

District Metrics for Quality Remote/Hybrid Learning: Student Engagement

Overview

The COVID-19 pandemic has created an unprecedented challenge for state, district, and school leaders across the country. Whether states and districts mandate or choose an in-person or remote model or a hybrid model, which includes some aspect of virtual learning, ensuring that vulnerable students and teachers have a remote learning option has required that all districts offer a remote learning plan. It is important to ensure that students participating in a remote/hybrid learning setting receive the same rigorous academic instruction and social and emotional support as students attending school in person. Moving school systems to a remote learning environment is not just a technical problem. It is a pedagogical and instructional challenge. Teaching online requires specialized skill sets including understanding of how to conduct classes in a virtual environment, how to best share content, how to monitor student progress, and more. Teachers in this situation are most likely starting from the basics, learning the tools as well as how to manage and teach in an online classroom. Because of the newness of these efforts, however, most state, district, and school leaders do not know how to assess their remote learning and hybrid models. The Region 1 and Region 9 Comprehensive Centers (CCs) convened a community of practice (CoP) of school, district, and state leaders from Massachusetts, Illinois, Iowa, and Vermont to tackle this issue by reviewing existing measures of quality identified in research; identifying new measures of quality needed based on current best practice; and developing a framework for state, district, and school leaders to assess the quality of remote and hybrid learning.

The CoP examined two remote and hybrid learning constructs that the Region 1 and Region 9 CCs had identified as the highest priority for their stakeholders and the least defined in current frameworks. These constructs included measures for assessing student engagement as well as teacher working conditions and well-being. The **frameworks** developed outline the

indicators of quality in each topic area to support the analysis of data. The framework and Data Collection and Analysis Protocol for **Teacher Working Conditions and Well-Being** can be found [here](#):

After analyzing the measures and developing the framework for each of the constructs, the CoP identified a need for a data collection and analysis protocol to help schools, districts, and states use the frameworks effectively. The CoP participants were adamant that this not be a scripted process given the complexities of the context of each school, district, and state, but rather a tool that could provide some high-level guidance for how to approach this analysis. The **Data Collection and Analysis Protocol** describes the steps for collecting and analyzing data for remote and hybrid settings.

Step 1: Identify a problem of practice to explore.

Step 2: Determine what data sources are available.

Step 3: Prioritize which data and Components will be analyzed.

Step 4: Analyze data collected.

Step 5: Create an Action Plan.

The protocol includes guiding questions and tools to determine the availability of data, how to prioritize which data to explore, and how to analyze the data to make an action plan.

After the tool and framework were fully designed, members of the CoP piloted the process to provide one last round of tangible feedback, which resulted in the subsequent tool and framework. The CoP identified the following three examples as ways the tool can be used in a school, a district, or a state. This document includes the framework and data collection and analysis protocol for **Student Engagement**.

Example 1

Your school/district is experiencing some challenges with student engagement. As a leadership team, you implement Steps 1 and 3 of the protocol and then make a plan for collecting the data you need to analyze.

Example 2

Your school/district has collected data on student engagement. As a leadership team, you implement Steps 4 and 5 of the protocol.

Example 3

Your team at the state department of education is trying to implement a common approach to remote/hybrid learning. You are hearing that student engagement is a challenge for districts. You could review the tool and identify common data sources that districts could collect to give you a more accurate picture of what is happening across the districts.

Challenge:

As schools pivot to remote and hybrid learning environments, school and district leaders struggle to assess student engagement in ways that provide timely and relevant data to assign appropriate supports to students and families and to inform policy and practice.

Solution:

This document includes two tools to help district and school leaders assess student engagement:

1. The **Data Collection and Analysis Protocol** describes the steps for collecting and analyzing student engagement data for remote and hybrid settings. It includes guiding questions and tools to determine the availability of data, how to prioritize which data to explore, and how to analyze the data to make an action plan.
2. The **Student Engagement Framework** defines each topic of student engagement and outlines the indicators of quality student engagement to support the analysis of data.

Data Collection and Analysis Protocol

This protocol outlines five steps for collecting and analyzing data to help districts and schools assess student engagement within remote and hybrid learning settings.

