



OFFICE OF THE CHIEF ACADEMIC OFFICER
5775 Osceola Trail
Naples, FL 34109-0919
(239) 377-0213
(239) 377-0229 FAX

September 1, 2006

TO: Carrie Fraser, Florida Department of Education

FR: Dr. Cynthia M. Janssen, Chief Academic Officer

RE: Report on Reduction of Paperwork and Data Collection Burden

The following are actions that have been or are in the process of being implemented to reduce the paperwork and data collection burden in the Collier County Public Schools:

- ✓ A classroom teacher has been appointed to serve as the teacher representative to speak on behalf of the district's teachers regarding paperwork and data collection reduction: Susan Withstandley (withtsu@collier.k12.fl.us), 1st grade teacher, Corkscrew Elementary School.
- ✓ The district's user-friendly Data Warehouse reduces paperwork by providing data on student performance via the intranet and the internet. Teachers and other school staff can access real-time data online.
- ✓ Staff members are no longer required to submit staff development registration forms or call the Staff Development office to register for training. All registrations and confirmations of registration are done via an online system, the HERO.
- ✓ IEPs, the ESE matrix and therapy encounter logs are web-based, providing a more efficient way for ESE staff to complete required paperwork. Laptop computers have been provided to therapists to reduce the burden of entering data.
- ✓ Standardized electronic data collection forms for ESE are being developed that will calculate data and correspond to IEP goals in such areas as Applied Behavior Analysis, Verbal Behavior and Behavior Interventions.
- ✓ A Progress Monitoring System for the schools, including the required immediate intensive intervention at the elementary level, has been developed as a template for schools to customize to fit their students' needs. This should greatly reduce the number of individualized student plans that will need to be written.
- ✓ The electronic gradebook has been reprogrammed to streamline the process of creating interim reports and report cards. This will result in less time spent by the teacher on identifying levels of performance and student growth on the progress indicators.
- ✓ Reading progress monitoring K-12 has been reduced from four times per year to three times per year.
- ✓ Lesson plans have been developed and provided for specific reading interventions (i.e., Spalding phonics).

- ✓ Data analysis and needs assessment information for the school improvement planning process is auto-generated through the Data Warehouse.
- ✓ The number of forms for implementing and monitoring the ESOL programs in schools has been reduced from 13 to 3, and can now be completed on-line.
- ✓ Curriculum maps and guides, focus calendars, textbooks, and additional teacher resources are on the district's website, as well as distributed to instructional staff on CDs.
- ✓ All Student Services manuals (Attendance, Guidelines for Registration and Enrollment, Health Manual, Parent Guide, Grade Reporting Manual, Student Progression Plan, etc.) are on the district's website and on CD for school staff and parents.
- ✓ High School four-year plans are now entered and updated electronically.

If you need additional information regarding efforts to reduce the paperwork and data collection burden in the Collier County Public Schools, please feel free to contact Ms. Withstandley or me.

C: Raymond J. Baker, Superintendent
Susan Withstandley, Paperwork Reduction Teacher Representative

Paperwork/Data Reduction Summary for 2006-07
Collier County Public Schools
August 16, 2007

