Managing for Results
in America's Great City Schools
2018

RESULTS FROM FISCAL YEAR 2016-17

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2018

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INTRODUCTION

OVERVIEW

The Performance Management and Benchmarking Project

In 2002 the Council of the Great City Schools and its members set out to develop performance measures that could be used to improve business operations in urban public school districts. The Council launched the Performance Measurement and Benchmarking Project to achieve these objectives. The purposes of the project were to:

- Establish a common set of **key performance indicators** (KPIs) in a range of school operations, including business services, finances, human resources, and technology;
- Use these KPIs to benchmark and compare the performance of the nation's largest urban public school systems;
- Use the results to improve operational performance in urban public schools.

Since its inception, the project has been led by two Council task forces operating under the aegis of the organization's Board of Directors: the Task Force on Leadership, Governance, and Management, and the Task Force on Finance. The project's work has been conducted by a team of member-district managers, technical advisors with extensive expertise in the following functional areas: business services (transportation, food services, maintenance and operations, safety and security), budget and finance (accounts payable, financial management, grants management, risk management, compensation, procurement and cash management), information technology, and human resources.

Methodology of KPI Development

The project's teams have used a sophisticated approach to define, collect and validate school-system data. This process calls for each KPI to have a clearly defined purpose to justify its development, and extensive documentation of the **metric definitions** ensures that the expertise of the technical teams is fully captured.

At the core of the methodology is the principle of **continuous improvement**. The technical teams are instructed to focus on operational indicators that can be *benchmarked* and are *actionable,* and thus can be strategically managed by setting improvement targets.

From the KPI definitions, the surveys are developed and tested to ensure the comparability, integrity and validity of data across school districts.

Power Indicators and Essential Few

The KPIs are categorized into three levels of priority—Power Indicators, Essential Few, and Key Indicators—with each level having its own general purpose.

- **Power Indicators:** Strategic and policy level; can be used by superintendents and school boards to assess the overall performance of their district's non-instructional operations.
- **Essential Few:** Management level; can be used by chief executives to assess the performance of individual departments and divisions.
- **Key Indicators:** Technical level; can be used by department heads to drive the performance of the higher-level measures.

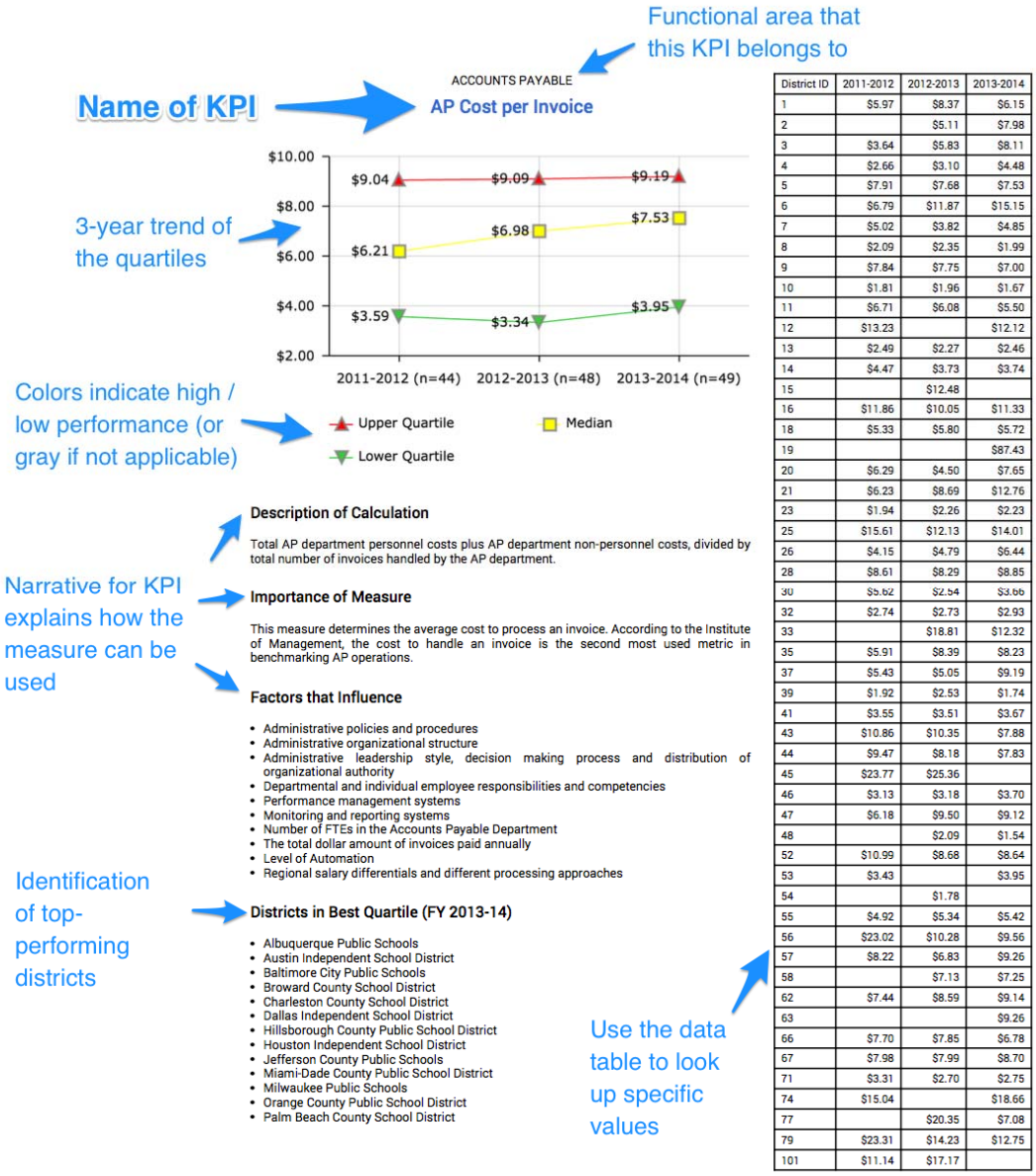
This division is more or less hierarchical, and while it is just one way of many to organize the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

A Note on Cost of Living Adjustments

We adjust for **cost of living** in most cost-related measures. Regions where it is more expensive to live, such as San Francisco, Boston, New York City and Washington, D.C., are adjusted downward in order to be comparable with other cities. Conversely, regions where the costs of goods are lower, such as Columbus, OH, and Nashville, TN, are adjusted upwards.

GUIDANCE FOR READING THIS REPORT

Each page of this report shows detailed information for a single KPI measure. The figure below shows the key components.



District ID	2011-2012	2012-2013	2013-2014
1	$5.97	$8.37	$6.15
2		$5.11	$7.98
3	$3.64	$5.83	$8.11
4	$2.66	$3.10	$4.48
5	$7.91	$7.68	$7.53
6	$6.79	$11.87	$15.15
7	$5.02	$3.82	$4.85
8	$2.09	$2.35	$1.99
9	$7.84	$7.75	$7.00
10	$1.81	$1.96	$1.67
11	$6.71	$6.08	$5.50
12	$13.23		$12.12
13	$2.49	$2.27	$2.46
14	$4.47	$3.73	$3.74
15		$12.48	
16	$11.86	$10.05	$11.33
18	$5.33	$5.80	$5.72
19			$87.43
20	$6.29	$4.50	$7.65
21	$6.23	$8.69	$12.76
23	$1.94	$2.26	$2.23
25	$15.61	$12.13	$14.01
26	$4.15	$4.79	$6.44
28	$8.61	$8.29	$8.85
30	$5.62	$2.54	$3.66
32	$2.74	$2.73	$2.93
33		$18.81	$12.32
35	$5.91	$8.39	$8.23
37	$5.43	$5.05	$9.19
39	$1.92	$2.53	$1.74
41	$3.55	$3.51	$3.67
43	$10.86	$10.35	$7.88
44	$9.47	$8.18	$7.83
45	$23.77	$25.36	
46	$3.13	$3.18	$3.70
47	$6.18	$9.50	$9.12
48		$2.09	$1.54
52	$10.99	$8.68	$8.64
53	$3.43		$3.95
54		$1.78	
55	$4.92	$5.34	$5.42
56	$23.02	$10.28	$9.56
57	$8.22	$6.83	$9.26
58		$7.13	$7.25
62	$7.44	$8.59	$9.14
63			$9.26
66	$7.70	$7.85	$6.78
67	$7.98	$7.99	$8.70
71	$3.31	$2.70	$2.75
74	$15.04		$18.66
77		$20.35	$7.08
79	$23.31	$14.23	$12.75
101	$11.14	$17.17	

The quartiles plotted on the chart are reasonable benchmarks ("high, middle, low") for measuring performance. Showing the multi-year trend is useful for thinking about national trends over time. The green line in the charts indicates the desired outcome and the red line indicates the need for improvement. Charts with no desired direction are colored in gray.

Reports from previous years (before the 2015 edition of this report) showed only the latest year of data as a single bar chart for each measure. The new format makes it easier to see the broad trends for a measure. And because the data table is sorted by district ID number, it is also easier to look up a single district's data.

FREQUENTLY ASKED QUESTIONS

Why are districts in this report identified by ID number instead of district name?

The data tables in this report list districts by their ID number. This is done to create a safe environment so public reporting of the data is done through district numbers, and not by name.

How do I find my district's ID number?

You can contact Bob Carlson at rcarlson@cgcs.org or Eric Vignola at evignola@cgcs.org and ask for your KPI ID. Your ID is also shown when you log in to ActPoint® KPI (https://kpi.actpoint.com).

How do I get the ID numbers for all the other districts?

The ID numbers of other districts are confidential, and we do not share them without the permission of each district. If you would like to identify specific districts that are in your peer group in order to collaborate with them, please contact Bob Carlson at rcarlson@cgcs.org or Eric Vignola at evignola@cgcs.org.

Districts can share their own ID numbers with others at their own discretion.

Why isn't my data showing? My district completed the surveys.

It is likely that your data was flagged for review or is invalid. To resolve this, log in and check the Surveys section of the website. You should see a message telling you that there are data that needs to be reviewed.

It is also possible that you submitted your data after the publication deadline for this report. To resolve this, log in to ActPoint® KPI (https://kpi.actpoint.com) and check the Survey section of the website.

In either case, it may be possible to update your data in the surveys. Once you do, your results will be reviewed and approved by CGCS or TransAct within 24 hours of your submission. You will then be able to view the results online.

Can I still submit a survey? Can I update my data?

You may still be able to submit or edit a survey depending on the survey cycle. Log in to ActPoint® KPI where you will see a message saying "This survey is now closed" if the survey is closed to edits. If you do not see this message, then updates are still allowed for the fiscal year.

If the surveys are still open, any data that is updated will need to be reviewed and approved by CGCS or TransAct before the results can be viewed online. You can expect your data to be reviewed within 24 hours of your submission.

Accounts Payable

Performance metrics in Accounts Payable (AP) focus on the cost efficiency, productivity, and service quality of invoice processing. Cost efficiency is measured most broadly with **AP Costs per $100K Revenue**, which evaluates the entire cost of the AP department against the total revenue of the district. This metric is supported by a similar metric, **AP Cost per Invoice**, which compares against the number of invoices processed rather than district revenue.

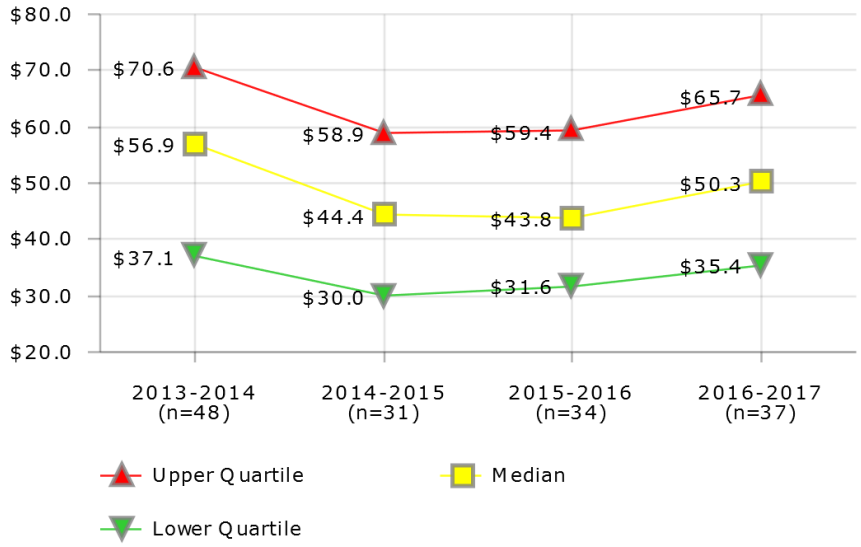
Productivity is measured by **Invoices Processed per FTE per Month**, and service quality is captured, in part, by **Days to Process Invoices**, **Invoices Past Due at Time of Payment** and **Payments Voided**.

With the above KPIs combined with **staffing** and **electronic invoicing** KPIs, district leaders have a baseline of information to consider whether their AP function:

- Needs better automation to process invoices
- Is overstaffed or has staff that is under-trained or under-qualified
- Should revise internal controls to improve accuracy
- Needs better oversight and reporting procedures

ACCOUNTS PAYABLE

AP Cost per $100K Revenue



Description of Calculation

Total AP department personnel costs plus AP department non-personnel costs divided by total district operating revenue over $100,000.

