



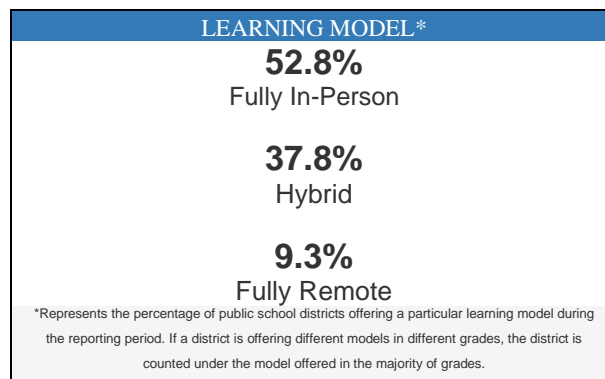
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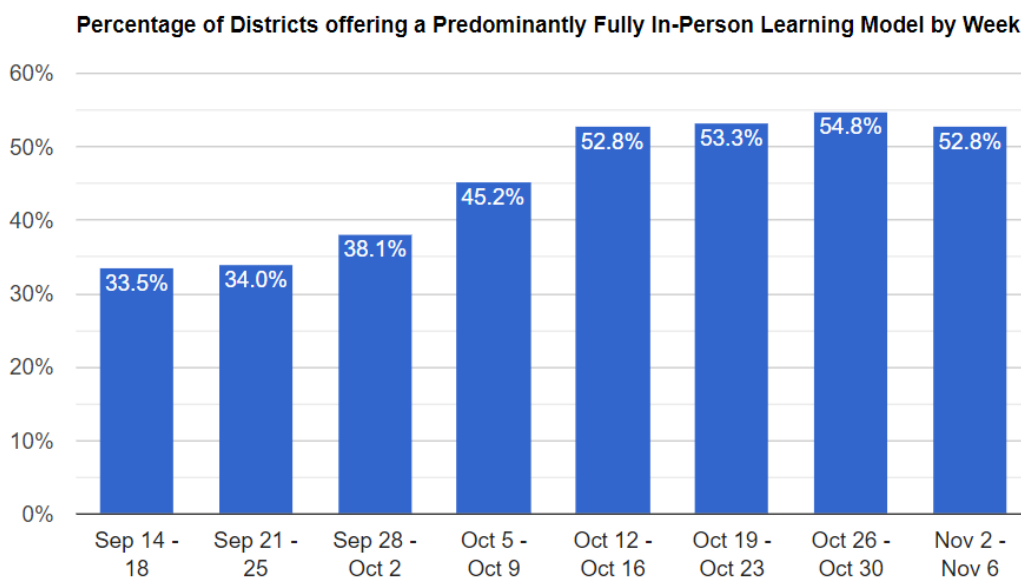
**Supporting Student Participation in 2020-21**  
**School Learning Model and Remote Enrollment Summary<sup>1</sup>**  
 Week of November 2 - November 6

**What learning models were employed by public school districts during the week of November 2 - November 6?**

- A fully in-person learning model was the predominant model offered in 52.8% percent (N=102) of public school districts while a hybrid model was the predominant model offered in 37.8% (N=73) of public school districts. A fully remote model was the predominant model in 9.3% (N=18) of all public school districts.



- The percentage of districts offering a predominantly “fully in-person” learning model declined last week to 52.8% (N=102) from a high of 54.8% (N=108) for the week of October 26-30.



<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=193)*			Alliance Districts (N=33)			Public Charter Districts (N=20)**		
	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	60.4%	41.3%	21.5%	51.9%	26.8%	16.9%	2.2%	0.0%	0.0%
Hybrid	32.2%	48.5%	65.3%	42.0%	63.9%	73.4%	49.5%	50.0%	37.5%
Fully Remote	7.4%	10.2%	13.2%	6.1%	9.3%	9.7%	48.4%	50.0%	62.5%

\*The following four districts did not submit a response by the Wednesday deadline: East Granby School District; Capitol Region Education Council; EdAdvance; and Jumoke Academy District. \*\*Excludes Jumoke Academy District.

- A fully in-person learning model was offered in over 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 13 percent of public school district grades.
- Public charter school districts offered fully remote learning models across grades at substantially greater rates than their peers.

