist between the levels of estimated rate of daily teacher absenteeism and the responses of implementation of this policy. Almost 37 percent of the public school districts have tried and currently practice this policy with almost 32 percent having considered it and almost 31 percent having never considered it. One-third of the public school districts with the highest level of estimated daily teacher absenteeism between 7.51 to 15.50 percent have tried and currently practice this policy. Public school districts with estimated daily teacher absenteeism rates between 4.51 and 5.50 percent and the range 5.51 to 7.50 percent responded 41.1 percent and 44.1 percent respectively that they have tried and currently practice this policy. Public school districts with estimated daily teacher absence rates of 2.50 percent and below had 53.8 percent to have never considered it but 30.8 percent also having this policy currently in practice.

When the number of sick leave days earned annually was crosstabulated with the implementation status of the 20 teacher absence control policies, the responses to two policies were found to have a significant relationship with the number of sick leave days earned annually. Over 58 percent of the public school districts have never considered the policy of providing medical, psychological and counseling services for teachers with 53.1 percent represented by public school districts with average (ten) sick leave days earned annually, 29.7 percent with lenient (11 to 18) sick leave days earned annually and 17.2 percent with conservative (nine or less) sick leave days earned annually. Of the 20 percent of the districts which have tried and currently practice this policy, 47.7 percent have ten sick leave days earned annually and 47.7 percent have 11 to 18 sick leave days earned annually. Within the category, have considered this policy, 38.3 percent had ten sick leave days earned annually and 53.2 percent had 11 to 18 sick leave days earned annually.

The policy of requiring a medical certificate after a specified number of consecutive working days have been missed has been tried and is currently practiced by 75.8 percent of the public school districts. Within that category, 51.5 percent allow ten sick leave days to be earned annually and 37.3 percent allow 11 to 18 sick leave days to be earned annually. When the category of having considered the policy is combined with the category of having tried and currently practice the policy,

93.1 percent of public school districts having nine or less sick leave days to be earned annually are represented, 93.6 percent of public school districts allowing ten sick leave days to be earned annually are represented and lastly 84.5 percent of the public school districts allowing 11 to 18 sick leave days to be earned annually are represented.

Three predictors were determined by discriminate analysis as first function predictors at ($p < .05$) for the implementation status of the 20 teacher absence control policies. The number of sick leave days earned annually, regular number of teachers employed and varied sizes of public school districts represented the optimal set of variables to be used when determining how public school districts would respond to the 20 teacher absence control policies. One of the predictors, regular number of teachers employed, is directly related to public school district size also concluding that the variable of public school district size has a strong significant relationship with the responses to implementation of the 20 teacher control policies.

Evaluation Status of Teacher Absence Control Techniques

The fourth problem statement was to ascertain how the implemented techniques of teacher absence control programs have been evaluated by public school administrators. Responses were given as follows: essential; desirable; neither desirable nor undesirable; unnecessary and undesirable; and detrimental. Three teacher absence control policies or techniques were

evaluated with over 50 percent of the responses for each policy as being essential teacher absence control policies: maintaining cost data on the salaries of substitute teachers (63.1%); having teachers speak directly to their principals when reporting pending absences (60.2%); and requiring a medical certificate after a specified number of consecutive working days have been missed. When these responses are coupled with the responses for desirable policies, maintaining cost data on salaries of substitute teachers received 82.0 percent of the responses for the policy, teachers speaking directly to their principals when reporting pending absences received 84.0 percent of the responses and requiring a medical certificate for a specified number of consecutive work days missed received 84.4 percent of the responses.

Three other teacher absence control policies received over 40 percent of their responses in the desirable category: having principals cite excellent attendance through internal newsletters, personal letters and/or in-person acknowledgments (48.4%); assigning responsibility for improving teacher attendance to a specific top administrator (41.0%); and awarding severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death (40.6%). When combined with the percentage of responses in the essential category, having principals cite excellent teacher attendance received 70.9 percent of the responses, assigning responsibility for improving teacher attendance to a top administrator received

67.6 percent and awarding severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death received 66.4 percent of the responses.

Two teacher absence control policies were found to be unnecessary and undesirable: scheduling faculty meetings, conferences and other important meetings on the days of the week identified as high absence days (25.0%) and reducing the percentage of the total budget allocated for the salaries of substitute teachers (22.1%). The same two policies appeared as most detrimental with 20.9 percent and 16.0 percent of the responses respectively.

The neither desirable nor undesirable response category received approximately one-fourth of the responses for the following policies: scheduling faculty and other important meetings on high absence days (27.5%); reducing the budget allocation for substitute teachers (26.2%); providing medical, psychological and counseling services for teachers (26.2%); requiring absence cause forms for shorter duration absences (22.5%); distributing comparative teacher attendance data (22.5%); and informing teacher organizations about sick leave becoming negotiable (22.1%).

Crosstabulations were made with the evaluation status of the 20 teacher absence control policies and the three size constraints: large public school districts having 25,000 or more pupils; medium public school districts with 5,000 to 24,999 pupils; and small public school districts having 300 to

4,999 pupils. With significance at ($p < .05$), the responses to three policies are significantly related to public school district size. Over 50 percent of the public school districts acknowledged that the policy of providing medical, psychological, and counseling services was an essential (22.5%) and desirable (28.2%) policy. Large public school districts responded 40.3 percent in the essential category and 40.3 percent in the desirable category. Medium and small public school districts noted this policy to be neither desirable nor undesirable with 35.2 percent and 32.4 percent respectively. Almost fifty percent of the public school districts answered that this policy was neither desirable nor undesirable, unnecessary and undesirable, or detrimental.

Over 86 percent of the public school districts acknowledged that requiring a medical certificate after a specified number of days have been missed was essential (35.8%) or desirable (30.9%). Large public school districts answered 69.4 percent for essential and 27.4 percent for desirable. Medium public school districts responded with 87.4 percent for the two same combined categories, and small public school districts reported 77.6 percent for the combined categories. Only 13.3 percent of the public school districts responded with the neither desirable nor undesirable, unnecessary and undesirable and detrimental categories.

The third teacher absence control policy to have responses have a significant relationship with district size was the policy of assigning responsibility for improving teacher attendance to a top administrator. Public school districts responded 27.8 percent for this policy being an essential policy and 42.7 percent for it being desirable. Approximately 20 percent answered in the non-commital category of neither desirable nor undesirable. Large and medium districts with 35.4 percent and 44.6 percent respectively noted this policy to be essential; medium and small districts with 28.6 percent and 66.7 percent respectively noted this policy to be unnecessary and undesirable.

Crosstabulation of daily estimated teacher absenteeism rate with the evaluation status of the 20 teacher absence control policies yielded the responses of three teacher absence policies to be significant at ($p < .05$). Over 76 percent acknowledged the policy of requiring principals to review the attendance of all teachers under their supervision with the superintendent or his designee as being an essential (41.7%) or desirable (34.5%) policy. Additionally, over 50 percent of the responses for each level of estimated daily teacher absenteeism were in the essential and desirable categories. Public school districts having teacher absence rates between 7.51 to 15.50 percent acknowledged 95 percent of their responses for the essential (60%) and desirable (35%) categories. Public school districts having daily teacher absence rates of 4.51 to 5.50

percent acknowledged 36.5 percent and 38.5 percent for the essential and desirable categories respectively. The public school districts having the lowest level of daily teacher absenteeism reported 54.1 percent for the combined categories. Approximately 23 percent of the public school districts acknowledged neither desirable nor undesirable, unnecessary and undesirable and detrimental categories.

The evaluation responses to the policy of awarding severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation or death were also significantly related to levels of daily teacher absenteeism. Over 72 percent of the public school districts answered that this policy was essential (26.7%) or desirable (46.0%). In fact, over 64 percent of the responses for each level of estimated daily teacher absenteeism were in the essential and desirable categories. School districts with daily teacher absence rates of 3.51 to 4.50 and 5.51 to 7.50 percent answered 81.9 percent and 81.3 percent respectively that this policy was essential and desirable. (Of the public school districts to respond that the policy was neither desirable nor undesirable, 26.9 percent had daily teacher absence rates of 3.51 to 4.50 percent and 42.3 percent recorded 4.51 to 5.50 percent daily teacher absenteeism.) The combined categories of neither desirable nor undesirable, unnecessary and undesirable, and detrimental yielded 27.3 percent of the public school districts;

conversely, 26.7 percent of the public school districts found this policy to be essential.

Responses to establishing a system-wide teacher absence control program and policy through some regular method also showed significance with levels of daily teacher absenteeism. Approximately 68 percent of the public school districts responded that this policy was essential (36.9%) and desirable (32.0%). Ninety percent of the public school districts having the highest levels of daily teacher absenteeism between 7.51 to 15.0 percent answered that this policy was essential. One-third of the districts to acknowledge this policy to be neither desirable nor undesirable were districts having 4.51 to 5.50 percent daily teacher absenteeism, 23.1 percent had 3.51 to 4.50 percent and 23.1 percent recorded the lowest level of daily teacher absenteeism of 2.50 or lower percent.

The three labels of sick leave days earned annually, conservative (nine or less days), average (ten days) and lenient (11 to 18 days) when crosstabulated with the evaluation status of the 20 teacher absence control policies yielded one policy to show a significant relationship at ($p < .05$) with the policy responses. Approximately 40 percent of the public school districts responded that the policy of assigning responsibility for teacher absenteeism to a specific top administrator was a desirable policy and 27.8 percent answered essential. Within the essential category 50 percent of the responses were given by school districts having lenient sick leave policies and 40

percent by school districts having average leave policies. Approximately 31 percent of the public school districts responded that this policy was neither desirable nor undesirable, unnecessary and undesirable and detrimental. Within the neither desirable nor undesirable category public school districts allowing average sick leave accounted for 43.5 percent of the responses and districts allowing lenient leave accounted for 41.3 percent of the responses.

Three predictors were determined by discriminate analysis as first function predictors for the evaluation status of the 20 teacher absence control policies. Evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism, satisfaction with teacher absenteeism, number of sick leave days earned annually, estimated percentage of daily teacher absenteeism, public school district size and regular number of teachers employed represented the optimal set of variables to be used when determining how public school districts would respond to the policies.

A variety of additional teacher absence control policies was provided in the write-in space at the conclusion of the 20 teacher absence control policies. Incentive systems, involving cash awards, sick leave banks, and careful monitoring of teacher attendance were representative examples.

The non-respondent telephone survey yielded the following results: those public school districts which estimated their

daily teacher absenteeism rate had a lower rate than the mail survey respondents; telephone respondents were unable to respond to the questions of estimated daily teacher absenteeism four times more than mail respondents; on the questions of evidence of significant teacher absenteeism and satisfaction with daily teacher absenteeism, telephone and mail respondents provided similar results; few teacher absence control techniques have been tried by the telephone respondents.

Conclusions

Conclusions for this study are:

1. Mondays and Fridays are the days of the week when teacher absenteeism is reported to be highest.
2. February, January and March are the months of the year when most teachers are absent.
3. Ten annual sick leave days and two annual personal leave days were the most frequent responses of the types of leave provided public school teachers.
4. Approximately one-half of the sampled population allow an unlimited number of sick leave days to be totally accrued.
5. Public school districts appear to have no definite pattern in providing professional, emergency, civic and other types of leave.
6. The mean of estimated daily teacher absenteeism rate was 4.8 percent for all public school districts.

This compares with the ERS study of teacher absenteeism for 1978-1979 which reported 4.3 percent.

7. The highest daily teacher absence rates were recorded by public school districts having 10,000 or more pupils. The lowest daily teacher absence rates were recorded by public school districts having 300 to 9,999 pupils.

8. Public school administrators responded that they have no evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism, yet they were also more likely to express dissatisfaction with the daily teacher absenteeism rates in their districts.

9. Public school districts were most likely to evaluate these policies as essential and/or desirable: having teachers speak directly to their principals when reporting pending absences; requiring a medical certificate after a specified number of consecutive working days have been missed; assigning responsibility for improving teacher attendance to a specific top administrator; maintaining cost data on the salaries of substitute teachers; requiring principals to review the attendance of all teachers under their supervision with the superintendent or his designee; and awarding severance pay based, in whole or in part, on unused

sick leave at the time of retirement, resignation, or death.

10. Public school districts were most likely to have never considered the policies of distributing comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools, providing service, such as medical, psychological and counseling, for teachers, and scheduling faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.

11. Public school districts with the highest levels of estimated daily teacher absenteeism responded that the policies of requiring principals to review the attendance of all teachers under their supervision with the superintendent or his designee and establishing a system-wide teacher absence control program and policy were essential.

12. Public school districts with lenient sick leave policies were most likely to list as essential and desirable the policies of assigning responsibility for improving teacher attendance to a specific top administrator and requiring principals to review the attendance of all teachers under their supervision with the superintendent or his designee.

13. As the number of sick leave days earned annually increased, public school districts considered and implemented the policy of providing service, such as medical, psychological and counseling, for teachers.
14. Public school districts having average and lenient sick leave policies were most likely to select the policy of requiring a medical certificate after a specified number of consecutive working days have been missed.
15. Large public school districts were most likely to evaluate the policy of providing service, such as medical, psychological and counseling, for teachers as essential or desirable than medium and small public school districts which provided negative or non-committal opinions about this policy.
16. Large public school districts tried and currently practice the policies of providing service, such as medical, psychological and counseling, for teachers, requiring a medical certificate after a specified number of consecutive working days have been missed and considering excessive absenteeism as a factor in rating teachers and granting tenure more than medium and small public school districts.
17. Medium public school districts were most likely to have tried and currently practice or consider the

policies of obtaining teacher organization(s) cooperation as part of the teacher absence control program and policy, establishing a system-wide teacher absence control program and policy, and distributing comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools than small and large public school districts.

18. Small public school districts were most likely to have implemented and currently practice the policy of having teachers speak directly to their principals when reporting pending absences than medium and large districts.

Implications

The results of this study have important implications for public school districts which are attempting to deal with the problem of teacher absenteeism by implementing teacher absence control policies or techniques:

1. Public school administrators and school board members attempting to make decisions about conserving monetary resources should be closely observant of their teacher absence rate and costs connected with it.
2. Public school districts should maintain more accurate records in order to monitor teacher absenteeism and its concomitant effects.

3. Public school districts need to isolate which teacher absence control policies have positive effects upon teacher attendance and morale in the form of a model for varied public school districts.

Recommendations for Future Study

From the results of this investigation, the following direct and related suggestions for future study seem appropriate:

1. Replicate this study with additional specific teacher absence control policies and techniques.
2. Conduct a long term study to determine the effects of selected teacher absence control policies or techniques on the rate of daily teacher absenteeism.
3. Analyze the work ethic of the American public school teacher.
4. Investigate the specific reasons for teacher absenteeism in selected districts. Query public school teachers to determine which policies would more likely encourage teachers to have better attendance.
5. Examine the effects of excessive or high level teacher absenteeism on the patterns of attendance and achievement of students.

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APPENDIXES

APPENDIX A

YEAR OF REPORTING PUPIL MEMBERSHIP AND SOURCE OF DATA

APPENDIX A

Year of Reporting Pupil Membership and Source of Data

	Pupil Membership	Source of Data
Alabama	1978	ED*
Alaska	1979	ED
Arizona	1978	ED
Arkansas	1979	ED
California	1977	ED**
Colorado	1979	ED
Connecticut	1979	ED
Delaware	1979	ED
District of Columbia	1979	ED
Florida	1979	ED
Georgia	1979	Department of Education (Georgia)
Hawaii	1979	ED
Idaho	1979	ED
Illinois	1979	ED
Indiana	1979	ED
Iowa	1979	ED
Kansas	1979	ED
Kentucky	1979	ED
Louisiana	1979	ED
Maine	1979	ED
Maryland	1979	ED
Massachusetts	1977	ED**
Michigan	1979	State Directory
Minnesota	1979	ED
Mississippi	1979	ED
Missouri	1979	ED
Montana	1979	ED
Nebraska	1979	ED
Nevada	1979	ED
New Hampshire	1979	ED
New Jersey	1979	Department of Education (New Jersey)
New Mexico	1978	ED
New York	1979	ED
North Carolina	1979	ED
North Dakota	1979	ED
Ohio	1979	ED
Oklahoma	1979	ED
Oregon	1979	ED
Pennsylvania	1979	ED
Rhode Island	1979	ED
South Carolina	1979	ED
South Dakota	1979	ED
Tennessee	1978	ED
Texas	1979	ED
Utah	1979	ED
Vermont	1979	ED
Virginia	1979	ED
Washington	1979	ED
West Virginia	1979	ED
Wisconsin	1979	ED
Wyoming	1979	ED

*Education Directory: Local Education Agencies (Fall, 1980) by Jeffrey R. Williams and Warren A. Hughes

**Education Directory: Public School Systems (1977-78) by Jeffrey Williams and Sallie Warf

APPENDIX B

COMPUTATION OF PUBLIC SCHOOL DISTRICT REPRESENTATION FOR STUDY

APPENDIX B

Computation of Public School District Represention for Study

$$d = Yc \sqrt{(1-\frac{n}{N}) \quad (\frac{P(1-p)}{n-1})}$$

$$.05 = 1.96 \sqrt{(1-\frac{n}{11,332}) \quad (\frac{1}{4(n-1)})}$$

$$.0255 = \sqrt{(\frac{11,322-n}{11,332}) \quad (\frac{1}{4(n-1)})}$$

$$.0065 = (\frac{11,332-n}{11,332}) \quad (\frac{1}{4(n-1)})$$

$$.00065 \cdot 11,332(n-1) = 11,221-n(\tfrac{1}{4})$$

$$7.3658(n-1) = \frac{11,332-n}{4}$$

$$29.4632(n-1) = 11,332-n$$

$$29.4632n-29.4632 = 11,332-n$$

$$29.4632n + n = 11,332 + 29.4632$$

$$30.4632n = 11361.4632$$

$$n = 372.95$$

KEY

d = precision in percentage
Yc = ordinate confidence level
N = population size
n = sample size
p = proportion observed

APPENDIX C

SAMPLED DISTRICTS BY STRATA AND STATES

APPENDIX C

SAMPLED DISTRICTS BY STRATA AND STATES

	(1) 100,000 and over			(2) 25,000 to 99,999			(3) 10,000 to 24,999			(4) 5,000 to 9,999			(5) 2,500 to 4,999			(6) 300 to 2,499			Total	
	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	Sam.	Ret.
AL	0	0	0	5	3	2	5	0	0	28	1	0	48	1	0	39	0	0	5	2
AK	0	0	0	1	0	0	0	0	0	2	0	0	2	0	0	27	0	0	0	0
AZ	0	0	0	5	3	2	6	2	2	12	3	1	20	0	0	89	2	1	10	6
AR	0	0	0	1	0	0	3	0	0	9	0	0	25	1	1	254	4	2	5	3
CA	2	2	0	24	11	10	83	16	10	98	7	3	107	3	1	394	7	7	46	31
CO	0	0	0	3	3	1	11	3	3	7	2	2	13	0	0	83	1	0	9	6
CN	0	0	0	1	0	0	5	1	0	26	1	1	45	3	1	73	1	1	6	3
DE	0	0	0	1	0	0	0	0	0	3	0	0	6	0	0	4	0	0	0	0
DC	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FL	4	4	4	9	4	2	12	2	2	14	2	1	15	0	0	12	0	0	12	9
GA	0	0	0	10	5	4	11	3	1	23	1	1	62	2	2	79	1	1	12	9
HI	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
ID	0	0	0	0	0	0	3	0	0	6	2	2	13	0	0	66	1	1	3	3
IL	1	1	1	2	0	0	15	4	3	43	3	3	92	2	1	644	10	6	20	14
IN	0	0	0	5	3	3	15	1	1	27	1	1	70	2	2	180	3	2	10	9
IA	0	0	0	0	0	0	7	1	0	11	2	2	16	1	1	344	5	3	9	6
KS	0	0	0	3	2	2	1	0	0	7	0	0	18	0	0	221	2	2	4	4
KY	1	1	1	1	0	0	5	1	1	23	2	1	57	4	2	91	1	0	9	5
LA	0	0	0	7	2	2	12	1	1	20	1	0	19	0	0	6	0	0	4	3
ME	0	0	0	0	0	0	0	0	0	3	1	1	19	0	0	83	0	0	1	1
MD	4	4	3	3	1	1	7	1	1	5	0	0	5	0	0	0	0	0	6	5
MA	0	0	0	2	2	1	15	2	2	49	4	2	82	2	1	129	1	1	11	7

APPENDIX C (continued)

	(1) 100,000 and over			(2) 25,000 to 99,999			(3) 10,000 to 24,999			(4) 5,000 to 9,999			(5) 2,500 to 4,999			(6) 300 to 2,499			Total	
	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	No.	Sam.	Ret.	Sam.	Ret.
MI	1	1	1	5	2	1	17	1	0	46	4	3	111	4	2	305	3	2	15	9
MN	0	0	0	3	1	1	9	1	0	19	1	0	35	1	0	304	2	2	6	3
MS	0	0	0	1	0	0	1	1	1	19	2	1	52	2	1	80	2	2	7	5
MO	0	0	0	2	0	0	11	1	1	20	1	1	33	1	0	323	2	0	5	2
MT	0	0	0	0	0	0	0	0	0	3	1	1	6	0	0	92	1	0	2	1
NE	0	0	0	2	2	1	1	0	0	5	0	0	7	0	0	157	1	0	3	1
NV	0	0	0	2	2	2	0	0	0	1	0	0	4	0	0	7	0	0	2	2
NH	0	0	0	0	0	0	2	0	0	1	0	0	12	0	0	75	1	0	1	0
NJ	0	0	0	3	1	0	13	2	2	47	5	4	90	2	2	342	3	2	13	10
NM	0	0	0	1	0	0	2	0	0	10	0	0	12	1	1	44	0	0	1	1
NY	1	1	1	2	0	0	23	2	1	78	6	1	141	3	1	408	3	1	15	5
NC	0	0	0	7	4	3	22	3	3	47	4	4	42	1	1	24	0	0	12	11
ND	0	0	0	0	0	0	0	0	0	4	0	0	6	1	1	82	1	1	2	2
OH	0	0	0	6	2	2	16	2	2	60	4	3	160	4	2	365	3	2	15	11
OK	0	0	0	2	1	0	4	0	0	11	1	1	19	1	1	303	2	1	5	3
OR	0	0	0	1	0	0	5	1	1	16	1	1	25	0	0	121	0	0	2	2
PA	1	1	1	2	1	1	23	1	1	75	4	2	199	5	3	247	2	2	14	10
RI	0	0	0	0	0	0	3	0	0	6	0	0	14	1	0	15	1	0	2	0
SC	0	0	0	3	1	1	15	2	2	20	2	1	23	1	0	31	0	0	6	4
SD	0	0	0	0	0	0	2	0	0	1	0	0	8	0	0	94	1	1	1	1
TN	1	1	1	4	3	3	8	1	0	36	2	1	42	1	1	95	0	0	8	6
TX	2	2	1	17	7	3	40	5	5	38	2	1	103	1	0	569	4	3	21	13
UT	0	0	0	4	2	2	4	0	0	7	0	0	7	0	0	16	1	1	3	3
VT	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	90	0	0	0	0
VA	1	1	1	8	3	3	13	3	3	30	2	2	33	2	2	48	1	1	12	12
WA	0	0	0	3	1	1	17	1	1	22	0	0	32	3	3	138	1	1	6	6
WV	0	0	0	1	1	1	11	2	2	19	2	2	12	0	0	12	0	0	5	5
WI	0	0	0	2	0	0	7	0	0	18	0	0	47	1	1	326	2	1	3	2
WY	0	0	0	0	0	0	2	1	1	2	0	0	5	0	0	35	1	0	2	1
Total	21	21	17	164	73	55	487	68	53	1077	77	50	2017	57	34	7566	77	50	373	259

APPENDIX D

QUESTIONNAIRE ON TEACHER ABSENCE POLICIES AND TECHNIQUES

Code _____

Questionnaire on Teacher Absence Policies and Techniques

Using data from the 1980-81 school year, respond to the following questions.

1. What was the estimated percentage of daily teacher absenteeism? _____ percent

2. Circle the day(s) of the week when most teacher absences occurred.

   Monday Tuesday Wednesday Thursday Friday

3. Circle the month(s) of the school year when most teacher absences occurred.

   August September October November December January February

   March April May June

4. How many days of substitute time did you have to hire or purchase?
   _____ days of substitute time

5. How many teaching days were in the regular school calendar year for 1980 - 1981? _____ teaching days in school year

6. How many regular teachers (exclude paraprofessional and substitute teachers) were employed in your district? _____ teachers

7. Indicate the types of leave available.

Type of leave	Number of days earned annually	Days accrued annually	Total number of accrued days allowed
Sick			
Personal			
Professional			
Emergency			
Civic			
Other			

8. Are there evidences of significant absence from teachers to suspect that there is a problem with teacher absenteeism in your school district? Circle one.

   yes no

9. Are you satisfied with the teacher absenteeism rate in your district? Circle one.

   yes no

10. Policies, or techniques, related to teacher absence are given below. After reading each policy, or technique, respond to each aspect of this part of the questionnaire in two ways. Firstly, by using the categories in STEP 1 (at the left) designate with a check the status of each policy, or technique, in your school district. Secondly, by using the categories in STEP 2 (at the right) evaluate each policy, or technique, by placing a check (√) in one of the five evaluation categories.

STEP 1

(A) Never considered
(B) Considered but not implemented
(C) Tried and dropped
(D) Tried and currently in practice

STEP 2

(1) Essential policy, or technique, related to teacher absence
(2) Desirable policy, or technique, but not essential, related to teacher absence
(3) Neither desirable nor undesirable policy, or technique, related to teacher absence
(4) Unnecessary and undesirable policy, or technique, related to teacher absence
(5) Detrimental policy, or technique, related to teacher absence

STEP 1				Teacher Absence Policies or Techniques	STEP 2				
A	B	C	D		1	2	3	4	5
				1. Assign responsibility for improving teacher attendance to a specific top administrator.					
				2. Schedule faculty meetings, conferences and other important meetings on the days of the week identified as high absence days.					
				3. Have reduction in the percentage of the total budget allocated for the salaries of substitute teachers.					
				4. Require principals to review the attendance of all teachers under their supervision with the superintendent or his designee.					
				5. Have principals cite excellent attendance through internal newsletters, personal letters and/or in-person acknowledgments.					
				6. Send letters from superintendent to teachers with records of excessive absenteeism.					
				7. Have teachers speak directly to their principals when reporting pending absences.					
				8. Consider excessive absenteeism as a factor in rating teachers and granting tenure.					
				9. Convert unused sick leave to higher retirement benefits and/or pay for unused sick leave, in whole or in part, at the end of each year.					

STEP 1				Teacher Absence Policies or Techniques	STEP 2				
A	B	C	D		1	2	3	4	5
				10. Award severance pay based, in whole or in part, on unused sick leave at the time of retirement, resignation, or death.					
				11. Require a medical certificate after a specified number of consecutive working days have been missed.					
				12. Require submitting of absence cause forms for absence shorter than the number required for the formal medical certificate.					
				13. Maintain cost data on the salaries of substitute teachers.					
				14. Distribute comparative teacher attendance data among all schools to highlight excessive absenteeism in specific schools.					
				15. Have principals detail in a weekly report all absences including costs and explanation of management action.					
				16. Establish a system-wide teacher absence control program and policy.					
				17. Inform teachers of the teacher absence control program and policy through some regular method.					
				18. Obtain teacher organization(s) cooperation as part of the teacher absence control program and policy.					
				19. Inform negotiating teacher organization(s) that existing sick leave privileges could become the subject of future negotiations unless a new pattern emerges.					
				20. Provide service, such as medical, psychological and counseling, for teachers.					
				Please list and evaluate additional policies your district implemented.					
				1.					
				2.					
				3.					
				4.					
				5.					

11. Position of person completing the questionnaire. _____

A COPY OF YOUR PERSONNEL POLICIES SPECIFICALLY RELATED TO TEACHER ABSENCES WOULD BE BENEFICIAL AND APPRECIATED. THANK YOU FOR YOUR TIME AND THOUGHT. PLEASE RETURN THE QUESTIONNAIRE, COPY OF YOUR PERSONNEL POLICIES RELATED TO TEACHER ABSENCES AND, PERHAPS, REQUEST FOR COPY OF STUDY SUMMARY AS PROMPTLY AS POSSIBLE.

HEARTFELT THANKS,

APPENDIX E

QUESTIONNAIRE ON TEACHER ABSENCE POLICIES AND TECHNIQUES REVIEW PANEL

APPENDIX E

Questionnaire on Teacher Absence Policies and Techniques Review Panel

Superintendent of Schools
Croswell-Lexington Public Schools
Croswell, Michigan

Assistant Superintendent for Personnel

Alexandria, Virginia

Dr. A. Bernard Hatch

Dayton, Ohio

Dr. David E. Jones, Jr.
Director of Personnel

Norfolk, Virginia

Dr. Eugene Karol
Calvert County Public Schools

Frederick, Maryland

PERLANS CORPORATION

Cincinatti, Ohio

Superintendent of Schools
Isle of Wight County Public Schools
Isle of Wight, Virginia

Superintendent of Schools
Poquoson Public Schools

Poquoson, Virginia

Mr. Wiley M. Waters
Administrative Assistant, Personnel

Newport News, Virginia

APPENDIX F

LETTER OF INTRODUCTION FOR FIRST MAILING OF THE QUESTIONNAIRE ON TEACHER ABSENCE POLICIES AND TECHNIQUES

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

October 15, 1981

_____
_____
_____

Dear Dr. _____ :

As an administrator for _____ Schools, your experiences regarding personnel policies and techniques related to teacher absenteeism should be an invaluable resource for other educational administrators. The enclosed questionnaire has been designed to take fifteen to twenty minutes to complete and will involve utilization of personnel reports from the 1980-81 school year. Any concerted job actions by teachers should not be considered for the purpose of this questionnaire.