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Regional salary differentials and different processing approaches

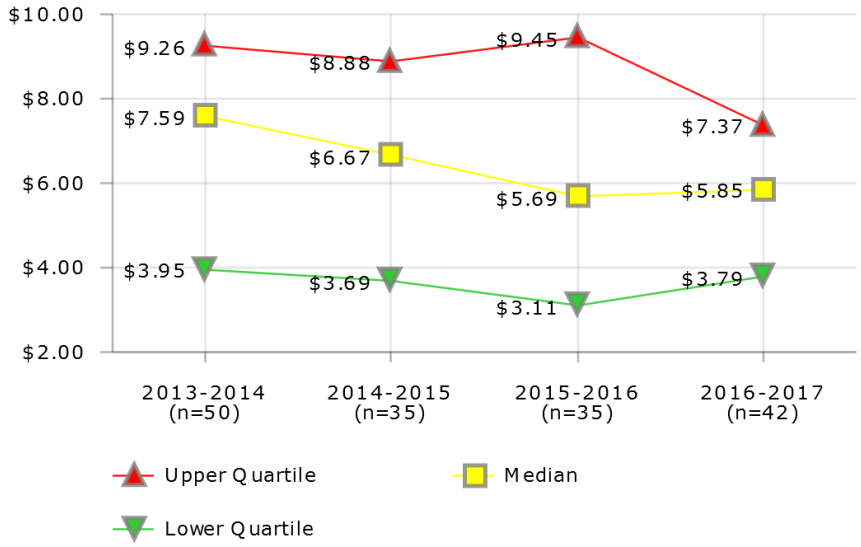
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$63.0			
2		$108.8	$122.1	
3			$38.3	$69.0
4	$36.1	$37.7	$31.8	$33.9
5	$66.2			
6	$200.2			
7	$35.9	$19.2	$47.2	$45.4
8	$32.1	$31.0	$33.9	$27.3
9	$34.6	$32.6	$31.6	$35.4
10	$25.0		$28.6	$28.6
11	$44.0		$33.6	$33.8
12	$162.7	$152.2	$158.9	$145.9
13	$33.8	$34.6	$38.0	
14	$63.6		$46.7	$60.0
16	$75.7	$52.5		
18	$47.7	$58.9		$62.2
19	$136.8			
20	$72.6	$47.7	$59.4	$53.5
21	$51.2	$38.1		
23	$55.9			
25	$45.4	$46.7	$36.2	
26	$23.3	$22.4		
28	$71.4		$62.8	$50.5
30	$32.9	$28.9	$28.6	$30.6
32	$35.5	$30.0	$29.4	$28.1
34	$58.5	$111.3	$120.2	
35	$71.1	$79.8	$84.1	$74.8
37	$66.8	$59.4		$39.2
39	$31.6	$29.8	$29.1	$30.4
40				$46.2
41	$49.8	$53.8	$55.1	$49.6
43	$38.0		$28.0	$52.7
44	$61.7	$51.6	$61.2	$68.3
45	$64.2			
46	$22.3	$23.6	$26.1	$18.0
47	$64.3	$50.7	$39.7	$37.0
48	$46.3	$49.3	$44.9	$50.3
49	$58.2		$43.9	$65.3
50				$93.7
51		$158.0	$151.8	$130.4
52	$53.7			
53				$63.3
54		$11.8	$13.9	
55	$46.9	$43.8	$47.0	$44.4
56	$62.2			
57	$70.1			$51.6
58	$16.5	$16.0	$15.7	$17.8
62	$51.8		$43.8	
63	$58.0	$40.0	$43.8	$39.4
66	$85.3			
67	$91.9	$78.0	$73.4	$65.7
71	$47.6	$44.4	$46.4	$47.4
74	$81.8			
79	$102.8			$104.8
97				$98.0
101	$191.6			
431				$87.3

ACCOUNTS PAYABLE

AP Cost per Invoice



Description of Calculation

Total AP department personnel costs plus AP department non-personnel costs, divided by total number of invoices handled by the AP department.

Importance of Measure

This measure determines the average cost to process an invoice. According to the Institute of Management, the cost to handle an invoice is the second most used metric in benchmarking AP operations.

Factors that Influence

- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Regional salary differentials and different processing approaches

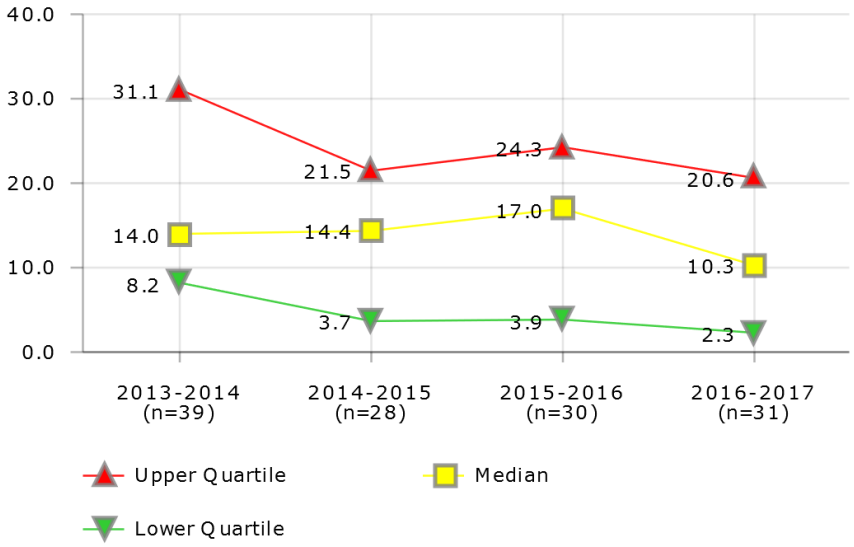
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Denver Public Schools
- Hillsborough County Public Schools
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$6.15			$5.78
2	$7.98	$9.97	$11.22	
3	$8.11	$9.26	$4.60	$3.79
4	$4.48	$6.41	$4.67	$6.47
5	$7.53	$9.33		
6	$15.15			
7	$4.85	$4.06	$5.01	$4.14
8	$1.99	$1.92	$2.00	$1.82
9	$7.00	$6.67	$6.32	$7.82
10	$1.67		$1.51	$1.67
11	$5.50		$4.38	$4.24
12	$12.12	$10.85	$11.74	$10.68
13	$2.46	$2.54	$2.92	$2.74
14	$3.74		$1.35	$3.49
16	$11.33	$10.11		
18	$5.72	$6.07	$6.62	$6.67
19	$87.43	$21.29		
20	$7.65	$7.20	$11.78	$13.98
21	$12.76	$9.97		
23	$2.23			
25	$14.01	$15.57	$12.72	$10.71
26	$6.44			
28	$8.85		$9.40	$4.98
30	$3.66	$3.30	$3.11	$3.02
32	$2.93	$2.58	$2.57	$2.31
33	$12.32			
35	$8.23	$8.62	$8.67	$7.74
37	$9.19	$8.05		$3.29
39	$1.74	$2.94	$2.86	
40				$4.21
41	$3.67	$4.33	$4.89	$4.73
43	$7.88		$11.77	$11.90
44	$7.83	$6.59	$13.79	$7.14
45	$25.19			
46	$3.70	$3.69	$3.75	$2.63
47	$9.12	$4.86	$5.69	$3.59
48	$1.54	$1.74	$1.67	$1.87
49				$7.22
50				$16.83
51		$8.88	$9.45	$11.72
52	$8.64			$3.90
53	$3.95	$3.70		$5.52
54		$1.99	$2.62	$3.95
55	$5.42	$5.15	$5.78	$5.91
56	$9.56			
57	$9.26	$6.86	$5.83	$6.13
58	$7.25	$7.66	$6.62	$7.37
62	$9.14		$10.15	
63	$9.26	$7.66	$8.01	$6.01
66	$6.78	$7.01	$4.25	$7.37
67	$8.70	$8.27	$9.60	$8.11
71	$2.75	$2.83	$3.56	$6.06
74	$18.66			
77	$7.08			
79	$12.75			$17.99
97				$7.30
431				$4.02

ACCOUNTS PAYABLE

Invoices - Days to Process



Description of Calculation

Aggregate number of days to process all AP invoices, from date of invoice receipt by the AP department to the date of payment post/ check release, divided by the total number of invoices handled by the AP department.

Importance of Measure

This measures the efficiency of the payment process.

Factors that Influence

- Automation
- Size of district
- Administrative policies

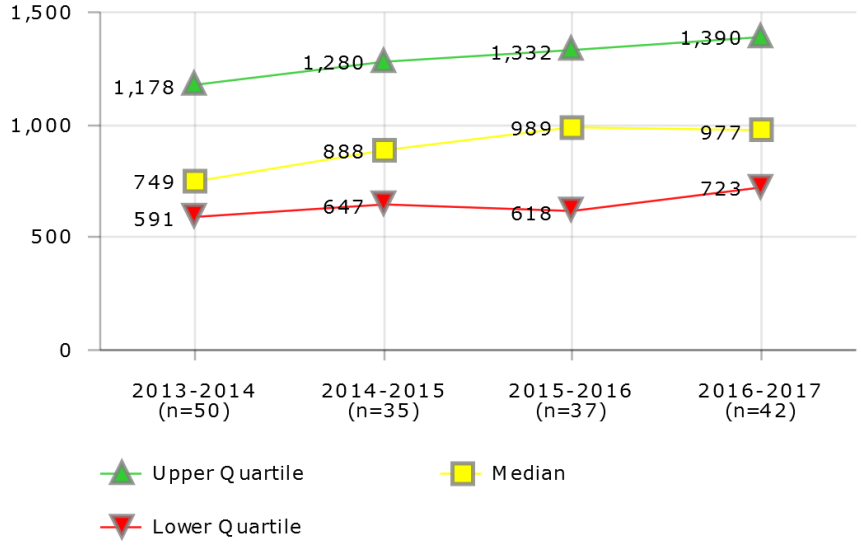
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Omaha Public School District

District	2013-2014	2014-2015	2015-2016	2016-2017
3	59.3	13.8	14.0	10.3
4	20.4	18.1	19.7	19.7
5	10.8	19.8		
6	7.0			
7	13.5	15.0	16.7	5.2
8	8.3	7.3	6.9	7.6
9	20.0	22.3	20.0	20.6
10	8.2		1.4	3.4
11	20.9		19.7	19.0
12		3.4	18.1	15.5
13	2.2	2.2	2.0	2.2
14			9.2	
16	19.8	14.9		
18	20.1	20.4	20.4	3.6
20				32.6
21	30.0	7.6		
23	23.2			
25	52.4	53.9	53.3	84.8
26	0.0			
28	11.6			
30	10.0	10.0	10.0	10.0
32	1.0	1.7	1.0	0.7
33	8.5			
35	21.2	20.6	21.2	23.0
37	7.3	13.7		2.5
39	38.1			
40				19.0
43	1.0			
44	41.6	35.0	0.4	0.3
45	39.4		57.4	
46	32.6	75.0	64.9	46.0
47	3.6	3.0	24.3	
48	17.4	17.3	17.3	16.8
50				0.0
51			0.7	
53	3.7	1.1		1.1
54		0.0	0.6	0.7
55	4.3	3.9	3.9	3.5
56	37.9			
57			46.0	44.2
58	40.5	38.5	52.3	41.8
62	10.2		8.4	
63	31.6	32.4	34.7	34.0
66	14.0	0.0	1.3	1.3
67	31.1	35.1	43.2	
71	10.3	8.6	8.6	2.3
79	13.0			14.8
431				12.9

ACCOUNTS PAYABLE

Invoices Processed per FTE per Month



Description of Calculation

Total number of invoices handled by the AP department, divided by total number of AP staff (FTEs), divided by 12 months.

Importance of Measure

This measure is a major driver of accounts payable department costs. Lower processing rates may result from handling vendor invoices for small quantities of non- repetitive purchases; higher processing rates may result from increased technology using online purchasing and invoice systems to purchase and pay for large quantites of items from vendors.

Factors that Influence

- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The number of invoices paid annually
- Level of automation

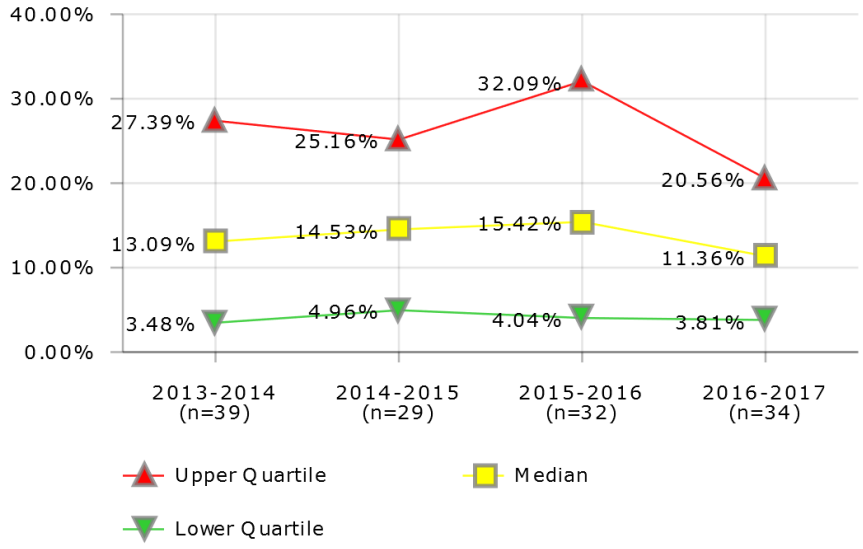
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Baltimore City Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	684			754
2	713	647	618	
3	680	493	1,084	1,390
4	1,222	823	1,167	763
5	652	555		
6	536			
7	1,013	1,194	1,187	1,429
8	1,990	2,281	2,516	2,590
9	778	792	826	723
10	2,240		2,618	2,613
11	893		1,159	975
12	376	462	450	504
13	1,686	1,695	1,482	1,533
14	862		1,678	903
16	434	465		
18	1,178	1,134	1,076	1,149
19	77	322		
20	833	527	493	446
21	400	595		
23	2,033			
25	282	374	359	353
26	820			
28	719		645	1,119
30	1,949	1,905	1,980	2,206
32	1,631	2,025	2,010	2,196
33	419			
35	951	913	989	1,098
37	591	691		1,120
39	2,408	1,280	1,332	
40				752
41	1,332	1,233	1,149	978
43	635		611	481
44	571	682	289	588
45	241		225	
46	1,473	1,531	1,541	1,904
47	694	1,079	839	1,112
48	2,564	2,700	2,707	2,764
49				823
50				495
51		802	730	580
52	692		82	1,510
53	1,056	952		1,056
54		3,019	2,694	2,693
55	849	888	870	841
56	594			
57	856	894	959	1,193
58	1,046	1,024	1,202	985
62	669		558	
63	645	812	824	1,032
66	840	709	764	730
67	604	674	614	667
71	1,517	1,626	1,332	910
74	240			
77	455			
79	419			375
97				640
431				898

ACCOUNTS PAYABLE

Invoices Past Due at Time of Payment



Description of Calculation

Number of invoices past due at time of payment, divided by total number of invoices handled by the AP department.

Importance of Measure

Minimizing the number of payments that are past due should be a crucial mission of the accounts payable department.

