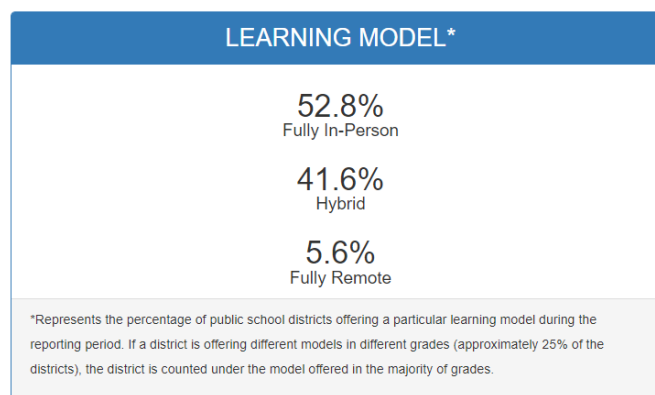*Supporting Student Participation in 2020-21*
School Learning Model and Remote Enrollment Summary[1]
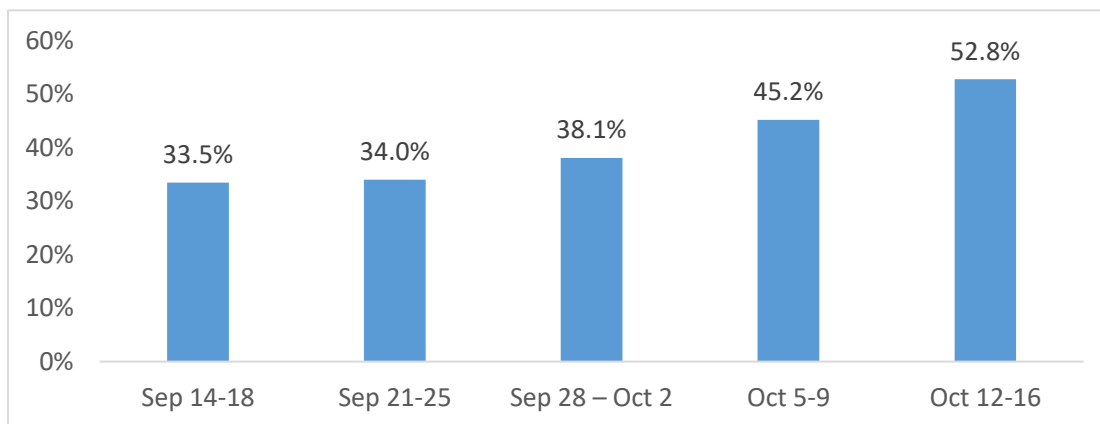**Week of October 12 – October 16**

What learning models were employed by public school districts during the week of October 12 – October 16?

- A fully in-person learning model was the predominant model offered in 52.8% percent (N=104) of public school districts (up from 45.2 percent in the prior week) while a hybrid model was the predominant model offered in 41.6% (N=82) of public school districts. A fully remote model was the predominant model in 5.6% (N=11) of all public school districts.

LEARNING MODEL*
52.8%   Fully In-Person
41.6%   Hybrid
5.6%   Fully Remote
*Represents the percentage of public school districts offering a particular learning model during the reporting period. If a district is offering different models in different grades (approximately 25% of the districts), the district is counted under the model offered in the majority of grades.

- The percentage of districts offering a predominantly "fully in-person" learning model has increased over the past few weeks from 33.5% (N=66) during the week of Sep 14-18 to 45.2% (N=89) during the week of October 5-9, to 52.8% (N=104) during the week of October 12-16.

Percentage of Districts offering a Predominantly Fully In-Person Learning Model by Week

	Sep 14-18	Sep 21-25	Sep 28 – Oct 2	Oct 5-9	Oct 12-16
	33.5%	34.0%	38.1%	45.2%	52.8%

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[1] These data are based on a weekly, aggregate data collection conducted by the CSDE from all school districts and Approved Private Special Education Programs (APSEPs).

How do learning models offered vary by grade range and district type?[2]

Percentage of District Grades by Learning Model Offered

Learning Model	All Districts (N=197)			Alliance Districts (N=33)			Public Charter Districts (N=21)		
	Grades PK-5	Grades 6-8	Grades 9-12	Grades PK-5	Grades 6-8	Grades 9-12	Grades PK-5	Grades 6-8	Grades 9-12
Fully In-Person	59.2%	43.6%	24.6%	45.9%	26.8%	16.9%	15.3%	11.8%	0.0%
Hybrid	36.8%	49.9%	68.2%	44.6%	60.8%	76.6%	69.4%	64.7%	80.0%
Fully Remote	4.0%	6.5%	7.1%	9.5%	12.4%	6.5%	15.3%	23.5%	20.0%