Step 1: Identify a problem of practice to explore. Discuss and determine why your team is interested in collecting and/or analyzing data related to student engagement in a remote or hybrid learning environment. This problem of practice can be specific or general. Once you have established a problem of practice, review the Student Engagement Framework Data Checklist to determine which topic areas are urgent or relevant to address based on the identified problem of practice.

Problem of Practice:

If you are having difficulty coming up with a problem of practice, you may conduct Steps 2 and 3 of the protocol for every topic first and revisit this step. This approach will allow your data to determine your problem of practice.

Tip for Connecting Practices to Possible Data Sources:

To help see examples of what each Component looks like in practice to identify appropriate data sources, please refer to the indicators in the Student Engagement Framework on page 15.

Step 2: Determine what data sources are available. Use the following Student Engagement Framework Data Checklist to reflect on each Component¹ and its associated Possible Data Sources² for measuring student engagement. If your district or school currently collects the data or could easily obtain the data, mark “Y” on the right-most column or “N” if the data would be difficult to obtain;

¹ **Component:** What is it that we want to measure? What do we want to know?

² **Possible Data Sources:** What sources can we use to help us understand the component or what it is we want to measure?

you may also mark “NA” if the Data Source is not applicable to your district or school and its instructional setting. If your district or school collects and tracks data that reflects the Component, but it is not listed under the Possible Data Sources, you may write in that Data Source within the “Other” cell. Please use the Notes column to add any relevant information about your specific data sources.

Step 3: Prioritize which Data Sources and Components will be analyzed in order to understand and strengthen your district’s or school’s student engagement. To help prioritize the Components and associated Data Sources, consider the following questions while reflecting on the checklist:

1. Are you collecting data that demonstrate the various topics and Components of student engagement? Are there any gaps in the data (e.g., missing data that cover a particular topic or Component)?
2. Is the quality of the data sufficient to make determinations regarding student engagement (e.g., assign appropriate supports, implement needed policy or systems change)?
 - a. Are the data accurate and valid?
 - b. Are the data organized and easy to interpret and use?
3. Determine the priority of measuring each Component in the second column of the checklist based on the quality and availability of Data Sources, as well as your district’s or school’s need to know the information. You may list the priority of the Component by writing “low,” “medium,” or “high.” If you ranked a Component medium or high priority but have no or limited data sources associated with that Component of student engagement, you should create an action plan to collect those data before moving on to Step 4.

Student Engagement Framework Data Checklist

Topic 1: Communication and Contact

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
1a. The school can contact and effectively communicate with students.		A log of correspondence between the school and students (e.g., emails, texts, phone calls, meetings)		
		A log of home visits to unresponsive students/families and results		
		Student attendance (synchronous and/or asynchronous) ³		
		One-on-one check-ins with students		
		Attendance logs for teacher office hours		
		Survey on the quality and effectiveness of school communications		
		Other (Please specify.):		
1b. The school can contact and effectively communicate with students' families.		A log of correspondences between the school and families (e.g., emails, texts, phone calls, meetings)		
		A log of home visits to unresponsive students/families and results		
		Parent meetings/conferences		
		Family intake form completion		
		Family member attendance and participation in opportunities to engage with the school (e.g., school meetings, events, committees, and/or task forces)		
		Survey on the quality and effectiveness of school communications		
		Other (Please specify.):		

³ See Components 3a (Students attend synchronous learning) and 3b (Students attend asynchronous learning)

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
1c. School staff, students, and families engage in open, two-way communication.		A log of correspondences between the school and families (e.g., emails, texts, phone calls, meetings) <i>Note: how many of these correspondences are student- or family-initiated?</i>		
		Family intake form completion		
		Suggestion box submissions		
		Other (Please specify.):		
1d. The school and teachers build and share positive relationships with families.		A log of correspondences between the school and families (e.g., emails, texts, phone calls, meetings) <i>Note: How many of these correspondences were positive communications?</i>		
		Parent meetings/conferences		
		Family member attendance and participation in opportunities to engage with the school (e.g., school meetings, events, committees, and/or task forces)		
		Family survey on the quality of their relationship(s) with school staff		
		Teacher survey/questionnaire/reflection on quality of relationships with each students' family		
		Other (Please specify.):		