Factors that Influence

- Process controls
- Department workload management
- Overtime policy

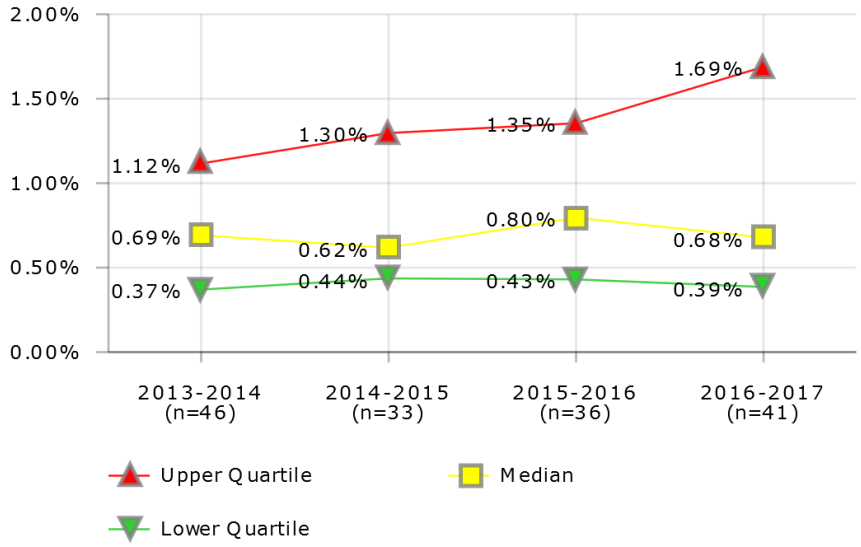
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Austin Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Hillsborough County Public Schools
- Omaha Public School District
- Orange County Public School District
- School District of Philadelphia

District	2013-2014	2014-2015	2015-2016	2016-2017
2	1.86%	1.82%	1.50%	
3	35.43%	8.75%	5.79%	3.83%
4	17.37%	14.43%	17.16%	15.59%
5	16.18%	18.43%		
6	5.00%			
7	3.48%	4.13%	4.60%	3.81%
8	3.29%	4.96%	6.08%	5.54%
9	8.21%	14.53%	17.01%	19.40%
10	7.99%		2.79%	3.09%
11	19.02%		21.13%	14.33%
12	12.22%	0.43%	1.19%	2.76%
14			3.71%	3.85%
16	35.83%	36.28%		
18	20.21%	28.53%	24.53%	28.14%
19		20.08%		
20				33.63%
21		66.84%		
23	14.57%			
25	63.22%	66.14%	71.57%	88.21%
28	13.09%			20.01%
32	19.78%	17.55%	18.08%	12.71%
33	0.86%			
35	16.62%	15.42%	17.39%	19.20%
37	27.39%	28.89%		10.00%
39	19.82%	21.28%	21.71%	10.00%
40				20.56%
41	34.05%	25.16%	100.00%	27.02%
43	31.07%			
44	1.52%	1.63%	2.22%	1.26%
45	41.42%		75.27%	
46	34.41%	37.46%	46.83%	47.33%
47	1.56%	34.57%	54.42%	35.48%
48	0.39%	0.40%	0.50%	0.43%
50				9.40%
51			1.05%	
52			5.00%	
53	2.48%	1.98%		12.79%
54		9.32%	41.28%	
55	5.49%	5.24%	4.37%	6.92%
56	43.14%			
57	36.73%		42.31%	23.78%
58	9.27%	7.24%	5.64%	1.77%
62	7.30%		39.64%	
63	13.80%	13.20%	13.84%	13.12%
66	1.77%	1.69%	1.69%	1.70%
67	12.13%	15.55%	22.12%	25.07%
71	8.33%		6.56%	0.87%
79	2.00%			9.25%
431				3.45%

ACCOUNTS PAYABLE

Payments Voided



Description of Calculation

Number of payments voided, divided by total number of AP transactions (payments).

Importance of Measure

This measure reflects processing efficiencies and the degree of accuracy. Voided checks are usually the result of duplicate payments or errors. A high percentage of duplicate payments may indicate a lack of controls, or that the master vendor files need cleaning, creating the potential for fraud.

Factors that Influence

- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total number of checks written annually
- Level of automation

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.94%			1.18%
2	2.63%	2.93%	3.10%	
3	0.99%	0.89%	0.50%	0.53%
4	0.39%	1.13%	0.48%	0.41%
5	1.00%	1.03%		
6	1.12%			
7	0.22%	0.21%	2.49%	2.44%
8	0.49%	0.48%	0.44%	0.36%
9	0.49%	0.60%	0.61%	0.74%
10			0.43%	0.61%
11	0.44%		0.35%	0.47%
12	0.10%	0.21%	0.76%	0.17%
13	1.28%	0.61%	0.67%	0.68%
14	0.36%		0.12%	0.07%
16	1.72%	2.15%		
18	0.55%	0.71%	0.83%	1.20%
19		1.02%		1.81%
20	2.05%	2.97%	2.66%	1.69%
21	1.08%	2.36%		
23	0.57%			
25	1.13%	1.30%	2.42%	2.27%
28	0.45%			1.56%
30	0.37%	0.44%	0.30%	0.32%
32	0.99%	0.58%	1.19%	2.90%
33	1.02%			
34			1.08%	
35	0.36%	0.67%	0.24%	0.24%
37	0.28%	0.06%		
39	1.15%	0.27%	0.32%	1.99%
40				0.15%
41	5.51%	1.61%	2.34%	
43	0.71%		1.08%	0.59%
44	0.67%	0.46%	1.37%	0.14%
45	0.30%		0.68%	
46	0.78%	0.62%	2.39%	2.45%
47	0.14%	0.12%	0.09%	0.05%
48	3.71%	2.41%	1.70%	2.97%
49				0.88%
50				2.06%
51			1.12%	1.38%
52	0.12%		0.16%	0.55%
53	7.14%	0.48%		0.68%
54			1.19%	4.37%
55	1.82%	1.58%	1.49%	1.87%
56	0.42%			
57	0.77%	0.60%	0.99%	0.47%
58	0.61%	0.39%	0.41%	0.41%
63	2.06%	2.63%	1.07%	1.09%
66	0.32%	0.42%	0.50%	0.46%
67	0.76%	0.86%	1.34%	
71	0.76%	0.08%	0.64%	0.15%
74	0.51%			
77	0.06%			
79	0.27%			0.98%
97				0.09%
431				0.39%

Cash Management

These performance metrics can help a district assess their cash management. Cash management relies upon *well- controlled cash- flow practices.* Performance metrics that indicate healthy cash management include **Months below Target Liquidity Level** and **Short-Term Loans per $100K Revenue**.

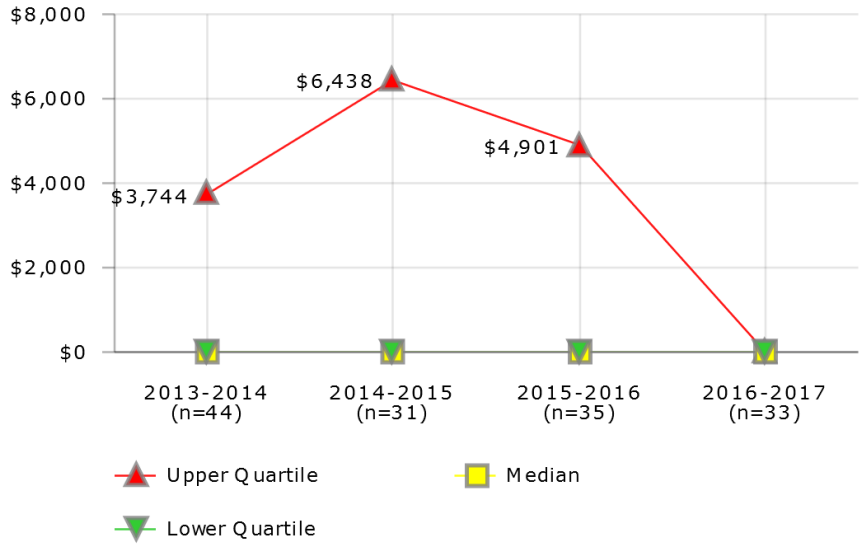
Measures that look at *investment yield* include **Investment Earnings per $100K Revenue** and **Investment Earnings as Percent of Cash/Investment Equity**.

When evaluating cash- management performance, the following conditions should be considered among the influencing factors:

- Revenue inflows and expenditure outflows, and the accuracy of cash flow projections
- School board and administrative policies requiring internal controls and transparency
- Accounting standards
- Borrowing eligibility and liquidity
- State laws and regulations

CASH MANAGEMENT

Cash Flow - Short-Term Loans per $100K Revenue



Description of Calculation

Total amount borrowed in short-term loans (with a repayment period of one year or less), divided by total district operating revenue over $100,000

Importance of Measure

This measure identifies the degree to which districts need to borrow money to meet cash flow needs. Short-term borrowing is defined here as any loan with a repayment term of less than one year.

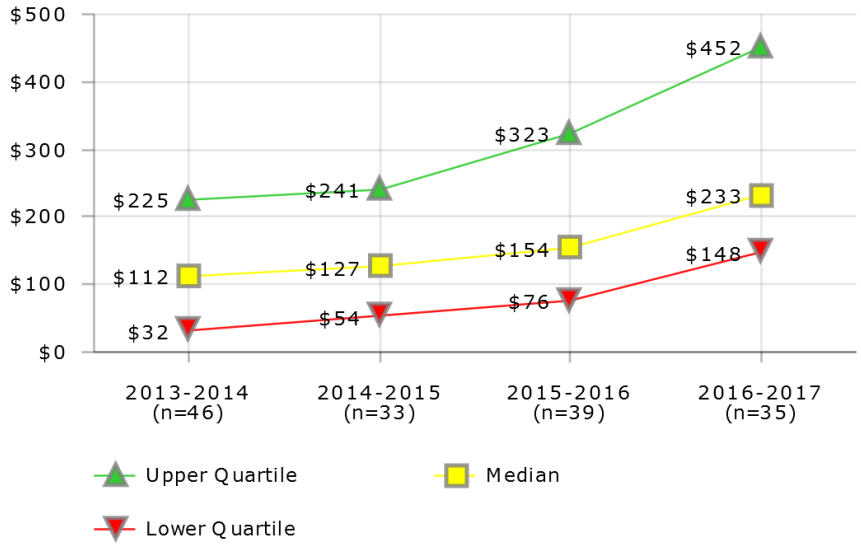
Factors that Influence

- The timing of revenue inflows and expenditure outflows and the arbitrage ability to cover the borrowing
- Ability to meet required spending for tax-exempt borrowing eligibility
- State law may restrict or prohibit certain types of short-term borrowing

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$0			
2		$0	$0	
3			$0	$0
4	$0	$0	$0	$0
5	$0			
6	$0			
7	$0	$0	$0	
8	$6,623	$6,438	$6,109	$5,671
9	$0	$0	$0	$0
10	$0		$0	$0
11			$0	$0
12	$0	$0	$0	$0
13	$5,172	$5,075	$4,901	
14	$0	$0	$0	$0
16	$13,048	$6,426		
18	$0	$0		
19	$0			
20	$0	$0	$0	$0
21	$0	$0		
23	$14,847			
25	$2,265	$0	$2,319	
28			$0	$0
30	$20,399	$17,564	$22,656	$20,640
32	$7,721	$9,439	$9,303	$8,325
34	$14,865	$0	$0	
35	$0	$0	$0	$0
37	$12,633	$14,739	$16,921	$20,493
39	$0	$0	$0	$0
41	$0	$0	$0	$0
43	$0		$0	$0
44	$0	$0	$129	$0
46	$0	$23	$0	$0
47	$0	$0		$0
48	$0	$0	$0	$0
49	$0		$0	$0
50				$0
51		$0	$0	$0
52	$0			
53				$0
54		$18,660	$18,433	
55	$0	$0	$0	$0
56	$0			
57	$18,044		$0	$0
58	$3,800	$8,522	$22,807	$11,154
62	$3,689		$0	
63	$0	$7,624	$9,035	$8,630
66	$0			
67	$0	$0	$0	$0
71	$5,592	$9,444	$9,364	$2,042
74	$0			
79	$0			$0
97				$10,610
101	$0			

CASH MANAGEMENT

Investment Earnings per $100K Revenue



Description of Calculation

Total investment earnings, divided by total district operating revenue over 100,000.

Importance of Measure

This indicates the rate of return on cash and investment assets. It reflects the degree to which the district uses its available assets to build value.

Factors that Influence

- Revenue types
- Types of receipt percentages
- Investments internal or external
- Investment policy

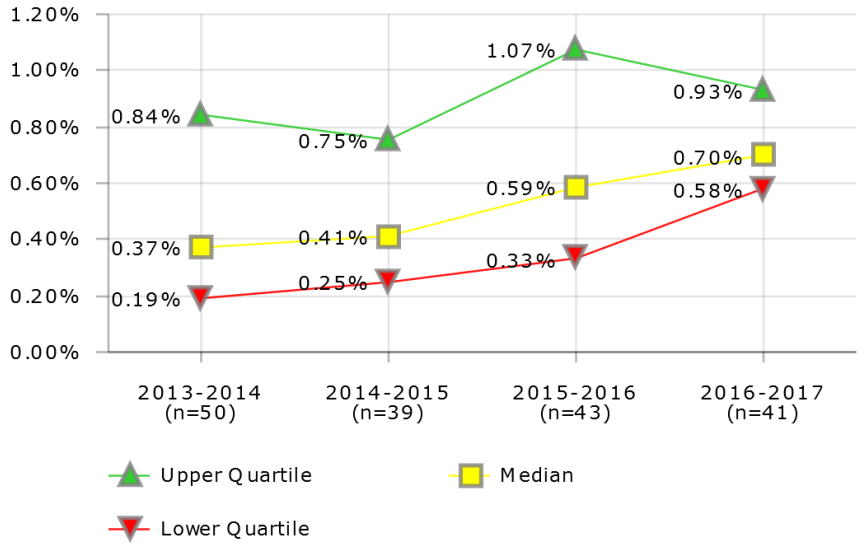
Districts in Best Quartile (2016-2017)

- Dallas Independent School District
- Denver Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Milwaukee Public Schools
- Orange County Public School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$474			
2		$2	$6	
3			$149	$632
4	$32	$20	$58	$127
5	$112			
6	$107			
7	$178	$28	$325	$149
8	$138	$127	$175	$274
9	$201	$155	$242	$174
10	$128		$196	
11	$405		$333	
12	$118	$115	$311	$233
13	$66	$81	$149	
14	$98	$106	$78	$172
16	$388	$241	$498	
18	$29	$50		$351
20	$173	$241	$132	$155
21	$16	$54		
23	$15			
25	$19	$20	$18	
28	$10		$76	$148
30	$225	$262	$394	$500
32	$85	$78	$130	$253
34	$1,249	$516	$317	
35	$94	$316	$416	$286
37	$667	$197	$146	$452
39	$189	$167	$323	$647
40				$546
41	$90	$170	$395	$636
43	$120		$90	$332
44	$301	$497	$445	$360
45	$112			
46	$35		$62	$118
47	$19		$15	$11
48	$1,193	$1,735	$2,042	$1,708
49	$10		$5	$31
50				$6
51		$19	$1	$105
52	$129			
53				$209
54		$228		
55	$45	$40	$65	$99
56	$327	$213	$314	
57	$253			$318
58	$31	$37	$39	$67
61	$107	$92	$129	
62	$24		$136	
63	$309	$121	$154	$188
66	$38			
67	$370	$340	$304	$460
71	$22	$82	$199	$355
77		$417	$341	
79	$32			$204
97				$223
101	$156	$148	$200	
431				$566

CASH MANAGEMENT

Investment Earnings as Percent of Cash/Investment Equity



Description of Calculation

Total investment earnings, divided by total cash and investment equity.

Importance of Measure

This indicates the rate of return on cash and investment assets. It reflects the degree to which the district uses its available assets to build value.

