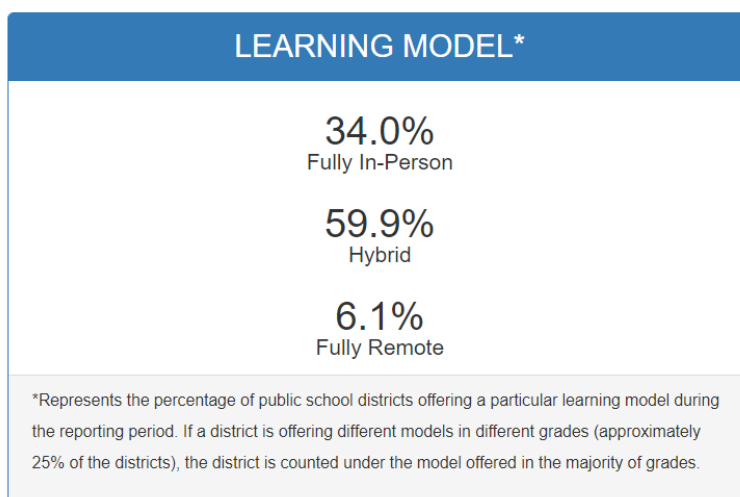


**Supporting Student Participation in 2020-21**  
**School Learning Model and Remote Enrollment Summary<sup>1</sup>**  
 Week of September 14 – September 18

**What learning models were employed by public school districts during the week of September 14-18?<sup>2</sup>**

- A fully in-person learning model was the predominant model offered in 34 percent (N=67) of public school districts while a hybrid model was the predominant model offered in nearly 60% (N=118) of all public school districts. A fully remote model was the predominant model in 6.1% (N=12) of all public school districts.



**How do learning models offered vary by grade range and district type?**

**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	39.5%	28.0%	13.3%	39.4%	29.9%	20.2%	15.3%	11.8%	0.0%
Hybrid	54.7%	66.0%	79.3%	54.5%	63.9%	70.2%	39.8%	51.0%	55.6%
Fully Remote	5.7%	6.0%	7.4%	6.1%	6.2%	9.7%	44.9%	37.3%	44.4%

<sup>1</sup> 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).

<sup>2</sup> 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.

- Hybrid learning models were offered in a majority of public school district grades. In this model, all students attend school in-person on some but not all days and on the days when students are not in-person, instruction is provided remotely through technology or other means.
- The fully in-person learning model – where all students attend school in-person on all days – was offered more in the elementary grades than in the middle and high school grades. In the high school grades, around 13 percent of district grades offered a fully in-person learning model while over 79 percent offered instruction in a hybrid format.
- Fully remote learning was offered in around six to seven percent of public school district grades during the week of September 14 through September 18.
- Alliance districts and public charter school districts offered remote learning models across grades at greater rates than their peers.

### During the week of September 14-18, how many students were enrolled and how many of them were fully remote?

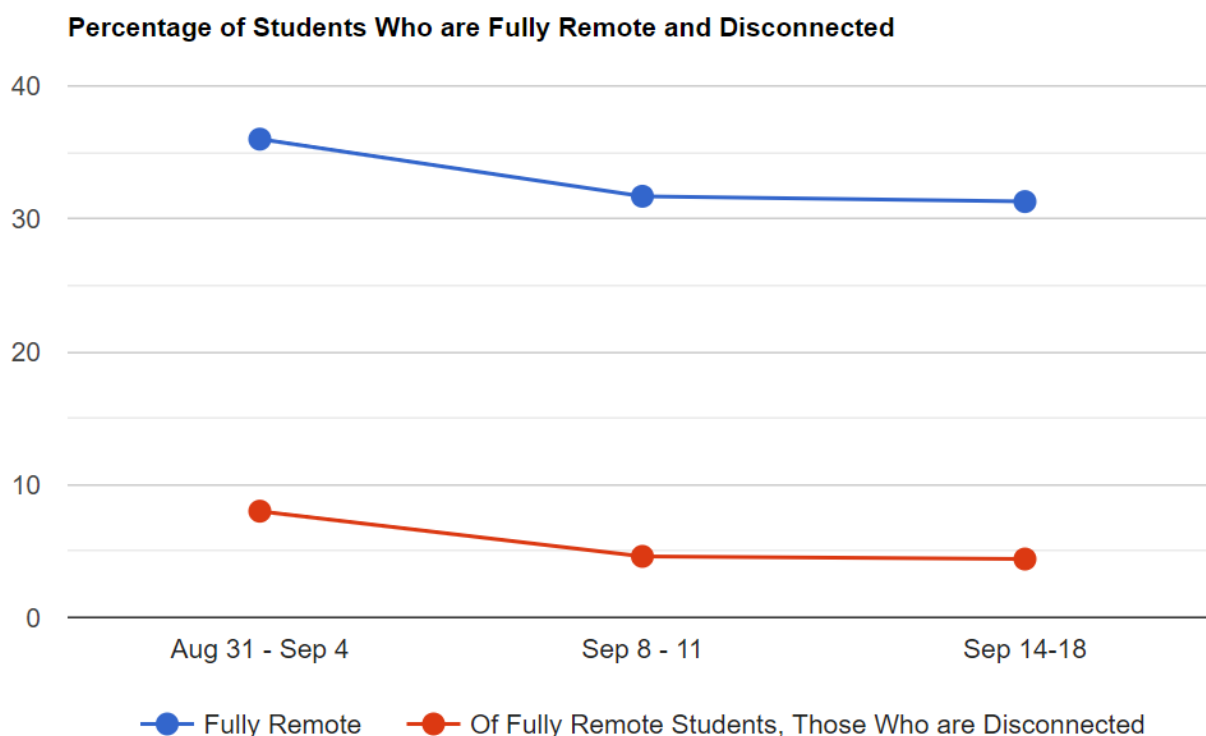
District Type	Number of Districts or APSEPs	Total Student Enrollment (Sep 14 – 18)	Percent Fully Remote (Sep 14-18)
Local School Districts	149	448,041	31.2%
Regional School Districts	17	23,155	12.4%
Regional Education Service Center School Districts	6	14,484	32.1%
Public Charter School Districts	21	10,902	71.4%
CT Technical Education and Career System (CTECS)	1	11,352	34.6%
Endowed and Incorporated Academies Districts	3	3,747	39.9%
Approved Private Special Education Programs (APSEPs)	87	3,198	23.4%
<b>Total</b>	<b>284</b>	<b>514,879</b>	<b>31.3%</b>
<b>Alliance Districts</b>			
Alliance: Opportunity	10	101,785	57.1%
Alliance: Non-Opportunity	23	110,442	38.0%

- In the 284 districts and APSEPs who reported enrolled students during the week of September 14-18, 31.3 percent of all students (161,287 of the 514,879 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 (57.1%) and the public charter school districts (71.4%) was substantially higher than the state average (31.3%).

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



The percentage of students who are fully remote (i.e., those who are not in-person in school on any day) has declined over the first three weeks of school from 36.0% during the week of Aug 31-Sep 4 to 31.3% during the week of Sep 14-18. Currently, around 161,000 students are fully remote. Note that 108 of the 197 school districts and 71 of the 89 APSEPs were operational during the first week.

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. The percentage of these disconnected students has declined over the first three weeks. During the week of September 14-18, around 4.4 percent of the 161,000 students (approximately 7,000 students statewide) were disconnected.