

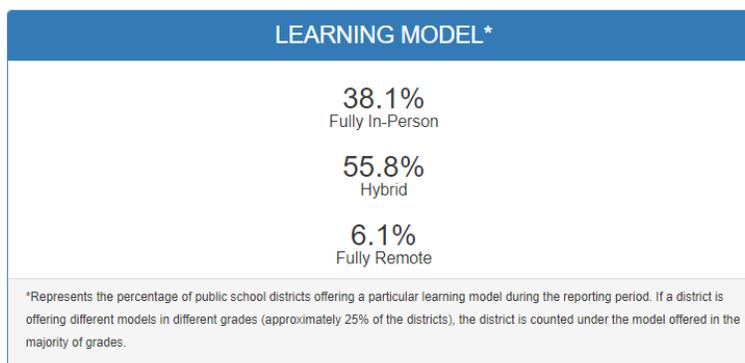
## Supporting Student Participation in 2020-21

# School Learning Model and Remote Enrollment Summary<sup>1</sup>

Week of September 28 – October 2

### What learning models were employed by public school districts during the week of September 28 – October 2?<sup>2</sup>

- A fully in-person learning model was the predominant model offered in 38.1% percent (N=75) of public school districts (up from 34.0 percent in the prior week) while a hybrid model was the predominant model offered in 55.8% (N=110) of 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	44.2%	30.3%	17.6%	40.3%	26.8%	16.9%	15.3%	11.8%	0.0%
Hybrid	49.8%	63.9%	77.4%	53.7%	67.0%	76.6%	45.9%	52.9%	62.5%
Fully Remote	6.1%	5.8%	5.1%	6.1%	6.2%	6.5%	38.8%	35.3%	37.5%

<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, nearly 18 percent of district grades offered a fully in-person learning model while over 77 percent offered instruction in a hybrid format.
- Fully remote learning was offered in five to six percent of public school district grades.
- Public charter school districts offered remote learning models across grades at greater rates than their peers.

### During the week of September 28 – October 2, how many students were enrolled and how many of them were fully remote?

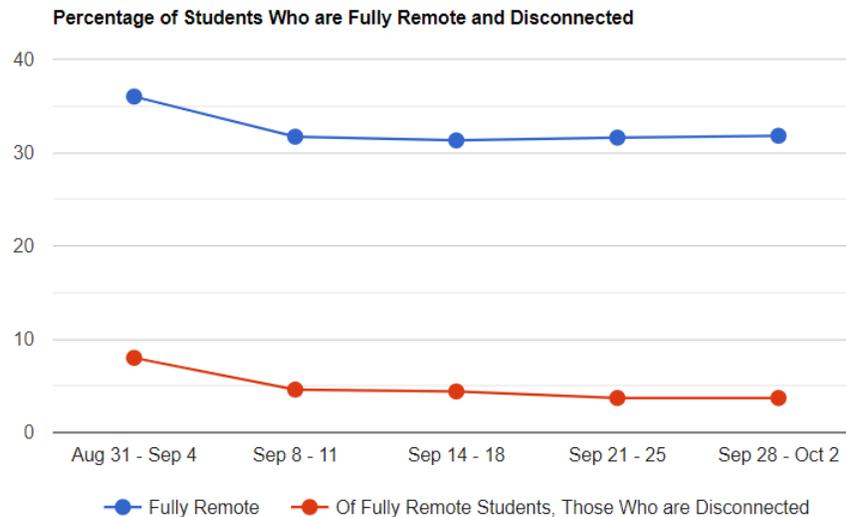
District Type	Number of Districts or APSEPs	Total Student Enrollment (Sep 28 – Oct 2)	Percent Fully Remote (Sep 28 – Oct 2)
Local School Districts	149	447,124	32.0%
Regional School Districts	17	23,179	12.6%
Regional Education Service Center School Districts	6	14,815	37.2%
Public Charter School Districts	21	10,943	66.9%
CT Technical Education and Career System (CTECS)	1	11,331	22.0%
Endowed and Incorporated Academies Districts	3	3,651	41.8%
Approved Private Special Education Programs (APSEPs)	87	3,209	23.7%
<b>Total</b>	<b>284</b>	<b>514,252</b>	<b>31.8%</b>
<b>Alliance Districts</b>			
Alliance: Opportunity	10	101,268	58.7%
Alliance: Non-Opportunity	23	110,454	37.8%

- In the 284 districts and APSEPs who reported enrolled students during the week of September 28 – October 2, 31.8 percent of all students (163,648 of the 514,252 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 (58.7%) and the public charter school districts (66.9%) was substantially higher than the state average (31.8%).

## 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) 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 but inched up slightly to 31.6% during the week of Sep 21-25 and to 31.8% during the week of Sep 28 - Oct 2.

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 five weeks. For the week of Sep 28 - Oct 2, around 3.7 percent of the 163,648 students (5,992 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%)

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