- A fully in-person learning model was offered in nearly 60% of all elementary grades while a hybrid learning model was offered in more than two-thirds of all high school grades.
- Fully remote learning was offered in four to seven percent of public school district grades.
- Public charter school districts offered fully remote learning models across grades at greater rates than their peers.
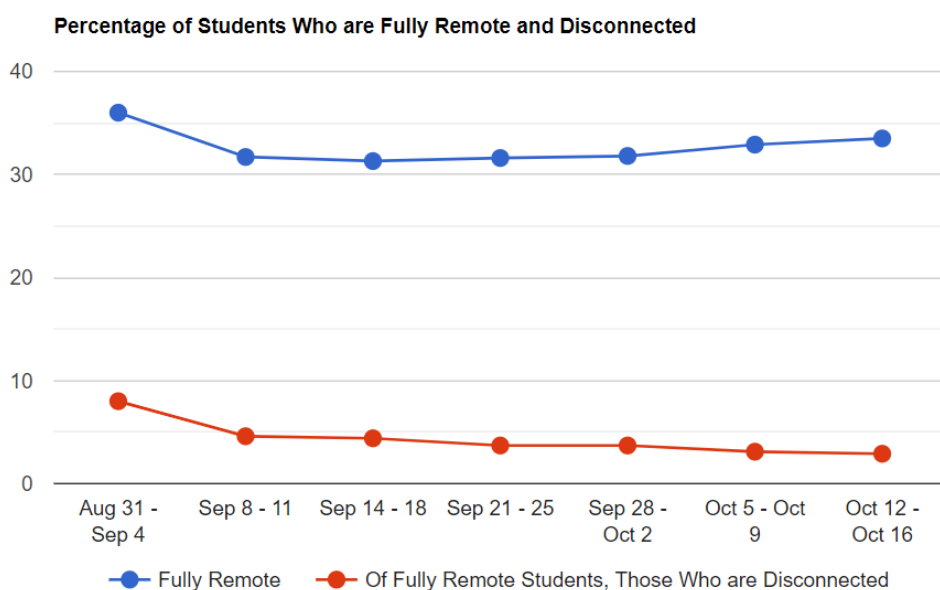
During the week of October 12 – October 16, how many students were enrolled and how many of them were fully remote?

District Type	Number of Districts or APSEPs	Total Student Enrollment (Oct 12 - 16)	Percent Fully Remote (Oct 12 - 16)
Local School Districts	149	446,664	33.2%
Regional School Districts	17	23,184	13.3%
Regional Education Service Center School Districts	6	14,798	36.5%
Public Charter School Districts	21	10,930	60.3%
CT Technical Education and Career System (CTECS)	1	11,323	40.5%
Endowed and Incorporated Academies Districts	3	3,651	90.0%
Approved Private Special Education Programs (APSEPs)	87	3,218	27.6%
Total	**284**	**513,768**	**33.5%**
Alliance Districts			
Alliance: Opportunity	10	101,231	61.1%
Alliance: Non-Opportunity	23	110,009	39.0%

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[2] Districts offer different grade ranges of instruction, so data on learning models was collected for each grade offered by the district. To represent learning models by grade band as shown in the table, the total number of districts offering a particular learning model was summed across the grades in each grade band and then divided by the sum of all districts across all models in that grade band.

- In the 284 districts and APSEPs who reported enrolled students during the week of October 12 – 16, 33.5 percent of all students (172,295 of the 513,768 students) were fully remote, because either the district was operating in a remote learning model or the parent had opted their child into full time remote learning for that week.
- The percentage of fully remote students in the 10 Alliance-Opportunity districts (61.1%) and the public charter school districts (60.3%) was substantially higher than the state average (33.5%).

What is the trend in the percentage of students who are fully remote, and those remote students who were disconnected?

Percentage of Students Who are Fully Remote and Disconnected

The percentage of students who are fully remote (i.e., those who are not in-person in school on any day) increased for the third consecutive week to 33.5% for the week of Oct 12 - Oct 16. This increase is due primarily to the shift to fully remote instruction in eastern Connecticut because of changing health metrics.

Fully remote students who are disconnected represent those fully remote students who did not connect on even a single school day during the reporting period. While the percentage of fully remote students have increased in recent weeks, the number and percentage of those remote students who are disconnected has declined steadily over the first six weeks. For the week of Oct 12-16, around 2.9 percent of the 172,295 students (5,033 students statewide) were disconnected. See table below.

Week	Total Enrollment	Total Fully Remote	Total Fully Remote Who Are Disconnected
Aug 31 – Sep 4*	191,640	69,004 (36.0%)	5,486 (8.0%)
Sep 8 – Sep 11	509,909	161,643 (31.7%)	7,441 (4.6%)
Sep 14 – Sep 18	514,879	161,287 (31.3%)	7,149 (4.4%)
Sep 21 – Sep 25	514,994	162,886 (31.6%)	6,071 (3.7%)
Sep 28 – Oct 2	514.252	163,648 (31.8%)	5,992 (3.7%)
Oct 5 – Oct 9	513,853	168,947 (32.9%)	5,165 (3.1%)
Oct 12 – Oct 16	513,768	172,295 (33.5%)	5,033 (2.9%)

*Note that 108 of the 197 school districts and 71 of the 89 APSEPs were operational during the first week.