You may be assured of complete confidentiality. No school district will be isolated when the data are compiled. The code number affords accurate recordkeeping.

The results of this research will be made available to all interested parties. You may receive a summary of the results by completing the separate request form and enclosing it in the return envelope with the questionnaire.

I would be most happy to answer any questions about the questionnaire. Please write or call 1-804-357-3813 (home) or 1-804-599-7177/7020 (office).

Enjoy a cup of coffee while you are completing the questions. I greatly appreciate _____ Schools being a part of the study. Thank you personally for your assistance.

Sincerely,

Linda T. Hornback
Virginia Polytechnic Institute
and State University
Doctoral Researcher

/gms

APPENDIX G

REQUEST FOR STUDY SUMMARY FORM

Request for Copy of Study Summary

NAME _____

TITLE _____

ADDRESS _____

CITY/TOWN _____ STATE _____ ZIP _____

APPENDIX H

LETTER OF INTRODUCTION FOR SECOND MAILING OF THE QUESTIONNAIRE ON TEACHER ABSENCE POLICIES AND TECHNIQUES

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

December 11, 1981

_____
_____
_____

Dear _____ :

You may remember receiving my previous request for your participation in completing the Questionnaire on Teacher Absence Policies and Techniques. Perhaps your questionnaire has crossed this letter in the mail. If so, thank you for assisting in this survey.

I have been pleased with the number of responses received but would like _____ Public Schools to be compiled with districts of similar size from the other forty-nine states. Your administrative experiences regarding personnel policies and techniques related to teacher absenteeism hopefully will provide beneficial information for future administrative consideration, plans and/or action. If you desire a summary of the results, complete the separate request form and enclose it in the return stamped envelope with the questionnaire.

The questionnaire will take fifteen to twenty minutes to complete and will utilize personnel reports from the 1980-81 school year. Concerted job actions by teachers during that school year should not be considered in your data. Complete confidentiality will be assured. The code number provides for accurate recordkeeping.

Any questions about this study may be asked by calling 1-804-357-3813 (home) or 1-804-599-7177/7020 (office at Christopher Newport College).

Hope you will be able to extract the necessary time from your hectic schedule to complete this questionnaire. Thank you for your personal efforts on behalf of the education administrators who will benefit from the results of this study and this grateful doctoral researcher. Wishing you a pleasant holiday and restful break.

Sincerely,

Linda T. Hornback
Doctoral Researcher
Virginia Polytechnic Institute
and State University

LTH/ces

APPENDIX I

RESPONDENTS TO THE QUESTIONNAIRE ON TEACHER ABSENCE CONTROL POLICIES AND TECHNIQUES

APPENDIX I

RESPONDENTS TO THE QUESTIONNAIRE ON TEACHER ABSENCE POLICIES AND TECHNIQUES

Stratum	Number of Questionnaires Mailed	Number of Questionnaires Returned	Percentage of Questionnaires Returned	Number of Questionnaires Returned Unanswered	Number of Usable Questionnaires	Percentage Usable Questionnaires
1 (over 100,000)	21	17	80.95	0	17	80.95
2 (25,000-99,999)	73	55	75.34	4	51	69.86
3 (10,000-24,999)	68	53	77.94	3	50	73.53
4 (5,000- 9,999)	77	50	63.64	3	47	61.04
5 (2,500- 4,999)	57	34	59.64	2	32	56.14
6 (300- 2,499)	77	50	64.94	3	47	61.04
Total	373	259	69.46	15	244	65.42

APPENDIX J (1-20)

VARIED PERSONNEL POLICIES RELATED TO TYPES OF LEAVE AVAILABLE FOR PUBLIC SCHOOL TEACHERS

APPENDIX J1

Varied Personnel Policies Related to Sick Leave Days Earned Annually

Personnel Policies	Frequency
Unlimited number of days available	1
10 days first year, 7 days thereafter	1
10 days first year, 8 days thereafter	1
8.3 days with 20 additional allowed with salary deduct	1
Sick and personal leave combined	2
Sick and personal leave combined (11 days cumulative)	2
10 local days, 5 state days	1
8 local days, 5 state days	1
5 local days, 5 state days	2
5 state days	1
10-15 days	4
(Did not respond)	1
Total	18

APPENDIX J2

Varied Personnel Policies Related to Sick Leave Days Accrued Annually

Personnel Policies	Frequency
10 days first year, 7 days thereafter	1
10 days first year, 8 days thereafter	1
Sick and personal leave combined	1
Sick and personal leave combined (11 days cumulative)	2
7 days first 3 years	1
8 local, 5 state days	1
5 local, 5 state days	2
5 state days	1
10-15 days	4
(Did not respond)	3
Total	17

APPENDIX J3

Varied Personnel Policies Related to Total Accrued Sick Leave Days Allowed Public School Teachers

Personnel Policies	Frequency
100-135 days	1
5 state days	1
Unlimited state days, 5 local days	1
Unlimited state days, 20 local days	1
Unlimited state days, 90 local days	1
Unlimited state days, 180 local days	1
(Did not respond)	4
Total	10

APPENDIX J4

Varied Personnel Policies Related to Personal Days Earned Annually by Public School Teachers

Personnel Policies	Frequency
Unlimited days	1
2 days with salary deductions	1
1 day elementary level, 5 days high school level, salary deductions	1
Use 2 days of sick leave, 3 substitute deductions	1
2 days with substitute deductions	1
Comprehensive leave	2
Use sick leave	4
Sick and personal leave combined (11 days cumulative)	1
Sick and personal leave combined (15 days cumulative)	1
Use 2 days of sick leave	5
Use 3 days of sick leave	10
Use 4 days of sick leave	1
Use 6 days of sick leave	10
7 days of 12 sick leave days for other than illness	1
As approved	2
3 local days	1
2 local days	1
(Did not respond)	6
Total	50

Key

Salary deductions - One day of pay of teacher is subtracted for leave taken.

Substitution deductions - Pay for substitute is deducted from daily pay of teacher for each day of leave taken.

APPENDIX J5

Varied Personnel Policies Related to Personal Days Accrued Annually by Public School Teachers

Personnel Policies	Frequency
2 days with salary deductions	1
Accrue as sick leave	5
Out of sick leave	1
Comprehensive leave	1
6 days of sick leave	2
As approved	2
Not applicable	1
(Did not respond)	9
Total	22

Key

Not applicable - If a public school district offered unlimited personal leave, no days could be accrued.

APPENDIX J6

Varied Personnel Policies Related to Total Accrued Personal Days Allowed Public School Teachers

Personnel Policies	Frequency
Accrue as sick leave	8
Use 6 days of sick leave	2
Taken sick leave	5
None except 6 with severance pay	1
5 days with salary deductions	1
Comprehensive leave	1
As approved	2
Unlimited	7
Not applicable	1
(Did not respond)	8
Total	36

APPENDIX J7

Varied Personnel Policies Related to Professional Days Earned Annually by Public School Teachers

Personnel Policies	Frequency
As approved	69
Varies	8
Unlimited	7
3 days authorized if sick leave has been exhausted	1
1 day per 8 teachers	1
Each school granted a day per 5 teachers	1
5 days within 5 years	1
15 days for entire district	1
250 days for entire district	1
Principal assigned 1 day per teacher	1
Out of sick leave	2
Comprehensive leave	4
Teacher association and staff development	2
As required	2
(Did not respond)	27
Total	128

APPENDIX J8

Varied Personnel Policies Related to Professional Days Accrued Annually by Public School Teachers

Personnel Policies	Frequency
As approved	13
Teacher association and staff development	1
Not applicable	1
(Did not respond)	27
Total	42

APPENDIX J9

Varied Personnel Policies Related to
Total Accrued Professional Days
Allowed Public School Teachers

Personnel Policies	Frequency
As approved	13
Unlimited	2
Teacher association and staff development	1
Not applicable	1
(Did not respond)	25
Total	42

APPENDIX J10

Varied Personnel Policies Related to Emergency Days Earned Annually by Public School Teachers

Personnel Policies	Frequency
Covered by personal and sick leave	19
Covered by sick leave	15
As approved	15
Comprehensive leave	3
Varies	4
6 days of sick leave	3
5 days of sick leave	1
1 to 5 days deducted from accrued sick leave	1
3 to 5 days	1
3 days authorized if sick leave has been exhausted	1
1 to 5 days per death	1
Bereavement	1
As required	3
Not applicable	3
(Did not respond)	28
Total	99

APPENDIX J11

Varied Personnel Policies Related to Emergency Days Accrued Annually by Public School Teachers

Personnel Policies	Frequency
Covered by personal and sick leave	4
If 1 day, added to sick leave	1
6 days of sick leave	1
Taken from sick leave	1
6 days with severence pay	1
Varies	1
Comprehensive leave	1
Bereavement	1
As approved	7
Not applicable	2
(Did not respond)	29
Total	49

APPENDIX J12

Varied Personnel Policies Related to Total Accrued Emergency Days Allowed Public School Teachers

Personnel Policies	Frequency
Covered by personal and sick leave	3
6 days of sick leave	1
Taken from sick leave	1
Varies	1
Comprehensive leave	1
Bereavement	1
3 days authorized if sick leave has been exhausted	1
As approved	7
Not applicable	2
(Did not respond)	29
Total	47

APPENDIX J13

Varied Personnel Policies Related to Civic Days Earned Annually by Public School Teachers

Personnel Policies	Frequency
As approved	22
Jury as required	29
Jury and military duty	15
As required	12
Unlimited	4
Varies	3
Comprehensive leave	2
Taken from sick leave	2
Taken from professional leave	2
Covered by personal and sick leave	3
Military duty, 10 to 15 days	3
Not applicable	2
(Did not respond)	41
Total	140

APPENDIX J14

Varied Personnel Policies Related to Civic Days Accrued Annually by Public School Teachers

Personnel Policies	Frequency
As approved	8
Jury and military duty	1
Not applicable	2
(Did not respond)	46
Total	57

APPENDIX J15

Varied Personnel Policies Related to Total Accrued Civic Days Allowed Public School Teachers

Personnel Policies	Frequency
As approved	8
Jury and military duty	1
Not applicable	2
(Did not respond)	46
Total	57

APPENDIX J16

Varied Personnel Policies Related to Other Types of Leave Earned Annually by Public School Teachers

Personnel Policies	Frequency
Bereavement	6
1 to 2 days for bereavement	1
1 to 3 days for bereavement	5
1 to 5 days for bereavement	12
5 to 6 days for bereavement	4
7 to 8 days for bereavement	1
3 to 5 days for death of family member	1
3 days per death in immediate family	1
Taken from sick leave	2
Death and jury duty 3 to 5 days	2
Legal business	2
Military duty, 10 to 15 days	2
Uncompensated leave of absence	1
Under professional leave	1
Religious leave, 1 to 3 days	8
Varies	1
Comprehensive leave	1
Holiday leave without pay	1
Jury and military duty	1
Covered by personal and sick leave	1
As required	2
As approved	9
Maternity	5
Family illness, 2 to 5 days	3
Unpaid bereavement leave	1
Religious leave 1 day, bereavement 5 days	1
Family illness 3 days, bereavement 3 to 7 days	2
Funeral leave taken from sick leave	1
Not applicable	4
(Did not respond)	61
Total	143

APPENDIX J17

Varied Personnel Policies Related to Other Types of Leave Accrued Annually by Public School Teachers

Personnel Policies	Frequency
Taken from sick leave	1
1 to 5 days per death	1
Holiday leave without pay	1
As approved	6
Not applicable	3
(Did not respond)	62
Total	74

APPENDIX J18

Varied Personnel Policies Related to Total Accrued Other Types of Leave Days Allowed Public School Teachers

Personnel Policies	Frequency
Taken from sick leave	1
Holiday leave without pay	1
As approved	6
Not applicable	3
(Did not respond)	61
Total	72

APPENDIX K

CROSSTABULATION OF STRATUM OF PUBLIC SCHOOL DISTRICT AND ESTIMATED DAILY TEACHER ABSENTEEISM

STRATUM (CODE):

1 - 100,000 AND OVER PUPILS

2 - 25,000 TO 99,999 PUPILS

3 - 10,000 TO 24,999 PUPILS

4 - 5,000 TO 9,999 PUPILS

5 - 2,500 TO 4,999 PUPILS

6 - 300 TO 2,499 PUPILS

LEVELS OF ESTIMATED DAILY TEACHER ABSENTEEISM:

1 - 0 TO 2.50%

2 - 2.51 TO 3.50%

3 - 3.51 TO 4.50%

4 - 4.51 TO 5.50%

5 - 5.51 TO 7.50%

6 - 7.51 TO 15.50%

APPENDIX K

CROSSTABULATION OF STRATUM OF PUBLIC SCHOOL DISTRICT AND ESTIMATED DAILY TEACHER ABSENTEEISM

LEVEL \ CODE (COUNT / ROW PCT / COL PCT / TOT PCT)	1	2	3	4	5	6	ROW TOTAL
1	0 0.0 0.0 0.0	1 3.8 2.2 0.5	3 11.5 6.7 1.4	4 15.4 9.8 1.8	5 19.2 14.7 2.3	13 50.0 31.7 6.0	26 11.9
2	1 3.2 6.7 0.5	6 19.4 13.0 2.8	6 19.4 13.3 2.8	10 32.3 24.4 4.6	3 9.7 10.0 1.4	5 16.1 12.2 2.3	31 14.2
3	5 12.5 40.0 2.8	14 29.2 30.4 6.4	8 16.7 17.8 3.7	5 10.4 12.2 2.3	8 16.7 26.7 3.7	7 14.6 17.1 3.2	48 22.0
4	3 5.4 20.0 1.4	8 14.3 17.4 3.7	15 26.8 33.3 6.9	15 26.8 36.6 6.9	8 14.3 26.7 3.7	7 12.5 17.1 3.2	56 25.7
5	2 5.6 13.3 0.9	12 33.3 26.1 5.5	9 25.0 20.0 4.1	4 11.1 9.8 1.8	5 13.9 16.7 2.3	4 11.1 9.8 1.8	36 16.5
6	4 19.0 26.0 1.8	5 23.8 10.9 2.3	4 19.0 8.9 1.8	3 14.3 7.3 1.4	1 4.8 3.3 0.5	5 23.8 12.2 2.3	21 9.6
COLUMN TOTAL	15 6.9	46 21.1	45 20.6	41 18.8	30 13.8	41 18.8	218 100.0

15 OUT OF 36 (44.44) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.445
RAW CHI SQUARE = 45.72008 WITH 25 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0069
LAMBDA (ASYMMETRIC) = 0.00259 WITH LEVEL DEPENDENT. = 0.13372 WITH CODE DEPENDENT.
LAMBDA (SYMMETRIC) = 0.11377

NUMBER OF MISSING OBSERVATIONS = 26

APPENDIX L

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS IN PUBLIC SCHOOL DISTRICTS

PUBLIC SCHOOL DISTRICT SIZES (STRATUM):

LARGE - 25,000 OR MORE PUPILS

MEDIUM - 5,000 TO 24,999 PUPILS

SMALL - 300 TO 4,999 PUPILS

EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS:

NO

YES

APPENDIX L

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS IN PUBLIC SCHOOL DISTRICTS

STRATUM	EVIDSIGA: NO (0)	EVIDSIGA: YES (1)	ROW TOTAL
1	25	39	64
	39.1	60.9	27.2
	16.2	49.1	
	10.6	16.6	
2	67	27	94
	71.3	28.7	40.0
	43.5	33.3	
	28.5	11.5	
3	62	15	77
	80.5	19.5	32.8
	40.3	18.5	
	26.4	6.4	
COLUMN TOTAL	154	81	235
	65.5	34.5	100.0

RAW CHI SQUARE = 28.88252 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
LAMBDA (ASYMMETRIC) = 0.08511 WITH STRATUM DEPENDENT. = 0.17284 WITH EVIDSIGA DEPENDENT.
LAMBDA (SYMMETRIC) = 0.11712

NUMBER OF MISSING OBSERVATIONS = 9

APPENDIX M

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS IN PUBLIC SCHOOL DISTRICTS

LEVELS OF ESTIMATED DAILY TEACHER ABSENTEEISM:

1 - 0 TO 2.50%

2 - 2.51 TO 3.50%

3 - 3.51 TO 4.50%

4 - 4.51 TO 5.50%

5 - 5.51 TO 7.50%

6 - 7.51 TO 15.50%

EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS:

NO

YES

APPENDIX M

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS IN PUBLIC SCHOOL DISTRICTS

LEVEL	EVIDSIGA: NO (0)	YES (1)	ROW TOTAL
1	24	2	26
	92.3	7.7	12.3
	17.1	2.8	
	11.3	0.9	
2	24	7	31
	77.4	22.6	14.6
	17.1	9.7	
	11.3	3.3	
3	28	19	47
	59.6	40.4	22.2
	20.0	26.4	
	13.2	9.0	
4	33	19	52
	63.5	36.5	24.5
	23.6	26.4	
	15.6	9.0	
5	22	13	35
	62.9	37.1	16.5
	15.7	18.1	
	10.4	6.1	
6	9	12	21
	42.9	57.1	9.9
	6.4	16.7	
	4.2	5.7	
COLUMN TOTAL	140	72	212
	66.0	34.0	100.0

RAW CHI SQUARE = 16.00922 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0068
LAMBDA (ASYMMETRIC) = 0.0 WITH LEVEL DEPENDENT. = 0.04167 WITH EVIDSIGA DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01243

NUMBER OF MISSING OBSERVATIONS = 32

APPENDIX N

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS IN PUBLIC SCHOOL DISTRICTS

SICK LEAVE DAYS EARNED ANNUALLY:

CONSERVATIVE - 0 TO 9 DAYS

AVERAGE - 10 DAYS

LENIENT - 11 TO 18 DAYS

EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS:

NO

YES

APPENDIX N

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS IN PUBLIC SCHOOL DISTRICTS

LABEL	EVIDSIGA: NO (0)	YES (1)	ROW TOTAL
1	18	11	29
	62.1	37.9	13.3
	12.4	15.1	
	8.3	5.0	
2	76	33	109
	69.7	30.3	50.0
	52.4	45.2	
	34.9	15.1	
3	51	29	80
	63.8	36.3	36.7
	35.2	39.7	
	23.4	13.3	
COLUMN TOTAL	145	73	218
	66.5	33.5	100.0

RAW CHI SQUARE = 1.03617 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5957
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH EVIDSIGA DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 26

APPENDIX O

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVIDENCE OF SIGNIFICANT ABSENCE FROM TEACHERS AND SATISFACTION WITH TEACHER ABSENTEEISM RATE AND SEVEN SELECTED VARIABLES

CODES FOR SELECTED VARIABLES:

PCABSENT - ESTIMATED PERCENTAGE OF DAILY TEACHER ABSENTEEISM

CODE - STRATUM OF PUBLIC SCHOOL DISTRICTS

TOSCKDAA - TOTAL NUMBER OF ACCRUED SICK LEAVE DAYS ALLOWED

SATISTAR - SATISFACTION WITH TEACHER ABSENTEEISM

EVIDSIGA - EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS TO SUSPECT THERE IS A TEACHER ABSENTEEISM PROBLEM

REGTSEMP - NUMBER OF REGULAR TEACHERS (EXCLUDING PARAPROFESSIONALS AND SUBSTITUTES

TCHDAYR - NUMBER OF TEACHING DAYS IN 1980-1981 SCHOOL CALENDAR

SCKDAEAR - NUMBER OF SICK LEAVE DAYS EARNED ANNUALLY

APPENDIX O

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVIDENCE OF SIGNIFICANT ABSENCE FROM TEACHERS AND SEVEN SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.54754	100.00	100.00	0.5948207	0	0.6461883	80.128	3	0.0000

* MARKS THE 1 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1
CODE	0.40602
PCABSENT	-0.15080
SATISTAR	0.81161

APPENDIX O (CONTINUED)

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR SATISFACTION WITH TEACHER ABSENTEEISM RATE AND SEVEN SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.51779	100.00	100.00	0.5840797	0	0.6588509	76.567	3	0.0000

* MARKS THE 1 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1
CODE	-0.23165
PCABSENT	0.29431
EVIDSIGA	0.83460

APPENDIX P

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND SATISFACTION WITH TEACHER ABSENTEEISM RATE IN PUBLIC SCHOOL DISTRICTS

PUBLIC SCHOOL DISTRICT SIZES (STRATUM):

LARGE - 25,000 OR MORE PUPILS

MEDIUM - 5,000 TO 24,999 PUPILS

SMALL - 300 TO 4,999 PUPILS

SATISFACTION WITH TEACHER ABSENTEEISM:

NO

YES

APPENDIX P

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND SATISFACTION WITH TEACHER ABSENTEEISM RATE IN PUBLIC SCHOOL DISTRICTS

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	SATISTAR (NO) 0	SATISTAR (YES) 1	ROW TOTAL
1		51	13	64
		79.7	20.3	27.5
		37.8	13.3	
		21.9	5.6	
2		52	41	93
		55.9	44.1	39.9
		38.5	41.8	
		22.3	17.6	
3		32	44	76
		42.1	57.9	32.6
		23.7	44.9	
		13.7	18.9	
COLUMN TOTAL		135	98	233
		57.9	42.1	100.0

RAW CHI SQUARE = 20.39713 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
LAMBDA (ASYMMETRIC) = 0.02143 WITH STRATUM DEPENDENT. = 0.12245 WITH SATISTAR DEPENDENT.
LAMBDA (SYMMETRIC) = 0.06303

NUMBER OF MISSING OBSERVATIONS = 11

APPENDIX Q

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND SATISFACTION WITH TEACHER ABSENTEEISM RATE IN PUBLIC SCHOOL DISTRICTS

LEVELS OF ESTIMATED DAILY TEACHER ABSENTEEISM:

1 - 0 TO 2.50%

2 - 2.51 TO 3.50%

3 - 3.51 TO 4.50%

4 - 4.51 TO 5.50%

5 - 5.51 TO 7.50%

6 - 7.51 TO 15.50%

SATISFACTION WITH TEACHER ABSENTEEISM:

NO

YES

APPENDIX Q

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND SATISFACTION WITH TEACHER ABSENTEEISM RATE IN PUBLIC SCHOOL DISTRICTS

LEVEL	SATISTAR (NO) 0	SATISTAR (YES) 1	ROW TOTAL
1	6	18	24
	25.0	75.0	11.4
	4.9	20.5	
	2.9	8.6	
2	8	23	31
	25.8	74.2	14.8
	6.6	26.1	
	3.8	11.0	
3	32	15	47
	68.1	31.9	22.4
	26.2	17.0	
	15.2	7.1	
4	35	17	52
	67.3	32.7	24.8
	28.7	19.3	
	16.7	8.1	
5	24	11	35
	68.6	31.4	16.7
	19.7	12.5	
	11.4	5.2	
6	17	4	21
	81.0	19.0	10.0
	13.9	4.5	
	8.1	1.9	
COLUMN TOTAL	122	88	210
	58.1	41.9	100.0

RAW CHI SQUARE = 33.89771 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
LAMBDA (ASYMMETRIC) = 0.03797 WITH LEVEL DEPENDENT. = 0.30682 WITH SATISTAR DEPENDENT.
LAMBDA (SYMMETRIC) = 0.13415

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX R

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND SATISFACTION WITH TEACHER ABSENTEEISM RATE IN PUBLIC SCHOOL DISTRICTS

SICK LEAVE DAYS EARNED ANNUALLY:

CONSERVATIVE - 0 TO 9 DAYS

AVERAGE - 10 DAYS

LENIENT - 11 TO 18 DAYS

SATISFACTION WITH TEACHER ABSENTEEISM:

NO

YES

APPENDIX R

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND SATISFACTION WITH TEACHER ABSENTEEISM RATE IN PUBLIC SCHOOL DISTRICTS

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	SATISTAR NO (0)	YES (1)	ROW TOTAL
	1	18	11	29
		62.1	37.9	13.4
		14.5	12.0	
		8.3	5.1	
	2	63	44	107
		58.9	41.1	49.5
		50.8	47.8	
		29.2	20.4	
	3	43	37	80
		53.8	46.3	37.0
		34.7	40.2	
		19.9	17.1	
	COLUMN TOTAL	124	92	216
		57.4	42.6	100.0

RAW CHI SQUARE = 0.79009 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6737
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH SATISTAR DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 29

APPENDIX S

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

PUBLIC SCHOOL DISTRICT SIZES (STRATUM):

LARGE - 25,000 OR MORE PUPILS

MEDIUM - 5,000 TO 24,999 PUPILS

SMALL - 300 TO 4,999 PUPILS

IMPLEMENTATION STATUS OF TEACHER ABSENCE CONTROL POLICIES:

NEVER CONSIDERED

CONSIDERED BUT NOT IMPLEMENTED

TRIED AND DROPPED

TRIED AND CURRENTLY IN PRACTICE

APPENDIX S1

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR

STRATUM	RSPSTPA1 INFVER CO INSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	19	25	2	21	67
	28.4	37.3	3.0	31.3	28.0
	20.2	32.5	28.6	34.4	
	7.9	10.5	0.8	8.8	
2	38	27	1	27	93
	40.9	29.0	1.1	29.0	38.9
	40.4	35.1	14.3	44.3	
	15.9	11.3	0.4	11.3	
3	37	25	4	13	79
	46.8	31.6	5.1	16.5	33.1
	39.4	32.5	57.1	21.3	
	15.5	10.5	1.7	5.4	
COLUMN TOTAL	94	77	7	61	239
	39.3	32.2	2.9	25.5	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.962
RAW CHI SQUARE = 10.28177 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1133
LAMBDA (ASYMMETRIC) = 0.02055 WITH STRATUM DEPENDENT. = 0.04138 WITH RSPSTPA1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03093

NUMBER OF MISSING OBSERVATIONS = 5

APPENDIX S2

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS

STRATUM	SCHMTNG1 NEVER CONSIDERED	CONSID	TRIED & DROPPED	TRIED & IN	ROW TOTAL
1	42	19	0	6	67
	62.7	28.4	0.0	9.0	27.8
	23.3	48.7	0.0	33.3	
	17.4	7.9	0.0	2.5	
2	73	12	2	8	95
	76.8	12.6	2.1	8.4	39.4
	40.6	30.8	50.0	44.4	
	30.3	5.0	0.8	3.3	
3	65	8	2	4	79
	82.3	10.1	2.5	5.1	32.8
	36.1	20.5	50.0	22.2	
	27.0	3.3	0.8	1.7	
COLUMN TOTAL	180	39	4	18	241
	74.7	16.2	1.7	7.5	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.112
RAW CHI SQUARE = 13.14197 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0408
LAMBDA (ASYMMETRIC) = 0.04795 WITH STRATUM DEPENDENT. = 0.0 WITH SCHMTNG1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03332

NUMBER OF MISSING OBSERVATIONS = 3

APPENDIX S3

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS

STRATUM	REDPTTR1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	43	8	6	7	64
		67.2	12.5	9.4	10.9	27.0
		26.5	22.2	66.7	23.3	
		18.1	3.4	2.5	3.0	
	2	62	16	2	15	95
		65.3	16.8	2.1	15.8	40.1
		38.3	44.4	22.2	50.0	
		26.2	6.8	0.8	6.3	
	3	57	12	1	8	78
		73.1	15.4	1.3	10.3	32.9
		35.2	33.3	11.1	26.7	
		24.1	5.1	0.4	3.4	
	COLUMN TOTAL	162	36	9	30	237
		68.4	15.2	3.8	12.7	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.430
RAW CHI SQUARE = 9.37747 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1534
LAMBDA (ASYMMETRIC) = 0.02817 WITH STRATUM DEPENDENT. = 0.0 WITH REDPTTR1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01843

NUMBER OF MISSING OBSERVATIONS = 7

APPENDIX S4

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE

STRATUM	PRNRVATI NEVER CONSIDERED (11)	CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
1	26 38.8 32.9 10.9	17 25.4 27.4 7.1	1 1.5 25.0 0.4	23 34.3 24.5 9.6	67 28.0
2	33 35.5 41.8 13.8	25 26.9 40.3 10.5	0 0.0 0.0 0.0	35 37.6 37.2 14.6	93 38.9
3	20 25.3 25.3 8.4	20 25.3 32.3 8.4	3 3.8 75.0 1.3	36 45.6 38.3 15.1	79 33.1
COLUMN TOTAL	79 33.1	62 25.9	4 1.7	94 39.3	239 100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.121
RAW CHI SQUARE = 7.29446 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2945
LAMBDA (ASYMMETRIC) = 0.02740 WITH STRATUM DEPENDENT. = 0.02069 WITH PRNRVATI DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02405

NUMBER OF MISSING OBSERVATIONS = 5

APPENDIX S5

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS

STRATUM	PRNCTAT1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	19	23	1	23	66
	28.8	34.8	1.5	34.8	27.6
	17.6	36.5	25.0	35.9	
	7.9	9.6	0.4	9.6	
2	48	22	2	22	94
	51.1	23.4	2.1	23.4	39.3
	44.4	34.9	50.0	34.4	
	20.1	9.2	0.8	9.2	
3	41	18	1	19	79
	51.9	22.8	1.3	24.1	33.1
	38.0	28.6	25.0	29.7	
	17.2	7.5	0.4	7.9	
COLUMN TOTAL	108	63	4	64	239
	45.2	26.4	1.7	26.8	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.105
RAW CHI SQUARE = 10.36109 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1102
LAMBDA (ASYMMETRIC) = 0.01379 WITH STRATUM DEPENDENT. = 0.03053 WITH PRNCTAT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02174