Factors that Influence

- Investment rate of return
- Investment policy

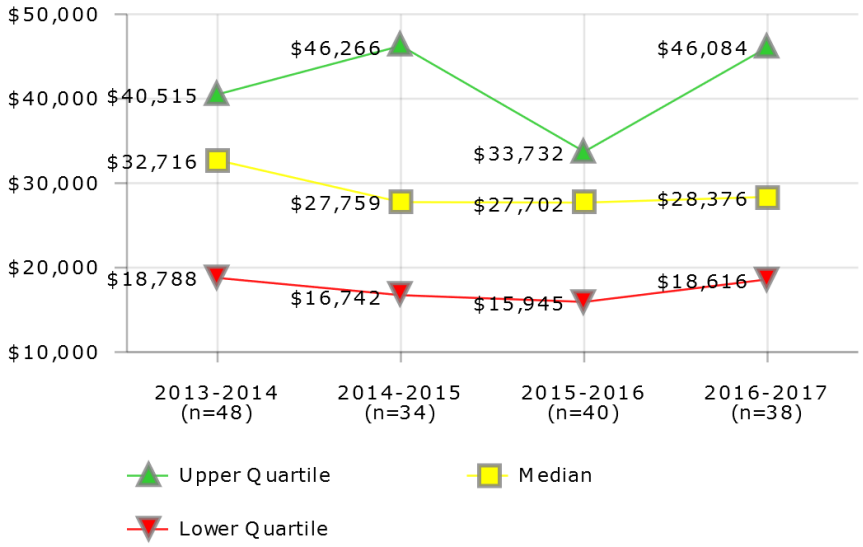
Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- Shelby County School District
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	1.60%			0.93%
2	8.94%	0.40%	1.32%	
3	0.47%	0.21%	0.93%	1.65%
4	0.08%	0.25%	0.27%	2.48%
5	0.30%			
6	0.43%			
7	0.96%	0.25%	1.39%	0.90%
8	0.42%	0.43%	0.56%	0.70%
9	0.84%	0.79%	0.80%	0.60%
10	0.28%		0.95%	
11	1.04%		2.41%	
12	0.34%	0.34%	0.95%	0.72%
13	0.24%	0.24%	0.45%	0.76%
14	0.17%	0.18%	0.15%	0.27%
16	0.62%	0.79%	0.69%	
18	0.15%	0.22%	0.43%	1.61%
19		0.67%		
20	0.43%	0.67%	0.43%	0.59%
21	0.06%	0.29%		
23	0.10%			
25	0.38%	0.41%	1.14%	0.56%
28	0.03%		0.37%	0.73%
30	2.00%	1.81%	3.46%	3.92%
32	0.53%	0.47%	0.64%	0.80%
33	0.26%			
34	2.18%	0.83%	0.51%	
35	0.18%	0.65%	1.42%	0.70%
37	0.97%	0.39%	0.39%	0.63%
39	0.26%	0.18%	0.33%	0.59%
40		0.09%		0.93%
41	0.14%	0.29%	1.16%	0.79%
43	0.42%		0.56%	1.25%
44	1.10%	1.77%	1.99%	2.25%
45	0.27%		0.05%	
46	0.19%		0.30%	0.53%
47	0.21%		0.17%	0.44%
48	1.09%	1.57%	1.71%	1.50%
49	0.27%	0.10%	0.11%	0.58%
50				0.04%
51		0.03%	0.00%	0.20%
52	0.32%		0.14%	0.33%
53				0.64%
54		1.83%		
55	0.37%	0.35%	0.59%	1.01%
56	0.99%	0.46%	0.74%	
57	0.71%	0.75%	0.85%	0.69%
58	0.37%	0.36%	0.28%	0.33%
61	0.28%	0.31%	0.41%	
62	0.14%		0.43%	
63	0.83%	0.47%	0.61%	0.70%
66	0.13%	0.55%	0.66%	0.83%
67	1.67%	1.24%	1.07%	1.42%
71	0.06%	0.20%	0.33%	0.57%
76				0.66%
77	0.88%	1.54%	1.09%	
79	0.10%			0.55%
97				0.81%
101	0.48%	0.58%		
431				0.61%

CASH MANAGEMENT

Cash/Investment Equity per $100K Revenue



Description of Calculation

Total cash and investment equity, divided by total district operating revenue over 100,000.

Importance of Measure

This measure indicates the total amount of cash and investment equity relative to annual district revenue.

Factors that Influence

- Amount of funds available for investment
- Fund balance

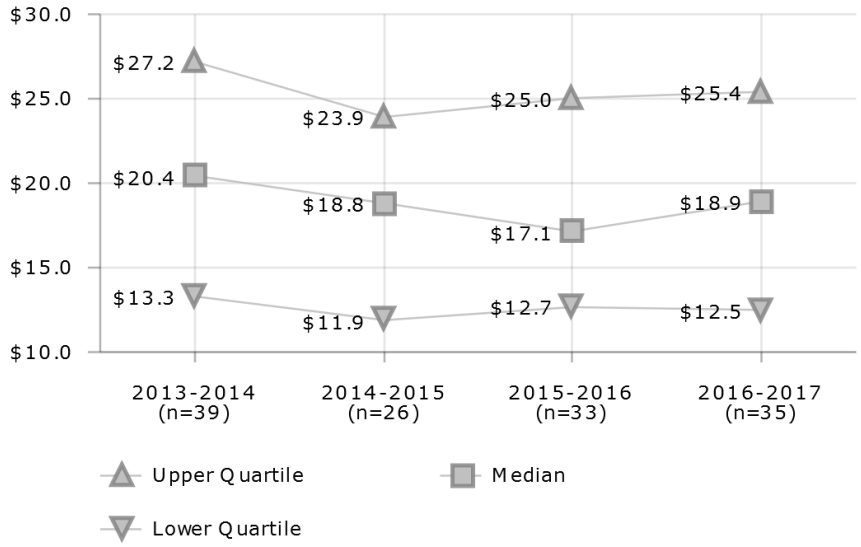
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Oklahoma City Public Schools
- Orange County Public School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$29,560			
2		$455	$434	
3			$15,993	$38,365
4	$41,349	$7,866	$20,972	$5,120
5	$37,719			
6	$24,994			
7	$18,455	$11,040	$23,361	$16,562
8	$33,278	$29,472	$31,317	$39,158
9	$23,888	$19,742	$30,109	$29,148
10	$45,888		$20,701	$17,401
11	$38,717		$13,858	$18,616
12	$34,811	$34,212	$32,666	$32,213
13	$27,382	$34,042	$33,346	
14	$58,174	$58,844	$53,047	$63,874
16	$62,525	$30,702	$72,732	
18	$19,122	$22,693		$21,875
19	$39,190			
20	$40,234	$35,669	$31,078	$26,385
21	$27,712	$18,570		
23	$15,386			
25	$5,036	$4,752	$1,586	
28	$33,889		$20,496	$20,220
30	$11,244	$14,496	$11,396	$12,756
32	$16,149	$16,742	$20,366	$31,721
34	$57,209	$61,933	$62,672	
35	$52,892	$48,865	$29,394	$40,555
37	$68,749	$51,270	$37,913	$71,723
39	$72,977	$91,924	$97,026	$109,156
40				$58,508
41	$62,433	$58,958	$34,117	$80,720
43	$28,357		$15,898	$26,501
44	$27,288	$28,028	$22,320	$16,034
45	$41,082			
46	$18,151	$19,389	$20,902	$22,353
47	$9,185		$8,535	$2,400
48	$109,794	$110,268	$119,392	$114,250
49	$3,738		$3,988	$5,360
50				$15,575
51		$74,016	$66,791	$51,150
52	$40,796			
53				$32,474
54		$12,440	$10,324	$25,705
55	$12,052	$11,511	$11,079	$9,754
56	$33,071	$46,266	$42,704	
57	$35,756			$46,084
58	$8,414	$10,012	$14,186	$20,147
61	$38,720	$29,264	$31,187	
62	$17,953		$31,776	
63	$37,358	$25,627	$25,341	$26,849
66	$29,603			
67	$22,177	$27,490	$28,240	$32,269
71	$36,581	$41,323	$61,127	$62,144
74	$9,165			
77		$27,115	$31,382	
79	$31,110			$37,430
97				$27,604
101	$32,360	$25,511	$27,164	
431				$93,295

CASH MANAGEMENT

Treasury Staffing Cost per $100K Revenue



Description of Calculation

Total Treasury personnel costs, divided by total district operating revenue over $100,000.

Importance of Measure

This measure helps evaluate staffing costs.

Factors that Influence

- Number and wages of Treasury personnel

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$26.3			
3			$11.0	$19.5
4	$9.5	$12.4	$13.1	$13.7
5	$36.0			
7	$27.5	$11.1	$25.0	$27.8
8	$18.2	$20.9	$15.0	$15.2
9	$12.0	$11.9	$12.7	$11.6
10	$14.5		$14.0	$13.6
11			$3.2	$2.5
12	$122.2	$125.5	$135.6	$136.2
13	$15.7	$18.8	$19.1	
14	$3.9	$3.9	$4.1	$4.2
18	$12.1	$14.5		$12.5
19	$50.8			
20			$373.5	$321.6
21	$18.6	$10.8		
23	$23.2			
25	$23.3	$25.2	$22.5	
28	$38.9		$15.6	
30	$7.0	$7.4	$7.4	$7.9
32	$24.7	$24.4	$26.1	$25.4
34	$27.2	$32.7	$35.3	
35	$16.4	$19.7	$20.3	$15.7
37	$20.5	$20.9	$20.0	$19.3
39	$20.4	$19.7	$19.4	$20.5
40				$14.9
41	$35.2	$38.9	$42.5	$40.0
43	$13.3		$14.3	$18.9
44	$23.9	$23.9	$22.0	$24.0
45	$3.8			
46			$17.2	$14.6
48	$17.5	$17.2	$17.0	$16.2
49			$4.4	$7.5
50				$49.6
51		$121.2	$134.4	$112.3
52	$21.2			
53				$1.6
54		$12.2	$11.5	
55	$6.0	$5.9	$5.9	$5.9
56	$81.9			
57	$12.1			$24.9
58	$9.6	$8.6	$9.4	$10.2
62	$68.0		$48.5	
63	$59.0	$21.7	$25.8	$24.4
66	$15.7			
67	$17.0	$16.7	$15.3	$14.5
71	$20.5	$18.9	$17.1	$19.2
79	$20.4			$20.6
97				$32.6
101	$22.5			
431				$29.7

Compensation

Performance metrics in compensation evaluate the cost efficiency and productivity of the payroll department. Cost efficiency is broadly represented by the two measures **Payroll Cost per Pay Check** and **Payroll Cost per $100K Spend**, which both evaluate the total costs of the Payroll department relative to workload. Productivity is broadly represented by **Pay Checks Processed per FTE per Month**, which is also a cost driver of payroll.

Because compensation involves high volumes of regular and predictable transactions, most cost efficiencies can be realized by expanding the use of existing tools such as employee direct deposit and employee self-service modules. This is captured in part by the measures **Direct Deposit Rate** and **Personnel Record Self-Service Usage per District FTE**.

Conversely, districts that underutilize modern automation systems could see an increase in **Pay Check Errors per 10K Payments** and increased **W-2 Correction Rates (W-2c's)** due to the manual effort required, as well as an excessive level of **Overtime Hours per Payroll Employee**. **Percent of Off- Cycle Payroll Checks** may also indicate lower productivity, as this may increase the workload of the Payroll department staff.

These service level, productivity, and efficiency measures should be considered in combination, and provide district leaders with a baseline of information to determine whether their payroll function:

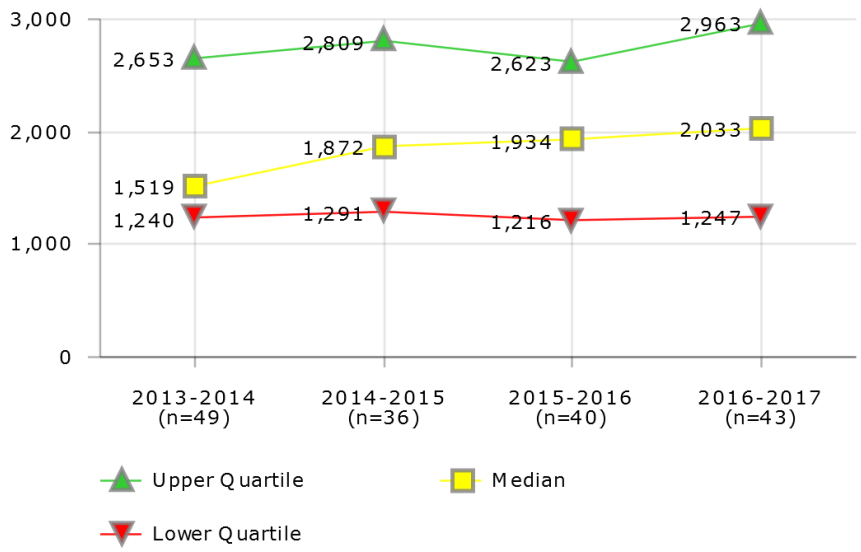
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained
- Should adopt a policy to increase direct deposits

Additionally,the following factors should be considered when evaluating performance levels:

- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements

COMPENSATION

Pay Checks Processed per FTE per Month



Description of Calculation

Total number of pay checks processed by Payroll department, divided by total number of Payroll staff (FTEs), divided by 12 months.

Importance of Measure

This measure is a driver of a payroll department's costs. Lower processing rates may result from a low level of automation, high pay check error rates, or high rates of off-cycle pay checks that must be manually processed. Higher processing rates may be the result of increased automation and highly competent staff.