Area of Concern	Suggestions	District Action
Interims/ESE progress reports	<ul style="list-style-type: none"> • Now that grades are on-line parents have constant access to their child's grades. Interims are no longer needed to communicate their child's status. • Send for students failing only. • Not appropriate for kindergarten, as students develop at slower and very different rates. Interims may not show much progress. • ESE students' yearly goals often only show progressing progress reporting. Report cards are enough. 	<p>Interim reports have been automated by the computer grading system, lessening paperwork for each teacher at interim time.</p> <p>The Grading Manual was changed to incorporate the new language from the teacher contract, i.e., Interim Progress Reports are to be issued in grades K-12 each grading period, except for kindergarten students who will not receive interims during the first quarter.</p> <p>Florida Statutes require progress reports to parents of ESE students at least as often as reports are sent to parents of non-disabled students.</p>
Quarterly math tests	<ul style="list-style-type: none"> • Need to be correlated to the curriculum. • Use the cumulative tests in the texts. • Need to be student friendly, with wording that fits the curriculum. 	<p>The elementary quarterly math tests and the cumulative math assessments are being totally revised to better align with the curriculum. These will be in place for the 2007-2008 school year and will be available for online administration. This method of assessment will greatly reduce teacher paperwork as the tests will be instantly scored and a variety of student reports will be able to be generated, providing valuable information for refinement of instruction.</p>
Report Cards	<ul style="list-style-type: none"> • High schools should report quarterly as other levels do (mid term and final). • Default to the last setting so teachers only need to make changes instead of re-entering all the information. 	<p>The elementary electronic grade book has been reprogrammed to provide additional defaults for the interims and report cards. The current defaults include the progress indicators, effort level, level of instruction, and the retention statement. The Progress Monitoring Plan (PMP) statement is also defaulted; it defaults to "None" until the teacher changes it and then it defaults to the "Y" for successive marking periods. These defaults move from interim to report card to interim throughout the year.</p> <p>An electronic copy of teachers' grade books is available on the Intranet from any computer in the district. Secondary grade books are available for all years following and including the 2004-2005 school year and elementary grade books are available since the 2005-2006 school year.</p> <p>Secondary teachers do not need to print their classroom assignments and grade averages as often as in the past because students may now check their grades on-line.</p> <p>The GradeReports.ccps Intranet report is available to coaches, counselors, club sponsors, and administrators, which allows summarized grade information to be accessed electronically without having to request this information in writing from teachers.</p>

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Progress Monitoring Plans	<ul style="list-style-type: none"> • The process and paperwork needs to be clearer. • It was easier to do the old AIPs. • Information is already on the report cards, so we should not need to do it again. 	<p>The state mandated school-wide progress monitoring plans have been developed using a 3-tiered approach. All students' progress is monitored on a regular basis through various strategies outlined in the school's plan. The school-wide plans also address the interventions the school will use to accelerate struggling students in reading, math, writing, and/or science. These interventions are outlined in the school-wide plans. As a result, there are now fewer individual progress monitoring intervention plans and therefore, paperwork has been reduced.</p> <p>The process is not fully institutionalized in all schools. Additional work is being done to clarify the process for the teachers. An on-line technical assistance document has been developed. The CAST (Child and Adolescent Study Team) manual, available on-line, is being revised to further outline the process.</p>
Recycle	<ul style="list-style-type: none"> • All schools and classrooms should have recycle bins and recycle. • Educate students by living the example. 	Sufficient blue bins have been provided to every school to be placed in all classrooms.
Papers & Flyers going home	<ul style="list-style-type: none"> • There are too many, i.e., parks & recreation, school, district, etc.; parents are overwhelmed and may not see the important papers. • Get parents' email addresses to send notices, handbooks etc. If they do not have email, then give a hard copy. 	The Community Request Committee is reviewing the criteria for approval, and ways to reduce the amount and frequency of student "take-home" papers that are approved for distribution through hard copy.
CTAS	<ul style="list-style-type: none"> • Create an electronic option with all of the paperwork. 	The conversion of CTAS into an electronic format has begun and will be completed in phases, with the ultimate goal of making it fully paperless and automated.
Lesson Plans	<ul style="list-style-type: none"> • Electronic copy as an alternative. • Lesson plans are for the teacher's use, not created so a sub could take over the class. Teachers should have a sub plan which explains all the details of the day with lesson plans to give specifics on lesson material. 	The district is currently exploring using a Web Portal which includes a lesson planning component to enable more efficient instructional planning and review for both teachers and administrators.
Data Analysis Spreadsheets	<ul style="list-style-type: none"> • Currently being completed manually. • Needs to be a standardized form. 	Standardized, electronic formats of data reports are currently being developed for use by school teams when conducting Data Analysis Meetings. These formats for data reports will be developed with input from principals and teachers.