NUMBER OF MISSING OBSERVATIONS = 5

APPENDIX S6

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM

STRATUM	LSUPEXA1	11	12	13	14	ROW TOTAL
	COUNT	NEVER CONSIDERED	CONSID	TRIED & DROPPED	TRIED & IN	
	ROW PCT					
	COL PCT					
	TOT PCT					
1		38	16	2	11	67
		56.7	23.9	3.0	16.4	27.8
		28.6	30.8	40.0	21.6	
		15.8	6.6	0.8	4.6	
2		55	19	2	19	95
		57.9	20.0	2.1	20.0	39.4
		41.4	36.5	40.0	37.3	
		22.8	7.9	0.8	7.9	
3		40	17	1	21	79
		50.6	21.5	1.3	26.6	32.8
		30.1	32.7	20.0	41.2	
		16.6	7.1	0.4	8.7	
COLUMN TOTAL		133	52	5	51	241
		55.2	21.6	2.1	21.2	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.390
RAW CHI SQUARE = 3.11307 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7945
LAMBDA (ASYMMETRIC) = 0.01370 WITH STRATUM DEPENDENT. = 0.0 WITH LSUPEXA1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00787

NUMBER OF MISSING OBSERVATIONS = 3

APPENDIX S7

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES

STRATUM	TSPKPRN1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1		4	20	0	42	66
		6.1	30.3	0.0	63.6	27.6
		16.0	46.5	0.0	26.1	
		1.7	8.4	0.0	17.6	
2		9	15	9	61	94
		9.6	16.0	9.6	64.9	39.3
		36.0	34.9	90.0	37.9	
		3.8	6.3	3.8	25.5	
3		12	8	1	58	79
		15.2	10.1	1.3	73.4	33.1
		48.0	18.6	10.0	36.0	
		5.0	3.3	0.4	24.3	
COLUMN TOTAL		25	43	10	161	239
		10.5	18.0	4.2	67.4	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.762
RAW CHI SQUARE = 23.02203 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0008
LAMBDA (ASYMMETRIC) = 0.05517 WITH STRATUM DEPENDENT. = 0.0 WITH TSPKPRN1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03587

NUMBER OF MISSING OBSERVATIONS = 5

APPENDIX S8

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS
OF CONSIDERING EXCESSIVE ABSENTEEISM
AS A FACTOR IN RATING TEACHERS
AND GRANTING TENURE

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	EXARTGT1: NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
1		20	12	0	34	66
		30.3	19.2	0.0	51.5	28.1
		25.6	27.3	0.0	30.9	
		8.5	5.1	0.0	14.5	
2		29	11	1	52	93
		31.2	11.8	1.1	55.9	39.6
		37.2	25.0	33.3	47.3	
		12.3	4.7	0.4	22.1	
3		29	21	2	24	76
		38.2	27.6	2.6	31.6	32.3
		37.2	47.7	66.7	21.8	
		12.3	8.9	0.9	10.2	
COLUMN TOTAL		78	44	3	110	235
		33.2	18.7	1.3	46.8	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.843
RAW CHI SQUARE = 14.12743 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0282
LAMBDA (ASYMMETRIC) = 0.07746 WITH STRATUM DEPENDENT. = 0.04000 WITH EXARTGT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05993

NUMBER OF MISSING OBSERVATIONS = 9

APPENDIX S9

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR

STRATUM	CVUSLRP1 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1		14	25	0	28	67
		20.9	37.3	0.0	41.8	27.7
		19.4	32.1	0.0	31.5	
		5.8	10.3	0.0	11.6	
2		27	34	3	33	97
		27.8	35.1	3.1	34.0	40.1
		37.5	43.6	100.0	37.1	
		11.2	14.0	1.2	13.6	
3		31	19	0	28	78
		39.7	24.4	0.0	35.9	32.2
		43.1	24.4	0.0	31.5	
		12.8	7.9	0.0	11.6	
COLUMN TOTAL		72	78	3	89	242
		29.8	32.2	1.2	36.8	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.831
RAW CHI SQUARE = 11.93880 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0633
LAMBDA (ASYMMETRIC) = 0.02759 WITH STRATUM DEPENDENT. = 0.02614 WITH CVUSLRP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02685

NUMBER OF MISSING OBSERVATIONS = 2

APPENDIX S10

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH

STRATUM	SVPYRR01 NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	15	14	1	37	67
	22.4	20.9	1.5	55.2	28.2
	19.2	26.4	33.3	35.6	
	6.3	5.9	0.4	15.5	
2	31	26	2	35	94
	33.0	27.7	2.1	37.2	39.5
	39.7	49.1	66.7	33.7	
	13.0	10.9	0.8	14.7	
3	32	13	0	32	77
	41.6	16.9	0.0	41.6	32.4
	41.0	24.5	0.0	30.8	
	13.4	5.5	0.0	13.4	
COLUMN TOTAL	78	53	3	104	238
	32.8	22.3	1.3	43.7	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.845
RAW CHI SQUARE = 10.88210 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0921
LAMBDA (ASYMMETRIC) = 0.02083 WITH STRATUM DEPENDENT. = 0.0 WITH SVPYRR01 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01079

NUMBER OF MISSING OBSERVATIONS = 6

APPENDIX S11

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	REQMEDC1 NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1		0	7	0	59	66
		0.0	10.6	0.0	89.4	27.5
		0.0	20.0	0.0	32.4	
		0.0	2.9	0.0	24.6	
2		2	12	6	76	96
		2.1	12.5	6.3	79.2	40.0
		15.4	34.3	60.0	41.8	
		0.8	5.0	2.5	31.7	
3		11	16	4	47	78
		14.1	20.5	5.1	60.3	32.5
		84.6	45.7	40.0	25.8	
		4.6	6.7	1.7	19.6	
COLUMN TOTAL		13	35	10	182	240
		5.4	14.6	4.2	75.8	100.0

5 OUT OF 12 (41.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.750
RAW CHI SQUARE = 27.45030 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0001
LAMBDA (ASYMMETRIC) = 0.09028 WITH STRATUM DEPENDENT. = 0.0 WITH REQMEDC1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.06436

NUMBER OF MISSING OBSERVATIONS = 4

APPENDIX S12

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE

STRATUM	REQACAF1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	26	15	2	23	66
		39.4	22.7	3.0	34.8	28.0
		30.6	29.4	40.0	24.2	
		11.0	6.4	0.8	9.7	
	2	28	21	1	42	92
		30.4	22.8	1.1	45.7	39.0
		32.9	41.2	20.0	44.2	
		11.9	8.9	0.4	17.8	
	3	31	15	2	30	78
		39.7	19.2	2.6	38.5	33.1
		36.5	29.4	40.0	31.6	
		13.1	6.4	0.8	12.7	
	COLUMN TOTAL	85	51	5	95	236
		36.0	21.6	2.1	40.3	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.398
RAW CHI SQUARE = 3.61258 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7289
LAMBDA (ASYMMETRIC) = 0.02778 WITH STRATUM DEPENDENT. = 0.02837 WITH REQACAF1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02807

NUMBER OF MISSING OBSERVATIONS = 8

APPENDIX S13

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	CSTDSRT1: NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1		1	1	1	63	66
		1.5	1.5	1.5	95.5	27.8
		7.7	14.3	100.0	29.2	
		0.4	0.4	0.4	26.6	
2		6	2	0	86	94
		6.4	2.1	0.0	91.5	39.7
		46.2	28.6	0.0	39.8	
		2.5	0.8	0.0	36.3	
3		6	4	0	67	77
		7.8	5.2	0.0	87.0	32.5
		46.2	57.1	0.0	31.0	
		2.5	1.7	0.0	28.3	
COLUMN TOTAL		13	7	1	216	237
		5.5	3.0	0.4	91.1	100.0

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.278
RAW CHI SQUARE = 7.64153 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2656
LAMBDA (ASYMMETRIC) = 0.02098 WITH STRATUM DEPENDENT. = 0.0 WITH CSTDSRT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01829

NUMBER OF MISSING OBSERVATIONS = 7

APPENDIX S14

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS

STRATUM	COMPTAD1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	22	25	4	15	66
		33.3	37.9	6.1	22.7	28.0
		19.5	43.9	36.4	27.3	
		9.3	10.6	1.7	6.4	
	2	41	22	6	25	94
		43.6	23.4	6.4	26.6	39.8
		36.3	38.6	54.5	45.5	
		17.4	9.3	2.5	10.6	
	3	50	10	1	15	76
		65.8	13.2	1.3	19.7	32.2
		44.2	17.5	9.1	27.3	
		21.2	4.2	0.4	6.4	
	COLUMN TOTAL	113	57	11	55	236
		47.9	24.2	4.7	23.3	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.076
RAW CHI SQUARE = 20.90021 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0019
LAMBDA (ASYMMETRIC) = 0.08451 WITH STRATUM DEPENDENT. = 0.02439 WITH COMPTAD1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05660

NUMBER OF MISSING OBSERVATIONS = 8

APPENDIX S15

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION

STRATUM	PRNWKRT1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & IN 14	ROW TOTAL
1	51	14	2	67
	76.1	20.9	3.0	28.3
	27.1	38.9	15.4	
	21.5	5.9	0.8	
2	73	13	7	93
	78.5	14.0	7.5	39.2
	38.8	36.1	53.8	
	30.8	5.5	3.0	
3	64	9	4	77
	83.1	11.7	5.2	32.5
	34.0	25.0	30.8	
	27.0	3.8	1.7	
COLUMN TOTAL	188	36	13	237
	79.3	15.2	5.5	100.0

2 OUT OF 9 (22.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.675
RAW CHI SQUARE = 3.86381 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4248
LAMBDA (ASYMMETRIC) = 0.00694 WITH STRATUM DEPENDENT. = 0.0 WITH PRNWKRT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00518

NUMBER OF MISSING OBSERVATIONS = 7

APPENDIX S16

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

STRATUM	ESTACPP1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & IN 14	ROW TOTAL
1	22	28	15	65
	33.8	43.1	23.1	27.5
	19.1	41.8	27.8	
	9.3	11.9	6.4	
2	50	21	22	93
	53.8	22.6	23.7	39.4
	43.5	31.3	40.7	
	21.2	8.9	9.3	
3	43	18	17	78
	55.1	23.1	21.8	33.1
	37.4	26.9	31.5	
	18.2	7.6	7.2	
COLUMN TOTAL	115	67	54	236
	48.7	28.4	22.9	100.0

RAW CHI SQUARE = 10.97933 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0268
LAMBDA (ASYMMETRIC) = 0.04895 WITH STRATUM DEPENDENT. = 0.04959 WITH ESTACPP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04924

NUMBER OF MISSING OBSERVATIONS = 8

APPENDIX S17

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS
OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM
AND POLICY THROUGH SOME REGULAR METHOD

STRATUM	INTTACP1			ROW TOTAL
	NEVER CONSIDERED	CO CONSID	TRIED & IN	
1	25	24	15	64
	39.1	37.5	23.4	27.5
	21.4	43.6	24.6	
	10.7	10.3	6.4	
2	59	16	26	92
	54.3	17.4	28.3	39.5
	42.7	29.1	42.6	
	21.5	6.9	11.2	
3	42	15	20	77
	54.5	19.5	26.0	33.0
	35.9	27.3	32.8	
	18.0	6.4	8.6	
COLUMN TOTAL	117	55	61	233
	50.2	23.6	26.2	100.0

RAW CHI SQUARE = 9.81740 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0436
LAMBDA (ASYMMETRIC) = 0.05674 WITH STRATUM DEPENDENT. = 0.0 WITH INTTACP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03113

NUMBER OF MISSING OBSERVATIONS = 11

APPENDIX S18

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

STRATUM	OTORGCO1				
COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	18	26	2	20	66
	27.3	39.4	3.0	30.3	28.1
	17.6	36.6	33.3	35.7	
	7.7	11.1	0.9	8.5	
2	38	28	0	26	92
	41.3	30.4	0.0	28.3	39.1
	37.3	39.4	0.0	46.4	
	16.2	11.9	0.0	11.1	
3	46	17	4	10	77
	59.7	22.1	5.2	13.0	32.8
	45.1	23.9	66.7	17.9	
	19.6	7.2	1.7	4.3	
COLUMN TOTAL	102	71	6	56	235
	43.4	30.2	2.6	23.8	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.685
RAW CHI SQUARE = 22.54381 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0010
LAMBDA (ASYMMETRIC) = 0.08392 WITH STRATUM DEPENDENT. = 0.06015 WITH OTORGCO1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.07246

NUMBER OF MISSING OBSERVATIONS = 9

APPENDIX S19

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES

STRATUM	INNEGTO1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	31	13	2	15	61
		50.8	21.3	3.3	24.6	27.7
		24.2	30.2	40.0	34.1	
		14.1	5.9	0.9	6.8	
	2	52	14	1	19	86
		60.5	16.3	1.2	22.1	39.1
		40.6	32.6	20.0	43.2	
		23.6	6.4	0.5	8.6	
	3	45	16	2	10	73
		61.6	21.9	2.7	13.7	33.2
		35.2	37.2	40.0	22.7	
		20.5	7.3	0.9	4.5	
	COLUMN TOTAL	128	43	5	44	220
		58.2	19.5	2.3	20.0	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.386
RAW CHI SQUARE = 4.66083 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5880
LAMBDA (ASYMMETRIC) = 0.02239 WITH STRATUM DEPENDENT. = 0.0 WITH INNEGTO1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01327

NUMBER OF MISSING OBSERVATIONS = 24

APPENDIX S20

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND IMPLEMENTATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS

STRATUM	PRSVMPC1 NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	18	26	1	22	67
	26.9	38.8	1.5	32.8	28.2
	12.8	52.0	100.0	47.8	
	7.6	10.9	0.4	9.2	
2	63	18	0	13	94
	67.0	19.1	0.0	13.8	39.5
	44.7	36.0	0.0	28.3	
	26.5	7.6	0.0	5.5	
3	60	6	0	11	77
	77.9	7.8	0.0	14.3	32.4
	42.6	12.0	0.0	23.9	
	25.2	2.5	0.0	4.6	
COLUMN TOTAL	141	50	1	46	238
	59.2	21.0	0.4	19.3	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.282
RAW CHI SQUARE = 45.36899 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
LAMBDA (ASYMMETRIC) = 0.12500 WITH STRATUM DEPENDENT. = 0.08247 WITH PRSVMPC1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.10788

NUMBER OF MISSING OBSERVATIONS = 6

APPENDIX T

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

LEVELS OF ESTIMATED DAILY TEACHER ABSENTEEISM

1 - 0 TO 2.50%

2 - 2.51 TO 3.50%

3 - 3.51 TO 4.50%

4 - 4.51 TO 5.50%

5 - 5.51 TO 7.50%

6 - 7.51 TO 15.50%

IMPLEMENTATION STATUS OF TEACHER ABSENCE CONTROL POLICIES:

NEVER CONSIDERED

CONSIDERED BUT NOT IMPLEMENTED

TRIED AND DROPPED

TRIED AND CURRENTLY IN PRACTICE

APPENDIX T1

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR

LEVEL	RSPSTPAI: NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
1	16	6	0	4	26
	61.5	23.1	0.0	15.4	12.2
	17.6	9.2	0.0	7.8	
	7.5	2.8	0.0	1.9	
2	15	7	0	9	31
	48.4	22.6	0.0	29.0	14.6
	16.5	10.8	0.0	17.6	
	7.0	3.3	0.0	4.2	
3	19	17	2	9	47
	40.4	36.2	4.3	19.1	22.1
	20.9	26.2	33.3	17.6	
	8.9	8.0	0.9	4.2	
4	21	15	2	16	54
	38.9	27.8	3.7	29.6	25.4
	23.1	23.1	33.3	31.4	
	9.9	7.0	0.9	7.5	
5	17	8	1	8	34
	50.0	23.5	2.9	23.5	16.0
	18.7	12.3	16.7	15.7	
	8.0	3.8	0.5	3.8	
6	3	12	1	5	21
	14.3	57.1	4.8	23.8	9.9
	3.3	18.5	16.7	9.8	
	1.4	5.6	0.5	2.3	
COLUMN TOTAL	91 42.7	65 30.5	6 2.8	51 23.9	213 100.0

6 OUT OF 24 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.592
RAW CHI SQUARE = 18.88576 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2190
LAMBDA (ASYMMETRIC) = 0.01258 WITH LEVEL DEPENDENT. = 0.07377 WITH RSPSTPAI DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03915

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX T2

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS

LEVEL	SCHMTNG1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	21	1	1	3	26
	80.8	3.8	3.8	11.5	12.1
	13.0	2.9	25.0	20.0	
	9.8	0.5	0.5	1.4	
2	22	6	0	3	31
	71.0	19.4	0.0	9.7	14.4
	13.6	17.6	0.0	20.0	
	10.2	2.8	0.0	1.4	
3	39	9	0	0	48
	81.3	18.8	0.0	0.0	22.3
	24.1	26.5	0.0	0.0	
	18.1	4.2	0.0	0.0	
4	41	7	1	5	54
	75.9	13.0	1.9	9.3	25.1
	25.3	20.6	25.0	33.3	
	19.1	3.3	0.5	2.3	
5	26	6	2	1	35
	74.3	17.1	5.7	2.9	16.3
	16.0	17.6	50.0	6.7	
	12.1	2.8	0.9	0.5	
6	13	5	0	3	21
	61.9	23.8	0.0	14.3	9.8
	8.0	14.7	0.0	20.0	
	6.0	2.3	0.0	1.4	
COLUMN TOTAL	162 75.3	34 15.8	4 1.9	15 7.0	215 100.0

15 OUT OF 24 (62.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.391
RAW CHI SQUARE = 17.45795 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2922
LAMBDA (ASYMMETRIC) = 0.01863 WITH LEVEL DEPENDENT. = 0.0 WITH SCHMTNG1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01402

NUMBER OF MISSING OBSERVATIONS = 29

APPENDIX T3

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS

LEVEL	REDPTIA1 NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	19	4	0	3	26
	73.1	15.4	0.0	11.5	12.3
	12.8	13.3	0.0	11.5	
	9.0	1.9	0.0	1.4	
2	22	6	0	3	31
	71.0	19.4	0.0	9.7	14.6
	14.9	20.0	0.0	11.5	
	10.4	2.8	0.0	1.4	
3	35	6	2	3	46
	76.1	13.0	4.3	6.5	21.7
	23.6	20.0	25.0	11.5	
	16.5	2.8	0.9	1.4	
4	36	7	2	8	53
	67.9	13.2	3.8	15.1	25.0
	24.3	23.3	25.0	30.8	
	17.0	3.3	0.9	3.8	
5	23	4	2	6	35
	65.7	11.4	5.7	17.1	16.5
	15.5	13.3	25.0	23.1	
	10.8	1.9	0.9	2.8	
6	13	3	2	3	21
	61.9	14.3	9.5	14.3	9.9
	8.8	10.0	25.0	11.5	
	6.1	1.4	0.9	1.4	
COLUMN TOTAL	148 69.8	30 14.2	8 3.8	26 12.3	212 100.0

14 OUT OF 24 (58.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.792
RAW CHI SQUARE = 8.37542 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9079
LAMBDA (ASYMMETRIC) = 0.0 WITH LEVEL DEPENDENT. = 0.0 WITH REDPTIA1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 32

APPENDIX T4

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE

LEVEL	PRNRVAT1	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	10	6	2	8	26
		38.5	23.1	7.7	30.8	12.2
		13.9	11.1	66.7	9.5	
		4.7	2.8	0.9	3.8	
	2	10	8	0	13	31
		32.3	25.8	0.0	41.9	14.6
		13.9	14.8	0.0	15.5	
		4.7	3.8	0.0	6.1	
	3	17	12	0	18	47
		36.2	25.5	0.0	38.3	22.1
		23.6	22.2	0.0	21.4	
		8.0	5.6	0.0	8.5	
	4	20	18	0	16	54
		37.0	33.3	0.0	29.6	25.4
		27.8	33.3	0.0	19.0	
		9.4	8.5	0.0	7.5	
	5	11	8	1	14	34
		32.4	23.5	2.9	41.2	16.0
		15.3	14.8	33.3	16.7	
		5.2	3.8	0.5	6.6	
	6	4	2	0	15	21
		19.0	9.5	0.0	71.4	9.9
		5.6	3.7	0.0	17.9	
		1.9	0.9	0.0	7.0	
	COLUMN TOTAL	72 33.8	54 25.4	3 1.4	84 39.4	213 100.0

6 OUT OF 24 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.296
RAW CHI SQUARE = 22.70456 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0906
LAMBDA (ASYMMETRIC) = 0.02516 WITH LEVEL DEPENDENT. = 0.04651 WITH PRNRVAT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03472

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX T5

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS

LEVEL	PRNCTAT1 COUNT / ROW PCT / COL PCT / TOT PCT	11 NEVER CONSIDERED	12 CONSID	13 TRIED & DROPPED	14 TRIED & IN	ROW TOTAL
	1	16	4	0	6	26
		61.5	15.4	0.0	23.1	12.2
		17.0	7.0	0.0	10.0	
		7.5	1.9	0.0	2.8	
	2	14	5	0	12	31
		45.2	16.1	0.0	38.7	14.6
		14.9	8.8	0.0	20.0	
		6.6	2.3	0.0	5.6	
	3	14	12	0	20	46
		30.4	26.1	0.0	43.5	21.6
		14.9	21.1	0.0	33.3	
		6.6	5.6	0.0	9.4	
	4	26	17	1	10	54
		48.1	31.5	1.9	18.5	25.4
		27.7	29.8	50.0	16.7	
		12.2	8.0	0.5	4.7	
	5	17	12	1	5	35
		48.6	34.3	2.9	14.3	16.4
		18.1	21.1	50.0	8.3	
		8.0	5.6	0.5	2.3	
	6	7	7	0	7	21
		33.3	33.3	0.0	33.3	9.9
		7.4	12.3	0.0	11.7	
		3.3	3.3	0.0	3.3	
	COLUMN TOTAL	94 44.1	57 26.8	2 0.9	60 28.2	213 100.0

6 OUT OF 24 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.197
RAW CHI SQUARE = 21.44389 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1232
LAMBDA (ASYMMETRIC) = 0.06289 WITH LEVEL DEPENDENT. = 0.05042 WITH PRNCTAT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05755

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX T6

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM

LEVEL	LSUPEXAI: NEVER CONSIDERED (11)	CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
1	16	4	0	6	26
	61.5	15.4	0.0	23.1	12.1
	13.3	8.9	0.0	13.0	
	7.4	1.9	0.0	2.8	
2	19	4	1	8	31
	58.1	12.9	3.2	25.8	14.4
	15.8	8.9	25.0	17.4	
	8.4	1.9	0.5	3.7	
3	27	13	0	8	48
	56.3	27.1	0.0	16.7	22.3
	22.5	28.9	0.0	17.4	
	12.6	6.0	0.0	3.7	
4	29	10	0	15	54
	53.7	18.5	0.0	27.8	25.1
	24.2	22.2	0.0	32.6	
	13.5	4.7	0.0	7.0	
5	20	7	3	5	35
	57.1	20.0	8.6	14.3	16.3
	16.7	15.6	75.0	10.9	
	9.3	3.3	1.4	2.3	
6	10	7	0	4	21
	47.6	33.3	0.0	19.0	9.8
	8.3	15.6	0.0	8.7	
	4.7	3.3	0.0	1.9	
COLUMN TOTAL	120	45	4	46	215
	55.8	20.9	1.9	21.4	100.0

0 OUT OF 24 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.391
RAW CHI SQUARE = 18.68420 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2284
LAMBDA (ASYMMETRIC) = 0.03727 WITH LEVEL DEPENDENT. = 0.0 WITH LSUPEXAI DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02344

NUMBER OF MISSING OBSERVATIONS = 29

APPENDIX T7

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES

LEVEL	TSPKPRN1				
	COUNT ROW PCT COL PCT TOT PCT	NEVER CO INSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1		3 11.5 12.5 1.4	1 3.8 2.8 0.5	1 3.8 12.5 0.5	21 80.8 14.5 9.9	26 12.2
2		4 12.9 16.7 1.9	5 16.1 13.9 2.3	3 9.7 37.5 1.4	19 61.3 13.1 8.9	31 14.6
3		5 10.4 20.8 2.3	7 14.6 19.4 3.3	2 4.2 25.0 0.9	34 70.8 23.4 16.0	48 22.5
4		6 11.3 25.0 2.8	9 17.0 25.0 4.2	2 3.8 25.0 0.9	36 67.9 24.8 16.9	53 24.9
5		5 14.7 20.8 2.3	9 26.5 25.0 4.2	0 0.0 0.0 0.0	20 58.8 13.8 9.4	34 16.0
6		1 4.8 4.2 0.5	5 23.8 13.9 2.3	0 0.0 0.0 0.0	15 71.4 10.3 7.0	21 9.9
COLUMN TOTAL		24 11.3	36 16.9	8 3.8	145 68.1	213 100.0

12 OUT OF 24 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.789
RAW CHI SQUARE = 12.79562 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6181
LAMBDA (ASYMMETRIC) = 0.00625 WITH LEVEL DEPENDENT. = 0.0 WITH TSPKPRN1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00439

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX T8

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE

LEVEL	EXARTGT1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	6	7	0	10	23
	26.1	30.4	0.0	43.5	11.0
	8.5	18.9	0.0	10.1	
	2.9	3.3	0.0	4.8	
2	10	3	1	17	31
	32.3	9.7	3.2	54.8	14.8
	14.1	8.1	33.3	17.2	
	4.8	1.4	0.5	8.1	
3	13	9	1	25	48
	27.1	18.8	2.1	52.1	22.9
	18.3	24.3	33.3	25.3	
	6.2	4.3	0.5	11.9	
4	23	10	0	21	54
	42.6	18.5	0.0	38.9	25.7
	32.4	27.0	0.0	21.2	
	11.0	4.8	0.0	10.0	
5	13	5	1	14	33
	39.4	15.2	3.0	42.4	15.7
	18.3	13.5	33.3	14.1	
	6.2	2.4	0.5	6.7	
6	6	3	0	12	21
	28.6	14.3	0.0	57.1	10.0
	8.5	8.1	0.0	12.1	
	2.9	1.4	0.0	5.7	
COLUMN TOTAL	71	37	3	99	210
	33.8	17.6	1.4	47.1	100.0

8 OUT OF 24 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.300
RAW CHI SQUARE = 11.25961 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7340
LAMBDA (ASYMMETRIC) = 0.03205 WITH LEVEL DEPENDENT. = 0.01802 WITH EXARTGT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02622

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX T9

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR

LEVEL	CVUSLRP1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	14	3	1	8	26
		53.8	11.5	3.8	30.8	12.0
		21.2	4.3	50.0	10.1	
		6.5	1.4	0.5	3.7	
	2	12	14	0	5	31
		38.7	45.2	0.0	16.1	14.4
		18.2	20.3	0.0	6.3	
		5.6	6.5	0.0	2.3	
	3	9	18	0	21	48
		18.8	37.5	0.0	43.8	22.2
		13.6	26.1	0.0	26.6	
		4.2	8.3	0.0	9.7	
	4	17	15	1	23	56
		30.4	26.8	1.8	41.1	25.9
		25.8	21.7	50.0	29.1	
		7.9	6.9	0.5	10.6	
	5	10	9	0	15	34
		29.4	26.5	0.0	44.1	15.7
		15.2	13.0	0.0	19.0	
		4.6	4.2	0.0	6.9	
	6	4	10	0	7	21
		19.0	47.6	0.0	33.3	9.7
		6.1	14.5	0.0	8.9	
		1.9	4.6	0.0	3.2	
	COLUMN TOTAL	66	69	2	79	216
		30.6	31.9	0.9	36.6	100.0

6 OUT OF 24 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.194
RAW CHI SQUARE = 25.79355 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0402
LAMBDA (ASYMMETRIC) = 0.01875 WITH LEVEL DEPENDENT. = 0.13139 WITH CVUSLRP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.07071

NUMBER OF MISSING OBSERVATIONS = 28

APPENDIX T10

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH

LEVEL	SVPYRRD1	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	COUNT					
	ROW PCT					
	COL PCT					
	TOT PCT					
1		12	4	1	8	25
		48.0	16.0	4.0	32.0	11.8
		16.9	9.1	33.3	8.5	
		5.7	1.9	0.5	3.8	
2		11	7	1	12	31
		35.5	22.6	3.2	38.7	14.6
		15.5	15.9	33.3	12.8	
		5.2	3.3	0.5	5.7	
3		16	7	0	25	48
		33.3	14.6	0.0	52.1	22.6
		22.5	15.9	0.0	26.6	
		7.5	3.3	0.0	11.8	
4		15	12	1	26	54
		27.8	22.2	1.9	48.1	25.5
		21.1	27.3	33.3	27.7	
		7.1	5.7	0.5	12.3	
5		8	10	0	15	33
		24.2	30.3	0.0	45.5	15.6
		11.3	22.7	0.0	16.0	
		3.8	4.7	0.0	7.1	
6		9	4	0	8	21
		42.9	19.0	0.0	38.1	9.9
		12.7	9.1	0.0	8.5	
		4.2	1.9	0.0	3.8	
COLUMN TOTAL		71	44	3	94	212
		33.5	20.8	1.4	44.3	100.0

7 OUT OF 24 (29.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.297
RAW CHI SQUARE = 11.78053 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6956
LAMBDA (ASYMMETRIC) = 0.00633 WITH LEVEL DEPENDENT. = 0.04237 WITH SVPYRRD1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02174

NUMBER OF MISSING OBSERVATIONS = 32

APPENDIX T11

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED

LEVEL	REQMEDC1 NEVER CO INSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	4	3	2	17	26
	15.4	11.5	7.7	65.4	12.1
	30.8	10.0	20.0	10.6	
	1.9	1.4	0.9	7.9	
2	2	6	3	20	31
	6.5	19.4	9.7	64.5	14.5
	15.4	20.0	30.0	12.4	
	0.9	2.8	1.4	9.3	
3	2	9	1	35	47
	4.3	19.1	2.1	74.5	22.0
	15.4	30.0	10.0	21.7	
	0.9	4.2	0.5	16.4	
4	3	5	2	45	55
	5.5	9.1	3.6	81.8	25.7
	23.1	16.7	20.0	28.0	
	1.4	2.3	0.9	21.0	
5	0	4	2	28	34
	0.0	11.8	5.9	82.4	15.9
	0.0	13.3	20.0	17.4	
	0.0	1.9	0.9	13.1	
6	2	3	0	16	21
	9.5	14.3	0.0	76.2	9.8
	15.4	10.0	0.0	9.9	
	0.9	1.4	0.0	7.5	
COLUMN TOTAL	13 6.1	30 14.0	10 4.7	161 75.2	214 100.0