Factors that Influence

- Direct deposit participation rate
- Pay check error/correction rate
- Staffing levels

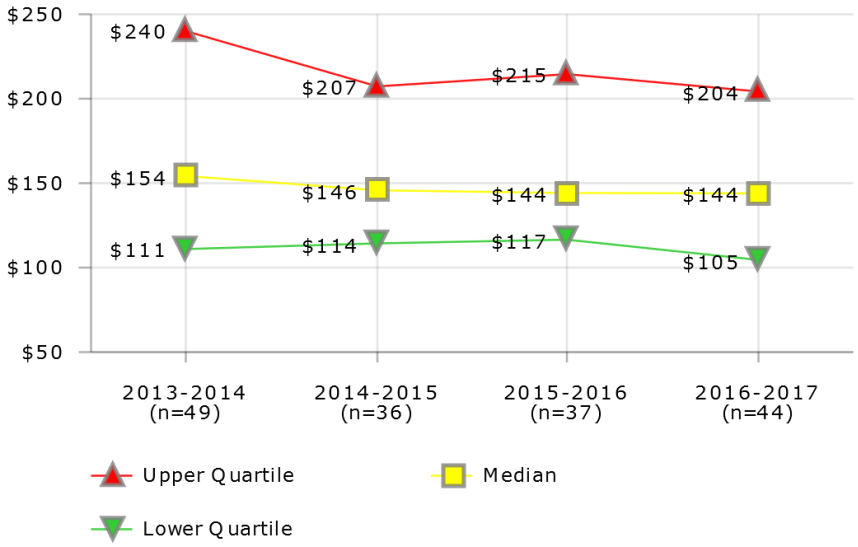
Districts in Best Quartile (2016-2017)

- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District
- Pinellas County Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	744			564
2	1,339	1,425	1,803	
3	1,597	1,568	1,135	1,247
4	1,355	1,649	1,333	1,512
5	789			
6	633			
7	1,301	1,292	1,301	1,327
8	2,808	2,799	2,686	2,963
9	2,749	2,476	2,689	2,603
10	2,653		2,508	2,374
11	817		944	1,267
12	659	705	750	744
13	4,223	4,464	4,305	4,467
14	2,379	2,348	1,887	2,371
16	1,401	1,400		
18	3,704	3,038	2,924	4,112
19	1,285	849		
20	1,496	1,703	981	1,515
21	1,364	1,291		
23	1,875			
25	1,451	2,042	2,040	2,245
26	3,973	4,763		
28	2,061		2,181	1,823
30	3,399	3,774	3,439	3,657
32	4,677	4,500	4,662	4,618
34		887	1,061	
35	1,861	1,210	1,352	1,167
37	1,172	1,131	1,064	988
39	4,210	4,268	4,558	3,762
40				1,082
41	1,759	1,600	1,652	1,779
43	1,993		1,981	2,033
44	1,240	1,296	1,297	1,220
45	1,519		1,542	1,528
46	2,729	2,600	2,560	2,770
47	3,087			
48	2,140	2,434	2,330	2,276
49	2,113		2,155	2,114
50				1,565
51		2,138	2,123	1,953
52	4,233		1,105	3,553
53	2,144	2,281	2,247	2,238
54		2,925	3,611	3,389
55		2,818	2,953	2,978
56	1,020			
57	1,269		1,257	1,486
58	3,561	3,652	3,379	3,258
62	441	406	813	
63	1,404	1,392	1,250	1,081
66	2,112	2,159	2,182	2,198
67	969	1,041	895	873
71	1,396	1,224	1,182	1,246
74	1,046			
76				1,099
79	716			
97				6,259
101	543			
431				2,125

COMPENSATION

Payroll Cost per $100K Spend



Description of Calculation

Total Payroll personnel costs plus total payroll non-personnel costs, divided by total district payroll spend over 100,000.

Importance of Measure

This measures the efficiency of the payroll operation. A higher cost could indicate an opportunity to realize efficiencies in payroll operation while a lower cost indicates a leaner, more efficient operation.

Factors that Influence

- Number of employees processing the payroll
- Skill level of the employees processing payroll
- Types of software/hardware used to process the payroll
- Processes and procedures in place to collect payroll data
- Number of employees being paid
- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements

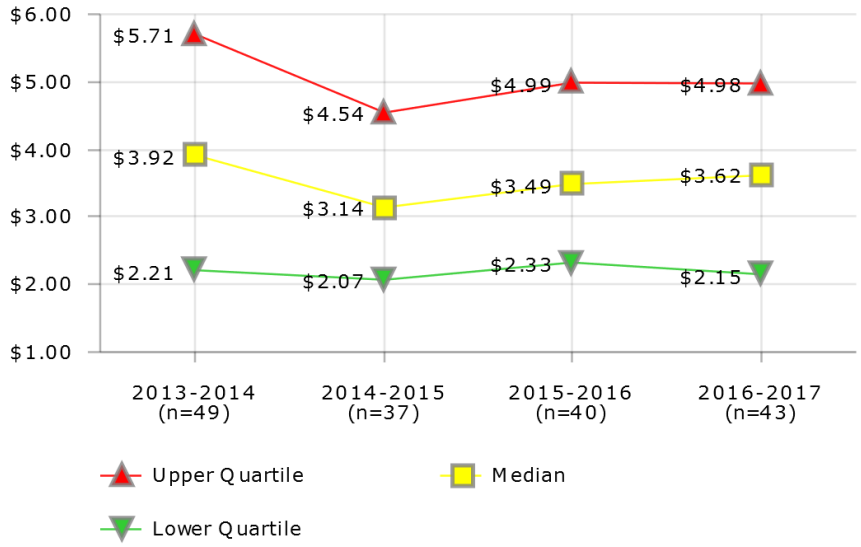
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Clark County School District
- El Paso Independent School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$179			$144
2	$199	$174	$159	
3	$153		$283	$296
4	$244	$145	$215	$301
5	$201			
6	$323			
7	$118	$121	$123	$128
8	$100	$128	$134	$131
9	$84	$91	$103	$91
10	$106		$103	$101
11	$206		$171	$157
12	$540	$538	$535	$415
13	$80	$76	$79	$73
14	$161	$146	$137	$161
16	$237	$217		
18	$109			$93
19	$383	$310		
20	$281	$156	$433	$357
21	$267	$268		
23	$304			
25	$112	$583	$111	$124
26	$55	$44		
28	$129			$205
30	$141	$126	$144	$163
32	$51	$51	$49	$50
34		$293	$335	
35	$173	$345	$327	$336
37	$146	$145	$132	$144
39	$111	$106	$113	$58
40				$151
41	$105	$99	$117	$121
43	$121		$117	$108
44	$181	$165	$204	$202
45	$224		$196	$145
46	$107	$117	$117	$100
48	$163	$150	$146	$203
49	$154	$141	$200	$205
50				$147
51		$198	$254	$270
52	$65		$224	$109
53	$125	$111	$122	$119
54		$72		$75
55	$60	$224	$78	$79
56	$298			
57	$176		$219	$294
58	$92	$97	$98	$99
62	$7,890		$313	
63	$240	$159	$154	$157
66	$124	$134	$133	$128
67	$148	$149	$159	$221
71	$125	$126	$105	$128
74	$374			
76				$175
77	$336	$320		
79	$353			$303
97				$117
101		$173		
431				$93

COMPENSATION

Payroll Cost per Pay Check



Description of Calculation

Total Payroll personnel costs plus total payroll non-personnel costs, divided by total number of payroll checks.

Importance of Measure

This measures the efficiency of the payroll operation. A higher cost could indicate an opportunity to realize efficiencies in payroll operation while a lower cost indicates a leaner, more efficient operation.

Factors that Influence

- Number of employees processing the payroll
- Skill level of the employees processing payroll
- Types of software/hardware used to process the payroll
- Processes and procedures in place to collect payroll data
- Number of employees being paid
- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements

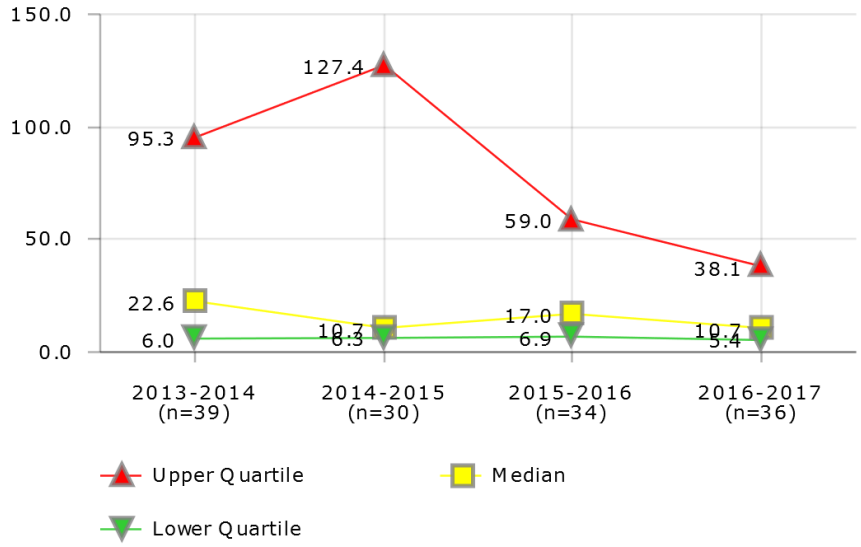
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- El Paso Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$8.29			$9.01
2	$4.46	$4.16	$3.70	
3	$3.62	$3.90	$8.85	$9.25
4	$4.93	$3.14	$4.65	$6.35
5	$7.40			
6	$13.33			
7	$4.39	$4.54	$4.78	$4.91
8	$2.05	$2.06	$2.30	$2.12
9	$2.12	$2.23	$2.55	$2.47
10	$1.95		$2.14	$2.20
11	$6.20		$5.54	$4.60
12	$10.04	$9.83	$9.68	$9.73
13	$1.16	$1.09	$1.14	$1.07
14	$2.13	$2.07	$2.25	$2.09
16	$6.84	$6.45		
18	$2.21	$2.64	$2.49	$1.81
19	$6.30	$8.39		
20	$3.92	$2.39	$8.57	$5.96
21	$5.54	$5.55		
23	$4.41			
25	$2.51	$2.42	$2.43	$2.75
26	$1.28	$1.08		
28	$3.69		$3.06	$4.65
30	$2.31	$1.99	$2.20	$2.43
32	$1.12	$1.16	$1.15	$1.21
34		$5.79	$6.09	
35	$4.75	$6.53	$6.67	$7.31
37	$4.75	$4.70	$4.73	$4.88
39	$2.16	$2.08	$2.02	$1.14
40				$5.36
41	$3.15	$3.32	$4.13	$3.97
43	$4.89		$5.19	$4.98
44	$3.50	$3.12	$3.41	$3.58
45	$4.11		$3.52	$3.16
46	$2.48	$2.84	$3.21	$2.49
47	$2.10			
48	$3.69	$3.57	$3.45	$3.62
49	$1.81	$1.64	$2.36	$2.61
50				$4.28
51		$4.04	$3.73	$4.00
52	$1.56		$4.77	$2.33
53	$2.88	$2.67	$3.04	$2.91
54		$1.77	$1.72	$1.81
55		$1.84	$1.77	$1.84
56	$5.82			
57	$4.77		$6.14	$5.26
58	$1.84	$1.86	$2.02	$2.15
62	$6.37	$6.77	$6.57	
63	$4.27	$4.19	$4.41	$4.35
66	$3.29	$3.59	$3.63	$3.66
67	$5.71	$5.94	$7.05	$10.26
71	$3.17	$3.56	$3.39	$4.62
74	$6.41			
76				$5.74
79	$5.88			
97				$1.54
101	$8.96			
431				$1.98

COMPENSATION

Pay Checks - Errors per 10K Payments



Description of Calculation

Total number of pay check errors, divided by total number of pay checks handled by Payroll department over 10,000.

Importance of Measure

High error rates can indicate a lack of adequate controls.

Factors that Influence

- Process controls
- Staff turnover
- Staff experience
- Payment system
- Level of automation

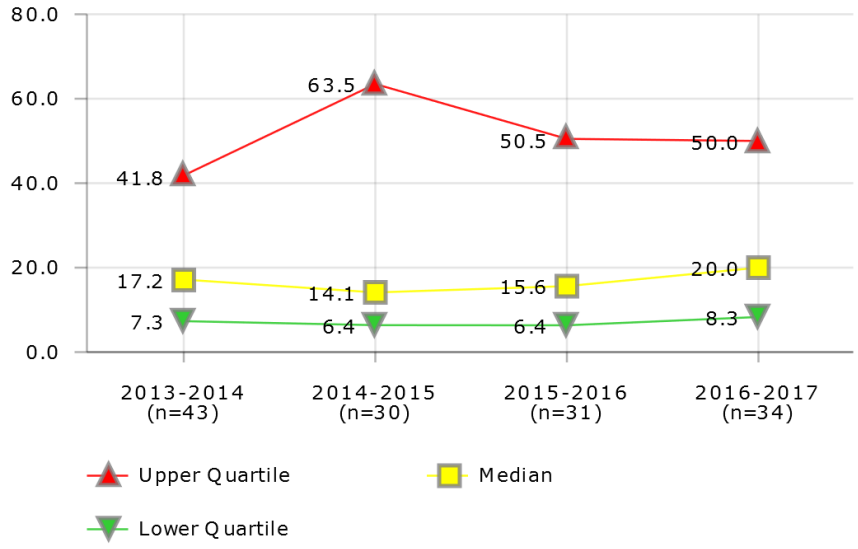
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Clark County School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	36.3			
2			17.6	
3	69.5		21.9	13.1
4	35.8	4.0	1.8	1.8
5	17.8			
6	24.6			
7	4.1	8.9	4.9	3.3
8	2.0	2.8	2.0	2.5
9	0.8	0.6	1.6	0.3
11	111.7		28.9	2.7
12	17.5	13.4	13.6	10.5
13	85.0	85.0	83.2	79.7
14	15.0	14.3	18.8	10.7
16	49.8	44.8		
18	111.7	12.6	7.1	6.6
19	342.2	127.4		
20				34.7
21	4.0			
25				17.2
26		6.3		
28	95.3			2.7
30	13.6	8.9	9.4	10.6
32	1.9	1.2	1.1	2.1
34		7.1	73.6	
35	112.2	180.9	40.1	
37	115.1	187.0	111.9	277.5
39	1.3	2.0	2.0	6.6
40				41.5
41	170.1	35.6	35.6	74.9
43	5.0		16.4	8.7
44	6.0	5.2	6.9	5.9
45			1.5	
46	524.1	293.5	90.6	16.6
47	50.4			
48	10.6	8.4	11.2	11.9
49			125.6	148.8
50				10.9
51			17.6	10.8
52	31.3		59.0	329.9
53	2.7	1.4	2.9	2.5
54		256.4	250.8	244.8
55		371.8		
56	22.6			
58	8.0	7.6	10.0	4.8
62	166.6	181.0	154.7	
63		87.5	47.6	46.5
66	10.8	8.9	11.0	19.0
67	94.9	181.0	140.9	5.9
71	14.8	7.0	10.0	26.3
74	13.6			
76				53.4
79	2.2			
101	153.5			
431				8.1

COMPENSATION

Payroll Staff - Overtime Hours per FTE



Description of Calculation

Total number of Payroll overtime hours, divided by total number of Payroll staff (FTEs).

Importance of Measure

This measures the efficiency and effectiveness of the payroll department. Excessive overtime can be an indication that staffing levels are inadequate or that processes and procedures need to be revised and streamlined to make the work more efficient. An absences of any overtime may indicate staffing levels that are too high for the volume of work the department is processing.

