

**Hillsborough County Public Schools
Paper Reduction Report
September 2007**

Hillsborough County Public Schools (HCSP) is committed to following the requirements of FS 1008.385(2xb) in reducing the burden on teachers of paperwork and data collection. HCPS has taken steps to build on the efforts already in place within the district that incorporate the intent of this legislation in a meaningful way for teachers. Previous to passing the above legislation, HCPS addressed the paper burden with initiatives by three committees.

- Regular meetings with the Data Collection and Forms Committee to approve the required district forms.
- Regular meetings with a task force sponsored by the Classroom Teachers Association (CTA) to review the paperwork burden at elementary schools. Nebi Bakare, a classroom teacher at Sheehy Elementary School, serves on this local committee and served on the State Paper Reduction Force.
- Periodic meetings of the District Benchmark Committee to review assessment and accountability requirements for K-12.

The Data Collection and Forms Committee met in September to review the scope of the legislation, the activities within the district to reduce paper, and to assist the teacher designee in gathering initial information for a report to the Board and the state. The committee strongly endorses the beliefs of the state task force as guiding principles for efforts within the district. The fundamental beliefs are as follows.

- Accountability can be achieved more through trust than through coercion.
- Instructional professionals and instructional leaders will be able to meet the goal of increased student performance more efficiently and effectively through having time to implement best practices rather than in completing paperwork.
- Required documentation encompasses both physical paper requirements, as well as electronic data collection and submission requirements.
- The best decisions are made closest to the students.
- Decentralization and local control are preferable to centralization thus allowing teachers, schools, and school districts to respond most appropriately to the needs of their students.

The initial report to the state shows important actions of the district that directly help improve the paperwork burden and provide clear structure for identifying viable solutions to further improve in this area. Some of the points to highlight as indications of the district's effort are as follows.

- The district identified a teacher designee to lead the district's efforts in gathering data, suggestions, and recommendations for improving the paperwork burden on teachers. The district contact is Nebi Bakare, teacher at Sheehy Elementary School.

- The district supports the Classroom Teachers Association (CTA) in its task force efforts to gather data and seek solutions to reduce paperwork for the elementary teaches. Members of the CTA task force include teachers, a school board member, district staff and CTA staff. Specific accomplishments of this committee include
 - Input on reducing the district paper requirements for ESOL teachers.
 - Direct input to the state committee
 - Ongoing review of district applications as solutions to paper reduction. Several meetings allowed for demonstrations of electronic data capture through a grade book program and the district Instructional Planning Tool. Discussions during the meetings helped shape recommendations for use of these tools.
 - A review of the forms that teachers are required to complete without an approved School Board number.

- The Data Collection and Forms Committee reviewed the legislation, the Paper Reduction Task Force Report, the State Scorecard, and memos on changes to progress monitoring and assessment from John Winn, (Commissioner of Education) and Cheri Yecke (Chancellor, K-12 Public Schools). Accomplishments of this committee include:
 - Conducted an annual review of the forms inventory to eliminate unnecessary forms or outdated forms.
 - Reduced the inventory of mandated district forms by 33%. As of July 10, 2007, 299 forms were deleted from the District Forms File. Down from 893.
 - Some of the forms have been converted to Lawson and the district forms file in Ideas.

- All the current data collection forms will be reviewed to determine if the information is available through the Instructional Planning Tool or Formative Assessment Program.

The district submits this report in compliance with the timeline specified by the district.

Respectfully,

John A. Hilderbrand, Ph.D., Director
Assessment and Accountability