

EXHIBT OBENG - Operational Position Rationale

Efficiencies and Equity in terms of Current Staffing and Workload

- BSD invests in a typical ratio of teachers to students relative to school districts statewide
- Assigned instructional time for middle school teachers represents only 65% of the total time their students are in school. Middle school teachers are compensated for more than 6 hours per week that are not allocated as assigned instructional time, daily lunch, or daily preparation time. This equates to 18% of the total time students are in school.
- Assigned instructional time for high school teachers represents only 59% of the total time their students are in school. High school teachers are compensated for more than 8 hours per week that are not allocated as assigned instructional time, daily lunch, or daily preparation time. This equates to 24% of the total time students are in school.
- Middle and high school teachers with schedules that do not include assigned instructional time after 2:00 are free to leave at 2:00 on Fridays and before vacation periods.
- Middle and high school teachers may be assigned supervisory duties for a relatively small portion of the time that is not devoted to classroom instruction, lunch, or a daily preparation period. However, elementary teachers generally tend to be assigned to supervisory duties for much of the time (recess, student arrival and departure) not being devoted to classroom instruction, lunch, or a daily preparation period.

Productivity in terms of Student Outcomes

A. There is a direct link to assigned instructional time, job embedded Professional Development and the School District's student achievement goals. The District needs time led by our instructional leaders to target improvement areas. Ad hoc tie by individual teachers is sporadic and not strategic towards a plan of action.

B. BSD student test results tend to be average to slightly above average relative to test results statewide in spite of the challenges typically associated with serving a higher than average percentage of economically disadvantaged students in Burlington. However,

- by the time students reach 11th grade, only a little more than half are demonstrating proficiency on the state ELA assessment, and only a little more than a third are demonstrating proficiency on the state Math assessment
- all of Burlington's schools have been designated by the Agency of Education as Schools in Need of Improvement due to assessment results that fall short of Adequate Yearly Progress targets

Conclusion

- The number of teachers available to work with students is comparable to state averages, but assignment of teacher time during the school day is inefficient and inequitable.
- BSD student outcomes are comparable to state averages, but need improvement compared with established performance standards.
- There is no student-centered justification for the amount of time during which teachers, particularly secondary level teachers, are not engaged in activities related to instruction.
- BSD teacher capacity to produce improved student outcomes is being underutilized.
- Therefore, the District's position is that

- middle and high school teacher time currently not designated for a daily lunch and a daily preparation period should be put to more productive use
- exploration of ways in which elementary teacher duty time could be put to more productive use is warranted

Teacher Time Allocation Efficiency	Elem School	Middle School	High School
% student day devoted to assigned instructional time	74%	65%	59%
Teacher hours per student week not allocated for instruction, lunch, or daily preparation period	3 hrs (recess)	6+ hrs	8+ hrs
% teacher time not allocated for instruction, lunch, or daily prep during student day	9%	18%	24%
% of day students lose access to teachers with schedules permitting 2:00 early departure on Fridays and before holidays and vacations	0	14%	15%