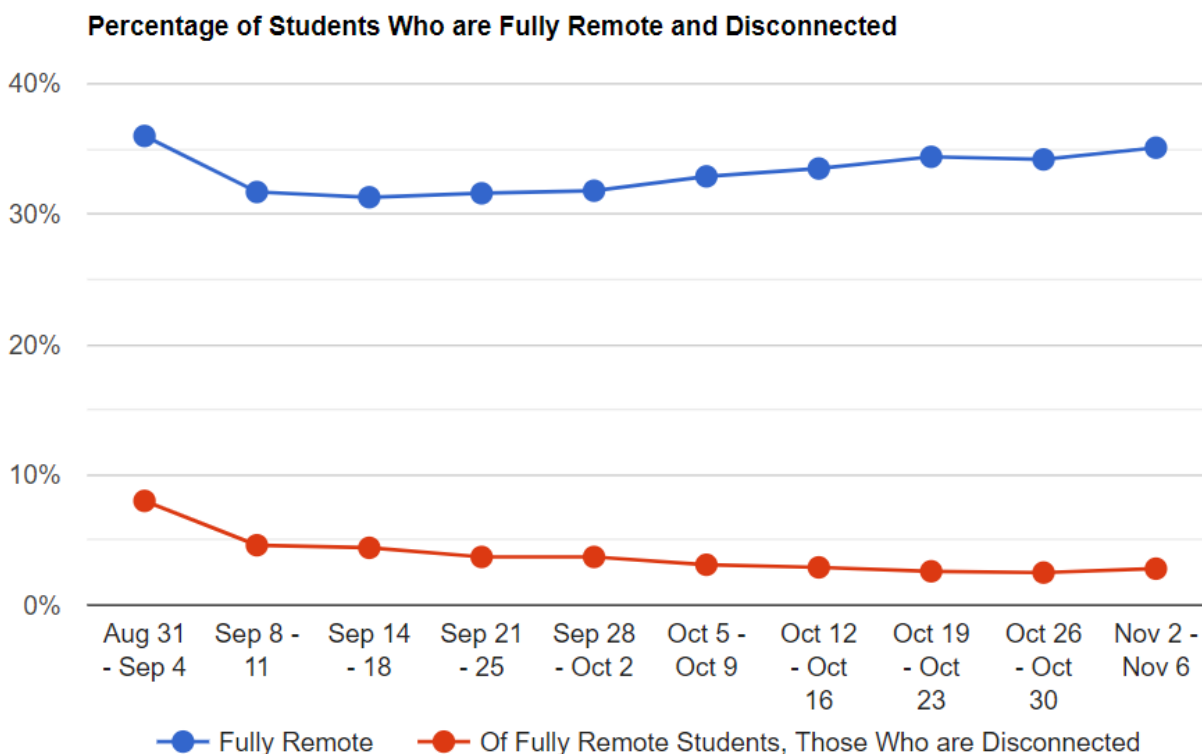
## During the week of November 2 - November 6, how many students were enrolled and how many of them were fully remote?

District Type	Number of Districts or APSEPs	Percent Fully Remote (Nov 2 - 6)
Local School Districts	148	35.1%
Regional School Districts	17	16.3%
Regional Education Service Center School Districts	4	36.7%
Public Charter School Districts	20	81.1%
CT Technical Education and Career System (CTECS)	1	32.7%
Endowed and Incorporated Academies Districts	3	41.3%
Approved Private Special Education Programs (APSEPs)	87	30.6%
<b>Total</b>	<b>280</b>	<b>35.1%</b>
<b>Alliance Districts</b>		
Alliance: Opportunity	10	60.3%
Alliance: Non-Opportunity	23	41.0%

<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 280 districts and APSEPs who reported enrolled students during the week of November 2 – 6, 35.1 percent of all students were fully remote, because either the district was operating in a remote 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 (60.3%) and the public charter school districts (81.1%) was substantially higher than the state average (35.1%).

## 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 slightly to 35.1% for the past 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 those remote students who are disconnected had declined steadily for several weeks to 2.5 percent for the week of Oct 26-30; for the week of Nov 2-6, it increased slightly to around 2.8 percent (approximately 4,900 students). With the release of the new [enrollment](#) and [monthly attendance](#) reports which are based on the more robust student-level data from the Public School Information System (PSIS), this weekly report will provide percentage estimates only.