

Profile and Performance Report

Guidance on Narratives

Districts are required to submit one set of narrative responses for their district Profile and Performance Reports (PPR). One function of these narratives is to fulfill the reporting requirements of Connecticut General Statute Section 10-220(c). All districts must supply narratives. *A statement referring the reader to other documents does not fulfill your obligation to submit narratives.*

List of Narratives

The Profile and Performance Reports for school districts include three narratives, all of which are required. They are:

1. School District Improvement Plans and Parental Outreach Activities
2. Efforts to Reduce Racial, Ethnic, and Economic Isolation
3. Equitable Allocation of Resources among District Schools

Submitting Narratives

The narratives will be collected through an online survey tool. Superintendents will receive an email with a unique link to the online survey and a password. This email can be forwarded to the person responsible for submitting the narratives.

Tips for Writing Narratives

- Check for spelling and other errors. CSDE will not review narratives for errors.
- Do not exceed the maximum number of characters for the narrative (see “Narrative Instructions” on the following page).
- The use of bullets, underlining, superscripts and bold fonts is not supported by the survey system.
- Do not use forward slashes (/). The system uses forward slashes as a marker for line breaks. If used, they will cause unintended line breaks. This means that website addresses must not be included in narratives and care should be taken when indicating dates.
- To see a copy of your district’s PPR narratives from prior years please visit EdSight at <http://edsight.ct.gov/SASPortal/main.do>.

Narrative Instructions

This page contains instructions for narrative content and length.

SCHOOL DISTRICT IMPROVEMENT PLANS AND PARENTAL OUTREACH ACTIVITIES

INSTRUCTIONS

Maximum Length: 3400 characters (including spaces)

Describe your school district's improvement plans and parent and community outreach activities. **Connecticut general statute requires at a minimum that you describe efforts and activities in the following areas:**

- improving special education programs and services for students with disabilities
- truancy prevention
- engaging families in student learning including:
 - Efforts to build staff skills to partner effectively with all families;
 - Efforts to engage parents in the planning and improvement of school programs, and
 - Activities undertaken to support parents in working at home with their children on learning activities.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

INSTRUCTIONS

Maximum Length: 2300 characters (including spaces)

Describe the efforts of the district to reduce racial, ethnic and economic isolation during the last school year. This description should include counts of the students and teachers involved. Describe the progress made over the past three years. Report on:

- Interdistrict magnet schools, charter schools, Open Choice, student exchange programs, and minority educator recruitment.
- Programs and projects designed to reduce racial, ethnic and economic isolation. These may be inter- or intradistrict programs and projects, interdistrict school building projects, technology-based distance learning, or intradistrict magnet schools.
- Inter- or intradistrict choice programs whose purpose is to reduce racial, ethnic and economic isolation. Do not include vocational agriculture programs or students attending schools in the Connecticut Technical High School System.
- Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures.

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

INSTRUCTIONS

Maximum Length: 1200 characters (including spaces)

Describe the process used to allocate district resources in order to ensure that student needs are addressed and that each school receives an equitable share.