Factors that Influence

- Staffing levels
- Error rate
- Direct deposit participation

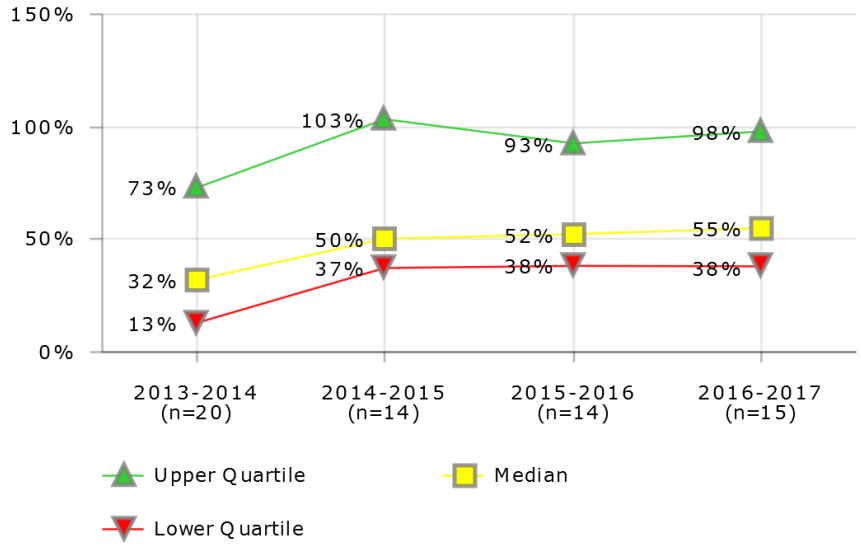
Districts in Best Quartile (2016-2017)

- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Seattle Public Schools
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	9.7			1.6
2	15.4	12.6	38.3	
3	167.7	117.3	46.4	36.8
4	27.7	15.8	48.9	50.0
5	18.9			
6	42.2			
7	4.9	23.5	6.4	12.6
8	0.7			
10	7.3		31.8	25.3
11	10.8		24.9	31.7
12			5.8	4.7
14	9.3	9.5	12.8	20.0
16	6.5	10.1		
18	160.7	119.2	10.8	25.1
19	126.8	68.9		
20	110.0	268.9	117.3	33.6
21	54.5	43.9		
23	3.2			
25	38.1	149.2	79.8	102.9
26	29.8	41.2		
28	41.8		17.5	23.4
30	0.8	6.1	1.7	0.8
32	0.3		3.2	2.2
34		1,106.0	100.0	
35	37.1	3.2	14.6	8.4
37	85.2	91.5	62.5	133.8
39	14.8	10.9	11.1	8.9
40				88.7
41	11.5			
44	0.9	4.5		12.6
45	8.3		50.5	53.0
46	8.4	15.7	59.4	20.0
48	1.8	36.1	15.6	8.3
49	24.9	0.4		
50				54.5
51		2.6	5.6	2.4
52	26.3		3.8	2.0
53	39.6	45.7	46.0	54.5
54		7.8	15.3	23.4
55	17.2	9.4	13.0	10.8
57	86.7		91.7	
58	9.6	8.1		
62			8.1	
63	0.3	0.2		1.2
66	1.1	1.0	4.4	13.1
67	7.7	6.4	1.5	2.7
71	73.6	63.5	79.2	219.9
74	34.7			
76				77.7
79	37.8			
101	50.0			
431				11.1

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2013-2014	2014-2015	2015-2016	2016-2017
3				16%
4	48%	52%	57%	43%
5	12%			
8	91%	103%	150%	156%
11	24%			
12	14%	18%	38%	38%
13	205%	214%	93%	
16	33%	37%		
18	10%			
21	58%			
26	39%	37%		
28	99%			
30	31%	31%	33%	72%
32	53%	47%	38%	42%
37	31%	48%	53%	57%
39		184%	52%	98%
41			48%	36%
46	12%		11%	29%
48	27%	65%	54%	57%
51				54%
52	88%		228%	55%
54		130%	142%	121%
55	153%	84%		120%
66	1%	1%	2%	
67	8%			

Description of Calculation

Total number of employee records self-service changes, divided by total number of district employees (FTEs).

Importance of Measure

This measures the level of automation of the payroll department, which can reduce error rates and processing costs.

Factors that Influence

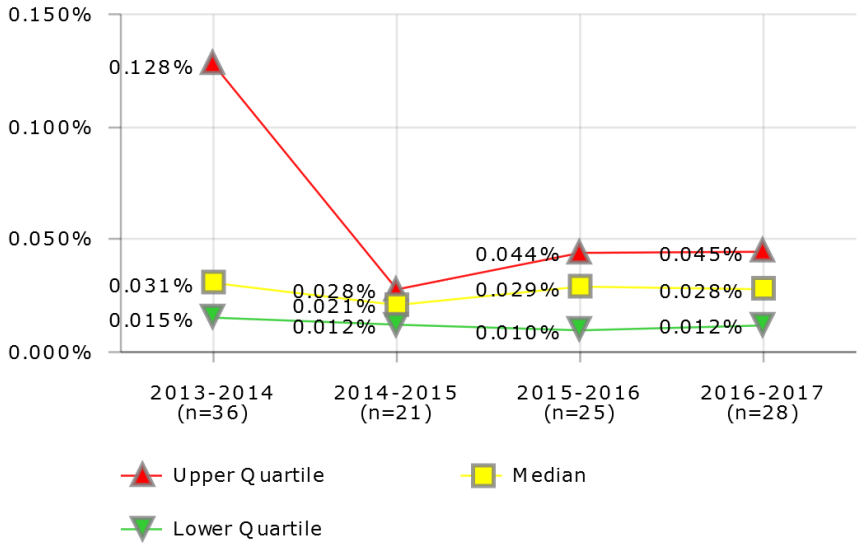
- Software used may not provided employee self-service
- Employee self-service modules of the software may not be in use
- Implementation of these modules may be to costly
- Support/help desk services for the employee self-serve modules may not be available

Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Houston Independent School District
- Palm Beach County School District

COMPENSATION

W-2 Correction Rate (W-2c)



Description of Calculation

Total number of W-2(c) forms issued, divided by total number of W-2 forms issued.

Importance of Measure

W-2(c) forms are the result of errors in the initial W-2 filing. Corrections can be costly in terms of staff time.

Factors that Influence

- Process controls
- Quality controls

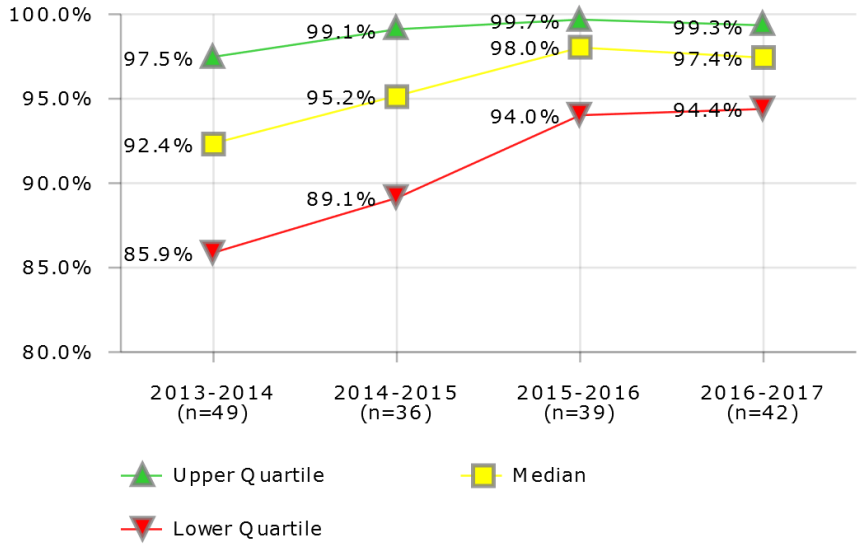
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Clark County School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1				0.047%
2			0.967%	
3			0.023%	0.023%
5	0.095%			
6	0.073%			
7	0.021%		0.035%	0.010%
8	0.003%		0.010%	
9	0.014%	0.002%	0.011%	0.002%
10	0.032%		0.006%	0.015%
11	0.113%		0.044%	
12		0.015%	0.043%	0.029%
13	0.025%	0.028%	0.013%	
14	0.006%	0.025%		
16	0.291%	0.157%		
18	0.005%	0.006%	0.006%	0.012%
20				0.041%
21	0.501%	0.139%		
23	0.019%			
25		0.053%	0.157%	0.079%
26	0.015%			
28				0.011%
30	0.030%	0.015%	0.029%	0.029%
32	0.043%	0.012%	0.002%	0.002%
35	100.000%			
37	0.048%		0.055%	0.092%
39	0.068%	0.015%	0.188%	0.041%
41	0.004%	0.004%	0.008%	0.027%
43			0.060%	
44	0.045%	0.012%		
45	0.910%			
46	0.007%	0.023%	0.032%	0.024%
47	98.308%			
48	0.016%	0.022%	0.015%	0.044%
49		0.021%	0.035%	0.029%
51			0.058%	0.031%
52	0.100%			
53		0.010%	0.005%	0.005%
54		0.041%	0.004%	0.016%
55	0.024%	0.008%		0.045%
56	0.024%			
57				0.059%
58	0.023%	0.028%	0.042%	0.023%
62	0.225%			
63	100.000%	0.038%		0.083%
67	0.008%		0.016%	0.008%
71	0.006%			18.647%
74	100.000%			
79	0.023%			
97				0.005%
101	0.142%			

COMPENSATION

Pay Checks - Direct Deposits



Description of Calculation

Total number of pay checks paid through direct deposit, divided by the total number of pay checks issued.

Importance of Measure

Use of direct deposit can increase the levels of automation and decrease costs.

Factors that Influence

- Payment systems
- Pay check policy

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	87.9%			90.5%
2	82.5%	95.2%	99.8%	
3	93.9%	93.5%	94.0%	96.3%
4	83.6%	84.2%	94.4%	94.4%
5	81.4%			
6	87.1%			
7	85.9%	86.4%	89.1%	89.7%
8	98.0%	98.0%	97.8%	98.1%
9	86.6%	87.0%	89.8%	90.8%
10	95.8%		98.5%	98.3%
11	81.3%		83.2%	85.5%
12	96.3%	97.2%	96.8%	97.2%
13	99.0%	98.9%	98.9%	98.9%
14	99.2%	99.2%	99.1%	99.3%
16	85.6%	86.6%		
18	92.2%	99.7%	99.4%	99.9%
19	87.0%	90.9%		
20	88.0%	87.2%	94.9%	97.0%
21	89.8%	91.2%		
23	90.8%			
25	77.7%	79.1%	86.7%	97.3%
26	92.0%	92.8%		
28	100.0%		100.0%	100.0%
30	84.0%	85.6%	84.8%	86.3%
32	99.7%	99.8%	99.8%	99.8%
34		99.0%	100.0%	
35	96.5%	96.7%	97.4%	98.5%
37	100.0%	100.0%	100.0%	100.0%
39	95.0%	95.1%	95.9%	99.3%
41	92.4%	99.5%	99.5%	91.5%
43	100.0%		100.0%	100.0%
44	96.9%	97.8%	98.0%	97.5%
45	76.2%		84.1%	85.2%
46	86.4%	90.4%	92.1%	92.7%
47	93.7%			
48	99.3%	99.6%	99.6%	99.5%
49	92.5%	87.0%	95.8%	96.4%
50				97.1%
51		94.9%	100.0%	99.5%
52	95.2%		94.7%	96.6%
53	99.6%	100.0%	100.0%	100.0%
54		95.1%	99.1%	96.7%
55		99.6%		100.6%
56	85.5%			
57	100.0%		99.7%	94.7%
58	94.3%	94.0%	95.4%	95.0%
62	17.0%		84.7%	
63	97.5%	97.7%	98.5%	99.0%
66	98.9%	99.0%	99.1%	98.3%
67	82.9%	87.8%	85.1%	87.4%
71	99.9%	100.0%	99.9%	99.8%
74	76.2%			
76				68.4%
79	92.6%			
97				98.9%
101	89.8%			
431				99.3%

Financial Management

Performance metrics in financial management assess the overall financial health of a district, as measured by its **Fund Balance Ratio to District Revenue** and **Debt Service Burden per $1,000 Revenue** . They also measure a district's *practices in effective budgeting* . These practices are broadly represented by a district's **Expenditure Efficiency** and **Revenue Efficiency** , which compare the adopted and final budgets to actual levels of income and spending. A value close to 100% shows highly accurate budget forecasting . Finally, **Days to Publish Annual Financial Report** is a measure of the timeliness of a district's financial disclosures.

Generally, *leadership and governance factors* are the starting point of good financial health:

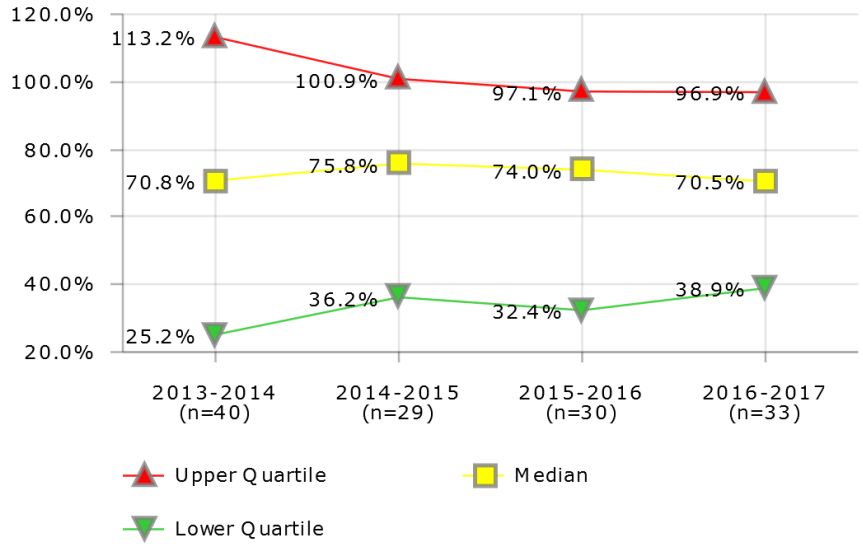
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

Additionally, other conditions and factors should be considered as you evaluate your district's financial health and forecast for the future:

- Revenue experience, variability, and forecasts
- Expenditure trends, volatility, and projections
- Per capita income levels
- Real property values
- Local retail sales and business receipts
- Commercial acreage and business property market value
- Changes in local employment base
- Changes in residential development trends
- Restrictions on legal reserves
- Age of district infrastructure
- Monitoring and reporting systems

FINANCIAL MANAGEMENT

Debt Principal Ratio to District Revenue



Description of Calculation

Total debt principal, divided by total debt servicing costs.

Importance of Measure

This evaluates the total level of debt that the district currently owes relative to its annual revenue.