16 OUT OF 24 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.981
RAW CHI SQUARE = 14.58291 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4819
LAMBDA (ASYMMETRIC) = 0.03774 WITH LEVEL DEPENDENT. = 0.0 WITH REQMEDC1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02830

NUMBER OF MISSING OBSERVATIONS = 30

APPENDIX T12

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE

LEVEL	REQACAF1 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEVER CO INSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	8	6	0	11	25
		32.0	24.0	0.0	44.0	11.9
		10.4	12.8	0.0	13.6	
		3.8	2.9	0.0	5.2	
	2	14	3	0	14	31
		45.2	9.7	0.0	45.2	14.8
		18.2	6.4	0.0	17.3	
		6.7	1.4	0.0	6.7	
	3	15	11	1	19	47
		34.0	23.4	2.1	40.4	22.4
		20.8	23.4	20.0	23.5	
		7.5	5.2	0.5	9.0	
	4	16	13	2	22	53
		30.2	24.5	3.8	41.5	25.2
		20.8	27.7	40.0	27.2	
		7.6	6.2	1.0	10.5	
	5	14	9	1	10	34
		41.2	26.5	2.9	29.4	16.2
		18.2	19.1	20.0	12.3	
		6.7	4.3	0.5	4.8	
	6	9	5	1	5	20
		45.0	25.0	5.0	25.0	9.5
		11.7	10.6	20.0	6.2	
		4.3	2.4	0.5	2.4	
	COLUMN TOTAL	77	47	5	81	210
		36.7	22.4	2.4	38.6	100.0

7 OUT OF 24 (29.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.476
RAW CHI SQUARE = 9.52571 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8485
LAMBDA (ASYMMETRIC) = 0.0 WITH LEVEL DEPENDENT. = 0.06202 WITH REQACAF1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02797

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX T13

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS

LEVEL	COUNT / ROW PCT / COL PCT / TOT PCT	CSTDSAT1: NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	3	0	0	23	26
		11.5	0.0	0.0	88.5	12.3
		27.3	0.0	0.0	11.8	
		1.4	0.0	0.0	10.8	
	2	4	2	0	25	31
		12.9	6.5	0.0	80.6	14.6
		36.4	40.0	0.0	12.8	
		1.9	0.9	0.0	11.8	
	3	1	0	0	46	47
		2.1	0.0	0.0	97.9	22.2
		9.1	0.0	0.0	23.6	
		0.5	0.0	0.0	21.7	
	4	2	2	0	50	54
		3.7	3.7	0.0	92.6	25.5
		18.2	40.0	0.0	25.6	
		0.9	0.9	0.0	23.6	
	5	0	0	1	33	34
		0.0	0.0	2.9	97.1	16.0
		0.0	0.0	100.0	16.9	
		0.0	0.0	0.5	15.6	
	6	1	1	0	18	20
		5.0	5.0	0.0	90.0	9.4
		9.1	20.0	0.0	9.2	
		0.5	0.5	0.0	8.5	
	COLUMN TOTAL	11	5	1	195	212
		5.2	2.4	0.5	92.0	100.0

19 OUT OF 24 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.094
RAW CHI SQUARE = 20.13826 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1667
LAMBDA (ASYMMETRIC) = 0.01499 WITH LEVEL DEPENDENT. = 0.0 WITH CSTDSAT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01714

NUMBER OF MISSING OBSERVATIONS = 32

APPENDIX T14

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS

LEVEL	COMPTAD1 (COUNT / ROW PCT / COL PCT / TOT PCT) NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	15	4	1	4	24
	62.5	16.7	4.2	16.7	11.4
	14.6	8.2	9.1	8.5	
	7.1	1.9	0.5	1.9	
2	14	7	1	8	30
	46.7	23.3	3.3	26.7	14.3
	13.6	14.3	9.1	17.0	
	6.7	3.3	0.5	3.8	
3	23	9	2	13	47
	48.9	19.1	4.3	27.7	22.4
	22.3	18.4	18.2	27.7	
	11.0	4.3	1.0	6.2	
4	27	12	4	11	54
	50.0	22.2	7.4	20.4	25.7
	26.2	24.5	36.4	23.4	
	12.9	5.7	1.9	5.2	
5	11	14	2	7	34
	32.4	41.2	5.9	20.6	16.2
	10.7	28.6	18.2	14.9	
	5.2	6.7	1.0	3.3	
6	13	3	1	4	21
	61.9	14.3	4.8	19.0	10.0
	12.6	6.1	9.1	8.5	
	6.2	1.4	0.5	1.9	
COLUMN TOTAL	103	49	11	47	210
	49.0	23.3	5.2	22.4	100.0

8 OUT OF 24 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.100
RAW CHI SQUARE = 12.08476 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6726
LAMBDA (ASYMMETRIC) = 0.02564 WITH LEVEL DEPENDENT. = 0.02804 WITH COMPTAD1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02662

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX T15

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION

LEVEL	PRNWKRT1 NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & IN (14)	ROW TOTAL
1	19	3	2	24
	79.2	12.5	8.3	11.4
	11.2	9.4	20.0	
	9.0	1.4	0.9	
2	30	1	0	31
	96.8	3.2	0.0	14.7
	17.8	3.1	0.0	
	14.2	0.5	0.0	
3	38	6	4	48
	79.2	12.5	8.3	22.7
	22.5	18.8	40.0	
	18.0	2.8	1.9	
4	41	9	3	53
	77.4	17.0	5.7	25.1
	24.3	28.1	30.0	
	19.4	4.3	1.4	
5	27	6	1	34
	79.4	17.6	2.9	16.1
	16.0	18.8	10.0	
	12.8	2.8	0.5	
6	14	7	0	21
	66.7	33.3	0.0	10.0
	8.3	21.9	0.0	
	6.6	3.3	0.0	
COLUMN TOTAL	169 80.1	32 15.2	10 4.7	211 100.0

9 OUT OF 18 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.995
RAW CHI SQUARE = 14.43734 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1540
LAMBDA (ASYMMETRIC) = 0.00633 WITH LEVEL DEPENDENT. = 0.0 WITH PRNWKRT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00500

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX T16

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LEVEL	ESTACPP1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & IN 14	ROW TOTAL
1	15 60.0 14.0 7.1	6 24.0 10.3 2.8	4 16.0 8.7 1.9	25 11.8
2	17 54.8 15.9 8.1	9 29.0 15.5 4.3	5 16.1 10.9 2.4	31 14.7
3	18 38.3 16.8 8.5	15 31.9 25.9 7.1	14 29.8 30.4 6.6	47 22.3
4	27 51.9 25.2 12.8	12 23.1 20.7 5.7	13 25.0 28.3 6.2	52 24.6
5	19 54.3 17.8 9.0	10 28.6 17.2 4.7	6 17.1 13.0 2.8	35 16.6
6	11 52.4 10.3 5.2	6 28.6 10.3 2.8	4 19.0 8.7 1.9	21 10.0
COLUMN TOTAL	107 50.7	58 27.5	46 21.8	211 100.0

1 OUT OF 18 (5.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.578
PAW CHI SQUARE = 5.82090 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8301
LAMBDA (ASYMMETRIC) = 0.02516 WITH LEVEL DEPENDENT. = 0.0 WITH ESTACPP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01521

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX T17

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD

LEVEL	INTTACP1 NEVER CO INSIDERED (11)	CONSID (12)	TRIED & IN (14)	ROW TOTAL
1	15 60.0 14.2 7.2	5 20.0 10.2 2.4	5 20.0 9.6 2.4	25 12.1
2	18 58.1 17.0 8.7	7 22.6 14.3 3.4	6 19.4 11.5 2.9	31 15.0
3	19 39.6 17.9 9.2	11 22.9 22.4 5.3	18 37.5 34.6 8.7	48 23.2
4	28 56.0 26.4 13.5	11 22.0 22.4 5.3	11 22.0 21.2 5.3	50 24.2
5	15 45.5 14.2 7.2	11 33.3 22.4 5.3	7 21.2 13.5 3.4	33 15.9
6	11 55.0 10.4 5.3	4 20.0 8.2 1.9	5 25.0 9.6 2.4	20 9.7
COLUMN TOTAL	106 51.2	49 23.7	52 25.1	207 100.0

1 OUT OF 18 (5.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.734
RAW CHI SQUARE = 8.05019 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6230
LAMBDA (ASYMMETRIC) = 0.04459 WITH LEVEL DEPENDENT. = 0.0 WITH INTTACP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02713

NUMBER OF MISSING OBSERVATIONS = 37

APPENDIX T18

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LEVEL	OTORGCO1 (COUNT / ROW PCT / COL PCT / TOT PCT)	11 NEVER CONSIDERED	12 CONSID	13 TRIED & DROPPED	14 TRIED & IN	ROW TOTAL
	1	15	4	2	5	26
		57.7	15.4	7.7	19.2	12.4
		16.5	6.3	33.3	10.0	
		7.1	1.9	1.0	2.4	
	2	15	10	0	6	31
		48.4	32.3	0.0	19.4	14.8
		16.5	15.9	0.0	12.0	
		7.1	4.8	0.0	2.9	
	3	19	12	2	14	47
		40.4	25.5	4.3	29.8	22.4
		20.9	19.0	33.3	28.0	
		9.0	5.7	1.0	6.7	
	4	21	16	0	15	52
		40.4	30.8	0.0	28.8	24.8
		23.1	25.4	0.0	30.0	
		10.0	7.6	0.0	7.1	
	5	11	16	1	5	33
		33.3	48.5	3.0	15.2	15.7
		12.1	25.4	16.7	10.0	
		5.2	7.6	0.5	2.4	
	6	10	5	1	5	21
		47.6	23.8	4.8	23.8	10.0
		11.0	7.9	16.7	10.0	
		4.8	2.4	0.5	2.4	
	COLUMN TOTAL	91	63	6	50	210
		43.3	30.0	2.9	23.8	100.0

6 OUT OF 24 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.600
RAW CHI SQUARE = 16.59647 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3436
LAMBDA (ASYMMETRIC) = 0.01266 WITH LEVEL DEPENDENT. = 0.04202 WITH OTORGCO1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02527

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX T19

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES

LEVEL	INNEGTO1 NEVER CO INSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	18	6	0	2	26
	69.2	23.1	0.0	7.7	13.1
	15.4	16.7	0.0	4.8	
	9.1	3.0	0.0	1.0	
2	17	6	0	8	31
	54.8	19.4	0.0	25.8	15.7
	14.5	16.7	0.0	19.0	
	8.6	3.0	0.0	4.0	
3	24	10	1	10	45
	53.3	22.2	2.2	22.2	22.7
	20.5	27.8	33.3	23.8	
	12.1	5.1	0.5	5.1	
4	27	9	0	12	48
	56.3	18.8	0.0	25.0	24.2
	23.1	25.0	0.0	28.6	
	13.6	4.5	0.0	6.1	
5	21	3	1	6	31
	67.7	9.7	3.2	19.4	15.7
	17.9	8.3	33.3	14.3	
	10.6	1.5	0.5	3.0	
6	10	2	1	4	17
	58.8	11.8	5.9	23.5	8.6
	8.5	5.6	33.3	9.5	
	5.1	1.0	0.5	2.0	
COLUMN TOTAL	117	36	3	42	198
	59.1	18.2	1.5	21.2	100.0

9 OUT OF 24 (37.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.258
RAW CHI SQUARE = 11.12164 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7439
LAMBDA (ASYMMETRIC) = 0.01333 WITH LEVEL DEPENDENT. = 0.0 WITH INNEGTO1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00866

NUMBER OF MISSING OBSERVATIONS = 46

APPENDIX T20

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND IMPLEMENTATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS

LEVEL	PRSVMPC1	NEVER CONSIDERED	CONSID	TRIED & DROPPED	TRIED & IN	ROW TOTAL
	COUNT	11	12	13	14	
	ROW PCT					
	COL PCT					
	TOT PCT					
1		20	2	0	3	25
		80.0	8.0	0.0	12.0	11.8
		15.9	4.4	0.0	7.5	
		9.4	0.9	0.0	1.4	
2		15	10	0	6	31
		48.4	32.3	0.0	19.4	14.6
		11.9	22.2	0.0	15.0	
		7.1	4.7	0.0	2.8	
3		28	10	1	8	47
		59.5	21.3	2.1	17.0	22.2
		22.2	22.2	100.0	20.0	
		13.2	4.7	0.5	3.8	
4		32	11	0	10	53
		60.4	20.8	0.0	18.9	25.0
		25.4	24.4	0.0	25.0	
		15.1	5.2	0.0	4.7	
5		21	7	0	7	35
		60.0	20.0	0.0	20.0	16.5
		16.7	15.6	0.0	17.5	
		9.9	3.3	0.0	3.3	
6		10	5	0	6	21
		47.6	23.8	0.0	28.6	9.9
		7.9	11.1	0.0	15.0	
		4.7	2.4	0.0	2.8	
COLUMN TOTAL		126	45	1	40	212
		59.4	21.2	0.5	18.9	100.0

9 OUT OF 24 (37.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.099
RAW CHI SQUARE = 12.14917 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6677
LAMBDA (ASYMMETRIC) = 0.00629 WITH LEVEL DEPENDENT. = 0.0 WITH PRSVMPC1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00408

NUMBER OF MISSING OBSERVATIONS = 32

APPENDIX U

CROSSTABULATIONS OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

SICK LEAVE DAYS EARNED ANNUALLY:

CONSERVATIVE - 0 TO 9 DAYS

AVERAGE - 10 DAYS

LENIENT - 11 TO 18 DAYS

IMPLEMENTATION STATUS OF TEACHER ABSENCE CONTROL POLICIES:

NEVER CONSIDERED

CONSIDERED BUT NOT IMPLEMENTED

TRIED AND DROPPED

TRIED AND CURRENTLY IN PRACTICE

APPENDIX U1

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR

LABEL	RSPSTPA1				
COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	11	11	1	6	29
	37.9	37.9	3.4	20.7	13.1
	12.6	15.3	14.3	10.7	
	5.0	5.0	0.5	2.7	
2	46	38	3	22	109
	42.2	34.9	2.8	20.2	49.1
	52.9	52.8	42.9	39.3	
	20.7	17.1	1.4	9.9	
3	30	23	3	28	84
	35.7	27.4	3.6	33.3	37.8
	34.5	31.9	42.9	50.0	
	13.5	10.4	1.4	12.6	
COLUMN TOTAL	87	72	7	56	222
	39.2	32.4	3.2	25.2	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.914
RAW CHI SQUARE = 5.28690 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5076
LAMBDA (ASYMMETRIC) = 0.05310 WITH LABEL DEPENDENT. = 0.0 WITH RSPSTPA1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02419

NUMBER OF MISSING OBSERVATIONS = 22

APPENDIX U2

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS

LABEL	SCHMING1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	21	3	1	4	29
		72.4	10.3	3.4	13.8	13.0
		12.5	8.3	33.3	25.0	
		9.4	1.3	0.4	1.8	
	2	87	15	1	7	110
		79.1	13.6	0.9	6.4	49.3
		51.8	41.7	33.3	43.8	
		39.0	6.7	0.4	3.1	
	3	60	18	1	5	84
		71.4	21.4	1.2	6.0	37.7
		35.7	50.0	33.3	31.3	
		26.9	8.1	0.4	2.2	
	COLUMN TOTAL	168	36	3	16	223
		75.3	16.1	1.3	7.2	100.0

5 OUT OF 12 (41.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.390
RAW CHI SQUARE = 6.06483 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4160
LAMBDA (ASYMMETRIC) = 0.02655 WITH LABEL DEPENDENT. = 0.0 WITH SCHMING1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01786

NUMBER OF MISSING OBSERVATIONS = 21

APPENDIX U3

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS

LABEL	REDPTTB1	NEVER CONSIDERED	CO CONSID	TRIED & DROPPED	TRIED & IN	ROW TOTAL
	COUNT	11	12	13	14	
	1	26	1	1	1	29
	ROW PCT	89.7	3.4	3.4	3.4	13.2
	COL PCT	17.3	3.1	11.1	3.6	
	TOT PCT	11.9	0.5	0.5	0.5	
	2	72	18	3	16	109
	ROW PCT	66.1	16.5	2.8	14.7	49.8
	COL PCT	48.0	56.3	33.3	57.1	
	TOT PCT	32.9	8.2	1.4	7.3	
	3	52	13	5	11	81
	ROW PCT	64.2	16.0	6.2	13.6	37.0
	COL PCT	34.7	40.6	55.6	39.3	
	TOT PCT	23.7	5.9	2.3	5.0	
	COLUMN TOTAL	150	32	9	28	219
		68.5	14.6	4.1	12.8	100.0

5 OUT OF 12 (41.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.192
RAW CHI SQUARE = 8.74845 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1882
LAMBDA (ASYMMETRIC) = 0.01818 WITH LABEL DEPENDENT. = 0.0 WITH REDPTTB1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01117

NUMBER OF MISSING OBSERVATIONS = 25

APPENDIX U4

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE

LABEL	PRNRVAT1 COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	9	9	0	11	29
		31.0	31.0	0.0	37.9	13.1
		12.3	15.5	0.0	12.5	
		4.1	4.1	0.0	5.0	
	2	39	27	0	43	109
		35.8	24.8	0.0	39.4	49.1
		53.4	46.6	0.0	48.9	
		17.6	12.2	0.0	19.4	
	3	25	22	3	34	84
		29.8	26.2	3.6	40.5	37.8
		34.2	37.9	100.0	38.6	
		11.3	9.9	1.4	15.3	
	COLUMN TOTAL	73	58	3	88	222
		32.9	26.1	1.4	39.6	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.392
RAW CHI SQUARE = 5.86710 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4382
LAMBDA (ASYMMETRIC) = 0.02655 WITH LABEL DEPENDENT. = 0.0 WITH PRNRVAT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01215

NUMBER OF MISSING OBSERVATIONS = 22

APPENDIX U5

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS

LABEL	PRNCTAT1	NEVER CO INSIDERED	CONSID	TRIED & DROPPED	TRIED & IN	ROW TOTAL
	COUNT	11	12	13	14	
	ROW PCT					
	COL PCT					
	TOT PCT					
	1	18	6	0	5	29
		62.1	20.7	0.0	17.2	13.1
		17.6	10.5	0.0	8.6	
		8.1	2.7	0.0	2.3	
	2	49	29	1	29	108
		45.4	26.9	0.9	26.9	48.9
		48.0	50.9	25.0	50.0	
		22.2	13.1	0.5	13.1	
	3	35	22	3	24	84
		41.7	26.2	3.6	28.6	38.0
		34.3	38.6	75.0	41.4	
		15.8	10.0	1.4	10.9	
	COLUMN TOTAL	102	57	4	58	221
		46.2	25.8	1.8	26.2	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.525
RAW CHI SQUARE = 5.83262 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4422
LAMBDA (ASYMMETRIC) = 0.01770 WITH LABEL DEPENDENT. = 0.0 WITH PRNCTAT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00862

NUMBER OF MISSING OBSERVATIONS = 23

APPENDIX U6

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM

LABEL	LSUPEXA1	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	18	3	1	7	29
		62.1	10.3	3.4	24.1	13.0
		14.6	6.5	20.0	14.3	
		8.1	1.3	0.4	3.1	
	2	58	24	2	26	110
		52.7	21.8	1.8	23.6	49.3
		47.2	52.2	40.0	53.1	
		26.0	10.8	0.9	11.7	
	3	47	19	2	16	84
		56.0	22.6	2.4	19.0	37.7
		38.2	41.3	40.0	32.7	
		21.1	8.5	0.9	7.2	
	COLUMN TOTAL	123 55.2	46 20.6	5 2.2	49 22.0	223 100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.650
RAW CHI SQUARE = 2.91322 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8197
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH LSUPEXA1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 21

APPENDIX U7

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES

LABEL	TSPKPRN1	NEVER CONSIDERED	CONSID	TRIED & DROPPED	TRIED & IN	ROW TOTAL
	COUNT	11	12	13	14	
	ROW PCT					
	COL PCT					
	TOT PCT					
	1	3	3	0	22	28
		10.7	10.7	0.0	78.6	12.6
		13.6	7.3	0.0	14.8	
		1.4	1.4	0.0	9.9	
	2	11	23	7	69	110
		10.0	20.9	6.4	62.7	49.5
		50.0	56.1	70.0	46.3	
		5.0	10.4	3.2	31.1	
	3	8	15	3	58	84
		9.5	17.9	3.6	69.0	37.8
		36.4	36.6	30.0	38.9	
		3.6	6.8	1.4	26.1	
	COLUMN TOTAL	22	41	10	149	222
		9.9	18.5	4.5	67.1	100.0

4 OUT OF 12 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.261
RAW CHI SQUARE = 4.49267 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6103
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH TSPKPRN1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 22

APPENDIX U8

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE

LABEL	EXARTGT1	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	10	6	0	12	28
		35.7	21.4	0.0	42.9	12.8
		13.5	14.6	0.0	11.9	
		4.6	2.7	0.0	5.5	
	2	36	18	1	52	107
		33.6	16.8	0.9	48.6	48.9
		48.6	43.9	33.3	51.5	
		16.4	8.2	0.5	23.7	
	3	28	17	2	37	84
		33.3	20.2	2.4	44.0	38.4
		37.8	41.5	66.7	36.6	
		12.8	7.8	0.9	16.9	
COLUMN TOTAL		74	41	3	101	219
		33.8	18.7	1.4	46.1	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.384
RAW CHI SQUARE = 1.69923 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9287
LAMBDA (ASYMMETRIC) = 0.00893 WITH LABEL DEPENDENT. = 0.0 WITH EXARTGT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00435

NUMBER OF MISSING OBSERVATIONS = 25

APPENDIX U9

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR

LABEL	CVUSLRP1	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	COUNT					
	ROW PCT					
	COL PCT					
	TOT PCT					
1	COUNT	11	5	0	12	28
	ROW PCT	39.3	17.9	0.0	42.9	12.5
	COL PCT	16.7	7.1	0.0	14.1	
	TOT PCT	4.9	2.2	0.0	5.4	
2	COUNT	30	30	3	48	111
	ROW PCT	27.0	27.0	2.7	43.2	49.6
	COL PCT	45.5	42.9	100.0	56.5	
	TOT PCT	13.4	13.4	1.3	21.4	
3	COUNT	25	35	0	25	85
	ROW PCT	29.4	41.2	0.0	29.4	37.9
	COL PCT	37.9	50.0	0.0	29.4	
	TOT PCT	11.2	15.6	0.0	11.2	
COLUMN TOTAL		66 29.5	70 31.3	3 1.3	85 37.9	224 100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.375
RAW CHI SQUARE = 11.74558 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0679
LAMBDA (ASYMMETRIC) = 0.04425 WITH LABEL DEPENDENT. = 0.07194 WITH CVUSLRP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05952

NUMBER OF MISSING OBSERVATIONS = 20

APPENDIX U10

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH

LABEL	SVPYRRD1	NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
	1	14	4	0	10	28
		50.0	14.3	0.0	35.7	12.7
		19.7	8.2	0.0	10.1	
		6.3	1.8	0.0	4.5	
	2	35	21	2	50	108
		32.4	19.4	1.9	46.3	48.9
		49.3	42.9	100.0	50.5	
		15.8	9.5	0.9	22.6	
	3	22	24	0	39	85
		25.9	28.2	0.0	45.9	38.5
		31.0	49.0	0.0	39.4	
		10.0	10.9	0.0	17.6	
	COLUMN TOTAL	71	49	2	99	221
		32.1	22.2	0.9	44.8	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.253
RAW CHI SQUARE = 9.06045 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1702
LAMBDA (ASYMMETRIC) = 0.02655 WITH LABEL DEPENDENT. = 0.03279 WITH SVPYRRD1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02979

NUMBER OF MISSING OBSERVATIONS = 23

APPENDIX U11

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	REQMEDC1 NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
	1	2	8	0	19	29
		6.9	27.6	0.0	65.5	13.0
		16.7	25.0	0.0	11.2	
		0.9	3.6	0.0	8.5	
	2	5	16	2	87	110
		4.5	14.5	1.8	79.1	49.3
		41.7	50.0	20.0	51.5	
		2.2	7.2	0.9	39.0	
	3	5	8	8	63	84
		6.0	9.5	9.5	75.0	37.7
		41.7	25.0	80.0	37.3	
		2.2	3.6	3.6	28.3	
	COLUMN TOTAL	12	32	10	169	223
		5.4	14.3	4.5	75.8	100.0

6 OUT OF 12 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.300
RAW CHI SQUARE = 13.59474 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0345
LAMBDA (ASYMMETRIC) = 0.05310 WITH LABEL DEPENDENT. = 0.0 WITH REQMEDC1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03593

NUMBER OF MISSING OBSERVATIONS = 21

APPENDIX U12

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	REQACAF1 NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	13	6	0	10	29
		44.8	20.7	0.0	34.5	13.2
		16.5	12.8	0.0	11.2	
		5.9	2.7	0.0	4.5	
	2	41	20	4	42	107
		38.3	18.7	3.7	39.3	48.6
		51.9	42.6	80.0	47.2	
		18.6	9.1	1.8	19.1	
	3	25	21	1	37	84
		29.8	25.0	1.2	44.0	38.2
		31.6	44.7	20.0	41.6	
		11.4	9.5	0.5	16.8	
	COLUMN TOTAL	79	47	5	89	220
		35.9	21.4	2.3	40.5	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.659
RAW CHI SQUARE = 5.24806 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5124
LAMBDA (ASYMMETRIC) = 0.00885 WITH LABEL DEPENDENT. = 0.02290 WITH REQACAF1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01639

NUMBER OF MISSING OBSERVATIONS = 24

APPENDIX U13

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS

LABEL	CSTDSRT1				
COUNT / ROW PCT / COL PCT / TOT PCT	NEVER CONSIDERED 11	CO CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
1	2	2	0	25	29
	6.9	6.9	0.0	86.2	13.2
	15.4	33.3	0.0	12.5	
	0.9	0.9	0.0	11.4	
2	7	1	1	99	108
	6.5	0.9	0.9	91.7	49.1
	53.8	16.7	100.0	49.5	
	3.2	0.5	0.5	45.0	
3	4	3	0	76	83
	4.8	3.6	0.0	91.6	37.7
	30.8	50.0	0.0	38.0	
	1.8	1.4	0.0	34.5	
COLUMN TOTAL	13 / 5.9	6 / 2.7	1 / 0.5	200 / 90.9	220 / 100.0

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.132
RAW CHI SQUARE = 4.76576 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5742
LAMBDA (ASYMMETRIC) = 0.01786 WITH LABEL DEPENDENT. = 0.0 WITH CSTDSRT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01515

NUMBER OF MISSING OBSERVATIONS = 24

APPENDIX U14

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS

LABEL	COMPTADI COUNT ROW PCT COL PCT TOT PCT	NEVER CO INSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	16	4	0	9	29
		55.2	13.8	0.0	31.0	13.3
		15.0	7.4	0.0	18.8	
		7.3	1.8	0.0	4.1	
	2	56	24	6	19	105
		53.3	22.9	5.7	18.1	48.2
		52.3	44.4	66.7	39.6	
		25.7	11.0	2.8	8.7	
	3	35	26	3	20	84
		41.7	31.0	3.6	23.8	38.5
		32.7	48.1	33.3	41.7	
		16.1	11.9	1.4	9.2	
	COLUMN TOTAL	107 49.1	54 24.8	9 4.1	48 22.0	218 100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.197
RAW CHI SQUARE = 8.23577 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2213
LAMBDA (ASYMMETRIC) = 0.02655 WITH LABEL DEPENDENT. = 0.0 WITH COMPTADI DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01339

NUMBER OF MISSING OBSERVATIONS = 26

APPENDIX U15

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION

LABEL	PRNWKRT1				
	COUNT ROW PCT COL PCT TOT PCT	NEVER CONSIDERED 11	CONSID 12	TRIED & IN 14	ROW TOTAL
	1	24 82.8 13.9 10.9	1 3.4 2.9 0.5	4 13.8 30.8 1.8	29 13.2
	2	86 80.4 49.7 39.1	16 15.0 47.1 7.3	5 4.7 38.5 2.3	107 48.6
	3	63 75.0 36.4 28.6	17 20.2 50.0 7.7	4 4.8 30.8 1.8	84 38.2
	COLUMN TOTAL	173 78.6	34 15.5	13 5.9	220 100.0

3 OUT OF 9 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.714
RAW CHI SQUARE = 7.72536 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1022
LAMBDA (ASYMMETRIC) = 0.00885 WITH LABEL DEPENDENT. = 0.0 WITH PRNWKRT1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00625

NUMBER OF MISSING OBSERVATIONS = 24

APPENDIX U16

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LABEL	ESTACPP1 (COUNT / ROW PCT / COL PCT / TOT PCT)	11 NEVER CONSIDERED	12 CO CONSID	14 TRIED & IN	ROW TOTAL
	1	14	7	6	27
		51.9	25.9	22.2	12.4
		13.5	11.1	11.8	
		6.4	3.2	2.8	
	2	52	33	24	109
		47.7	30.3	22.0	50.0
		50.0	52.4	47.1	
		23.9	15.1	11.0	
	3	38	23	21	82
		46.3	28.0	25.6	37.6
		36.5	36.5	41.2	
		17.4	10.6	9.6	
	COLUMN TOTAL	104	63	51	218
		47.7	28.9	23.4	100.0

RAW CHI SQUARE = 0.57992 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9653
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH ESTACPP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 26