Topic 2: Resources and Supports

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
2a. Students have access to instructional content and materials.		Connectivity level for households		
		Number of available ports/wireless connections per child and/or household		
		Number of devices/screens per child and/or household		
		Number of reported technology incidents per student/family that prevented them from participating in learning		
		Physical paper worksheets, packets, and other materials (e.g., writing utensils, calculators) delivery and pick-up		
		Family survey on technology and/or materials needed		
		Other (Please specify.):		
2b. Students and their families have access to wraparound supports and services.		Total wraparound supports/services available		
		Needs assessment results for students and families		
		Student and/or family requests for services		
		School staff referrals for student and/or family services		
		Other (Please specify.):		

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
2c. Families have the capacity to support student learning.		Analytics reports of family access of the Learning Management System (LMS) (or other online school portals)		
		Parent meetings/conferences		
		A log of correspondences between the school and families (e.g., emails, texts, phone calls, meetings) <i>Note: Do communications from the family demonstrate capacity to support student learning? Has the family reached out to request support for student learning?</i>		
		Student enrollment in community programs that can support remote learning (e.g., YMCA, Boys & Girls Clubs of America)		
		Survey/intake form questions about family capacity to support child(ren)'s learning at home (i.e., time, technology literacy, knowledge of content and standards)		
		Other (Please specify.):		

Topic 3: Participation in Learning

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
3a. Students attend synchronous learning.		Instructor attendance logs during synchronous meetings		
		Meeting attendee summary on virtual platform (e.g., Zoom)		
		Other (Please specify.):		
3b. Students attend asynchronous learning.		Analytics reports of student access of the LMS <i>Note: Has the student logged in to the LMS?</i>		
		Assignment completion/submission		
		Daily form completion (e.g., daily school/class survey question)		
		Physical packet/materials pick-up		
		Other (Please specify.):		
3c. Students meaningfully engage with instruction and learning activities.		Analytics reports of student access of the LMS (i.e., login sessions) <i>Note: How often does the student log in to the LMS? How long was the student on the LMS? What did they do on the LMS?</i>		
		Student participation in virtual discussions/chats/forums/discussion boards		
		Assignment completion/submission <i>Note: Are students completing assignments on time? Are students submitting quality work?</i>		
		Teacher feedback on assignments and student response to feedback		
		Peer evaluations and feedback on project/group work		
		Student self-evaluations		
		Attendance logs for teacher office hours		
		Teacher observations of student participation level		
		Classroom observations (synchronous)		
		Other (Please specify.):		

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
3d. Students demonstrate progress toward academic goals.		Grades on completed assignments		
		Course performance grades/progress reports		
		Formative assessments		
		Academic referrals		
		Individualized learning plans		
		Peer evaluations and feedback on project/group work		
		Student self-evaluations		
		Other (Please specify.):		
3e. Students are motivated and have interest in school and learning.		Student attendance (synchronous and/or asynchronous) ⁴		
		Opportunities for student choice during instruction and learning		
		Opportunities for student voice and student-led discussion		
		Number of leadership opportunities for students		
		Peer learning opportunities (e.g., projects, discussions)		
		Attendance logs for teacher office hours		
		Individualized learning plans		
		Teacher observations of student participation level		
		Classroom observations (synchronous)		
		Survey on student motivation and interest in learning		
		Other (Please specify.):		

⁴ See Components 3a (Students attend synchronous learning) and 3b (Students attend asynchronous learning).

Topic 4: Sense of Belonging

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
4a. Students participate in extracurricular activities.		Inventory of all active extracurricular activities		
		Attendance logs for extracurricular activity meetings/sessions		
		Feedback forms from students on extracurricular activities offered/desired		
		Other (Please specify.):		
4b. Adults at the school build and maintain positive relationships with students.		One-on-one check-ins with students		
		Attendance logs for teacher office hours		
		Attendance logs for (teacher-led) extracurricular activity meetings/sessions		
		Student mentor assignments/participation		
		Survey of students' perceptions of their relationships with adults at the school		
		Other (Please specify.):		
4c. Students build and maintain positive relationships with their peers.		Peer learning opportunities (e.g., projects, discussions)		
		Attendance logs for extracurricular activity meetings/sessions		
		Teacher observations of student relationships		
		Survey of students' perceptions of their relationships with peers		
		Other (Please specify.):		

