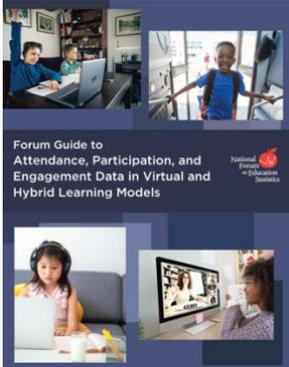# Publication Summary

Forum Guide to Attendance, Participation, and Engagement Data in Virtual and Hybrid Learning Models

State and local education agencies (SEAs and LEAs) play a crucial role in tracking, measuring, and addressing student attendance. Access to accurate, timely data about whether individual students and groups of students regularly attend school is critical to making instructional and programmatic choices to maximize student attendance and support student learning. The coronavirus disease (COVID-19) pandemic affected the way that many SEAs and LEAs collect attendance data. The widespread use of virtual learning increased the need for attendance data showing that students can access their lessons remotely. At the same time, this widespread use complicated the duty of educators to collect attendance data.

The National Forum on Education Statistics (Forum) developed the *Forum Guide to Attendance, Participation, and Engagement Data in Virtual and Hybrid Learning Models* to highlight how SEAs and LEAs have operationally defined attendance, participation, and engagement during the COVID-19 pandemic, and how they may be collecting data on each. The information in this resource serves as a complement to the 2018 *Forum Guide to Collecting and Using Attendance Data* (https://nces.ed.gov/forum/pub_2017007.asp). The current document provides an overview of best practices that will help education agencies collect, report, and use attendance, participation, and engagement data in different learning formats.

The guide is organized into the following chapters:

- **Chapter 1: Introduction** explains the purpose of the document; provides foundational information about student attendance, participation, and engagement; and briefly discusses SEA and LEA uses of these concepts during the COVID-19 pandemic.
- **Chapter 2: Attendance, Participation, and Engagement in Different Learning Models** examines how attendance, participation, and engagement data are collected in different learning models, such as various blended, or hybrid, models, as well as virtual models (including synchronous or asynchronous learning).
- **Chapter 3: Seat Time and Standards-Based Progression** considers the key differences between the traditional "seat time" model of attendance and those systems that instead focus on student progression through particular standards.
- **Chapter 4: Attendance, Participation, and Engagement Policies and Decisionmaking** reviews the importance of well-defined policies for collecting student attendance, participation, and engagement data, and discusses how education agencies approach novel situations and key decisionmaking that are informed by these data.
- **Chapter 5: Case Studies from States and Districts** provides case studies from states and districts that highlight how education agencies are handling the collection and use of attendance data during the COVID-19 pandemic.

The *Forum Guide to Attendance, Participation, and Engagement Data in Virtual and Hybrid Learning Models* is a product of the National Forum on Education Statistics and is available on the Forum website at https://nces.ed.gov/forum/pub_2021058.asp. The information and opinions published in the guide are the product of the National Forum on Education Statistics and do not necessarily represent the policies or views of the U.S. Department of Education, the Institute of Education Sciences, or the National Center for Education Statistics.

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