APPENDIX U17

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	INTIACP1: NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & IN (14)	ROW TOTAL
	1	14	5	8	27
		51.9	18.5	29.6	12.5
		13.2	9.4	14.0	
		6.5	2.3	3.7	
	2	54	27	27	108
		50.0	25.0	25.0	50.0
		50.9	50.9	47.4	
		25.0	12.5	12.5	
	3	38	21	22	81
		46.9	25.9	27.2	37.5
		35.8	39.6	38.6	
		17.6	9.7	10.2	
	COLUMN TOTAL	106	53	57	216
		49.1	24.5	26.4	100.0

RAW CHI SQUARE = 0.81474 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9365
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH INTTACP1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 28

APPENDIX U18

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	OTORGCO1: NEVER CONSIDERED (11)	CO CONSID (12)	TRIED & DROPPED (13)	TRIED & IN (14)	ROW TOTAL
	1	16	8	0	3	27
		59.3	29.6	0.0	11.1	12.4
		17.4	11.9	0.0	5.7	
		7.3	3.7	0.0	1.4	
	2	42	33	3	30	108
		38.9	30.6	2.8	27.8	49.5
		45.7	49.3	50.0	56.6	
		19.3	15.1	1.4	13.8	
	3	34	26	3	20	83
		41.0	31.3	3.6	24.1	38.1
		37.0	38.8	50.0	37.7	
		15.6	11.9	1.4	9.2	
	COLUMN TOTAL	92	67	6	53	218
		42.2	30.7	2.8	24.3	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.743
RAW CHI SQUARE = 5.63180 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4657
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH OTORGCO1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 26

APPENDIX U19

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES

LABEL	INNEGTO1	NEVER CONSIDERED 11	CONSID 12	TRIED & DROPPED 13	TRIED & IN 14	ROW TOTAL
	1	17	1	1	5	24
		70.8	4.2	4.2	20.8	11.8
		14.4	2.6	20.0	12.2	
		8.4	0.5	0.5	2.5	
	2	59	24	1	19	103
		57.3	23.3	1.0	18.4	50.7
		50.0	61.5	20.0	46.3	
		29.1	11.8	0.5	9.4	
	3	42	14	3	17	76
		55.3	18.4	3.9	22.4	37.4
		35.6	35.9	60.0	41.5	
		20.7	6.9	1.5	8.4	
	COLUMN TOTAL	118	39	5	41	203
		58.1	19.2	2.5	20.2	100.0

5 OUT OF 12 (41.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.591
RAW CHI SQUARE = 6.76764 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3429
LAMBDA (ASYMMETRIC) = 0.02000 WITH LABEL DEPENDENT. = 0.0 WITH INNEGTO1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01091

NUMBER OF MISSING OBSERVATIONS = 41

APPENDIX U20

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND IMPLEMENTATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS

LABEL	PRSVMPC1	NEVER CONSIDERED	CO CONSID	TRIED & DROPPED	TRIED & IN	ROW TOTAL
	COUNT	11	12	13	14	
	ROW PCT					
	COL PCT					
	TOT PCT					
1		22	4	0	2	28
		78.6	14.3	0.0	7.1	12.7
		17.2	8.5	0.0	4.5	
		10.0	1.8	0.0	0.9	
2		68	18	1	21	108
		63.0	16.7	0.9	19.4	49.1
		53.1	38.3	100.0	47.7	
		30.9	8.2	0.5	9.5	
3		38	25	0	21	84
		45.2	29.8	0.0	25.0	38.2
		29.7	53.2	0.0	47.7	
		17.3	11.4	0.0	9.5	
COLUMN TOTAL		128	47	1	44	220
		58.2	21.4	0.5	20.0	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.127
RAW CHI SQUARE = 13.80700 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0319
LAMBDA (ASYMMETRIC) = 0.06250 WITH LABEL DEPENDENT. = 0.0 WITH PRSVMPC1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03431

NUMBER OF MISSING OBSERVATIONS = 24

APPENDIX V

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF 20 TEACHER ABSENCE CONTROL POLICIES AND EIGHT SELECTED VARIABLES

CODES FOR EIGHT SELECTED VARIABLES:

PCABSENT - ESTIMATED PERCENTAGE OF DAILY TEACHER ABSENTEEISM

CODE - STRATUM OF PUBLIC SCHOOL DISTRICTS

TOSCKDAA - TOTAL NUMBER OF ACCRUED SICK LEAVE DAYS ALLOWED

SATISTAR - SATISFACTION WITH TEACHER ABSENTEEISM

EVIDSIGA - EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS TO SUSPECT THERE IS A TEACHER ABSENTEEISM PROBLEM

REGTSEMP - NUMBER OF REGULAR TEACHERS (EXCLUDING PARAPROFESSIONALS AND SUBSTITUTES)

TCHDAYR - NUMBER OF TEACHING DAYS IN 1980-1981 SCHOOL CALENDAR

SCKDAEAR - NUMBER OF SICK LEAVE DAYS EARNED ANNUALLY

APPENDIX V1

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7351473	54.614	15	0.0000
1*	0.18916	57.53	57.53	0.3988329	: 1	0.8742051	23.863	8	0.0024
2*	0.09449	28.74	86.27	0.2938275	: 2	0.9568110	7.8365	3	0.0495
3*	0.04514	13.73	100.00	0.2078197	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	0.45725	-0.65929	0.12100
PCABSENT	0.16808	0.35334	0.68654
EVIDSIGA	-0.36980	0.19228	0.03800
REGTSEMP	1.03927	0.02401	0.13877
SCKDAEAR	0.25204	0.46117	-0.73372

APPENDIX V2

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.9281580	13.420	8	0.0368
1*	0.05440	71.38	71.38	0.2271451	1	0.9746514	3.8044	2	0.1434
2*	0.02181	28.62	100.00	0.1461115					

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
REGTSEMP	0.82794	-0.56346
SCKDAEAR	0.60765	0.79607

APPENDIX V3

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7820941	43.257	12	0.0000
1*	0.17194	65.48	65.48	0.3830302	: 1	0.9165034	15.333	6	0.0176
2*	0.08600	32.75	98.24	0.2814091	: 2	0.9953315	0.81296	2	0.6660
3*	0.00463	1.76	100.00	0.0678856	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	-0.44489	-0.59263	0.24852
TOSCKDAA	0.49761	-0.09916	-0.58243
SATISTAR	-0.10677	1.03526	0.09997
SCKDAEAR	0.83576	-0.09703	0.55742

APPENDIX V4

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8167530	35.678	18	0.0074
1*	0.12994	61.21	61.21	0.3391121	1	0.9256817	14.505	10	0.1620
2*	0.06327	29.80	91.01	0.2439339	2	0.9812716	3.3465	4	0.5018
3*	0.01909	8.99	100.00	0.1368541					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	0.82263	-0.17585	0.08445
PCABSENT	0.78340	0.05437	0.28903
TOSCKDAA	-0.03927	0.54535	0.51656
EVIDSIGA	0.11262	-0.64916	-0.27243
REGTSEMP	0.49317	0.15366	0.35184
SCKDAEAR	0.23424	0.71452	-0.62417

APPENDIX V5

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.8564088	27.591	12	0.0063
1*	0.09659	60.16	60.16	0.2967915	: 1	0.9391325	11.178	6	0.0830
2*	0.04508	28.08	88.24	0.2077007	: 2	0.9814728	3.3288	2	0.1893
3*	0.01888	11.76	100.00	0.1361147	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
EVIDSIGA	0.35872	-0.70335	0.54457
SATISTAR	0.95535	0.00149	-0.15407
REGTSEMP	0.54523	0.53032	0.63686
TCHDAYR	-0.56872	0.51112	0.09324

APPENDIX V6

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.09212	62.66	62.66	0.2904362	0	0.8676482	25.341	15	0.0455
2*	0.04574	31.11	93.77	0.2091351	1	0.9475796	9.6112	8	0.2934
3*	0.00916	6.23	100.00	0.0952894	2	0.9909199	1.6282	3	0.6530

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	-0.02504	0.83644	0.16793
SATISTAR	-0.65275	-0.05786	-0.23612
REGTSEMP	-0.04121	1.02330	0.06652
TCHDAYP	0.37844	-0.08432	0.77565
SCKDAEAR	0.69404	0.14665	-0.64520

APPENDIX V7

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.8418845	30.464	18	0.0332
1*	0.10825	60.46	60.46	0.3125267	: 1	0.9330149	12.272	10	0.2673
2*	0.05087	28.41	88.88	0.2200078	: 2	0.9804731	3.4904	4	0.4793
3*	0.01992	11.12	100.00	0.1397386	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	-0.44579	0.33612	0.37628
PCABSENT	0.28074	0.35958	0.52661
EVIDSIGA	0.23290	0.78051	0.26144
SATISTAR	-0.19507	0.85693	0.31039
REGTSEMP	0.39182	0.36457	-0.13824
TCHDAYR	0.08571	-0.47972	0.83091

APPENDIX V8

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.9139967	15.962	9	0.0677
1*	0.05881	64.02	64.02	0.2356825	: 1	0.9677517	5.8184	4	0.2131
2*	0.01802	19.62	83.64	0.1330619	: 2	0.9851950	2.6475	1	0.1037
3*	0.01503	16.36	100.00	0.1216759	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	0.88536	-0.33869	0.54286
EVIDSIGA	0.30941	0.67563	0.80062
SCKDAEAR	0.56092	0.48922	-0.66876

APPENDIX V9

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
				:	0	0.7848475	43.487	15	0.0001
1*	0.15392	59.73	59.73	0.3652229 :	1	0.9056502	17.789	8	0.0229
2*	0.09949	38.61	98.34	0.3008099 :	2	0.9957524	0.76407	3	0.8580
3*	0.00427	1.66	100.00	0.0651738 :					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	-0.26561	-0.37322	0.39433
TOSCKDAA	0.20312	0.74693	0.37900
EVIDSIGA	0.49943	-0.07958	0.67739
SATISTAR	-0.41366	0.33132	0.73771
SCKDAEAR	0.34887	-0.29654	0.54862

APPENDIX V10

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8794833	22.730	12	0.0301
1*	0.09085	68.25	68.25	0.2885848	1	0.9593818	7.3395	6	0.2906
2*	0.04020	30.20	98.45	0.1965817	2	0.9979468	0.36379	2	0.8337
3*	0.00206	1.55	100.00	0.0453124					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
TOSCKDAA	0.49838	-0.57767	0.62058
SATISTAR	-0.66965	0.04621	0.73416
REGTSEMP	0.03025	0.77504	0.37865
SCKDAEAR	0.72860	0.25032	0.38068

APPENDIX V11

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8461136	29.995	9	0.0004
1*	0.11676	66.74	66.74	0.3233499	1	0.9449087	10.172	4	0.0376
2*	0.05631	32.19	98.92	0.2308907	2	0.9981189	0.33798	1	0.5610
3*	0.00188	1.08	100.00	0.0433716					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	0.88327	0.16752	0.45554
TCHDAYR	-0.37252	0.20614	0.91570
SCKDAEAR	-0.06050	0.94872	-0.32074

APPENDIX V12

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8992544	18.689	12	0.0963
1*	0.06812	62.54	62.54	0.2525383	1	0.9605116	7.0909	6	0.3125
2*	0.03038	27.89	90.43	0.1717003	2	0.9896886	1.8242	2	0.4017
3*	0.01042	9.57	100.00	0.1015451					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
PCABSENT	0.61442	0.25215	-0.44302
TOSCKDAA	-0.68385	-0.16972	0.10633
TCHDAYR	0.49027	-0.48476	0.67507
SCKDAEAR	-0.21784	0.82428	0.53453

APPENDIX V13

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.9211766	14.573	9	0.1033
1*	0.05619	66.96	66.96	0.2306467	1	0.9729347	4.8703	4	0.3009
2*	0.02365	28.18	95.15	0.1519960	2	0.9959438	0.72144	1	0.3957
3*	0.00407	4.85	100.00	0.0636882					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
PCABSENT	-0.14061	1.00815	-0.18877
EVIDSIGA	0.83150	-0.26157	-0.56943
REGTSEMP	0.50630	0.20385	0.84686

APPENDIX V14

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.10538	96.76	96.76	0.3087660	0	0.9014840	18.253	6	0.0056
2*	0.00353	3.24	100.00	0.0592844	1	0.9964854	0.61967	2	0.7336

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
CODE	0.94041	0.34805
SCKDAEAR	-0.41664	0.91209

APPENDIX V15

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.12716	73.25	73.25	0.3358822	0	0.8478083	29.305	8	0.0003
2*	0.04644	26.75	100.00	0.2106701	1	0.9556181	8.0580	3	0.0448

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
PCABSENT	0.50491	-0.40796
TOSCKDAA	0.54888	0.72258
REGTSEMP	0.44551	-0.55941
SCKDAEAR	0.65789	0.32143

APPENDIX V16

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.10560	88.27	88.27	0.3090507	0	0.8919715	20.120	6	0.0026
2*	0.01403	11.73	100.00	0.1176341	1	0.9861622	2.4525	2	0.2934

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
EVIDSIGA	0.32303	0.91576
SATISTAR	-0.44801	1.07384
REGTSEMP	0.65732	0.25224

APPENDIX V17

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.09511	80.55	80.55	0.2947000	0	0.8926467	19.703	8	0.0115
2*	0.02297	19.45	100.00	0.1498514	1	0.9775446	3.9404	3	0.2680

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
CODE	-0.36397	0.46069
TOSCKDAA	0.24110	0.76600
SATISTAR	-0.30128	-0.61520
REGTSEMP	0.62048	-0.27327

APPENDIX V18

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8606447	26.338	9	0.0018
1*	0.13262	83.76	83.76	0.3421841	1	0.9747819	4.4825	4	0.3446
2*	0.01482	9.36	93.12	0.1208528	2	0.9892300	1.9004	1	0.1680
3*	0.01089	6.88	100.00	0.1037788					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	1.03496	0.28180	0.11480
EVIDSIGA	0.22095	0.93097	-0.49641
SCKDAEAR	-0.26848	0.49566	0.82698

APPENDIX V19

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.07568	53.05	53.05	0.2652507	: 0	0.8704369	22.618	12	0.0312
2*	0.04327	30.33	83.38	0.2036644	: 1	0.9363140	10.726	6	0.0972
3*	0.02372	16.62	100.00	0.1522096	: 2	0.9768322	3.8208	2	0.1480

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
PCABSENT	-0.24537	0.43640	0.93978
SATISTAR	-0.48363	0.55110	0.07325
REGTSEMP	0.67026	0.73131	-0.17666
SCKDAEAR	0.61989	-0.52883	0.29009

APPENDIX V20

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR IMPLEMENTATION OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7269719	56.440	10	0.0000
1*	0.29442	82.45	82.45	0.4769226	: 1	0.9410094	10.762	4	0.0294
2*	0.06269	17.55	100.00	0.2428799	:				

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
CODE	0.70588	-0.36105
EVIDSIGA	-0.11763	0.83345
SATISTAR	0.19917	0.95764
REGTSEMP	-0.20967	-0.47469
SCKDAEAR	-0.50858	-0.11515

APPENDIX W

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

PUBLIC SCHOOL DISTRICT SIZES (STRATUM):

LARGE - 25,000 OR MORE PUPILS

MEDIUM - 5,000 TO 24,999 PUPILS

SMALL - 300 TO 4,999 PUPILS

EVALUATION STATUS OF TEACHER ABSENCE CONTROL POLICIES:

ESSENTIAL POLICY

DESIRABLE POLICY

NEITHER DESIRABLE NOR UNDESIRABLE POLICY

UNNECESSARY AND UNDESIRABLE POLICY

DETRIMENTAL POLICY

APPENDIX W1

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR

STRATUM	RSPSTPA2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DEST 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
1		23	27	10	1	2	63
		36.5	42.9	15.9	1.6	3.2	26.9
		35.4	27.0	21.7	4.8	100.0	
		9.8	11.5	4.3	0.4	0.9	
2		29	41	18	6	0	94
		30.9	43.6	19.1	6.4	0.0	40.2
		44.6	41.0	39.1	28.6	0.0	
		12.4	17.5	7.7	2.6	0.0	
3		13	32	18	14	0	77
		16.9	41.6	23.4	18.2	0.0	32.9
		20.0	32.0	39.1	66.7	0.0	
		5.6	13.7	7.7	6.0	0.0	
COLUMN TOTAL		65	100	46	21	2	234
		27.8	42.7	19.7	9.0	0.9	100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.538
RAW CHI SQUARE = 23.63034 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0026
LAMBDA (ASYMMETRIC) = 0.07143 WITH STRATUM DEPENDENT. = 0.0 WITH RSPSTPA2 DEPENDENT
LAMBDA (SYMMETRIC) = 0.03650

NUMBER OF MISSING OBSERVATIONS = 10

APPENDIX W2

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	SCHMTNG2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	DESIRABLE UNNECESSARY (24)	DETRIMENTAL (25)	ROW TOTAL
1		5	14	15	14	13	61
		8.2	23.0	24.6	23.0	21.3	26.6
		50.0	26.9	22.4	23.0	33.3	
		2.2	6.1	6.6	6.1	5.7	
2		4	19	32	23	14	92
		4.3	20.7	34.8	25.0	15.2	40.2
		40.0	36.5	47.8	37.7	35.9	
		1.7	8.3	14.0	10.0	6.1	
3		1	19	20	24	12	76
		1.3	25.0	26.3	31.6	15.8	33.2
		10.0	36.5	29.9	39.3	30.8	
		0.4	8.3	8.7	10.5	5.2	
COLUMN TOTAL		10	52	67	61	39	229
		4.4	22.7	29.3	26.6	17.0	100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.664
RAW CHI SQUARE = 7.65995 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4674
LAMBDA (ASYMMETRIC) = 0.01460 WITH STRATUM DEPENDENT. = 0.02469 WITH SCHMTNG2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02007

NUMBER OF MISSING OBSERVATIONS = 15

APPENDIX W3

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS

STRATUM	REDPTTB2 COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEI DESI (23)	UNNECESSARY (24)	DETRIMENTAL (25)	ROW TOTAL
	1	4	10	15	14	15	58
		6.9	17.2	25.9	24.1	25.9	25.8
		22.2	26.3	23.4	25.9	29.4	
		1.8	4.4	6.7	6.2	6.7	
	2	8	13	27	18	24	90
		8.9	14.4	30.0	20.0	26.7	40.0
		44.4	34.2	42.2	33.3	47.1	
		3.6	5.8	12.0	8.0	10.7	
	3	6	15	22	22	12	77
		7.8	19.5	28.6	28.6	15.6	34.2
		33.3	39.5	34.4	40.7	23.5	
		2.7	6.7	9.8	9.8	5.3	
	COLUMN TOTAL	18	38	64	54	51	225
		8.0	16.9	28.4	24.0	22.7	100.0

1 OUT OF 15 (6.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.[illegible]
RAW CHI SQUARE = 4.89461 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7688
LAMBDA (ASYMMETRIC) = 0.04444 WITH STRATUM DEPENDENT. = 0.0 WITH REDPTTB2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02027

NUMBER OF MISSING OBSERVATIONS = 19

APPENDIX W4

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE

STRATUM	PRNRVAT2 COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEI DESI R (23)	UNNECESSARY UNDES (24)	DETRIMENTAL (25)	ROW TOTAL
	1	23	21	6	9	2	61
		37.7	34.4	9.8	14.8	3.3	26.4
		23.5	26.9	25.0	39.1	25.0	
		10.0	9.1	2.6	3.9	0.9	
	2	42	33	6	7	6	94
		44.7	35.1	6.4	7.4	6.4	40.7
		42.9	42.3	25.0	30.4	75.0	
		18.2	14.3	2.6	3.0	2.6	
	3	33	24	12	7	0	76
		43.4	31.6	15.8	9.2	0.0	32.9
		33.7	30.8	50.0	30.4	0.0	
		14.3	10.4	5.2	3.0	0.0	
	COLUMN TOTAL	98	78	24	23	8	231
		42.4	33.8	10.4	10.0	3.5	100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.113
RAW CHI SQUARE = 11.21896 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1896
LAMBDA (ASYMMETRIC) = 0.05839 WITH STRATUM DEPENDENT. = 0.0 WITH PRNRVAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02963

NUMBER OF MISSING OBSERVATIONS = 13

APPENDIX W5

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS

STRATUM	PRNCTAT2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL 21	DESIRABLE POLICY 22	NEI DESIR POLICY 23	UNNECESS UNDES 24	DETRIMENTAL 25	ROW TOTAL
	1	16	32	8	4	0	60
		26.7	53.3	13.3	6.7	0.0	26.3
		29.1	27.1	24.2	25.0	0.0	
		7.0	14.0	3.5	1.8	0.0	
	2	26	45	10	8	3	92
		28.3	48.9	10.9	8.7	3.3	40.4
		47.3	38.1	30.3	50.0	50.0	
		11.4	19.7	4.4	3.5	1.3	
	3	13	41	15	4	3	76
		17.1	53.9	19.7	5.3	3.9	33.3
		23.6	34.7	45.5	25.0	50.0	
		5.7	18.0	6.6	1.8	1.3	
	COLUMN TOTAL	55 24.1	118 51.8	33 14.5	16 7.0	6 2.6	228 100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.579
RAW CHI SQUARE = 7.87312 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4460
LAMBDA (ASYMMETRIC) = 0.03676 WITH STRATUM DEPENDENT. = 0.0 WITH PRNCTAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02033

NUMBER OF MISSING OBSERVATIONS = 16

APPENDIX W6

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM

STRATUM	LSUPEXA2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESI 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
1	COUNT	12	22	13	7	6	60
	ROW PCT	20.0	36.7	21.7	11.7	10.0	26.4
	COL PCT	25.5	25.9	31.0	21.2	30.0	
	TOT PCT	5.3	9.7	5.7	3.1	2.6	
2	COUNT	21	30	13	18	9	91
	ROW PCT	23.1	33.0	14.3	19.8	9.9	40.1
	COL PCT	44.7	35.3	31.0	54.5	45.0	
	TOT PCT	9.3	13.2	5.7	7.9	4.0	
3	COUNT	14	33	16	8	5	76
	ROW PCT	18.4	43.4	21.1	10.5	6.6	33.5
	COL PCT	29.8	38.8	38.1	24.2	25.0	
	TOT PCT	6.2	14.5	7.0	3.5	2.2	
COLUMN TOTAL		47 20.7	85 37.4	42 18.5	33 14.5	20 8.8	227 100.0

RAW CHI SQUARE = 6.68950 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5705
LAMBDA (ASYMMETRIC) = 0.04412 WITH STRATUM DEPENDENT. = 0.0 WITH LSUPEXA2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02158

NUMBER OF MISSING OBSERVATIONS = 17

APPENDIX W7

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES

STRATUM	TSPKPRN2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESS UNDES 24	ROW TOTAL
1		37	19	4	1	61
		60.7	31.1	6.6	1.6	26.8
		25.2	32.2	25.0	16.7	
		16.2	8.3	1.8	0.4	
2		58	22	9	3	92
		63.0	23.9	9.8	3.3	40.4
		39.5	37.3	56.3	50.0	
		25.4	9.6	3.9	1.3	
3		52	18	3	2	75
		69.3	24.0	4.0	2.7	32.9
		35.4	30.5	18.8	33.3	
		22.8	7.9	1.3	0.9	
COLUMN TOTAL		147	59	16	6	228
		64.5	25.9	7.0	2.6	100.0

4 OUT OF 12 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.605
RAW CHI SQUARE = 3.69678 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7176
LAMBDA (ASYMMETRIC) = 0.0 WITH STRATUM DEPENDENT. = 0.0 WITH TSPKPRN2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 16

APPENDIX W8

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE

STRATUM	EXARTGT2	21 ESSENTIAL	22 DESIRABLE POLICY	23 NEI DESIR POLICY	24 UNNECESSARY	25 DETRIMENTAL	ROW TOTAL
	COUNT	30	12	9	3	5	59
1	ROW PCT	50.8	20.3	15.3	5.1	8.5	26.2
	COL PCT	26.8	24.0	26.5	20.0	35.7	
	TOT PCT	13.3	5.3	4.0	1.3	2.2	
	COUNT	49	22	10	4	7	92
2	ROW PCT	53.3	23.9	10.9	4.3	7.6	40.9
	COL PCT	43.8	44.0	29.4	26.7	50.0	
	TOT PCT	21.8	9.8	4.4	1.8	3.1	
	COUNT	33	16	15	8	2	74
3	ROW PCT	44.6	21.6	20.3	10.8	2.7	32.9
	COL PCT	29.5	32.0	44.1	53.3	14.3	
	TOT PCT	14.7	7.1	6.7	3.6	0.9	
COLUMN TOTAL		112 49.8	50 22.2	34 15.1	15 6.7	14 6.2	225 100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.671
RAW CHI SQUARE = 8.36950 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3982
LAMBDA (ASYMMETRIC) = 0.06767 WITH STRATUM DEPENDENT. = 0.0 WITH EXARTGT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03659

NUMBER OF MISSING OBSERVATIONS = 19

APPENDIX W9

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR

STRATUM	CVUSLRP2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEI DESIR	24 UNNECESSARY UNDES	25 DETRIMENTAL	ROW TOTAL
1	COUNT	14	28	9	6	3	60
	ROW PCT	23.3	46.7	15.0	10.0	5.0	26.7
	COL PCT	27.5	29.8	27.3	19.4	18.8	
	TOT PCT	6.2	12.4	4.0	2.7	1.3	
2	COUNT	19	41	11	14	5	90
	ROW PCT	21.1	45.6	12.2	15.6	5.6	40.0
	COL PCT	37.3	43.6	33.3	45.2	31.3	
	TOT PCT	8.4	18.2	4.9	6.2	2.2	
3	COUNT	18	25	13	11	8	75
	ROW PCT	24.0	33.3	17.3	14.7	10.7	33.3
	COL PCT	35.3	26.6	39.4	35.5	50.0	
	TOT PCT	8.0	11.1	5.8	4.9	3.6	
COLUMN TOTAL		51 / 22.7	94 / 41.8	33 / 14.7	31 / 13.8	16 / 7.1	225 / 100.0

1 OUT OF 15 (6.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.267
RAW CHI SQUARE = 5.71895 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6787
LAMBDA (ASYMMETRIC) = 0.03704 WITH STRATUM DEPENDENT. = 0.0 WITH CVUSLRP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01880

NUMBER OF MISSING OBSERVATIONS = 19

APPENDIX W10

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	SVPYRBD2: ESSENTIAL POLICY	DESIRABLE POLICY	NEI DESIR	UNNECESSARY UNDES	DETRIMENTAL	ROW TOTAL
1	COUNT	21	28	11	1	0	61
	ROW PCT	34.4	45.9	18.0	1.6	0.0	27.0
	COL PCT	33.3	28.3	35.5	4.5	0.0	
	TOT PCT	9.3	12.4	4.9	0.4	0.0	
2	COUNT	22	43	11	10	5	91
	ROW PCT	24.2	47.3	12.1	11.0	5.5	40.3
	COL PCT	34.9	43.4	35.5	45.5	45.5	
	TOT PCT	9.7	19.0	4.9	4.4	2.2	
3	COUNT	20	28	9	11	6	74
	ROW PCT	27.0	37.8	12.2	14.9	8.1	32.7
	COL PCT	31.7	28.3	29.0	50.0	54.5	
	TOT PCT	8.8	12.4	4.0	4.9	2.7	
	COLUMN TOTAL	63 / 27.9	99 / 43.8	31 / 13.7	22 / 9.7	11 / 4.9	226 / 100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.969
RAW CHI SQUARE = 14.34328 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0732
LAMBDA (ASYMMETRIC) = 0.01481 WITH STRATUM DEPENDENT. = 0.0 WITH SVPYRBD2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00763

NUMBER OF MISSING OBSERVATIONS = 18

APPENDIX W11

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED

STRATUM	REQMEDC2 COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	43	17	2	0	0	62
		69.4	27.4	3.2	0.0	0.0	26.6
		33.1	23.6	8.7	0.0	0.0	
		18.5	7.3	0.9	0.0	0.0	
	2	55	28	8	4	0	95
		57.9	29.5	8.4	4.2	0.0	40.8
		42.3	38.9	34.8	80.0	0.0	
		23.6	12.0	3.4	1.7	0.0	
	3	32	27	13	1	3	76
		42.1	35.5	17.1	1.3	3.9	32.6
		24.6	37.5	56.5	20.0	100.0	
		13.7	11.6	5.6	0.4	1.3	
	COLUMN TOTAL	130 55.8	72 30.9	23 9.9	5 2.1	3 1.3	233 100.0

6 OUT OF 15 (40.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.798
RAW CHI SQUARE = 22.16718 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0046
LAMBDA (ASYMMETRIC) = 0.05797 WITH STRATUM DEPENDENT. = 0.0 WITH REQMEDC2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03320

NUMBER OF MISSING OBSERVATIONS = 11

APPENDIX W12

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE

STRATUM	REQACAF2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	UNNECESSARY UNDESIRABLE 24	DETRIMENTAL 25	ROW TOTAL
	COUNT						
	ROW PCT						
	COL PCT						
	TOT PCT						
1		19	19	17	3	2	60
		31.7	31.7	28.3	5.0	3.3	26.5
		25.0	28.4	30.9	16.7	20.0	
		8.4	8.4	7.5	1.3	0.9	
2		35	27	16	9	4	91
		38.5	29.7	17.6	9.9	4.4	40.3
		46.1	40.3	29.1	50.0	40.0	
		15.5	11.9	7.1	4.0	1.8	
3		22	21	22	6	4	75
		29.3	28.0	29.3	8.0	5.3	33.2
		28.9	31.3	40.0	33.3	40.0	
		9.7	9.3	9.7	2.7	1.8	
COLUMN TOTAL		76	67	55	18	10	226
		33.6	29.6	24.3	8.0	4.4	100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.655
RAW CHI SQUARE = 5.51995 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7008
LAMBDA (ASYMMETRIC) = 0.04444 WITH STRATUM DEPENDENT. = 0.0 WITH REQACAF2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02105