Factors that Influence

- Tax base and growth projections
- Capital projects
- Levels of state and grant funding
- Interest rates (cost of borrowing)
- Fund balance ratio

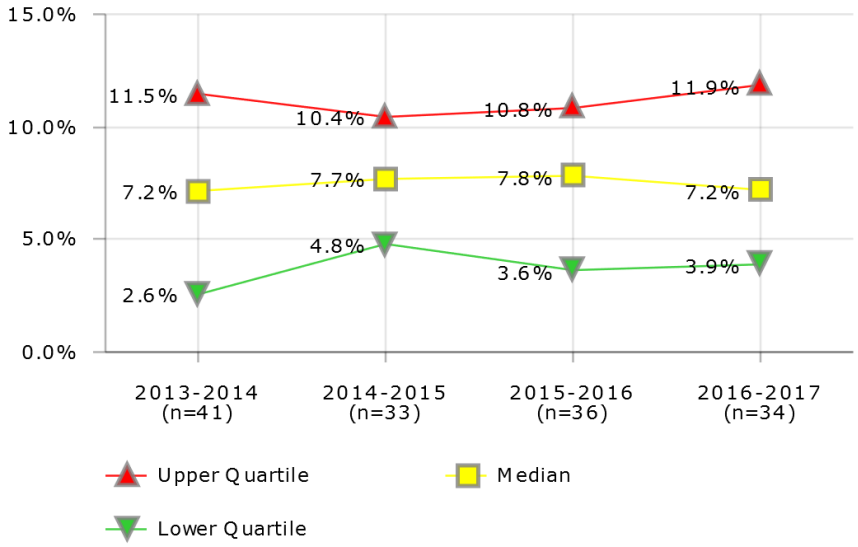
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- Pinellas County Schools
- Shelby County School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	7.9%			
2		3.8%		
3			27.6%	58.5%
4	78.9%	75.8%	75.0%	70.5%
5	99.1%			
6	7.4%			
7	78.6%	42.4%	85.3%	79.7%
8	115.7%	104.1%	97.1%	88.4%
9	117.8%	100.9%	100.8%	90.9%
10	0.1%		51.3%	52.0%
11	0.0%		140.9%	131.8%
12	39.8%	36.2%	32.4%	29.1%
13	82.4%	85.5%	80.4%	
14		70.5%	73.0%	81.6%
18	0.1%	0.1%		0.0%
19	98.7%			
20	125.2%	93.2%	72.1%	67.1%
21	57.8%	22.1%		
23	165.3%			
28	17.1%		11.2%	10.2%
30	30.5%	33.2%	32.4%	34.1%
32	116.2%	112.6%	116.1%	125.3%
34		0.9%	25.8%	
35	55.2%	52.3%	47.0%	49.2%
37	279.8%	250.1%	234.8%	263.2%
39	128.3%	136.1%	146.7%	161.6%
40				104.7%
41	187.5%	177.5%		174.9%
43	54.6%		25.4%	46.8%
44	36.3%	39.8%	41.0%	38.9%
45	136.9%			
46	11.6%	11.1%		
47	67.2%	84.3%	83.2%	96.9%
48	87.3%	81.9%	76.4%	72.0%
51		60.7%	55.7%	40.8%
52	71.9%			
53				39.0%
54		123.7%	134.9%	
55	0.2%	0.1%	0.1%	0.0%
57	19.8%			34.3%
58	115.2%	105.3%	98.0%	103.7%
62	13.1%		10.2%	
63	98.4%	89.4%	86.7%	77.5%
66	41.4%			
67	69.6%	60.6%	51.9%	
71	91.6%	80.6%	79.3%	94.1%
79	38.4%			27.9%
97				1.5%
101	111.3%			
431				107.0%

FINANCIAL MANAGEMENT

Debt Servicing Costs Ratio to District Revenue



Description of Calculation

Total debt servicing costs, divided by total district operating revenue.

Importance of Measure

This evaluates the annual amount paid in debt servicing relative to annual district revenue.

Factors that Influence

- Interest rates (cost of borrowing)
- Level of debt
- Tax base and growth projections
- Revenue sources to pay down debt
- Fund balance ratio

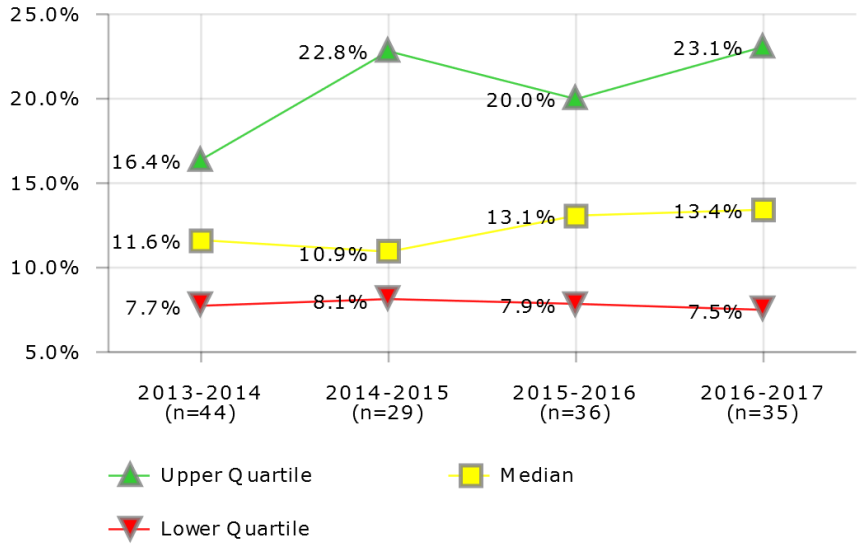
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- Shelby County School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	7.7%			
2		0.4%		
3			5.7%	5.7%
4	7.0%	7.5%	15.4%	7.8%
5	15.7%			
6	1.0%			
7	11.5%	6.4%	12.4%	12.2%
8	10.4%	8.8%	8.2%	9.3%
9	20.0%	17.6%	15.9%	15.7%
10	5.3%		17.0%	7.4%
11	0.0%		12.6%	12.2%
12	2.6%	3.6%	3.4%	4.3%
13	8.6%	8.0%	8.0%	
14		9.2%	10.5%	9.6%
16			7.3%	
18	0.0%	0.0%		0.0%
19	41.6%			
20	12.0%	9.5%	7.0%	6.9%
21	5.6%	6.3%		
23	13.1%			
28	2.3%		1.8%	1.7%
30	2.4%	3.2%	2.7%	6.9%
32	9.7%	10.2%	9.6%	9.3%
34		14.2%	2.7%	
35	4.2%	2.4%	2.2%	2.2%
37	18.1%	33.8%	16.1%	18.5%
39	14.5%	12.1%	13.9%	16.6%
40				11.9%
41	0.3%	0.3%	0.3%	15.5%
43	9.1%		4.1%	7.0%
44	2.8%	5.1%	2.8%	2.3%
45	11.8%			
46	1.4%	1.5%		
47	8.5%	9.1%	9.3%	5.7%
48	7.2%	6.5%	5.6%	5.3%
51		11.3%	8.5%	8.7%
52	29.5%			
53				3.9%
54		10.9%	9.9%	11191.1%
55	0.0%	0.0%	0.0%	0.0%
56		6.2%	6.5%	
57	3.2%			2.6%
58	9.7%	8.9%	8.3%	43.7%
61	15.9%	18.8%	12.1%	
62	0.3%		0.0%	
63	7.9%	7.7%	7.9%	7.9%
66	4.3%			
67	6.0%	4.9%	4.2%	
71	10.6%	10.4%	7.7%	9.0%
77		10.9%	11.2%	
79	3.1%			2.5%
97				0.6%
101	1.5%	4.8%	3.9%	
431				6.6%

FINANCIAL MANAGEMENT

Fund Balance Ratio (E) All Types



Description of Calculation

Total fund balance of all types (includes unassigned, assigned, committed, restricted and nonspendable fund balance), divided by total district operating expenditures.

Importance of Measure

This measure assesses the fiscal health of the district supported by the general fund, including financial capacity to meet unexpected or planned future needs. A high percentage indicates greater fiscal health and financial capacity to meet unexpected or future needs. A low percentage indicates risk for the district in its ability to meet unexpected changes in revenues or expenses.

Factors that Influence

- School board and administrative policies and procedures
- Administrative leadership and decision making processes
- Budget development and management processes
- Revenue experience, variability and forecasts
- Expenditure trends, volatility and projections
- Planned uses of fund balance
- Restrictions on legal reserves
- Unreserved fund balance use policies and procedures
- Local fiscal authority policies and procedures
- Operating funds definition

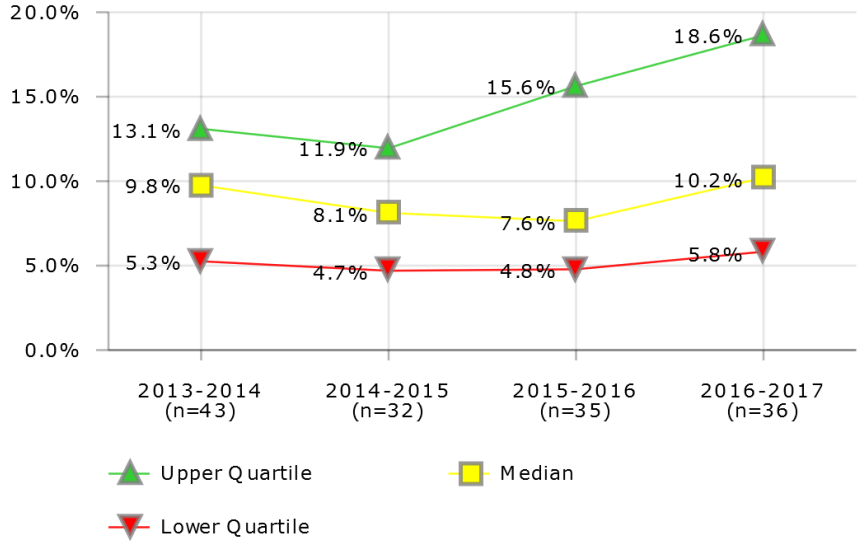
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Orange County Public School District
- Pittsburgh Public Schools
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	9.7%			
2		3.2%	7.6%	
3			8.7%	9.8%
4	8.4%	8.2%	9.4%	9.8%
5	14.5%			
7	17.4%	11.0%	19.8%	17.8%
8	6.8%	7.1%	7.5%	7.8%
9	5.6%	17.8%	3.5%	2.2%
10	13.0%		8.7%	7.5%
11	12.2%		19.0%	24.9%
12	47.6%	39.0%	15.1%	14.7%
13	6.8%	7.5%	8.1%	
14	7.4%	8.1%	9.2%	8.5%
16	7.7%	9.6%	12.6%	
18	13.6%	13.9%		18.2%
19	6.4%			
20	11.4%	36.8%	32.8%	34.5%
21	11.2%	9.4%		
23	12.8%			
25	11.9%			
28	13.6%		13.6%	12.3%
30	7.0%	7.4%	7.6%	3.8%
32	1.8%	4.2%	5.8%	7.1%
34		46.1%	26.2%	
35	55.6%	42.0%	34.5%	34.9%
37	18.5%	17.1%	14.0%	14.8%
39	30.7%	35.9%	39.4%	36.8%
40				55.0%
41	26.6%	24.5%	23.6%	16.3%
43	23.6%		24.2%	23.1%
44	10.6%	10.9%	9.5%	7.2%
45	25.0%			
46	8.6%	9.9%		
47	9.9%	8.4%	8.6%	7.4%
48	27.1%	22.8%	26.1%	24.0%
49	2.8%		2.5%	6.8%
50				13.4%
51			17.8%	10.2%
52	16.3%			
53				22.9%
54		6.4%		
55	7.7%	7.0%	7.0%	6.4%
56	15.1%	15.8%	20.2%	
57	16.5%			12.5%
58			3.5%	0.7%
61	6.6%		6.6%	
62	7.7%		16.0%	
63	8.2%	15.3%	19.3%	25.1%
66	15.4%			
67	10.6%	8.8%	10.7%	
71	22.9%	23.9%	30.5%	24.8%
77			15.3%	
79	14.9%			20.4%
97				8.0%
101	9.2%			
431				23.0%

FINANCIAL MANAGEMENT

Fund Balance Ratio (C) Unrestricted



Description of Calculation

Total fund balance that was unrestricted (includes unassigned, assigned and committed fund balance), divided by total district operating expenditures.

Importance of Measure

This measure assesses the fiscal health of the district supported by the general fund, including financial capacity to meet unexpected or planned future needs. A high percentage indicates greater fiscal health and financial capacity to meet unexpected or future needs. A low percentage indicates risk for the district in its ability to meet unexpected changes in revenues or expenses.

Factors that Influence

- School board and administrative policies and procedures
- Administrative leadership and decision making processes
- Budget development and management processes
- Revenue experience, variability and forecasts
- Expenditure trends, volatility and projections
- Planned uses of fund balance
- Restrictions on legal reserves
- Unreserved fund balance use policies and procedures
- Local fiscal authority policies and procedures
- Operating funds definition

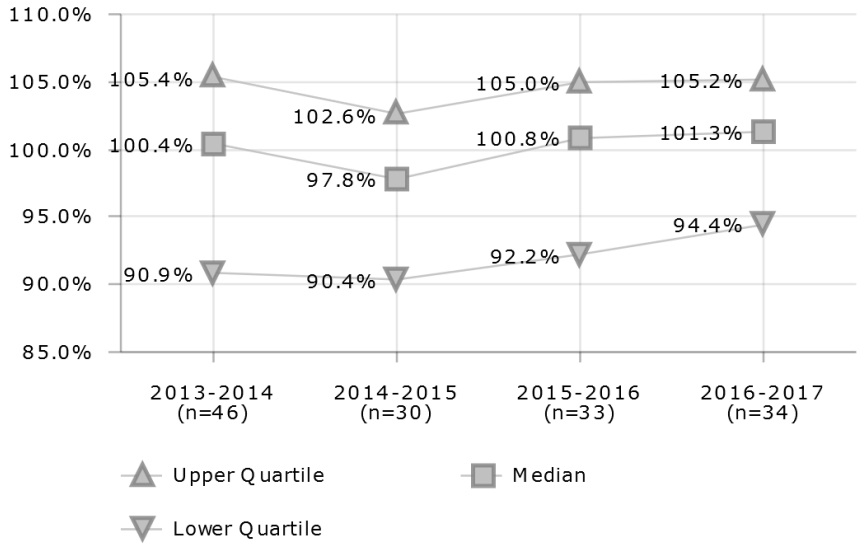
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Orange County Public School District
- Pittsburgh Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	8.3%			
2		2.1%	5.9%	
3			4.8%	9.2%
4	4.5%	4.0%	6.5%	6.9%
5	12.4%			
7	13.3%	8.9%	15.6%	13.7%
8	4.5%	4.8%	6.1%	6.2%
9	5.3%	4.6%	2.7%	0.8%
10	11.0%		7.0%	5.4%
11	8.5%		15.6%	22.1%
12	13.9%	11.7%	11.1%	10.6%
13	6.4%	6.4%	6.5%	
14	5.6%	6.4%	7.6%	6.5%
16	5.2%	8.1%		
18	10.7%	10.2%		14.3%
20	10.8%	24.7%	22.5%	25.5%
21	9.8%	8.0%		
23	11.1%			
25	5.3%			
28	13.1%		11.8%	10.5%
30	4.6%	4.2%	3.9%	2.8%
32	1.5%	3.8%	5.2%	6.5%
34		37.8%	26.1%	
35	33.7%	35.4%	27.8%	29.2%
37	11.1%	8.7%	7.1%	9.3%
39	28.1%	33.5%	37.1%	34.4%
40				23.6%
41	25.6%	23.8%	22.9%	15.5%
43	22.8%		23.3%	21.8%
44	9.6%	9.4%	7.7%	5.4%
45	21.3%			
46	7.9%	9.0%	0.0%	0.0%
47	9.8%	8.1%	8.4%	7.2%
48	26.3%	20.5%	24.0%	22.3%
49	1.2%		1.1%	3.0%
50				13.0%
51			14.3%	9.9%
52	15.7%			
53				12.4%
54		4.5%		
55	3.1%	2.9%	2.4%	1.5%
56	10.6%	12.2%		
57	10.3%			9.7%
58			3.3%	0.5%
61	3.9%	3.9%	0.3%	
62	5.1%		14.3%	
63	8.0%	6.2%	6.1%	14.0%
66	12.8%			
67	9.1%	8.1%	9.5%	
71	21.8%	17.4%	17.5%	24.5%
77		5.6%		
79	8.0%			13.3%
97				5.0%
101	5.4%	8.2%	1.2%	
431				21.8%

FINANCIAL MANAGEMENT

Expenditures Efficiency - Adopted Budget as Percent of Actual



Description of Calculation

Total budgeted expenditures in the adopted budget, divided by total district operating expenditures.

