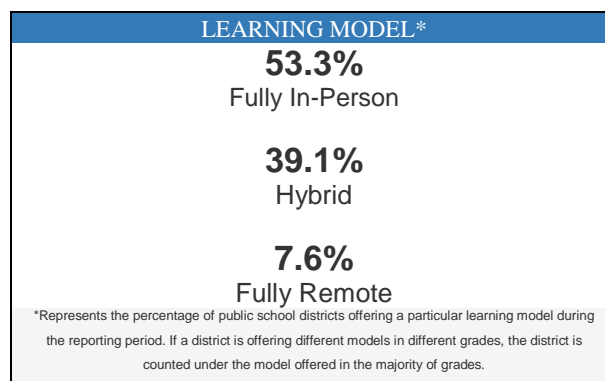


**Supporting Student Participation in 2020-21**  
**School Learning Model and Remote Enrollment Summary<sup>1</sup>**  
 Week of October 19 – October 23

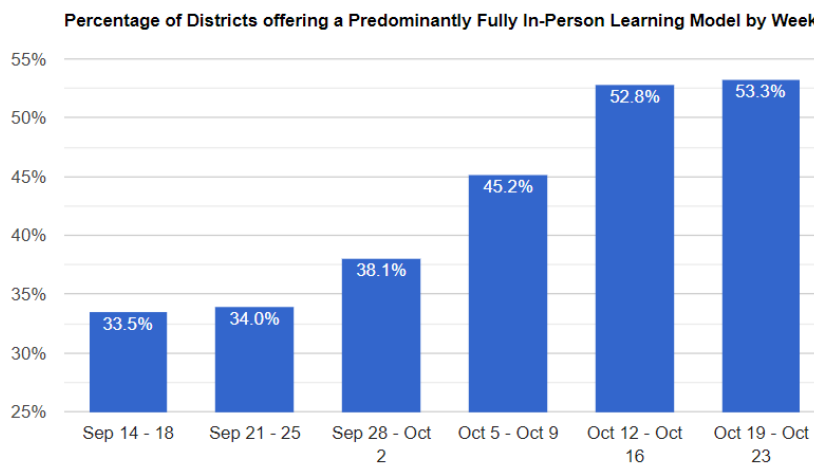
**What learning models were employed by public school districts during the week of October 19 – October 23?**

- A fully in-person learning model was the predominant model offered in 53.3% percent (N=105) of public school districts while a hybrid model was the predominant model offered in 39.1% (N=77) of public school districts. A fully remote model was the predominant model in 7.6% (N=15) of all public school districts.



- 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 53.3% (N=105) during the week of October 19-23.

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



<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).

## How do learning models offered vary by grade range and district type?<sup>2</sup>

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	60.0%	41.5%	24.1%	45.9%	26.8%	16.9%	15.3%	11.8%	0.0%
Hybrid	33.1%	51.0%	66.5%	38.1%	57.7%	66.9%	66.3%	76.5%	87.5%
Fully Remote	6.9%	7.5%	9.4%	16.0%	15.5%	16.1%	18.4%	11.8%	12.5%

- A fully in-person learning model was offered in 60% of all elementary grades while a hybrid learning model was offered in about two-thirds of all high school grades.
- Fully remote learning was offered in seven to nine percent of public school district grades.
- Alliance Districts and Public charter school districts offered fully remote learning models across grades at greater rates than their peers.

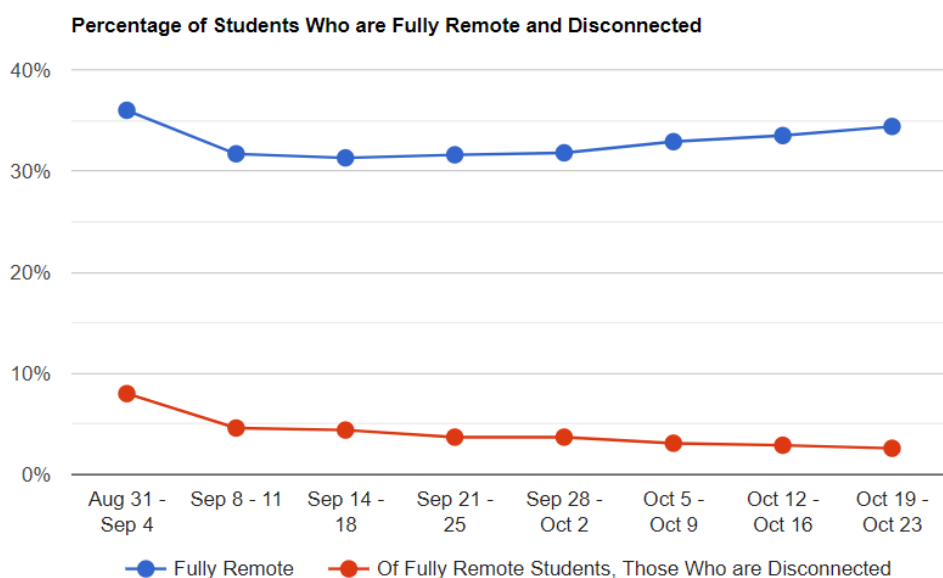
## During the week of October 19 – October 23, how many students were enrolled and how many of them were fully remote?

District Type	Number of Districts or APSEPs	Total Student Enrollment (Oct 19 - 23)	Percent Fully Remote (Oct 19 - 23)
Local School Districts	149	446,819	34.5%
Regional School Districts	17	23,104	13.4%
Regional Education Service Center School Districts	6	14,792	36.3%
Public Charter School Districts	21	10,924	60.9%
CT Technical Education and Career System (CTECS)	1	11,313	30.1%
Endowed and Incorporated Academies Districts	3	3,631	84.6%
Approved Private Special Education Programs (APSEPs)	87	3,220	25.5%
<b>Total</b>	<b>284</b>	<b>513,803</b>	<b>34.4%</b>
<b>Alliance Districts</b>			
Alliance: Opportunity	10	101,285	61.4%
Alliance: Non-Opportunity	23	110,076	40.9%

<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.

- In the 284 districts and APSEPs who reported enrolled students during the week of October 19 – 23, 34.4 percent of all students (176,734 of the 513,803 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 (61.4%) and the public charter school districts (60.9%) was substantially higher than the state average (34.4%).

## 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 to 34.4% for the week of Oct 19 - Oct 23. 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 19-23, around 2.6 percent of the 176,734 students (4,562 students statewide) were disconnected. See table below.

<b>Week</b>	<b>Total Enrollment</b>	<b>Total Fully Remote</b>	<b>Total Fully Remote Who Are Disconnected</b>
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%)
Oct 19 – Oct 23	513,803	176,734 (34.4%)	4,562 (2.6%)

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