Component	Priority (Low, Medium, High)	Possible Data Sources	Available or Can Obtain (Y/N or NA)	Notes
4d. Students experience a positive and safe school climate.		Number of school behavioral incidents (major/minor)		
		Behavior referrals		
		Incidents of cyberbullying		
		Schoolwide/class recognition of positive behavior (e.g., daily announcements, shoutouts, attendance recognition)		
		Survey on school climate and safety		
		Other (Please specify.):		
4e. Students have access and engage in social and emotional learning (SEL).		Frequency of SEL sessions/activities		
		Student attendance during SEL sessions/activities		
		Student survey on quality and frequency of SEL opportunities		
		Other (Please specify.):		

Step 4: Analyze data collected. Identify key findings from data, search for any patterns or trends from the findings, and determine current strengths and challenges in your district/school based on the findings. Consider the following reflection questions as you analyze the data:

1. If looking at survey data, how many respondents completed the survey (e.g., how many students/families completed the survey out of how many possible students/families) and when was it administered?
2. What are some findings from the data sources that highlight strengths and challenges?
3. What trends are there in the findings by topic, by Component, by student demographics, and/or over time?
4. Do the data reflect the desired Indicators of Student Engagement (see the Framework on page 15 for indicators)? Are there strengths or gaps?

Step 5: Create an Action Plan. Decide what your school or district could implement to improve student engagement. When creating your action plan, consider which strategies could be most impactful and have the greatest reach. Also consider feasibility, timeliness, and sustainability of the strategy given the context of the situation (e.g., COVID-19 pandemic) and people's workloads. You could also review any existing plans to ensure alignment, rather than duplication, of efforts.

Tips for Analyzing Data

Consider the following when analyzing data:

- Disaggregate data by student demographics such as family income level, race and ethnicity, gender, or age/grade-level.
- Compare current data to previously collected data (e.g., before remote and hybrid learning). Compare these data in aggregate, in disaggregate by student group, and by topic.
- Refer back to the indicators within the Student Engagement Framework on page 15 as you consider possible strengths and challenges.

Student Engagement Framework

Topic 1: Communication and Contact

This topic refers to whether the school can successfully and effectively communicate with the student and their family during periods of remote and hybrid learning. It includes the frequency of communication and contact, successful methods used for effective communication, and the quality of school relationships with students’ families.^{5 6 7 8 9 10}

Component	Indicators of Student Engagement
a. The school can contact and effectively communicate with students.	<ul style="list-style-type: none"> Each student is responsive to regular outreach attempts conducted by the school. The school has students’ current contact information and regularly reaches out to all students using streamlined methods.
b. The school can contact and effectively communicate with students’ families.	<ul style="list-style-type: none"> Families are responsive to regular outreach attempts conducted by the school. The school has families’ current contact information and regularly reaches out to all families using streamlined methods.
c. School staff, students, and families engage in open, two-way communication.	<ul style="list-style-type: none"> School staff, students, and families regularly engage in open, two-way communication. Students and their families know how to contact school staff members. Students and their families feel comfortable reaching out to the school with questions and concerns and/or to request supports.
d. The school and teachers build and share positive relationships with families.	<ul style="list-style-type: none"> Families have positive relationships with the school and their child(ren)’s teachers. School staff work to proactively build positive relationships with all students’ families.

⁵ Attendance Works. (2020). *Monitoring attendance in distance learning*. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>

⁶ Attendance Works. (2020). *Strategies for connecting with students and families*. <https://www.attendanceworks.org/wp-content/uploads/2019/06/Strategies-for-Connecting-with-Students-and-Families-rev-8-27-20.pdf>

⁷ Benton, K., Butterfield, K., Manian, N., Molina, M., & Richel, M. (2020). *Returning to school: A toolkit for principals*. National Comprehensive Center at Westat. [https://www.compcenternetwork.org/sites/default/files/Returning to School Toolkit for Principals.pdf](https://www.compcenternetwork.org/sites/default/files/Returning%20to%20School%20Toolkit%20for%20Principals.pdf)

⁸ Chambers, D., Scala, J., & English, D. (2020). *Promising practices brief: Improving student engagement and attendance during COVID-19 school closures*. Insight Policy Research. https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf

⁹ Gupta, S. (Host). (2020, October 8). *Coronavirus: Fact vs. fiction: Taking attendance in a virtual school year* [Audio Podcast]. <https://www.cnn.com/audio/podcasts/corona-virus?episodeguid=cd79babb-2d70-4200-9e60-ac4d01481569>

¹⁰ Heppen, J. B., Kurki, A., & Brown, S. (2020). *Can texting parents improve attendance in elementary school? A test of an adaptive messaging strategy* (NCEE 2020–006). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ies.ed.gov/ncee/pubs/2020006/pdf/2020006.pdf>

Topic 2: Resources and Supports

This topic refers to students’ and their families’ ability to access resources and supports that ensure students have what they need to be able to participate in remote and hybrid learning and achieve learning goals.^{11 12 13}

Component	Indicators of Student Engagement
a. Students have access to instructional content and materials.	<ul style="list-style-type: none"> • Students, families, and instructors have access to an appropriate internet connection and technology so that students may participate in remote instruction. • Students and families have access to physical paper packets and other necessary physical materials if the district or school is unable to support virtual learning due to connectivity/technology barriers.
b. Students and their families have access to wraparound supports and services.	<ul style="list-style-type: none"> • All students and families have access to wraparound supports and services that help reduce barriers to student engagement. • Students and families know how to access wraparound supports and services and feel comfortable reaching out to the school for needed supports.
c. Families have the capacity to support student learning.	<ul style="list-style-type: none"> • Students have at least one family member who is able to assist them with technology, instruction, and learning. • Families understand expectations, standards, and benchmarks associated with their child’s classwork. • Families have the appropriate time, support, and content knowledge to help students with learning and schoolwork. • Families ensure the student has a dedicated place to do schoolwork at home.

¹¹ Attendance Works. (2020). *Monitoring attendance in distance learning*. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>

¹² Chambers, D., Scala, J., & English, D. (2020). *Promising practices brief: Improving student engagement and attendance during COVID-19 school closures*. Insight Policy Research. https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf

¹³ Newman, J. (2020). *Resources to go beyond the basics and support the whole child*. American Institutes for Research. <https://www.air.org/resource/resources-go-beyond-basics-and-support-whole-child>

Topic 3: Participation in Learning

This topic refers to whether the student is attending and actively engaging with content during remote and hybrid learning, whether the student is showing progress toward appropriate benchmarks and learning goals, and whether the student is able to effectively engage in school and learning.^{14 15 16 17 18 19 20}

Component	Indicators of Student Engagement
a. Students attend synchronous learning.	<ul style="list-style-type: none"> School staff record data, which indicate the student is present during synchronous virtual instruction, as defined by the district and/or school (e.g., the student verbally announces their presence on the platform, the student’s video camera is on and the student is visible, the student posts in the platform chat, the instructor references the platform’s meeting attendee summary).
b. Students attend asynchronous learning.	<ul style="list-style-type: none"> The student can access the LMS and is meeting district- or school-defined criteria for “attendance” on the LMS (<i>Note: This indicator is not applicable for districts and schools that may not be able to engage in virtual learning due to connectivity/technology barriers.</i>) The student submits assignments to the instructor by the due date (i.e., via e-mail, LMS, physical packet).
c. Students meaningfully engage with instruction and learning activities.	<ul style="list-style-type: none"> Students not only attend instruction but actively participate in instruction and learning in synchronous and/or asynchronous learning environments.
d. Students demonstrate progress toward academic goals.	<ul style="list-style-type: none"> Students demonstrate academic progress and meet learning benchmarks and academic goals.

¹⁴ Attendance Works. (2020). *Monitoring attendance in distance learning*. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>

¹⁵ Benton, K., Butterfield, K., Manian, N., Molina, M., & Richel, M. (2020). *Returning to school: A toolkit for principals*. National Comprehensive Center at Westat. [https://www.compcenternetwork.org/sites/default/files/Returning to School Toolkit for Principals.pdf](https://www.compcenternetwork.org/sites/default/files/Returning%20to%20School%20Toolkit%20for%20Principals.pdf)

¹⁶ Chambers, D., Scala, J., & English, D. (2020). *Promising practices brief: Improving student engagement and attendance during COVID-19 school closures*. Insight Policy Research. https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf

¹⁷ Gupta, S. (Host). (2020, October 8). *Coronavirus: Fact vs. fiction: Taking attendance in a virtual school year* [Audio Podcast]. <https://www.cnn.com/audio/podcasts/corona-virus?episodeguid=cd79babb-2d70-4200-9e60-ac4d01481569>

¹⁸ Hanover Research. (2020). *Research priority brief: Strategies for maintaining student engagement during remote learning*. [https://insights.hanoverresearch.com/hubfs/Strategies for Maintaining Student Engagement During Remote Learning.pdf](https://insights.hanoverresearch.com/hubfs/Strategies%20for%20Maintaining%20Student%20Engagement%20During%20Remote%20Learning.pdf)

¹⁹ Heppen, J. B., Kurki, A., & Brown, S. (2020). *Can texting parents improve attendance in elementary school? A test of an adaptive messaging strategy* (NCEE 2020–006). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ies.ed.gov/ncee/pubs/2020006/pdf/2020006.pdf>

²⁰ Institute of Education Sciences. (2020). *Measuring attendance during COVID-19: Considerations for synchronous and asynchronous learning environments* (Blog Post). <https://ies.ed.gov/blogs/research/post/measuring-attendance-during-covid-19-considerations-for-synchronous-and-asynchronous-learning-environments>

Component	Indicators of Student Engagement
	<ul style="list-style-type: none">• The school and instructors regularly assess student academic performance and use these data to identify students who are struggling academically.
e. Students are motivated and have interest in school and learning.	<ul style="list-style-type: none">• Students are motivated and interested in learning.• Instructors design lessons and activities that consistently incorporate opportunities that promote student interest in learning.

Topic 4: Sense of Belonging

This topic refers to students' sense of belonging at the school. It includes participation in school clubs or groups, positive relationships with instructors and other school staff, positive relationships with peers, school climate and safety, and access to SEL.^{21 22 23 24 25 26 27}

Component	Indicators of Student Engagement
a. Students participate in extracurricular activities.	<ul style="list-style-type: none"> Students are aware of and actively participate in available extracurricular activities. All students have equitable opportunities to participate in extracurricular activities, and these activities align with students' interests.
b. Adults at the school build and maintain positive relationships with students.	<ul style="list-style-type: none"> Students have positive, authentic relationships with adults at the school. Adults at the school work to proactively build positive, authentic relationships with all students.
c. Students build and maintain positive relationships with their peers.	<ul style="list-style-type: none"> Students have positive relationships with their peers; students work well with and are friends with other students at the school.
d. Students experience a positive and safe school climate.	<ul style="list-style-type: none"> Students feel safe, supported, and respected in the remote learning environment.
e. Students have access and engage in SEL.	<ul style="list-style-type: none"> Students attend and actively participate in SEL discussions and activities. The school provides time and space for students to regularly engage in meaningful SEL during remote and hybrid learning.

²¹ American Institutes for Research. (2020). *COVID-19 and whole child efforts: Reopening update*.

<https://www.air.org/sites/default/files/COVID-Whole-Child-Efforts-Reopening-update-September-2020.pdf>

²² Attendance Works. (2020). *Monitoring attendance in distance learning*. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>

²³ Benton, K., Butterfield, K., Manian, N., Molina, M., & Richel, M. (2020). *Returning to school: A toolkit for principals*. National Comprehensive Center at Westat. <https://www.compcenternetwork.org/sites/default/files/Returning to School Toolkit for Principals.pdf>

²⁴ Chambers, D., Scala, J., & English, D. (2020). *Promising practices brief: Improving student engagement and attendance during COVID-19 school closures*. Insight Policy Research. https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf

²⁵ Collaborative for Academic, Social, and Emotional Learning. (2020). *Reunite, renew, and thrive: Social and emotional learning (SEL) roadmap for reopening school*. <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

²⁶ Hanover Research. (2020). *Research priority brief: Strategies for maintaining student engagement during remote learning*. <https://insights.hanoverresearch.com/hubfs/Strategies for Maintaining Student Engagement During Remote Learning.pdf>

²⁷ Newman, J. (2020). *Resources to go beyond the basics and support the whole child*. American Institutes for Research. <https://www.air.org/resource/resources-go-beyond-basics-and-support-whole-child>