NUMBER OF MISSING OBSERVATIONS = 18

APPENDIX W13

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS

STRATUM	CSTDSBT2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDER	24 DESIRABLE UNDES	25 UNNECESSARY DETRIMENTAL	ROW TOTAL
1	COUNT	44	11	6	0	1	62
	ROW PCT	71.0	17.7	9.7	0.0	1.6	26.8
	COL PCT	28.6	23.9	22.2	0.0	100.0	
	TOT PCT	19.0	4.8	2.6	0.0	0.4	
2	COUNT	62	19	11	2	0	94
	ROW PCT	66.0	20.2	11.7	2.1	0.0	40.7
	COL PCT	40.3	41.3	40.7	66.7	0.0	
	TOT PCT	26.8	8.2	4.8	0.9	0.0	
3	COUNT	48	16	10	1	0	75
	ROW PCT	64.0	21.3	13.3	1.3	0.0	32.5
	COL PCT	31.2	34.8	37.0	33.3	0.0	
	TOT PCT	20.8	6.9	4.3	0.4	0.0	
COLUMN TOTAL		154	46	27	3	1	231
		66.7	19.9	11.7	1.3	0.4	100.0

6 OUT OF 15 (40.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.268
RAW CHI SQUARE = 4.90333 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7679
LAMBDA (ASYMMETRIC) = 0.00730 WITH STRATUM DEPENDENT. = 0.0 WITH CSTDSBT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00467

NUMBER OF MISSING OBSERVATIONS = 13

APPENDIX W14

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS

STRATUM	COMPTAD2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDESIR 23	UNNECESSUNDES 24	DETRIMENTAL 25	ROW TOTAL
	1	15	20	10	8	9	62
		24.2	32.3	16.1	12.9	14.5	27.0
		32.6	30.8	18.2	25.0	28.1	
		6.5	8.7	4.3	3.5	3.9	
	2	22	31	21	12	8	94
		23.4	33.0	22.3	12.8	8.5	40.9
		47.8	47.7	38.2	37.5	25.0	
		9.6	13.5	9.1	5.2	3.5	
	3	9	14	24	12	15	74
		12.2	18.9	32.4	16.2	20.3	32.2
		19.6	21.5	43.6	37.5	46.9	
		3.9	6.1	10.4	5.2	6.5	
	COLUMN TOTAL	46	65	55	32	32	230
		20.0	28.3	23.9	13.9	13.9	100.0

RAW CHI SQUARE = 15.20716 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0552
LAMBDA (ASYMMETRIC) = 0.07353 WITH STRATUM DEPENDENT. = 0.06061 WITH COMPTAD2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.06645

NUMBER OF MISSING OBSERVATIONS = 14

APPENDIX W15

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION

STRATUM	PRNWKRT2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDESIR 23	UNNECESS UNDES 24	DETRIMENTAL 25	ROW TOTAL
1		5	14	21	15	6	61
		8.2	23.0	34.4	24.6	9.8	26.6
		20.0	23.0	28.4	30.6	30.0	
		2.2	6.1	9.2	6.6	2.6	
2		11	25	30	18	9	93
		11.8	26.9	32.3	19.4	9.7	40.6
		44.0	41.0	40.5	36.7	45.0	
		4.8	10.9	13.1	7.9	3.9	
3		9	22	23	16	5	75
		12.0	29.3	30.7	21.3	6.7	32.8
		36.0	36.1	31.1	32.7	25.0	
		3.9	9.6	10.0	7.0	2.2	
COLUMN TOTAL		25	61	74	49	20	229
		10.9	26.6	32.3	21.4	8.7	100.0

RAW CHI SQUARE = 2.24859 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9724
LAMBDA (ASYMMETRIC) = 0.0 WITH STRATUM DEPENDENT. = 0.0 WITH PRNWKRT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 15

APPENDIX W16

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

STRATUM	ESTACPR2 ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESI 23	UNNECESSARY UNDES 24	DETRIMENTAL 25	ROW TOTAL
1	29	16	10	5	1	61
	47.5	26.2	16.4	8.2	1.6	26.8
	32.2	23.2	23.3	26.3	14.3	
	12.7	7.0	4.4	2.2	0.4	
2	38	30	12	6	5	91
	41.8	33.0	13.2	6.6	5.5	39.9
	42.2	43.5	27.9	31.6	71.4	
	16.7	13.2	5.3	2.6	2.2	
3	23	23	21	8	1	76
	30.3	30.3	27.6	10.5	1.3	33.3
	25.6	33.3	48.8	42.1	14.3	
	10.1	10.1	9.2	3.5	0.4	
COLUMN TOTAL	90 39.5	69 30.3	43 18.9	19 8.3	7 3.1	228 100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.873
RAW CHI SQUARE = 11.83871 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1585
LAMBDA (ASYMMETRIC) = 0.08029 WITH STRATUM DEPENDENT. = 0.0 WITH ESTACPR2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04000

NUMBER OF MISSING OBSERVATIONS = 16

APPENDIX W17

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD

STRATUM	COUNT / ROW PCT / COL PCT / TOT PCT	INTTACP2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEI DESIR (23)	UNNECESSARY (24)	DETRIMENTAL (25)	ROW TOTAL
	1	29	16	12	3	1	61
		47.5	26.2	19.7	4.9	1.6	26.6
		30.5	23.5	28.6	20.0	11.1	
		12.7	7.0	5.2	1.3	0.4	
	2	44	27	11	4	6	92
		47.8	29.3	12.0	4.3	6.5	40.2
		46.3	39.7	26.2	26.7	66.7	
		19.2	11.8	4.8	1.7	2.6	
	3	22	25	19	8	2	76
		28.9	32.9	25.0	10.5	2.6	33.2
		23.2	36.8	45.2	53.3	22.2	
		9.6	10.9	8.3	3.5	0.9	
	COLUMN TOTAL	95 41.5	68 29.7	42 18.3	15 6.6	9 3.9	229 100.0

5 OUT OF 15 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.397
RAW CHI SQUARE = 14.24080 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0757
LAMBDA (ASYMMETRIC) = 0.08759 WITH STRATUM DEPENDENT. = 0.02239 WITH INTTACP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05535

NUMBER OF MISSING OBSERVATIONS = 15

APPENDIX W18

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

STRATUM	OTORGCO2	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDESIR	24 UNNECESSARY UNDES	25 DETRIMENTAL	ROW TOTAL
1	COUNT	28	25	6	2	1	62
	ROW PCT	45.2	40.3	9.7	3.2	1.6	27.2
	COL PCT	33.7	29.4	15.0	15.4	14.3	
	TOT PCT	12.3	11.0	2.6	0.9	0.4	
2	COUNT	35	33	14	5	5	92
	ROW PCT	38.0	35.9	15.2	5.4	5.4	40.4
	COL PCT	42.2	38.8	35.0	38.5	71.4	
	TOT PCT	15.4	14.5	6.1	2.2	2.2	
3	COUNT	20	27	20	6	1	74
	ROW PCT	27.0	36.5	27.0	8.1	1.4	32.5
	COL PCT	24.1	31.8	50.0	46.2	14.3	
	TOT PCT	8.8	11.8	8.8	2.6	0.4	
COLUMN TOTAL		83 36.4	85 37.3	40 17.5	13 5.7	7 3.1	228 100.0

5 OUT OF 15 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.904
RAW CHI SQUARE = 13.88698 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0848
LAMBDA (ASYMMETRIC) = 0.05147 WITH STRATUM DEPENDENT. = 0.03497 WITH OTORGCO2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04301

NUMBER OF MISSING OBSERVATIONS = 16

APPENDIX W19

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES

STRATUM	INNEGIO2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDER	24 DESIRABLE UNNECESSARY	25 DETRIMENTAL	ROW TOTAL
1		18	17	15	4	2	56
		32.1	30.4	26.8	7.1	3.6	26.7
		32.7	29.8	27.8	16.7	10.0	
		8.6	8.1	7.1	1.9	1.0	
2		26	18	17	11	12	84
		31.0	21.4	20.2	13.1	14.3	40.0
		47.3	31.6	31.5	45.8	60.0	
		12.4	8.6	8.1	5.2	5.7	
3		11	22	22	9	6	70
		15.7	31.4	31.4	12.9	8.6	33.3
		20.0	38.6	40.7	37.5	30.0	
		5.2	10.5	10.5	4.3	2.9	
COLUMN TOTAL		55 26.2	57 27.1	54 25.7	24 11.4	20 9.5	210 100.0

RAW CHI SQUARE = 13.38822 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0992
LAMBDA (ASYMMETRIC) = 0.07143 WITH STRATUM DEPENDENT. = 0.05882 WITH INNEGIO2 DEPENDENT
LAMBDA (SYMMETRIC) = 0.06452

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX W20

CROSSTABULATION OF PUBLIC SCHOOL DISTRICT SIZE AND EVALUATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS

STRATUM	PRSVMPC2					ROW TOTAL
	ESSENTIAL POLICY	DESIRABLE POLICY	NEIDESIR	UNNECESS UNDES	DETRIMENTAL	
	21	22	23	24	25	
1	25	25	8	4	0	62
	40.3	40.3	12.9	6.5	0.0	27.3
	49.0	39.1	12.5	11.8	0.0	
	11.0	11.0	3.5	1.8	0.0	
2	17	23	32	14	5	91
	18.7	25.3	35.2	15.4	5.5	40.1
	33.3	35.9	50.0	41.2	35.7	
	7.5	10.1	14.1	6.2	2.2	
3	9	16	24	16	9	74
	12.2	21.6	32.4	21.6	12.2	32.6
	17.6	25.0	37.5	47.1	64.3	
	4.0	7.0	10.6	7.0	4.0	
COLUMN TOTAL	51	64	64	34	14	227
	22.5	28.2	28.2	15.0	6.2	100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.824
RAW CHI SQUARE = 38.10397 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
LAMBDA (ASYMMETRIC) = 0.11765 WITH STRATUM DEPENDENT. = 0.10429 WITH PRSVMPC2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.11037

NUMBER OF MISSING OBSERVATIONS = 17

APPENDIX X

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

LEVELS OF ESTIMATED DAILY TEACHER ABSENTEEISM:

1 - 0 TO 2.50%

2 - 2.51 TO 3.50%

3 - 3.51 TO 4.50%

4 - 4.51 TO 5.50%

5 - 5.51 TO 7.50%

6 - 7.51 TO 15.50%

EVALUATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

ESSENTIAL POLICY

DESIRABLE POLICY

NEITHER DESIRABLE NOR UNDESIRABLE POLICY

UNNECESSARY AND UNDESIRABLE POLICY

DETRIMENTAL POLICY

APPENDIX X1

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR

LEVEL	RSPSTPA2 (ESSENTIAL POLICY)	(DESIRABLE POLICY)	(NEI DESIR)	(UNNECESSARY UNDES)	(DETRIMENTAL)	ROW TOTAL
1	2	12	4	6	0	24
	8.3	50.0	16.7	25.0	0.0	11.5
	3.8	13.2	8.9	31.6	0.0	
	1.0	5.8	1.9	2.9	0.0	
2	7	14	7	3	0	31
	22.6	45.2	22.6	9.7	0.0	14.9
	13.5	15.4	15.6	15.8	0.0	
	3.4	6.7	3.4	1.4	0.0	
3	9	21	11	3	1	45
	20.0	46.7	24.4	6.7	2.2	21.6
	17.3	23.1	24.4	15.8	100.0	
	4.3	10.1	5.3	1.4	0.5	
4	17	20	10	6	0	53
	32.1	37.7	18.9	11.3	0.0	25.5
	32.7	22.0	22.2	31.6	0.0	
	8.2	9.6	4.8	2.9	0.0	
5	9	16	9	0	0	34
	26.5	47.1	26.5	0.0	0.0	16.3
	17.3	17.6	20.0	0.0	0.0	
	4.3	7.7	4.3	0.0	0.0	
6	8	8	4	1	0	21
	38.1	38.1	19.0	4.8	0.0	10.1
	15.4	8.8	8.9	5.3	0.0	
	3.8	3.8	1.9	0.5	0.0	
COLUMN TOTAL	52	91	45	19	1	208
	25.0	43.8	21.6	9.1	0.5	100.0

13 OUT OF 30 (43.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.101
RAW CHI SQUARE = 22.15211 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3323
LAMBDA (ASYMMETRIC) = 0.01935 WITH LEVEL DEPENDENT. = 0.0 WITH RSPSTPA2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01103

NUMBER OF MISSING OBSERVATIONS = 36

APPENDIX X2

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS

LEVEL	SCHMTNG2 COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	3	7	5	8	4	24
		0.0	29.2	20.8	33.3	16.7	11.8
		0.0	16.7	8.1	14.8	10.8	
		0.0	3.4	2.5	3.9	2.0	
	2	1	8	10	5	6	30
		3.3	26.7	33.3	16.7	20.0	14.8
		12.5	19.0	16.1	9.3	16.2	
		0.5	3.9	4.9	2.5	3.0	
	3	1	7	13	11	12	44
		2.3	15.9	29.5	25.0	27.3	21.7
		12.5	16.7	21.0	20.4	32.4	
		0.5	3.4	6.4	5.4	5.9	
	4	4	9	18	10	11	52
		7.7	17.3	34.6	19.2	21.2	25.6
		50.0	21.4	29.0	18.5	29.7	
		2.0	4.4	8.9	4.9	5.4	
	5	0	5	10	14	4	33
		0.0	15.2	30.3	42.4	12.1	16.3
		0.0	11.9	16.1	25.9	10.8	
		0.0	2.5	4.9	6.9	2.0	
	6	2	6	6	6	0	20
		10.0	30.0	30.0	30.0	0.0	9.9
		25.0	14.3	9.7	11.1	0.0	
		1.0	3.0	3.0	3.0	0.0	
	COLUMN TOTAL	8 3.9	42 20.7	62 30.5	54 26.6	37 18.2	203 100.0

10 OUT OF 30 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.788
RAW CHI SQUARE = 23.31700 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2735
LAMBDA (ASYMMETRIC) = 0.03311 WITH LEVEL DEPENDENT. = 0.04965 WITH SCHMTNG2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04110

NUMBER OF MISSING OBSERVATIONS = 41

APPENDIX X3

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS

LEVEL	REDPTTR2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	3	4	5	9	3	24
		12.5	16.7	20.8	37.5	12.5	11.9
		18.8	12.9	8.9	17.3	6.5	
		1.5	2.0	2.5	4.5	1.5	
	2	2	6	9	9	5	31
		6.5	19.4	29.0	29.0	16.1	15.4
		12.5	19.4	16.1	17.3	10.9	
		1.0	3.0	4.5	4.5	2.5	
	3	3	5	13	8	13	42
		7.1	11.9	31.0	19.0	31.0	20.9
		18.8	16.1	23.2	15.4	28.3	
		1.5	2.5	6.5	4.0	6.5	
	4	5	9	12	11	14	51
		9.8	17.6	23.5	21.6	27.5	25.4
		31.3	29.0	21.4	21.2	30.4	
		2.5	4.5	6.0	5.5	7.0	
	5	0	5	11	9	8	33
		0.0	15.2	33.3	27.3	24.2	16.4
		0.0	16.1	19.6	17.3	17.4	
		0.0	2.5	5.5	4.5	4.0	
	6	3	2	6	6	3	20
		15.0	10.0	30.0	30.0	15.0	10.0
		18.8	6.5	10.7	11.5	6.5	
		1.5	1.0	3.0	3.0	1.5	
	COLUMN TOTAL	16 8.0	31 15.4	56 27.9	52 25.9	46 22.9	201 100.0

10 OUT OF 30 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.592
RAW CHI SQUARE = 13.99935 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8305
LAMBDA (ASYMMETRIC) = 0.00567 WITH LEVEL DEPENDENT. = 0.04138 WITH REDPTTR2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02373

NUMBER OF MISSING OBSERVATIONS = 43

APPENDIX X4

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE

LEVEL	PRNRVAT2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	8	5	9	2	0	24
		33.3	20.8	37.5	8.3	0.0	11.7
		9.3	7.0	42.9	10.0	0.0	
		3.9	2.4	4.4	1.0	0.0	
	2	15	12	1	1	2	31
		48.4	38.7	3.2	3.2	6.5	15.0
		17.4	16.9	4.8	5.0	25.0	
		7.3	5.8	0.5	0.5	1.0	
	3	18	18	3	5	1	45
		40.0	40.0	6.7	11.1	2.2	21.8
		20.9	25.4	14.3	25.0	12.5	
		8.7	8.7	1.5	2.4	0.5	
	4	19	20	4	6	3	52
		36.5	38.5	7.7	11.5	5.8	25.2
		22.1	28.2	19.0	30.0	37.5	
		9.2	9.7	1.9	2.9	1.5	
	5	14	9	3	6	2	34
		41.2	26.5	8.8	17.6	5.9	16.5
		16.3	12.7	14.3	30.0	25.0	
		6.8	4.4	1.5	2.9	1.0	
	6	12	7	1	0	0	20
		60.0	35.0	5.0	0.0	0.0	9.7
		14.0	9.9	4.8	0.0	0.0	
		5.8	3.4	0.5	0.0	0.0	
	COLUMN TOTAL	86	71	21	20	8	206
		41.7	34.5	10.2	9.7	3.9	100.0

16 OUT OF 30 (53.33) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.777
RAW CHI SQUARE = 35.11250 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0195
LAMBDA (ASYMMETRIC) = 0.03247 WITH LEVEL DEPENDENT. = 0.01667 WITH PRNRVAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02555

NUMBER OF MISSING OBSERVATIONS = 38

APPENDIX X5

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS

LEVEL	PRNCTAT2 ESSENTIAL POLICY	DESIRABLE POLICY	NEI DESIR	UNNECESS UNDES	DETRIMENTAL	ROW TOTAL
1	2	12	7	1	1	23
	8.7	52.2	30.4	4.3	4.3	11.4
	4.3	11.0	24.1	7.7	25.0	
	1.0	5.9	3.5	0.5	0.5	
2	8	18	5	0	0	31
	25.8	58.1	16.1	0.0	0.0	15.3
	17.0	16.5	17.2	0.0	0.0	
	4.0	8.9	2.5	0.0	0.0	
3	10	27	3	4	0	44
	22.7	61.4	6.8	9.1	0.0	21.8
	21.3	24.8	10.3	30.8	0.0	
	5.0	13.4	1.5	2.0	0.0	
4	12	29	4	4	2	51
	23.5	56.9	7.8	7.8	3.9	25.2
	25.5	26.6	13.8	30.8	50.0	
	5.9	14.4	2.0	2.0	1.0	
5	6	15	9	3	0	33
	18.2	45.5	27.3	9.1	0.0	16.3
	12.8	13.8	31.0	23.1	0.0	
	3.0	7.4	4.5	1.5	0.0	
6	9	8	1	1	1	20
	45.0	40.0	5.0	5.0	5.0	9.9
	19.1	7.3	3.4	7.7	25.0	
	4.5	4.0	0.5	0.5	0.5	
COLUMN TOTAL	47	109	29	13	4	202
	23.3	54.0	14.4	6.4	2.0	100.0

17 OUT OF 30 (56.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.396
RAW CHI SQUARE = 28.82942 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0912
LAMBDA (ASYMMETRIC) = 0.03311 WITH LEVEL DEPENDENT. = 0.01075 WITH PRNCTAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02459

NUMBER OF MISSING OBSERVATIONS = 42

APPENDIX X6

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM

LEVEL	COUNT / ROW PCT / COL PCT / TOT PCT	LSUPEXA2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	DESI UNNECESSARY UNDES (24)	DETRIMENTAL (25)	ROW TOTAL
	1	4	9	4	4	3	24
		16.7	37.5	16.7	16.7	12.5	11.9
		10.3	11.5	10.8	13.3	17.6	
		2.0	4.5	2.0	2.0	1.5	
	2	4	14	5	6	2	31
		12.9	45.2	16.1	19.4	6.5	15.4
		10.3	17.9	13.5	20.0	11.8	
		2.0	7.0	2.5	3.0	1.0	
	3	8	17	8	7	4	44
		18.2	38.6	18.2	15.9	9.1	21.9
		20.5	21.8	21.6	23.3	23.5	
		4.0	8.5	4.0	3.5	2.0	
	4	15	16	11	5	3	50
		30.0	32.0	22.0	10.0	6.0	24.9
		38.5	20.5	29.7	16.7	17.6	
		7.5	8.0	5.5	2.5	1.5	
	5	3	12	7	7	3	32
		9.4	37.5	21.9	21.9	9.4	15.9
		7.7	15.4	18.9	23.3	17.6	
		1.5	6.0	3.5	3.5	1.5	
	6	5	10	2	1	2	20
		25.0	50.0	10.0	5.0	10.0	10.0
		12.8	12.8	5.4	3.3	11.8	
		2.5	5.0	1.0	0.5	1.0	
	COLUMN TOTAL	39 / 19.4	78 / 38.8	37 / 18.4	30 / 14.9	17 / 8.5	201 / 100.0

14 OUT OF 30 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.692
RAW CHI SQUARE = 13.45279 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8571
LAMBDA (ASYMMETRIC) = 0.02649 WITH LEVEL DEPENDENT. = 0.0 WITH LSUPEXA2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01460

NUMBER OF MISSING OBSERVATIONS = 43

APPENDIX X7

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES

TSPKPPN2

LEVEL	COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESSARY 24	ROW TOTAL
	1	17	5	0	1	23
		73.9	21.7	0.0	4.3	11.3
		13.2	9.3	0.0	16.7	
		8.4	2.5	0.0	0.5	
	2	19	9	2	1	31
		61.3	29.0	6.5	3.2	15.3
		14.7	16.7	14.3	16.7	
		9.4	4.4	1.0	0.5	
	3	28	13	3	0	44
		63.6	29.5	6.8	0.0	21.7
		21.7	24.1	21.4	0.0	
		13.8	6.4	1.5	0.0	
	4	33	10	6	2	51
		64.7	19.6	11.8	3.9	25.1
		25.6	18.5	42.9	33.3	
		16.3	4.9	3.0	1.0	
	5	20	11	2	1	34
		58.8	32.4	5.9	2.9	16.7
		15.5	20.4	14.3	16.7	
		9.9	5.4	1.0	0.5	
	6	12	6	1	1	20
		60.0	30.0	5.0	5.0	9.9
		9.3	11.1	7.1	16.7	
		5.9	3.0	0.5	0.5	
	COLUMN TOTAL	129	54	14	6	203
		63.5	26.6	6.9	3.0	100.0

12 OUT OF 24 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.591
RAW CHI SQUARE = 7.85339 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9295
LAMBDA (ASYMMETRIC) = 0.01974 WITH LEVEL DEPENDENT. = 0.0 WITH TSPKPPN2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01327

NUMBER OF MISSING OBSERVATIONS = 41

APPENDIX X8

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE

LEVEL	EXARTGT2	ESSENTIAL POLICY	DESIRABLE POLICY	NEI DESIR	UNNECESSARY	DETRIMENTAL	ROW TOTAL
	COUNT	21	22	23	24	25	
1	ROW PCT	47.8	21.7	17.4	13.0	0.0	11.4
	COL PCT	11.1	11.4	12.5	23.1	0.0	
	TOT PCT	5.5	2.5	2.0	1.5	0.0	
	COUNT	17	6	3	2	3	31
2	ROW PCT	54.8	19.4	9.7	6.5	9.7	15.4
	COL PCT	17.2	13.6	9.4	15.4	23.1	
	TOT PCT	8.5	3.0	1.5	1.0	1.5	
	COUNT	23	13	6	2	0	44
3	ROW PCT	52.3	29.5	13.6	4.5	0.0	21.9
	COL PCT	23.2	29.5	18.8	15.4	0.0	
	TOT PCT	11.4	6.5	3.0	1.0	0.0	
	COUNT	25	5	12	5	4	51
4	ROW PCT	49.0	9.8	23.5	9.8	7.8	25.4
	COL PCT	25.3	11.4	37.5	38.5	30.8	
	TOT PCT	12.4	2.5	6.0	2.5	2.0	
	COUNT	13	10	5	1	4	33
5	ROW PCT	39.4	30.3	15.2	3.0	12.1	16.4
	COL PCT	13.1	22.7	15.6	7.7	30.8	
	TOT PCT	6.5	5.0	2.5	0.5	2.0	
	COUNT	10	5	2	0	2	19
6	ROW PCT	52.6	26.3	10.5	0.0	10.5	9.5
	COL PCT	10.1	11.4	6.3	0.0	15.4	
	TOT PCT	5.0	2.5	1.0	0.0	1.0	
	COLUMN TOTAL	99	44	32	13	13	201
		49.3	21.9	15.9	6.5	6.5	100.0

16 OUT OF 30 (53.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.229
RAW CHI SQUARE = 21.63066 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3609
LAMBDA (ASYMMETRIC) = 0.05333 WITH LEVEL DEPENDENT. = 0.0 WITH EXARTGT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03175

NUMBER OF MISSING OBSERVATIONS = 43

APPENDIX X9

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR

LEVEL	CVUSLRP2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEUTRAL	24 DESIRABLE UNNECESSARY	25 DETRIMENTAL	ROW TOTAL
	1	6	9	1	4	4	24
		25.0	37.5	4.2	16.7	16.7	12.1
		13.6	19.6	3.6	13.3	33.3	
		3.0	4.5	0.5	2.0	2.0	
	2	4	11	5	7	3	30
		13.3	36.7	16.7	23.3	10.0	15.1
		9.1	12.9	17.9	23.3	25.0	
		2.0	5.5	2.5	3.5	1.5	
	3	11	24	6	2	1	44
		25.0	54.5	13.6	4.5	2.3	22.1
		25.0	28.2	21.4	6.7	8.3	
		5.5	12.1	3.0	1.0	0.5	
	4	13	20	9	7	3	52
		25.0	38.5	17.3	13.5	5.8	26.1
		29.5	23.5	32.1	23.3	25.0	
		6.5	10.1	4.5	3.5	1.5	
	5	3	17	4	6	0	30
		10.0	56.7	13.3	20.0	0.0	15.1
		6.8	20.0	14.3	20.0	0.0	
		1.5	8.5	2.0	3.0	0.0	
	6	7	4	3	4	1	19
		36.8	21.1	15.8	21.1	5.3	9.5
		15.9	4.7	10.7	13.3	8.3	
		3.5	2.0	1.5	2.0	0.5	
	COLUMN TOTAL	44 / 22.1	85 / 42.7	28 / 14.1	30 / 15.1	12 / 6.0	199 / 100.0

15 OUT OF 30 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.146
RAW CHI SQUARE = 26.94759 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1367
LAMBDA (ASYMMETRIC) = 0.03401 WITH LEVEL DEPENDENT. = 0.02632 WITH CVUSLRP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03065

NUMBER OF MISSING OBSERVATIONS = 45

APPENDIX X10

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH

SVPYRRD2

LEVEL	COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIR 23	DESI UNDES 24	UNNECESSARY 25	ROW TOTAL
1		7	9	2	2	4	24
		29.2	37.5	8.3	8.3	16.7	11.9
		13.0	9.7	7.7	10.5	40.0	
		3.5	4.5	1.0	1.0	2.0	
2		7	16	3	4	1	31
		22.6	51.6	9.7	12.9	3.2	15.3
		13.0	17.2	11.5	21.1	10.0	
		3.5	7.9	1.5	2.0	0.5	
3		16	20	7	0	1	44
		36.4	45.5	15.9	0.0	2.3	21.8
		29.6	21.5	26.9	0.0	10.0	
		7.9	9.9	3.5	0.0	0.5	
4		9	24	11	4	3	51
		17.6	47.1	21.6	7.8	5.9	25.2
		16.7	25.8	42.3	21.1	30.0	
		4.5	11.9	5.4	2.0	1.5	
5		7	19	2	4	0	32
		21.9	59.4	6.3	12.5	0.0	15.8
		13.0	20.4	7.7	21.1	0.0	
		3.5	9.4	1.0	2.0	0.0	
6		8	5	1	5	1	20
		40.0	25.0	5.0	25.0	5.0	9.9
		14.8	5.4	3.8	26.3	10.0	
		4.0	2.5	0.5	2.5	0.5	
COLUMN TOTAL		54	93	26	19	10	202
		26.7	46.0	12.9	9.4	5.0	100.0

16 OUT OF 30 (53.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.990
RAW CHI SQUARE = 34.06393 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0257
LAMBDA (ASYMMETRIC) = 0.05960 WITH LEVEL DEPENDENT. = 0.02752 WITH SVPYRRD2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04615

NUMBER OF MISSING OBSERVATIONS = 42

APPENDIX X11

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED

LEVEL	PEOMEDC2					ROW TOTAL
	ESSENTIAL POLICY	DESIRABLE POLICY	NEI DESIR	UNNECESSARY	DETRIMENTAL	
	21	22	23	24	25	
1	13	7	3	0	1	24
	54.2	33.2	12.5	0.0	4.2	11.6
	11.5	10.8	14.3	0.0	33.3	
	6.3	3.4	1.4	0.0	0.5	
2	13	14	1	2	1	31
	41.9	45.2	3.2	6.5	3.2	15.0
	11.5	21.5	4.8	40.0	33.3	
	6.3	6.8	0.5	1.0	0.5	
3	23	16	2	2	1	44
	52.3	36.4	4.5	4.5	2.3	21.3
	20.4	24.6	9.5	40.0	33.3	
	11.1	7.7	1.0	1.0	0.5	
4	32	14	8	0	0	54
	59.3	25.9	14.8	0.0	0.0	26.1
	28.3	21.5	38.1	0.0	0.0	
	15.5	6.8	3.9	0.0	0.0	
5	18	10	6	0	0	34
	52.9	29.4	17.6	0.0	0.0	16.4
	15.9	15.4	28.6	0.0	0.0	
	8.7	4.8	2.9	0.0	0.0	
6	14	4	1	1	0	20
	70.0	20.0	5.0	5.0	0.0	9.7
	12.4	6.2	4.8	20.0	0.0	
	6.8	1.9	0.5	0.5	0.0	
COLUMN TOTAL	113	65	21	5	3	207
	54.6	31.4	10.1	2.4	1.4	100.0

