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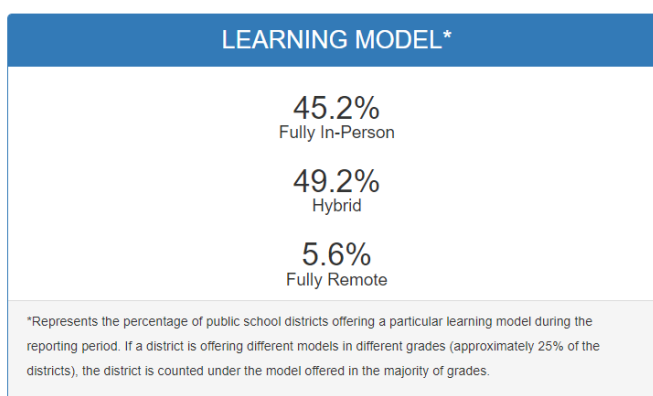
Supporting Student Participation in 2020-21

School Learning Model and Remote Enrollment Summary¹

Week of October 5 – October 9

What learning models were employed by public school districts during the week of October 5 – October 9?²

- A fully in-person learning model was the predominant model offered in 45.2% percent (N=89) of public school districts (up from 38.1 percent in the prior week) while a hybrid model was the predominant model offered in 49.2% (N=97) of public school districts. A fully remote model was the predominant model in 5.6% (N=11) 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	51.7%	36.9%	20.5%	43.3%	26.8%	16.9%	15.3%	12.0%	0.0%
Hybrid	44.4%	56.9%	74.5%	47.6%	60.8%	76.6%	69.4%	66.0%	75.0%
Fully Remote	3.9%	6.2%	5.1%	9.1%	12.4%	6.5%	15.3%	22.0%	25.0%

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).

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.

- 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, over 20 percent of district grades offered a fully in-person learning model while nearly 75 percent offered instruction in a hybrid format.
- Fully remote learning was offered in four to six percent of public school district grades.
- Public charter school districts offered remote learning models across grades at greater rates than their peers.

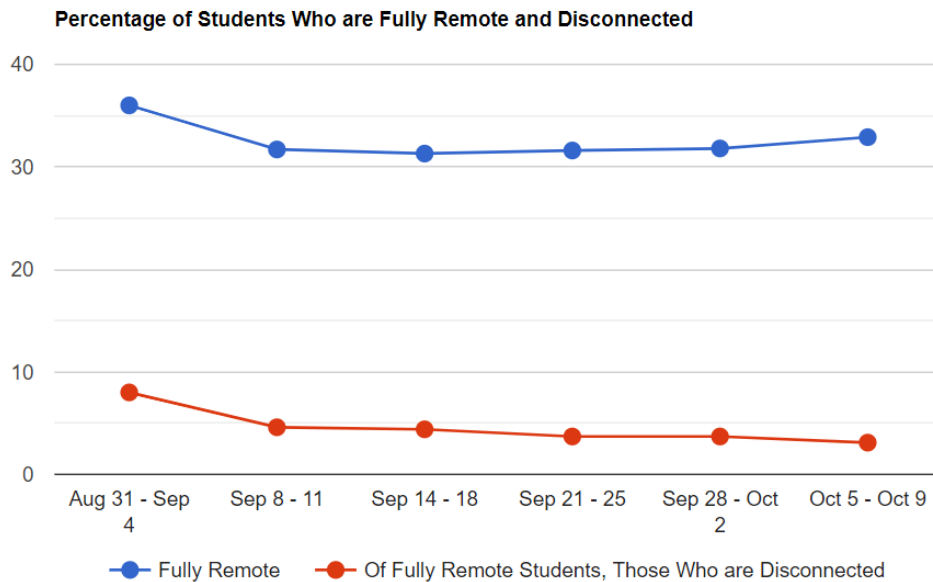
During the week of October 5 – October 9, how many students were enrolled and how many of them were fully remote?

District Type	Number of Districts or APSEPs	Total Student Enrollment (Oct 5 - 9)	Percent Fully Remote (Oct 5 - 9)
Local School Districts	149	446,758	32.9%
Regional School Districts	17	23,127	12.4%
Regional Education Service Center School Districts	6	14,818	36.5%
Public Charter School Districts	21	10,962	60.7%
CT Technical Education and Career System (CTECS)	1	11,330	27.3%
Endowed and Incorporated Academies Districts	3	3,649	86.5%
Approved Private Special Education Programs (APSEPs)	87	3,209	24.0%
Total	284	513,853	32.9%
Alliance Districts			
Alliance: Opportunity	10	101,218	60.7%
Alliance: Non-Opportunity	23	110,185	39.0%

- In the 284 districts and APSEPs who reported enrolled students during the week of October 5 – 9, 32.9 percent of all students (168,947 of the 513,853 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 (60.7%) and the public charter school districts (60.7%) was substantially higher than the state average (32.9%).

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) increased for the second consecutive week to 32.9% for the week of Oct 5 - Oct 9; an additional 5,299 students were fully remote last week as compared to the week prior. 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. The percentage of these disconnected students has declined over the first five weeks. For the week of Oct 5 - Oct 9, around 3.1 percent of the 168,947 students (5,165 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%)

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