17 OUT OF 30 (56.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.
MINIMUM EXPECTED CELL FREQUENCY = 0.290
RAW CHI SQUARE = 22.06219 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3371
LAMBDA (ASYMMETRIC) = 0.03268 WITH LEVEL DEPENDENT. = 0.01064 WITH PEOMEDC2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02429

NUMBER OF MISSING OBSERVATIONS = 17

APPENDIX X12

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE

LEVEL	REQACAF2					ROW TOTAL
	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	UNNECESSARY 24	DETRIMENTAL 25	
1	12	4	5	1	2	24
	50.0	16.7	20.8	4.2	8.3	12.0
	19.0	6.8	10.0	5.6	20.0	
	6.0	2.0	2.5	0.5	1.0	
2	8	9	8	4	2	31
	25.8	29.0	25.8	12.9	6.5	15.5
	12.7	15.3	16.0	22.2	20.0	
	4.0	4.5	4.0	2.0	1.0	
3	11	15	14	2	1	43
	25.6	34.9	32.6	4.7	2.3	21.5
	17.5	25.4	28.0	11.1	10.0	
	5.5	7.5	7.0	1.0	0.5	
4	19	13	12	4	2	50
	38.0	26.0	24.0	8.0	4.0	25.0
	30.2	22.0	24.0	22.2	20.0	
	9.5	6.5	6.0	2.0	1.0	
5	8	12	8	5	1	34
	23.5	35.3	23.5	14.7	2.9	17.0
	12.7	20.3	16.0	27.8	10.0	
	4.0	6.0	4.0	2.5	0.5	
6	5	6	3	2	2	18
	27.8	33.3	16.7	11.1	11.1	9.0
	7.9	10.2	6.0	11.1	20.0	
	2.5	3.0	1.5	1.0	1.0	
COLUMN TOTAL	63	59	50	18	10	200
	31.5	29.5	25.0	9.0	5.0	100.0

13 OUT OF 30 (43.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.900
RAW CHI SQUARE = 15.43365 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7511
LAMBDA (ASYMMETRIC) = 0.03333 WITH LEVEL DEPENDENT. = 0.07299 WITH REQACAF2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05226

NUMBER OF MISSING OBSERVATIONS = 44

APPENDIX X13

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS

LEVEL	CSTDSAT2 COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEI DESIR 23	UNNECESSARY 24	DETRIMENTAL UNDES 25	ROW TOTAL
	1	18	4	1	1	0	24
		75.0	16.7	4.2	4.2	0.0	11.7
		13.3	9.1	4.3	33.3	0.0	
		8.7	1.9	0.5	0.5	0.0	
	2	19	8	3	1	0	31
		61.3	25.8	9.7	3.2	0.0	15.0
		14.1	18.2	13.0	33.3	0.0	
		9.2	3.9	1.5	0.5	0.0	
	3	28	11	7	0	0	46
		60.9	23.9	15.2	0.0	0.0	22.3
		20.7	25.0	30.4	0.0	0.0	
		13.6	5.3	3.4	0.0	0.0	
	4	37	10	5	0	0	52
		71.2	19.2	9.6	0.0	0.0	25.2
		27.4	22.7	21.7	0.0	0.0	
		18.0	4.9	2.4	0.0	0.0	
	5	20	7	5	1	1	34
		58.8	20.6	14.7	2.9	2.9	16.5
		14.8	15.9	21.7	33.3	100.0	
		9.7	3.4	2.4	0.5	0.5	
	6	13	4	2	0	0	19
		68.4	21.1	10.5	0.0	0.0	9.2
		9.6	9.1	8.7	0.0	0.0	
		6.3	1.9	1.0	0.0	0.0	
	COLUMN TOTAL	135	44	23	3	1	206
		65.5	21.4	11.2	1.5	0.5	100.0

17 OUT OF 30 (56.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.092
RAW CHI SQUARE = 13.31595 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8634
LAMBDA (ASYMMETRIC) = 0.03247 WITH LEVEL DEPENDENT. = 0.0 WITH CSTDSAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02222

NUMBER OF MISSING OBSERVATIONS = 38

APPENDIX X14

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS

LEVEL	COMPTAD2	21	22	23	24	25	ROW TOTAL
	COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY	DESIRABLE POLICY	NEI DESIR	UNNECESSARY	DETRIMENTAL	
1	COUNT	3	5	6	2	7	23
	ROW PCT	13.0	21.7	26.1	8.7	30.4	11.3
	COL PCT	8.1	8.1	12.5	7.4	23.3	
	TOT PCT	1.5	2.5	2.9	1.0	3.4	
2	COUNT	5	9	10	2	4	30
	ROW PCT	16.7	30.0	33.3	6.7	13.3	14.7
	COL PCT	13.5	14.5	20.8	7.4	13.3	
	TOT PCT	2.5	4.4	4.9	1.0	2.0	
3	COUNT	11	15	10	6	4	46
	ROW PCT	23.9	32.6	21.7	13.0	8.7	22.5
	COL PCT	29.7	24.2	20.8	22.2	13.3	
	TOT PCT	5.4	7.4	4.9	2.9	2.0	
4	COUNT	9	17	12	10	5	53
	ROW PCT	17.0	32.1	22.6	18.9	9.4	26.0
	COL PCT	24.3	27.4	25.0	37.0	16.7	
	TOT PCT	4.4	8.3	5.9	4.9	2.5	
5	COUNT	5	12	6	4	5	32
	ROW PCT	15.6	37.5	18.8	12.5	15.6	15.7
	COL PCT	13.5	19.4	12.5	14.8	16.7	
	TOT PCT	2.5	5.9	2.9	2.0	2.5	
6	COUNT	4	4	4	3	5	20
	ROW PCT	20.0	20.0	20.0	15.0	25.0	9.8
	COL PCT	10.8	6.5	8.3	11.1	16.7	
	TOT PCT	2.0	2.0	2.0	1.5	2.5	
COLUMN TOTAL		37	62	48	27	30	204
		18.1	30.4	23.5	13.2	14.7	100.0

11 OUT OF 30 (36.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.647
RAW CHI SQUARE = 15.29738 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7597
LAMBDA (ASYMMETRIC) = 0.02649 WITH LEVEL DEPENDENT. = 0.02817 WITH COMPTAD2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02730

NUMBER OF MISSING OBSERVATIONS = 49

APPENDIX X15

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION

LEVEL	PRNWKRT2					ROW TOTAL
	ESSENTIAL POLICY	DESIRABLE POLICY	NEITHER DESIRABLE NOR UNDESIRABLE	UNNECESSARY	DETRIMENTAL	
	21	22	23	24	25	
1	5	2	7	6	4	23
	21.7	8.7	26.1	26.1	17.4	11.3
	23.8	3.8	9.1	13.0	21.1	
	2.5	1.0	2.9	2.9	2.0	
2	1	7	11	6	6	31
	3.2	22.6	35.5	19.4	19.4	15.2
	4.8	13.5	16.7	13.0	31.6	
	0.5	3.4	5.4	2.9	2.9	
3	3	13	15	10	3	44
	6.8	29.5	34.1	22.7	6.8	21.6
	14.3	25.0	22.7	21.7	15.8	
	1.5	6.4	7.4	4.9	1.5	
4	6	13	18	12	3	52
	11.5	25.0	34.6	23.1	5.8	25.5
	28.6	25.0	27.3	26.1	15.8	
	2.9	6.4	8.8	5.9	1.5	
5	4	11	8	9	2	34
	11.8	32.4	23.5	26.5	5.9	16.7
	19.0	21.2	12.1	19.6	10.5	
	2.0	5.4	3.9	4.4	1.0	
6	2	6	8	3	1	20
	10.0	30.0	40.0	15.0	5.0	9.8
	9.5	11.5	12.1	6.5	5.3	
	1.0	2.9	3.9	1.5	0.5	
COLUMN TOTAL	21	52	66	46	19	204
	10.3	25.5	32.4	22.5	9.3	100.0

12 OUT OF 30 (40.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.863
RAW CHI SQUARE = 18.30399 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5674
LAMBDA (ASYMMETRIC) = 0.01974 WITH LEVEL DEPENDENT. = 0.02174 WITH PRNWKRT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02069

NUMBER OF MISSING OBSERVATIONS = 40

APPENDIX X16

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LEVEL	ESTACPP2 ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	UNNECESSARY (24)	DETRIMENTAL (25)	ROW TOTAL
1	3	9	9	3	0	24
	12.5	37.5	37.5	12.5	0.0	11.8
	4.0	13.8	23.1	16.7	0.0	
	1.5	4.4	4.4	1.5	0.0	
2	14	7	5	5	0	31
	45.2	22.6	16.1	16.1	0.0	15.3
	18.7	10.8	12.8	27.8	0.0	
	6.9	3.4	2.5	2.5	0.0	
3	16	15	9	4	0	44
	36.4	34.1	20.5	9.1	0.0	21.7
	21.3	23.1	23.1	22.2	0.0	
	7.9	7.4	4.4	2.0	0.0	
4	21	12	13	3	2	51
	41.2	23.5	25.5	5.9	3.9	25.1
	28.0	18.5	33.3	16.7	33.3	
	10.3	5.9	6.4	1.5	1.0	
5	11	14	3	3	2	33
	33.3	42.4	9.1	9.1	6.1	16.3
	14.7	21.5	7.7	16.7	33.3	
	5.4	6.9	1.5	1.5	1.0	
6	10	8	0	0	2	20
	50.0	40.0	0.0	0.0	10.0	9.9
	13.3	12.3	0.0	0.0	33.3	
	4.9	3.9	0.0	0.0	1.0	
COLUMN TOTAL	75	65	39	18	6	203
	36.9	32.0	19.2	8.9	3.0	100.0

14 OUT OF 30 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.591
RAW CHI SQUARE = 32.57414 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0376
LAMBDA (ASYMMETRIC) = 0.03289 WITH LEVEL DEPENDENT. = 0.07031 WITH ESTACPP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05000

NUMBER OF MISSING OBSERVATIONS = 41

APPENDIX X17

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD

LEVEL	INTTACP2	21	22	23	24	25	ROW TOTAL
	COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY	DESIRABLE POLICY	NEIDER	UNNECESSARY	DETRIMENTAL	
1		6	9	6	2	1	24
		25.0	37.5	25.0	8.3	4.2	11.8
		7.7	13.6	15.8	14.3	14.3	
		3.0	4.4	3.0	1.0	0.5	
2		14	7	5	5	0	31
		45.2	22.6	16.1	16.1	0.0	15.3
		17.9	10.6	13.2	35.7	0.0	
		6.9	3.4	2.5	2.5	0.0	
3		19	15	9	2	0	45
		42.2	33.3	20.0	4.4	0.0	22.2
		24.4	22.7	23.7	14.3	0.0	
		9.4	7.4	4.4	1.0	0.0	
4		22	13	12	1	2	50
		44.0	26.0	24.0	2.0	4.0	24.6
		28.2	19.7	31.6	7.1	28.6	
		10.8	6.4	5.9	0.5	1.0	
5		8	15	5	4	2	34
		23.5	44.1	14.7	11.8	5.9	16.7
		10.3	22.7	13.2	28.6	28.6	
		3.9	7.4	2.5	2.0	1.0	
6		9	7	1	0	2	19
		47.4	36.8	5.3	0.0	10.5	9.4
		11.5	10.6	2.6	0.0	28.6	
		4.4	3.4	0.5	0.0	1.0	
COLUMN TOTAL		78	66	38	14	7	203
		38.4	32.5	18.7	6.9	3.4	100.0

14 OUT OF 30 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.655
RAW CHI SQUARE = 25.81715 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1719
LAMBDA (ASYMMETRIC) = 0.03922 WITH LEVEL DEPENDENT. = 0.08000 WITH INTTACP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05755

NUMBER OF MISSING OBSERVATIONS = 41

APPENDIX X18

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LEVEL	OTORGCO2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDESIR	24 UNNECESSARY	25 DETRIMENTAL	ROW TOTAL
	1	8	6	7	2	1	24
		33.3	25.0	29.2	8.3	4.2	11.8
		11.0	7.9	18.4	16.7	25.0	
		3.9	3.0	3.4	1.0	0.5	
	2	11	15	4	1	0	31
		35.5	48.4	12.9	3.2	0.0	15.3
		15.1	19.7	10.5	8.3	0.0	
		5.4	7.4	2.0	0.5	0.0	
	3	16	14	10	4	0	44
		36.4	31.8	22.7	9.1	0.0	21.7
		21.9	18.4	26.3	33.3	0.0	
		7.9	6.9	4.9	2.0	0.0	
	4	16	23	11	1	1	52
		30.8	44.2	21.2	1.9	1.9	25.6
		21.9	30.3	28.9	8.3	25.0	
		7.9	11.3	5.4	0.5	0.5	
	5	13	13	4	1	1	32
		40.6	40.6	12.5	3.1	3.1	15.8
		17.8	17.1	10.5	8.3	25.0	
		6.4	6.4	2.0	0.5	0.5	
	6	9	5	2	3	1	20
		45.0	25.0	10.0	15.0	5.0	9.9
		12.3	6.6	5.3	25.0	25.0	
		4.4	2.5	1.0	1.5	0.5	
	COLUMN TOTAL	73	76	38	12	4	203
		36.0	37.4	18.7	5.9	2.0	100.0

14 OUT OF 30 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.394
RAW CHI SQUARE = 18.16988 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5762
LAMBDA (ASYMMETRIC) = 0.01987 WITH LEVEL DEPENDENT. = 0.06299 WITH OTORGCO2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03957

NUMBER OF MISSING OBSERVATIONS = 41

APPENDIX X19

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES

LEVEL	INNEGTO2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDESIR	24 UNNECESSARY UNDES	25 DETRIMENTAL	ROW TOTAL
	1	3	5	8	3	5	24
		12.5	20.8	33.3	12.5	20.8	12.6
		6.3	10.0	15.4	14.3	26.3	
		1.6	2.6	4.2	1.6	2.6	
	2	8	8	8	2	5	31
		25.8	25.8	25.8	6.5	16.1	16.3
		16.7	16.0	15.4	9.5	26.3	
		4.2	4.2	4.2	1.1	2.6	
	3	7	15	12	5	3	42
		16.7	35.7	28.6	11.9	7.1	22.1
		14.6	30.0	23.1	23.8	15.8	
		3.7	7.9	6.3	2.6	1.6	
	4	16	5	18	6	2	47
		34.0	10.6	38.3	12.8	4.3	24.7
		33.3	10.0	34.6	28.6	10.5	
		8.4	2.6	9.5	3.2	1.1	
	5	9	13	3	4	1	30
		30.0	43.3	10.0	13.3	3.3	15.8
		18.8	26.0	5.8	19.0	5.3	
		4.7	6.8	1.6	2.1	0.5	
	6	5	4	3	1	3	16
		31.3	25.0	18.8	6.3	18.8	8.4
		10.4	8.0	5.8	4.0	15.8	
		2.6	2.1	1.6	0.5	1.6	
	COLUMN TOTAL	48	50	52	21	19	190
		25.3	26.3	27.4	11.1	10.0	100.0

14 OUT OF 30 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.600
RAW CHI SQUARE = 29.94994 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0707
LAMBDA (ASYMMETRIC) = 0.09091 WITH LEVEL DEPENDENT. = 0.10870 WITH INNEGTO2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.09964

NUMBER OF MISSING OBSERVATIONS = 54

APPENDIX X20

CROSSTABULATION OF ESTIMATED DAILY TEACHER ABSENTEEISM AND EVALUATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS

LEVEL (COUNT / ROW PCT / COL PCT / TOT PCT)	PRSVMPC2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIR (23)	DESI UNNECESSARY (24)	UNNECESSARY (25)	ROW TOTAL
1	2	5	7	4	4	22
	9.1	22.7	31.8	18.2	18.2	10.9
	4.3	8.5	13.2	13.3	30.8	
	1.0	2.5	3.5	2.0	2.0	
2	9	12	7	2	1	31
	29.0	38.7	22.6	6.5	3.2	15.4
	19.6	20.3	13.2	6.7	7.7	
	4.5	6.0	3.5	1.0	0.5	
3	10	15	13	4	1	43
	23.3	34.9	30.2	9.3	2.3	21.4
	21.7	25.4	24.5	13.3	7.7	
	5.0	7.5	6.5	2.0	0.5	
4	13	11	17	8	3	52
	25.0	21.2	32.7	15.4	5.8	25.9
	28.3	18.6	32.1	26.7	23.1	
	6.5	5.5	8.5	4.0	1.5	
5	6	11	8	6	2	33
	18.2	33.3	24.2	18.2	6.1	16.4
	13.0	18.6	15.1	20.0	15.4	
	3.0	5.5	4.0	3.0	1.0	
6	6	5	1	6	2	20
	30.0	25.0	5.0	30.0	10.0	10.0
	13.0	8.5	1.9	20.0	15.4	
	3.0	2.5	0.5	3.0	1.0	
COLUMN TOTAL	46	59	53	30	13	201
	22.9	29.4	26.4	14.9	6.5	100.0

11 OUT OF 30 (36.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.294
RAW CHI SQUARE = 23.96600 WITH 20 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2439
LAMBDA (ASYMMETRIC) = 0.03356 WITH LEVEL DEPENDENT. = 0.06338 WITH PRSVMPC2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04811

NUMBER OF MISSING OBSERVATIONS = 43

APPENDIX Y

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF TEACHER ABSENCE CONTROL POLICIES

SICK LEAVE DAYS EARNED ANNUALLY:

CONSERVATIVE - 0 TO 9 DAYS

AVERAGE - 10 DAYS

LENIENT - 11 TO 18 DAYS

EVALUATION STATUS OF TEACHER ABSENCE CONTROL POLICIES:

ESSENTIAL POLICY

DESIRABLE POLICY

NEITHER DESIRABLE NOR UNDESIRABLE POLICY

UNNECESSARY AND UNDESIRABLE POLICY

DETRIMENTAL POLICY

APPENDIX Y1

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR

LABEL	RSPSTPA2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	COUNT						
	ROW PCT						
	COL PCT						
	TOT PCT						
1		6	14	7	0	2	29
		20.7	48.3	24.1	0.0	6.9	13.4
		10.0	15.9	15.2	0.0	100.0	
		2.8	6.5	3.2	0.0	0.9	
2		24	46	20	14	0	104
		23.1	44.2	19.2	13.5	0.0	48.1
		40.0	52.3	43.5	70.0	0.0	
		11.1	21.3	9.3	6.5	0.0	
3		30	28	19	6	0	83
		36.1	33.7	22.9	7.2	0.0	38.4
		50.0	31.8	41.3	30.0	0.0	
		13.9	13.0	8.8	2.8	0.0	
COLUMN TOTAL		60	88	46	20	2	216
		27.8	40.7	21.3	9.3	0.9	100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.269
RAW CHI SQUARE = 23.51074 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0028
LAMBDA (ASYMMETRIC) = 0.07143 WITH LABEL DEPENDENT. = 0.01563 WITH RSPSTPA2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04167

NUMBER OF MISSING OBSERVATIONS = 28

APPENDIX Y2

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS

LABEL	SCHMTNG2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	DESI UNNECESSUNDES 24	DETRIMENTAL 25	ROW TOTAL
	1	1	12	7	5	3	28
		3.6	42.9	25.0	17.9	10.7	13.1
		10.0	25.5	11.5	8.5	8.3	
		0.5	5.6	3.3	2.3	1.4	
	2	8	18	28	31	17	102
		7.8	17.6	27.5	30.4	16.7	47.9
		80.0	38.3	45.9	52.5	47.2	
		3.8	8.5	13.1	14.6	8.0	
	3	1	17	26	23	16	83
		1.2	20.5	31.3	27.7	19.3	39.0
		10.0	36.2	42.6	39.0	44.4	
		0.5	8.0	12.2	10.8	7.5	
	COLUMN TOTAL	10	47	61	59	36	213
		4.7	22.1	28.6	27.7	16.9	100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.315
RAW CHI SQUARE = 13.41410 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0984
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.05263 WITH SCHMTNG2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03042

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX Y3

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS

LABEL	REDPTTB2	ESSENTIAL POLICY	DESIRABLE POLICY	NEIDER	DESIRABLE UNDES.	UNNECESSARY	DETRIMENTAL	ROW TOTAL
	COUNT	21	22	23	24	25		
1	ROW PCT	3	3	6	11	5		28
	COL PCT	10.7	10.7	21.4	39.3	17.9		13.5
	TOT PCT	18.8	8.3	10.0	22.9	10.4		
		1.4	1.4	2.9	5.3	2.4		
2	ROW PCT	6	15	35	24	20		100
	COL PCT	6.0	15.0	35.0	24.0	20.0		48.1
	TOT PCT	37.5	41.7	58.3	50.0	41.7		
		2.9	7.2	16.8	11.5	9.6		
3	ROW PCT	7	18	19	13	23		80
	COL PCT	8.8	22.5	23.8	16.3	28.8		38.5
	TOT PCT	43.8	50.0	31.7	27.1	47.9		
		3.4	8.7	9.1	6.3	11.1		
COLUMN TOTAL		16	36	60	48	48		208
		7.7	17.3	28.8	23.1	23.1		100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.154
RAW CHI SQUARE = 12.34225 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1366
LAMBDA (ASYMMETRIC) = 0.06481 WITH LABEL DEPENDENT. = 0.06081 WITH REDPTTB2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.06250

NUMBER OF MISSING OBSERVATIONS = 36

APPENDIX Y4

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE

LABEL	PRNRVAT2					ROW TOTAL
COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDESIR 23	UNNECESSARY 24	DETRIMENTAL 25	
1	9	15	2	0	2	28
	32.1	53.6	7.1	0.0	7.1	13.1
	10.2	20.5	8.7	0.0	25.0	
	4.2	7.0	0.9	0.0	0.9	
2	44	29	10	16	3	102
	43.1	28.4	9.8	15.7	2.9	47.9
	50.0	39.7	43.5	76.2	37.5	
	20.7	13.6	4.7	7.5	1.4	
3	35	29	11	5	3	83
	42.2	34.9	13.3	6.0	3.6	39.0
	39.8	39.7	47.8	23.8	37.5	
	16.4	13.6	5.2	2.3	1.4	
COLUMN TOTAL	88	73	23	21	8	213
	41.3	34.3	10.8	9.9	3.8	100.0

5 OUT OF 15 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.052
RAW CHI SQUARE = 14.19044 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0769
LAMBDA (ASYMMETRIC) = 0.00901 WITH LABEL DEPENDENT. = 0.04800 WITH PRNRVAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02966

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX Y5

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS

LABEL	PRNCTAT2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	DESIRABLE UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	5	21	2	0	0	28
	ROW PCT	17.9	75.0	7.1	0.0	0.0	13.2
	COL PCT	9.4	19.8	6.3	0.0	0.0	
	TOT PCT	2.4	9.9	0.9	0.0	0.0	
	2	29	43	17	10	2	101
	ROW PCT	28.7	42.6	16.8	9.9	2.0	47.6
	COL PCT	54.7	40.6	53.1	66.7	33.3	
	TOT PCT	13.7	20.3	8.0	4.7	0.9	
	3	19	42	13	5	4	83
	ROW PCT	22.9	50.6	15.7	6.0	4.8	39.2
	COL PCT	35.8	39.6	40.6	33.3	66.7	
	TOT PCT	9.0	19.8	6.1	2.4	1.9	
	COLUMN TOTAL	53 25.0	106 50.0	32 15.1	15 7.1	6 2.8	212 100.0

5 OUT OF 15 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.792
RAW CHI SQUARE = 12.74941 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1208
LAMBDA (ASYMMETRIC) = 0.01802 WITH LABEL DEPENDENT. = 0.0 WITH PRNCTAT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00922

NUMBER OF MISSING OBSERVATIONS = 32

APPENDIX Y6

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM

LABEL	LSUPEXA2 (COUNT / ROW PCT / COL PCT / TOT PCT)	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDESIR	24 UNNECESSUNDES	25 DETRIMENTAL	ROW TOTAL
	1	6	11	7	2	2	28
		21.4	39.3	25.0	7.1	7.1	13.3
		13.3	14.7	17.1	6.5	11.1	
		2.9	5.2	3.3	1.0	1.0	
	2	25	34	17	16	8	100
		25.0	34.0	17.0	16.0	8.0	47.6
		55.6	45.3	41.5	51.6	44.4	
		11.9	16.2	8.1	7.6	3.8	
	3	14	30	17	13	8	82
		17.1	36.6	20.7	15.9	9.8	39.0
		31.1	40.0	41.5	41.9	44.4	
		6.7	14.3	8.1	6.2	3.8	
	COLUMN TOTAL	45	75	41	31	18	210
		21.4	35.7	19.5	14.8	8.6	100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.400
RAW CHI SQUARE = 3.84860 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8705
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH LSUPEXA2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX Y7

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	TSPKPRN2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	UNNECESSARY (24)	ROW TOTAL
	1	21	6	1	0	28
		75.0	21.4	3.6	0.0	13.3
		15.6	11.1	6.3	0.0	
		10.0	2.8	0.5	0.0	
	2	61	25	9	5	100
		61.0	25.0	9.0	5.0	47.4
		45.2	46.3	56.3	83.3	
		28.9	11.8	4.3	2.4	
	3	53	23	6	1	83
		63.9	27.7	7.2	1.2	39.3
		39.3	42.6	37.5	16.7	
		25.1	10.9	2.8	0.5	
	COLUMN TOTAL	135	54	16	6	211
		64.0	25.6	7.6	2.8	100.0

4 OUT OF 12 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.796
RAW CHI SQUARE = 5.10750 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5301
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH TSPKPRN2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX Y8

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	EXARTGT2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	DESIRABLE UNNECESSARY (24)	DETRIMENTAL (25)	ROW TOTAL
	1	14	7	5	1	0	27
		51.9	25.9	18.5	3.7	0.0	13.0
		13.5	15.9	15.6	7.1	0.0	
		6.8	3.4	2.4	0.5	0.0	
	2	50	19	13	8	8	98
		51.0	19.4	13.3	8.2	8.2	47.3
		48.1	43.2	40.6	57.1	61.5	
		24.2	9.2	6.3	3.9	3.9	
	3	40	18	14	5	5	82
		48.8	22.0	17.1	6.1	6.1	39.6
		38.5	40.9	43.8	35.7	38.5	
		19.3	8.7	6.8	2.4	2.4	
	COLUMN TOTAL	104 / 50.2	44 / 21.3	32 / 15.5	14 / 6.8	13 / 6.3	207 / 100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.696
RAW CHI SQUARE = 4.08872 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8490
LAMBDA (ASYMMETRIC) = 0.00917 WITH LABEL DEPENDENT. = 0.0 WITH EXARTGT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00472

NUMBER OF MISSING OBSERVATIONS = 37

APPENDIX Y9

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF CONVERTING UNUSED SICK LEAVE TO HIGHER RETIREMENT BENEFITS AND/OR PAY FOR UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR

LABEL	CVUSLRP2	21	22	23	24	25	ROW TOTAL
		ESSENTIAL POLICY	DESIRABLE POLICY	NEIDER	UNNECESSARY UNDESIRABLE	DETRIMENTAL	
	COUNT						
	ROW PCT						
	COL PCT						
	TOT PCT						
1	COUNT	9	10	4	2	2	27
	ROW PCT	33.3	37.0	14.8	7.4	7.4	13.0
	COL PCT	18.4	11.8	13.8	6.7	13.3	
	TOT PCT	4.3	4.8	1.9	1.0	1.0	
2	COUNT	26	43	11	14	6	100
	ROW PCT	26.0	43.0	11.0	14.0	6.0	48.1
	COL PCT	53.1	50.6	37.9	46.7	40.0	
	TOT PCT	12.5	20.7	5.3	6.7	2.9	
3	COUNT	14	32	14	14	7	81
	ROW PCT	17.3	39.5	17.3	17.3	8.6	38.9
	COL PCT	28.6	37.6	48.3	46.7	46.7	
	TOT PCT	6.7	15.4	6.7	6.7	3.4	
COLUMN TOTAL		49 23.6	85 40.9	29 13.9	30 14.4	15 7.2	208 100.0

3 OUT OF 15 (20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.947
RAW CHI SQUARE = 6.05942 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6406
LAMBDA (ASYMMETRIC) = 0.03704 WITH LABEL DEPENDENT. = 0.0 WITH CVUSLRP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01732

NUMBER OF MISSING OBSERVATIONS = 36

APPENDIX Y10

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH

LABEL	SVPYRRD2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	DESIRABLE UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	10	10	6	0	1	27
		37.0	37.0	22.2	0.0	3.7	13.0
		17.2	10.9	21.4	0.0	11.1	
		4.8	4.8	2.9	0.0	0.5	
	2	28	43	11	10	5	97
		28.9	44.3	11.3	10.3	5.2	46.6
		48.3	46.7	39.3	47.6	55.6	
		13.5	20.7	5.3	4.8	2.4	
	3	20	39	11	11	3	84
		23.8	46.4	13.1	13.1	3.6	40.4
		34.5	42.4	39.3	52.4	33.3	
		9.6	18.8	5.3	5.3	1.4	
	COLUMN TOTAL	58 27.9	92 44.2	28 13.5	21 10.1	9 4.3	208 100.0

5 OUT OF 15 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.168
RAW CHI SQUARE = 7.39200 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4950
LAMBDA (ASYMMETRIC) = 0.00901 WITH LABEL DEPENDENT. = 0.0 WITH SVPYRRD2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00441

NUMBER OF MISSING OBSERVATIONS = 36

APPENDIX Y11

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED

LABEL	REQMEDC2	21 ESSENTIAL POLICY	22 DESIRABLE POLICY	23 NEIDER	24 UNNECESSARY	25 DETRIMENTAL	ROW TOTAL
	1	18	7	3	0	1	29
		62.1	24.1	10.3	0.0	3.4	13.5
		15.0	10.4	14.3	0.0	50.0	
		8.4	3.3	1.4	0.0	0.5	
	2	61	30	9	2	1	103
		59.2	29.1	8.7	1.9	1.0	47.9
		50.8	44.8	42.9	40.0	50.0	
		28.4	14.0	4.2	0.9	0.5	
	3	41	30	9	3	0	83
		49.4	36.1	10.8	3.6	0.0	38.6
		34.2	44.8	42.9	60.0	0.0	
		19.1	14.0	4.2	1.4	0.0	
	COLUMN TOTAL	120	67	21	5	2	215
		55.8	31.2	9.8	2.3	0.9	100.0

7 OUT OF 15 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.270
RAW CHI SQUARE = 6.59055 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5814
LAMBDA (ASYMMETRIC) = 0.00893 WITH LABEL DEPENDENT. = 0.0 WITH REQMEDC2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00483

NUMBER OF MISSING OBSERVATIONS = 29

APPENDIX Y12

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE

LABEL	REQACAF2					
COUNT ROW PCT COL PCT TOT PCT	ESSENTIAL POLICY	DESIRABLE POLICY	NEIDER	UNNECESSARY	DETRIMENTAL	ROW TOTAL
	21	22	23	24	25	
1	10	9	8	1	1	29
	34.5	31.0	27.6	3.4	3.4	13.9
	14.3	14.5	16.3	5.6	10.0	
	4.8	4.3	3.8	0.5	0.5	
2	31	29	25	10	4	99
	31.3	29.3	25.3	10.1	4.0	47.4
	44.3	46.8	51.0	55.6	40.0	
	14.8	13.9	12.0	4.8	1.9	
3	29	24	16	7	5	81
	35.8	29.6	19.8	8.6	6.2	38.8
	41.4	38.7	32.7	38.9	50.0	
	13.9	11.5	7.7	3.3	2.4	
COLUMN TOTAL	70 33.5	62 29.7	49 23.4	18 8.6	10 4.8	209 100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.388
RAW CHI SQUARE = 2.82377 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9449
LAMBDA (ASYMMETRIC) = 0.00909 WITH LABEL DEPENDENT. = 0.0 WITH REQACAF2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00402

NUMBER OF MISSING OBSERVATIONS = 35

APPENDIX Y13

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS

CSTDSBT2

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	17	8	4	0	0	29
		58.6	27.6	13.8	0.0	0.0	13.6
		12.1	18.6	15.4	0.0	0.0	
		8.0	3.8	1.9	0.0	0.0	
	2	68	16	15	3	1	103
		66.0	15.5	14.6	2.9	1.0	48.4
		48.6	37.2	57.7	100.0	100.0	
		31.9	7.5	7.0	1.4	0.5	
	3	55	19	7	0	0	81
		67.9	23.5	8.6	0.0	0.0	38.0
		39.3	44.2	26.9	0.0	0.0	
		25.8	8.9	3.3	0.0	0.0	
	COLUMN TOTAL	140	43	26	3	1	213
		65.7	20.2	12.2	1.4	0.5	100.0

7 OUT OF 15 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.136
RAW CHI SQUARE = 8.24587 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4098
LAMBDA (ASYMMETRIC) = 0.02727 WITH LABEL DEPENDENT. = 0.0 WITH CSTDSBT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01639

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX Y14

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	COMPTAD2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDESIR (23)	UNNECESS UNDES (24)	DETRIMENTAL (25)	ROW TOTAL
	1	6	8	10	2	3	29
		20.7	27.6	34.5	6.9	10.3	13.6
		15.0	12.7	20.4	6.5	10.0	
		2.8	3.8	4.7	0.9	1.4	
	2	17	27	23	17	17	101
		16.8	26.7	22.8	16.8	16.8	47.4
		42.5	42.9	46.9	54.8	56.7	
		8.0	12.7	10.8	8.0	8.0	
	3	17	28	16	12	10	83
		20.5	33.7	19.3	14.5	12.0	39.0
		42.5	44.4	32.7	38.7	33.3	
		8.0	13.1	7.5	5.6	4.7	
	COLUMN TOTAL	40 / 18.8	63 / 29.6	49 / 23.0	31 / 14.6	30 / 14.1	213 / 100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.085
RAW CHI SQUARE = 5.95568 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6522
LAMBDA (ASYMMETRIC) = 0.00893 WITH LABEL DEPENDENT. = 0.01333 WITH COMPTAD2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01145

NUMBER OF MISSING OBSERVATIONS = 31

APPENDIX Y15

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT ACTION

LABEL	PRNWKRT2 (COUNT / ROW PCT / COL PCT / TOT PCT)	ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	DESI UNDES (24)	UNNECESSARY (25)	DETRIMENTAL	ROW TOTAL
	1	4	6	12	6	1		29
		13.8	20.7	41.4	20.7	3.4		13.7
		19.0	10.3	17.6	13.3	5.3		
		1.9	2.8	5.7	2.8	0.5		
	2	8	22	29	28	13		100
		8.0	22.0	29.0	28.0	13.0		47.4
		38.1	37.9	42.6	62.2	68.4		
		3.8	10.4	13.7	13.3	6.2		
	3	9	30	27	11	5		82
		11.0	36.6	32.9	13.4	6.1		38.9
		42.9	51.7	39.7	24.4	26.3		
		4.3	14.2	12.8	5.2	2.4		
	COLUMN TOTAL	21	58	68	45	19		211
		10.0	27.5	32.2	21.3	9.0		100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.611
RAW CHI SQUARE = 14.07770 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0798
LAMBDA (ASYMMETRIC) = 0.08108 WITH LABEL DEPENDENT. = 0.02098 WITH PRNWKRT2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04724

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX Y16

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LABEL	ESTACPP2	ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDER (23)	DESIRABLE (24)	UNNECESSARY (25)	DETRIMENTAL	ROW TOTAL
	1	10	6	8	2	1		27
		37.0	22.2	29.6	7.4	3.7		12.8
		11.8	9.7	20.0	11.8	14.3		
		4.7	2.8	3.8	0.9	0.5		
	2	42	32	16	10	3		103
		40.8	31.1	15.5	9.7	2.9		48.8
		49.4	51.6	40.0	58.8	42.9		
		19.9	15.2	7.6	4.7	1.4		
	3	33	24	16	5	3		81
		40.7	29.6	19.8	6.2	3.7		38.4
		38.8	38.7	40.0	29.4	42.9		
		15.6	11.4	7.6	2.4	1.4		
	COLUMN TOTAL	85	62	40	17	7		211
		40.3	29.4	19.0	8.1	3.3		100.0

4 OUT OF 15 (26.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.896
RAW CHI SQUARE = 3.75869 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8782
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH ESTACPP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX Y17

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD

LABEL	COUNT / ROW PCT / COL PCT / TOT PCT	INTTACP2: ESSENTIAL POLICY (21)	DESIRABLE POLICY (22)	NEIDESIR (23)	UNNECESSARY (24)	DETRIMENTAL (25)	ROW TOTAL
	1	12	7	7	1	1	28
		42.9	25.0	25.0	3.6	3.6	13.3
		13.3	11.3	19.4	7.1	11.1	
		5.7	3.3	3.3	0.5	0.5	
	2	39	34	15	8	6	102
		38.2	33.3	14.7	7.8	5.9	48.3
		43.3	54.8	41.7	57.1	66.7	
		18.5	16.1	7.1	3.8	2.8	
	3	39	21	14	5	2	81
		48.1	25.9	17.3	6.2	2.5	38.4
		43.3	33.9	38.9	35.7	22.2	
		18.5	10.0	6.6	2.4	0.9	
	COLUMN TOTAL	90	62	36	14	9	211
		42.7	29.4	17.1	6.6	4.3	100.0

5 OUT OF 15 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.194
RAW CHI SQUARE = 5.37899 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7164
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH INTTACP2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX Y18

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY

LABEL	OTORGCO2	ESSENTIAL POLICY 21	DESIRABLE POLICY 22	NEIDER 23	UNNECESSARY 24	DETRIMENTAL 25	ROW TOTAL
	1	7	8	7	3	2	27
		25.9	29.6	25.9	11.1	7.4	12.9
		9.3	9.9	18.9	30.0	28.6	
		3.3	3.8	3.3	1.4	1.0	
	2	40	40	15	4	3	102
		39.2	39.2	14.7	3.9	2.9	48.6
		53.3	49.4	40.5	40.0	42.9	
		19.0	19.0	7.1	1.9	1.4	
	3	28	33	15	3	2	81
		34.6	40.7	18.5	3.7	2.5	38.6
		37.3	40.7	40.5	30.0	28.6	
		13.3	15.7	7.1	1.4	1.0	
	COLUMN TOTAL	75	81	37	10	7	210
		35.7	38.6	17.6	4.8	3.3	100.0

7 OUT OF 15 (46.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.900
RAW CHI SQUARE = 7.56014 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4776
LAMBDA (ASYMMETRIC) = 0.0 WITH LABEL DEPENDENT. = 0.0 WITH OTORGCO2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0

NUMBER OF MISSING OBSERVATIONS = 34

APPENDIX Y19

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES

LABEL	INNEGTO2	ESSENTIAL POLICY	DESIRABLE POLICY	NEIDER	DESIRUNDES.	UNNECESSARY	DETRIMENTAL	ROW TOTAL
	COUNT	21	22	23	24	25		
	ROW PCT							
	COL PCT							
	TOT PCT							
1		5	10	4	4	1		24
		20.8	41.7	16.7	16.7	4.2		12.5
		10.2	18.9	7.7	21.1	5.3		
		2.6	5.2	2.1	2.1	0.5		
2		26	20	26	11	14		97
		26.8	20.6	26.8	11.3	14.4		50.5
		53.1	37.7	50.0	57.9	73.7		
		13.5	10.4	13.5	5.7	7.3		
3		18	23	22	4	4		71
		25.4	32.4	31.0	5.6	5.6		37.0
		36.7	43.4	42.3	21.1	21.1		
		9.4	12.0	11.5	2.1	2.1		
COLUMN TOTAL		49	53	52	19	19		192
		25.5	27.6	27.1	9.9	9.9		100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.375
RAW CHI SQUARE = 12.39470 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1344
LAMBDA (ASYMMETRIC) = 0.03158 WITH LABEL DEPENDENT. = 0.04317 WITH INNEGTO2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.03846

NUMBER OF MISSING OBSERVATIONS = 52

APPENDIX Y20

CROSSTABULATION OF SICK LEAVE DAYS EARNED ANNUALLY AND EVALUATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS

LABEL	PRSVMPC2					ROW TOTAL
	ESSENTIAL POLICY	DESIRABLE POLICY	NEIDESIR	UNNECESSUNDES	DETRIMENTAL	
	21	22	23	24	25	
1	4	7	9	6	2	28
	14.3	25.0	32.1	21.4	7.1	13.3
	8.5	11.9	15.3	18.8	14.3	
	1.9	3.3	4.3	2.8	0.9	
2	21	26	32	16	5	100
	21.0	26.0	32.0	16.0	5.0	47.4
	44.7	44.1	54.2	50.0	35.7	
	10.0	12.3	15.2	7.6	2.4	
3	22	26	18	10	7	83
	26.5	31.3	21.7	12.0	8.4	39.3
	46.8	44.1	30.5	31.3	50.0	
	10.4	12.3	8.5	4.7	3.3	
COLUMN TOTAL	47	59	59	32	14	211
	22.3	28.0	28.0	15.2	6.6	100.0

2 OUT OF 15 (13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.858
RAW CHI SQUARE = 6.15115 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6303
LAMBDA (ASYMMETRIC) = 0.02703 WITH LABEL DEPENDENT. = 0.05263 WITH PRSVMPC2 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04183

NUMBER OF MISSING OBSERVATIONS = 33

APPENDIX Z

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF 20 TEACHER ABSENCE CONTROL POLICIES AND EIGHT SELECTED VARIABLES

CODES FOR EIGHT SELECTED VARIABLES:

PCABSENT - ESTIMATED PERCENTAGE OF DAILY TEACHER ABSENTEEISM

CODE - STRATUM OF PUBLIC SCHOOL DISTRICTS

TOSCKDAA - TOTAL NUMBER OF ACCRUED SICK LEAVE DAYS ALLOWED

SATISTAR - SATISFACTION WITH TEACHER ABSENTEEISM

EVIDSIGA - EVIDENCES OF SIGNIFICANT ABSENCE FROM TEACHERS TO SUSPECT THERE IS A TEACHER ABSENTEEISM PROBLEM

REGTSEMP - NUMBER OF REGULAR TEACHERS (EXCLUDING PARAPROFESSIONALS AND SUBSTITUTES)

TCHDAYR - NUMBER OF TEACHING DAYS IN 1980-1981 SCHOOL CALENDAR

SCKDAEAR - NUMBER OF SICK LEAVE DAYS EARNED ANNUALLY

APPENDIX Z1

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF ASSIGNING RESPONSIBILITY FOR IMPROVING TEACHER ATTENDANCE TO A SPECIFIC TOP ADMINISTRATOR AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7688449	45.344	16	0.0001
1*	0.18856	67.11	67.11	0.3983044	: 1	0.9138190	15.546	9	0.0770
2*	0.06624	23.58	90.69	0.2492489	: 2	0.9743505	4.4823	4	0.3447
3*	0.01657	5.90	96.58	0.1276588	: 3	0.9904923	1.6479	1	0.1992
4*	0.00960	3.42	100.00	0.0975072	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	-0.50983	0.38157	-0.27767	0.80850
EVIDSIGA	0.61423	0.39931	0.61468	0.72924
SATISTAR	0.03952	0.74855	0.89325	-0.25134
SCKDAEAR	0.51600	0.56124	-0.62447	-0.19354

APPENDIX Z2

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF SCHEDULING FACULTY MEETINGS, CONFERENCES AND OTHER IMPORTANT MEETINGS ON THE DAYS OF THE WEEK IDENTIFIED AS HIGH ABSENCE DAYS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7601327	46.350	20	0.0007
1*	0.17643	60.44	60.44	0.3872560	: 1	0.8942393	18.891	12	0.0912
2*	0.08223	28.17	88.60	0.2756456	: 2	0.9677710	5.5364	6	0.4771
3*	0.03216	11.02	99.62	0.1765040	: 3	0.9988901	0.18767	2	0.9104
4*	0.00111	0.38	100.00	0.0333147	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.08451	-0.63354	0.26327	-0.47620
PCABSENT	0.19964	-0.26025	0.67960	0.70756
SATISTAR	-0.36259	0.54589	0.81556	-0.08138
REGTSEMP	0.83112	0.30513	0.26975	-0.38886
SCKDAFAR	-0.29962	0.49579	-0.26759	0.29729

APPENDIX Z3

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF HAVING REDUCTIONS IN THE PERCENTAGE OF THE TOTAL BUDGET ALLOCATED FOR THE SALARIES OF SUBSTITUTE TEACHERS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8410432	28.910	12	0.0041
1*	0.10198	56.38	56.38	0.3042055	1	0.9268112	12.693	6	0.0482
2*	0.07800	43.12	99.50	0.2689847	2	0.9990987	0.15058	2	0.9275
3*	0.00090	0.50	100.00	0.0300214					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
SATISTAR	-0.69640	0.67769	0.31056
REGTSEMP	0.28123	0.80433	-0.55490
SCKDAEAR	0.70048	0.27374	0.66849

APPENDIX Z4

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF REQUIRING PRINCIPALS TO REVIEW THE ATTENDANCE OF ALL TEACHERS UNDER THEIR SUPERVISION WITH THE SUPERINTENDENT OR HIS DESIGNEE AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7883246	40.315	24	0.0198
1*	0.15591	62.19	62.19	0.3672656	: 1	0.9112357	15.756	15	0.3985
2*	0.05076	20.25	82.44	0.2197948	: 2	0.9574919	7.3627	8	0.4980
3*	0.03214	12.82	95.27	0.1764748	: 3	0.9882699	2.0000	3	0.5724
4*	0.01187	4.73	100.00	0.1083054	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.55417	0.37176	0.73446	0.07441
PCABSENT	0.26476	0.36295	-0.61519	0.60171
TOSCKDAA	0.43979	0.32158	0.25885	0.22984
EVIDSIGA	0.88346	0.05384	0.26403	-0.47770
RFGTSEMP	-0.24849	0.84844	0.55734	0.11087
SCKDAEAR	0.19502	-0.38571	0.46680	0.71046

APPENDIX Z5

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF HAVING PRINCIPALS CITE EXCELLENT ATTENDANCE THROUGH INTERNAL NEWSLETTERS, PERSONAL LETTERS AND/OR IN-PERSON ACKNOWLEDGMENTS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.8659278	24.328	12	0.0183
1*	0.08779	59.00	59.00	0.2840888	: 1	0.9419492	10.107	6	0.1202
2*	0.04829	32.45	91.45	0.2146240	: 2	0.9874338	2.1371	2	0.3435
3*	0.01273	8.55	100.00	0.1120992	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	-0.42793	0.74617	0.63657
PCABSENT	0.50038	-0.33654	0.83516
EVIDSIGA	0.49416	0.95491	-0.17909

APPENDIX Z6

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF SENDING LETTERS FROM THE SUPERINTENDENT TO TEACHERS WITH RECORDS OF EXCESSIVE ABSENTEEISM AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8912524	19.226	12	0.0832
1*	0.09430	78.83	78.83	0.2935532	1	0.9752971	4.1772	6	0.6527
2*	0.02521	21.07	99.90	0.1568038	2	0.9998817	0.19764E-01	2	0.9902
3*	0.00012	0.10	100.00	0.0108785					

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
CODE	0.86825	0.71601	0.38528
EVIDSIGA	0.87725	-0.00015	-0.64914
REGTSEMP	0.67231	-0.46621	0.73275

APPENDIX Z7

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF HAVING TEACHERS SPEAK DIRECTLY TO THEIR PRINCIPALS WHEN REPORTING PENDING ABSENCES AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.9043585	16.788	12	0.1577
1*	0.06486	62.99	62.99	0.2467899	: 1	0.9630109	6.2943	6	0.3910
2*	0.02709	26.31	89.30	0.1624041	: 2	0.9890984	1.8306	2	0.4004
3*	0.01102	10.70	100.00	0.1044106	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
TOSCKDAA	0.68799	-0.58712	0.43040
EVIDSIGA	0.86506	0.65992	-0.48662
SATISTAR	0.51143	0.91782	0.56554

APPENDIX Z8

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF CONSIDERING EXCESSIVE ABSENTEEISM AS A FACTOR IN RATING TEACHERS AND GRANTING TENURE AND EIGHT SELECTED VARIABLES

NO VARIABLES QUALIFIED FOR THE ANALYSIS, SO IT IS BEING ABANDONED.

APPENDIX Z9

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF CONVERTING UNUSED SICK LEAVE, IN WHOLE OR IN PART, AT THE END OF EACH YEAR AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8995286	17.524	8	0.0251
1*	0.08748	79.71	79.71	0.2836241	1	0.9782191	3.6446	3	0.3025
2*	0.02227	20.29	100.00	0.1475836					

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
TOSCKDAA	0.93681	0.35222
SATISTAR	-0.31364	0.95042

APPENDIX Z10

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF AWARDING SEVERANCE PAY BASED, IN WHOLE OR IN PART, ON UNUSED SICK LEAVE AT THE TIME OF RETIREMENT, RESIGNATION, OR DEATH AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7862512	39.679	28	0.0706
1*	0.15285	60.24	60.24	0.3641251	: 1	0.9064325	16.209	18	0.5779
2*	0.06615	26.07	86.31	0.2490894	: 2	0.9663928	5.6405	10	0.8445
3*	0.03363	13.26	99.56	0.1803888	: 3	0.9988971	0.18209	4	0.9961
4*	0.00110	0.44	100.00	0.0332106	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.21293	0.41261	0.77511	0.12408
PCABSENT	0.48894	0.55853	-0.18272	0.62398
EVIDSIGA	-0.57393	0.35016	0.34831	0.15590
SATISTAR	-0.00169	0.77987	0.01709	-0.53184
REGTSEMP	-0.16108	0.69278	-0.30329	-0.13626
TCHDAYR	-0.35167	0.23855	0.56589	0.24686
SCKDAEAP	0.59605	-0.18766	-0.04531	0.03844

APPENDIX Z11

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF REQUIRING A MEDICAL CERTIFICATE AFTER A SPECIFIED NUMBER OF CONSECUTIVE WORKING DAYS HAVE BEEN MISSED AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7853260	40.961	24	0.0168
1*	0.11177	44.38	44.38	0.3170732	: 1	0.8731038	23.001	15	0.0841
2*	0.08281	32.88	77.27	0.2765446	: 2	0.9454055	9.5159	8	0.3007
3*	0.04665	18.52	95.79	0.2111230	: 3	0.9895109	1.7873	3	0.6177
4*	0.01060	4.21	100.00	0.1024162	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.16030	0.26124	-0.84046	0.36585
PCABSENT	0.38105	-0.67875	0.29199	0.53253
TOSCKDAA	-0.72592	-0.11251	-0.27741	0.27680
EVIDSIGA	0.03715	0.82073	0.38888	-0.11707
SATISTAR	0.65338	0.21564	0.44897	-0.20226
SCKDAFAO	-0.16233	0.46449	0.12674	0.78631

APPENDIX Z12

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF REQUIRING SUBMITTAL OF ABSENCE CAUSE FORMS FOR ABSENCE SHORTER THAN THE NUMBER REQUIRED FOR THE FORMAL MEDICAL CERTIFICATE AND EIGHT SELECTED VARIABLES

NO VARIABLES QUALIFIED FOR THE ANALYSIS, SO IT IS BEING ABANDONED.

APPENDIX Z13

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF MAINTAINING COST DATA ON THE SALARIES OF SUBSTITUTE TEACHERS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.9419436	10.198	8	0.2514
1*	0.04309	70.79	70.79	0.2032515	1	0.9825332	3.0044	3	0.3909
2*	0.01778	29.21	100.00	0.1321620					

* MARKS THE 2 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2
REGTSEMP	0.70389	-0.72375
TCHDAYR	0.62011	0.79670

APPENDIX Z14

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF DISTRIBUTING COMPARATIVE TEACHER ATTENDANCE DATA AMONG ALL SCHOOLS TO HIGHLIGHT EXCESSIVE ABSENTEEISM IN SPECIFIC SCHOOLS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					0	0.8114706	35.305	20	0.0185
1*	0.15459	69.94	69.94	0.3659138	1	0.9369172	11.012	12	0.5279
2*	0.04926	22.28	92.22	0.2166724	2	0.9830693	2.8858	6	0.8230
3*	0.01545	6.99	99.21	0.1233315	3	0.9982534	0.29543	2	0.8627
4*	0.00175	0.79	100.00	0.0417919					

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.74221	0.21195	-0.24098	0.03302
EVIDSIGA	-0.36102	1.03781	-0.24628	-0.26906
SATISTAR	0.17951	0.87027	0.52529	-0.52479
REGTSEMP	0.48210	0.48856	0.17825	0.85243
SCKDAEAR	-0.42687	-0.17296	0.70501	0.12475

APPENDIX Z15

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF HAVING PRINCIPALS DETAIL IN A WEEKLY REPORT ALL ABSENCES INCLUDING COSTS AND EXPLANATION OF MANAGEMENT AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.8115310	35.188	24	0.0657
1*	0.15601	70.53	70.53	0.3673639	: 1	0.9381387	10.760	15	0.7694
2*	0.05114	23.12	93.65	0.2205766	: 2	0.9861172	2.3556	8	0.9681
3*	0.00980	4.43	98.09	0.0985236	: 3	0.9957832	0.71203	3	0.8704
4*	0.00423	1.91	100.00	0.0649370	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.73288	-0.13461	0.32623	0.78742
PCABSENT	0.36633	-0.44071	0.37125	0.00006
EVIDSIGA	0.50193	0.50982	0.48984	-0.24064
SATISTAR	-0.49693	0.40738	0.75727	0.16185
REGTSEMP	0.30679	0.55286	0.54849	0.22813
SCKDAEAR	0.26590	0.55431	-0.58600	0.33829

APPENDIX Z16

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR ESTABLISHING A SYSTEM-WIDE TEACHER ABSENCE CONTROL PROGRAM AND POLICY AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7641723	45.051	16	0.0001
1*	0.16149	56.73	56.73	0.3728749	: 1	0.8875772	19.976	9	0.0181
2*	0.07945	27.91	84.64	0.2712918	: 2	0.9580920	7.1709	4	0.1271
3*	0.04334	15.22	99.86	0.2038045	: 3	0.9996122	0.64975E-01	1	0.7988
4*	0.00039	0.14	100.00	0.0196935	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
PCABSENT	0.45838	-0.89557	0.18338	0.08259
TOSCKDAA	-0.00549	0.26563	0.92243	0.28788
EVIDSIGA	0.69156	0.55771	-0.01072	-0.51203
REGTSEMP	0.37184	0.21947	-0.36150	0.82898

APPENDIX Z17

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF INFORMING TEACHERS OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY THROUGH SOME REGULAR METHOD AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.8322554	30.572	16	0.0153
1*	0.10271	53.95	53.95	0.3051906	: 1	0.9177344	14.294	9	0.1123
2*	0.05677	29.82	83.76	0.2317726	: 2	0.9698324	5.1002	4	0.2772
3*	0.02200	11.55	95.32	0.1467102	: 3	0.9911661	1.4774	1	0.2242
4*	0.00891	4.68	100.00	0.0939888	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
PCABSENT	-0.17929	0.76579	-0.39543	-0.57501
EVIDSIGA	0.94358	0.38396	-0.15677	0.61302
SATISTAR	-0.00031	0.95962	0.31974	0.67754
REGISEMP	0.35159	0.17810	0.83555	-0.41287

APPENDIX Z18

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF OBTAINING TEACHER ORGANIZATION(S) COOPERATION AS PART OF THE TEACHER ABSENCE CONTROL PROGRAM AND POLICY AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7981403	37.315	24	0.0407
1*	0.13943	58.80	58.80	0.3498128	: 1	0.9094259	15.713	15	0.4014
2*	0.07267	30.65	89.45	0.2602783	: 2	0.9755117	4.1033	8	0.8477
3*	0.02083	8.78	98.23	0.1428445	: 3	0.9958312	0.69138	3	0.8752
4*	0.00419	1.77	100.00	0.0645664	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	0.57025	-0.24527	-0.17797	0.32751
PCABSENT	0.25961	0.73840	-0.00616	0.19756
TOSCKDAA	-0.34703	0.46436	0.15542	0.36512
EVIDSIGA	0.20210	-0.49329	1.04782	0.28157
SATISTAR	0.60851	0.18206	0.66702	0.52192
SCKDAEAR	-0.54616	-0.24869	-0.26123	0.78927

APPENDIX Z19

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF INFORMING NEGOTIATING TEACHER ORGANIZATION(S) THAT EXISTING SICK LEAVE PRIVILEGES COULD BECOME THE SUBJECT OF FUTURE NEGOTIATIONS UNLESS A NEW PATTERN EMERGES AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.8598452	23.254	12	0.0256
1*	0.13303	83.41	83.41	0.3426506	: 1	0.9742289	4.0208	6	0.6739
2*	0.02636	16.53	99.94	0.1602674	: 2	0.9999122	0.13515E-01	2	0.9933
3*	0.00009	0.06	100.00	0.0093680	:				

* MARKS THE 3 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
SATISTAR	-0.80127	0.25754	0.56860
REGISEMP	0.43155	0.78883	0.45378
SCKDAFAR	0.45109	-0.60341	0.67195

APPENDIX Z20

CANONICAL DISCRIMINANT FUNCTIONS AND STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS FOR EVALUATION STATUS OF PROVIDING SERVICE, SUCH AS MEDICAL, PSYCHOLOGICAL AND COUNSELING, FOR TEACHERS AND EIGHT SELECTED VARIABLES

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	: AFTER FUNCTION	WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
					: 0	0.7540079	47.435	20	0.0005
1*	0.21145	69.58	69.58	0.4177797	: 1	0.9134395	15.210	12	0.2301
2*	0.05657	18.61	88.19	0.2313853	: 2	0.9651107	5.9661	6	0.4270
3*	0.02571	8.46	96.65	0.1583287	: 3	0.9899262	1.7010	2	0.4272
4*	0.01018	3.35	100.00	0.1003685	:				

* MARKS THE 4 CANONICAL DISCRIMINANT FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3	FUNC 4
CODE	-0.73521	0.61193	0.58625	0.19344
PCABSENT	-0.04273	0.62168	-0.59299	-0.17701
EVIDSIGA	0.17233	0.68018	0.32409	0.10835
REGTSEMP	0.34105	0.27460	0.80313	-0.12661
SCKDAEAP	0.31846	0.03503	-0.05751	0.93440

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AN INVESTIGATION OF THE EXTENT OF TEACHER ABSENTEEISM AND THE IMPLEMENTATION OF SELECTED TEACHER ABSENCE CONTROL TECHNIQUES

by

LINDA TURNER HORNBACK

(ABSTRACT)

This descriptive survey investigated the extent of teacher absenteeism in public schools for 1980-81. The perceptions of public school administrators about teacher absenteeism being a problem were analyzed. The implementation status of twenty selected teacher absence control policies was compared; each policy was further examined for its evaluation status.

The Questionnaire on Teacher Absence Policies and Techniques, designed by the researcher, solicited data for the study from 244 public school districts in the United States. Data were analyzed by district size, estimated daily teacher absenteeism rates and the number of sick leave days earned annually by teachers. SPSS subprograms provided frequencies, crosstabulations and discriminant analyses.

The major findings are that the estimated daily teacher absenteeism rate of 4.8 percent for 1980-81 represents an increase from other absenteeism studies. Public school administrators tended to respond that they have no evidences of significant absence from teachers to suspect that teacher absenteeism is a problem, yet they also were more likely to express

dissatisfaction with the daily teacher absenteeism rates in their districts. District size, estimated daily teacher absence rates and the policy of the number of sick leave days earned annually were found to be significantly related to the responses of implementation and evaluation status of specific teacher absence control policies and techniques.