Importance of Measure

This measure assesses efficiency in spending against the initially adopted general fund expenditure budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/ or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

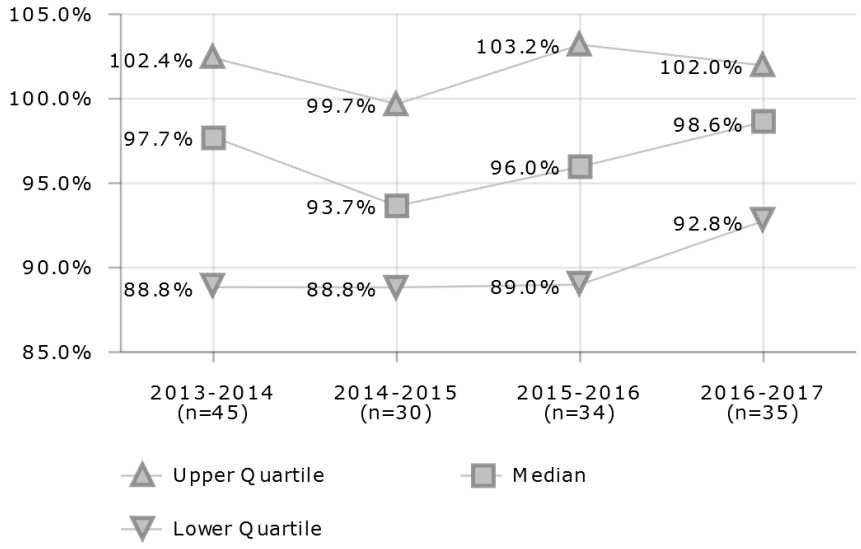
Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	106.8%			
2		85.0%	85.5%	
3			55.2%	92.9%
4	91.3%	96.5%	97.1%	97.7%
5	110.9%			
6	93.3%			
7	86.6%	48.1%	93.7%	94.7%
8	101.8%	103.7%	104.2%	102.6%
9	103.1%	105.7%	101.2%	100.5%
10	100.7%		116.0%	99.1%
11	107.3%		101.8%	104.1%
12	77.1%	75.0%		79.2%
13	100.0%	103.1%	101.7%	
14	103.9%	106.6%	107.2%	109.3%
16	84.5%	81.3%		
18	102.6%	97.8%		106.0%
19	88.9%			
20	118.3%	82.6%	99.0%	99.3%
21	97.9%	100.2%		
23	100.3%			
25	96.8%	91.6%	91.7%	
28	115.6%		106.0%	101.4%
30	97.2%	98.6%	98.4%	97.0%
32	101.2%	102.3%	105.0%	106.7%
34		90.4%	92.2%	
35	101.3%	131.5%	107.1%	105.2%
37	105.9%	103.4%	109.9%	101.7%
39	96.5%	102.1%	104.4%	101.2%
40				92.2%
41	90.9%	87.2%	84.1%	94.4%
43	85.6%		86.8%	87.2%
44	106.8%	106.0%	108.5%	105.9%
45	103.4%			
46	87.6%	92.9%		
47	90.9%	93.1%	103.7%	103.7%
48	111.6%	93.8%	96.9%	95.2%
49	100.5%		89.0%	
50				111.3%
51			104.2%	87.1%
52	97.8%			
53				112.7%
54		102.4%	100.8%	
55	105.3%	102.6%	105.1%	102.3%
56	102.9%			
57	108.7%			105.2%
58	69.1%	77.6%	89.6%	89.1%
62	70.7%		97.0%	
63	106.4%	97.9%	100.6%	102.7%
66	106.1%			
67	97.2%	97.8%	89.2%	
71	88.1%	91.4%	114.1%	94.0%
74	85.6%			
79	105.4%			85.8%
97				101.9%
101	98.2%			
431				124.0%

FINANCIAL MANAGEMENT

Revenues Efficiency - Adopted Budget as Percent of Actual



Description of Calculation

Total budgeted revenue in the adopted budget, divided by total district operating revenue.

Importance of Measure

This measure assesses efficiency in spending against the initially adopted general fund revenue budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/ or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

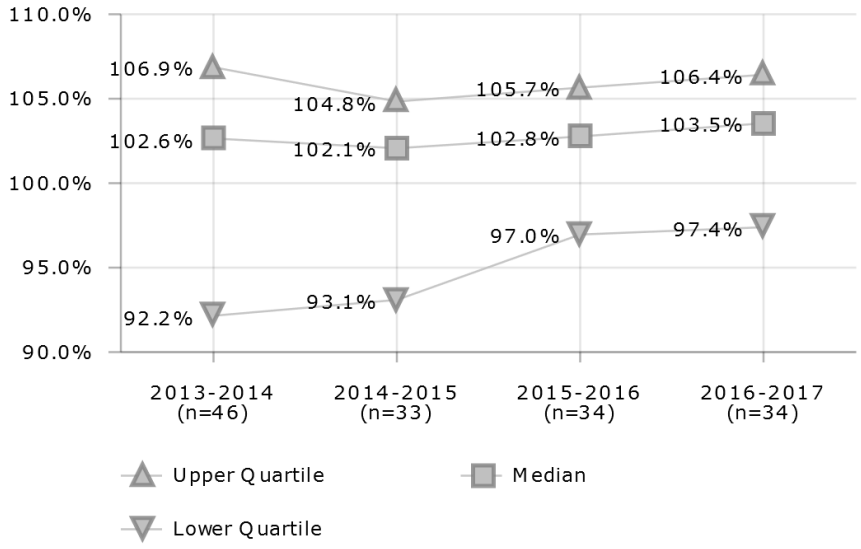
Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	102.3%			
2		84.9%	83.1%	
3			55.0%	88.2%
4	89.1%	93.5%	95.4%	94.7%
5	108.1%			
6	92.8%			
7	85.3%	47.4%	95.8%	95.1%
8	98.8%	98.4%	98.5%	97.2%
9	100.3%	102.6%	103.2%	101.3%
10	98.0%		100.9%	101.7%
11	103.0%		95.7%	97.8%
12	76.7%	75.2%	75.3%	80.0%
13	100.0%	102.1%	101.3%	
14	99.0%	97.7%	98.6%	98.6%
16	97.7%	65.7%		
18	100.1%	98.3%		103.4%
19	85.8%			
20		82.8%	94.8%	93.9%
21	97.8%	100.5%		
23	103.6%			
25	90.8%	93.6%	90.7%	
28	111.3%		103.5%	100.9%
30	96.9%	97.9%	95.7%	96.8%
32	102.4%	101.9%	102.9%	103.3%
34		89.0%	91.8%	
35	75.4%	152.7%	117.1%	110.4%
37	95.1%	93.2%	96.1%	91.0%
39	91.4%	94.4%	98.6%	99.7%
40				88.5%
41	85.1%	84.0%	87.2%	92.8%
43	81.5%		44.4%	88.7%
44	102.8%	100.1%	104.0%	103.3%
45	90.9%			
46	87.3%	92.3%		
47	88.8%	89.7%	103.4%	99.7%
48	89.2%	90.4%	90.7%	92.0%
49	101.0%		89.0%	144.9%
50				100.7%
51			103.3%	94.5%
52	98.3%			
53				110.5%
54		99.7%	111.9%	
55	103.7%	104.0%	104.2%	102.0%
56	94.3%			
57	118.0%			101.2%
58	81.1%	82.8%	87.0%	99.4%
62	66.6%		54.5%	
63	105.8%	98.1%	101.7%	95.9%
66	106.3%			
67	104.7%	93.7%	88.7%	
71	86.7%	88.8%	118.7%	92.4%
74	85.6%			
79	91.1%			82.0%
97				105.2%
101	107.7%			
431				125.7%

FINANCIAL MANAGEMENT

Expenditures Efficiency - Final Budget as Percent of Actual



Description of Calculation

Total budgeted expenditures in the final budget, divided by total district operating expenditures.

Importance of Measure

This measure assesses efficiency in spending against the final approved general fund expenditure budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/ or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

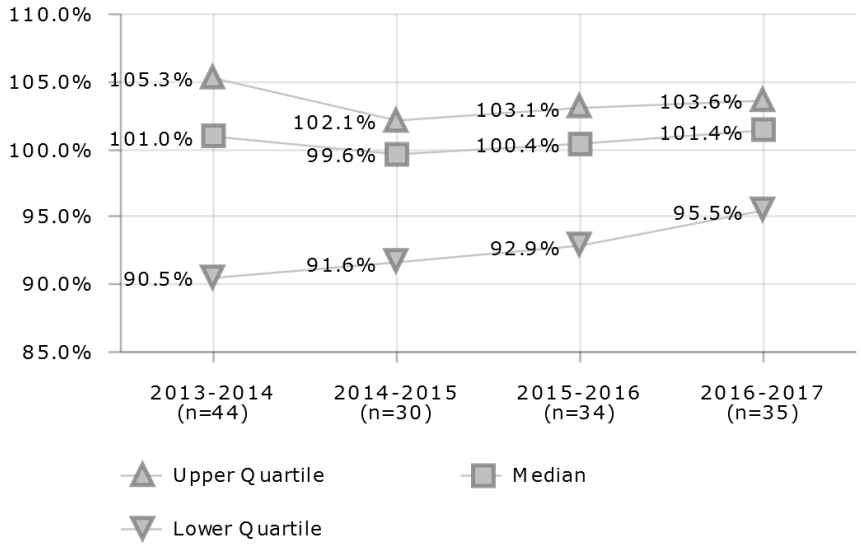
Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	102.2%			
2		86.7%	86.4%	
3			58.2%	97.4%
4	92.2%	95.9%	97.0%	97.8%
5	115.6%			
6	94.7%			
7	87.3%	48.1%	95.8%	95.1%
8	104.9%	105.4%	105.5%	106.4%
9	106.3%	104.3%	103.4%	101.7%
10	112.0%		118.3%	104.2%
11	106.4%		106.6%	107.1%
12	81.3%	76.2%	77.6%	80.5%
13	102.5%	103.9%	102.5%	
14	109.1%	110.1%	112.1%	110.0%
16	87.9%	87.0%		
18	110.8%	106.8%		106.4%
19	89.3%			
20	118.1%	87.1%	99.3%	104.2%
21	102.8%	102.1%		
23	107.9%			
25	100.2%	95.8%	97.6%	
28			102.1%	105.6%
30	101.2%	102.4%	105.7%	102.5%
32	101.6%	102.3%	103.1%	103.4%
34		104.8%	101.3%	
35	99.9%	129.7%	106.5%	105.5%
37	108.9%	107.3%	112.0%	106.5%
39	117.5%	122.2%	119.6%	116.5%
40				92.6%
41	91.6%	90.2%	89.2%	101.0%
43	85.6%		86.8%	87.2%
44	104.6%	106.0%	107.8%	105.9%
45	103.7%			
46	92.7%	95.2%		
47	90.9%	93.1%	103.7%	103.7%
48	107.2%	107.8%	107.9%	105.6%
49	105.9%		92.4%	
50				110.6%
51			104.2%	87.1%
52	99.5%			
53				113.0%
54		102.4%	99.9%	
55	106.9%	103.5%	105.5%	103.3%
56	113.3%	100.0%		
57	104.7%			102.4%
58	75.3%	75.5%	90.3%	84.6%
61	100.0%			
62	74.7%		101.6%	
63	106.1%	103.9%	104.3%	108.6%
66	106.1%			
67	102.0%	101.9%	97.7%	
71	87.9%	92.8%	104.3%	95.6%
74	85.6%			
77		100.0%		
79	111.7%			89.4%
97				102.8%
101	105.8%	100.0%		
431				119.3%

FINANCIAL MANAGEMENT

Revenues Efficiency - Final Budget as Percent of Actual



Description of Calculation

Total budgeted revenue in the final budget, divided by total district operating revenue.

Importance of Measure

This measure assesses efficiency in spending against the final approved general fund revenue budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/ or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.5%			
2		86.7%	83.9%	
3			56.9%	95.5%
4	89.9%	92.8%	95.2%	94.8%
5	112.6%			
6	93.9%			
7	86.0%	47.4%	96.5%	96.0%
8	101.0%	101.4%	101.0%	101.4%
9	103.1%	102.1%	104.2%	101.7%
10	104.6%		102.5%	102.0%
11	101.3%		98.1%	99.4%
12	79.7%	76.3%	76.6%	81.0%
13	101.9%	103.0%	101.6%	
14	103.3%	101.1%	102.2%	98.8%
16	100.9%	70.5%		
18	108.0%	107.9%		103.3%
19	93.0%			
20		118.4%	100.0%	105.6%
21	102.1%	101.8%		
23	110.9%			
25	95.8%	97.8%	94.4%	
28			99.5%	102.4%
30	98.6%	98.4%	98.5%	97.7%
32	101.3%	102.0%	102.4%	102.4%
34		103.4%	100.8%	
35	74.4%	151.1%	116.5%	112.0%
37	97.1%	97.1%	96.7%	96.6%
39	105.0%	105.2%	100.8%	104.8%
40				88.9%
41	88.2%	87.2%	89.0%	95.4%
43	81.5%		44.4%	88.7%
44	99.9%	99.6%	103.1%	102.7%
45	91.1%			
46	92.4%	94.9%		
47	88.8%	89.7%	103.4%	99.7%
48	101.6%	102.0%	101.1%	102.4%
49	106.3%		92.4%	151.4%
50				108.8%
51			103.3%	94.5%
52	100.0%			
53				110.8%
54		99.7%	110.9%	
55	105.5%	106.2%	103.9%	103.0%
56	106.6%			
57	113.9%			100.3%
58	83.4%	83.4%	89.1%	97.7%
62	72.5%		59.2%	
63	106.7%	101.2%	105.5%	103.6%
66	106.3%			
67	110.3%	98.9%	92.9%	
71	86.6%	91.6%	105.1%	93.1%
74	85.6%			
79	103.6%			85.4%
97				106.0%
101	111.9%			
431				117.2%

Grants Management

Good performance in grants management is reflected in a few basic performance characteristics. Cash flow and availability of grant funds are the primary concerns: Do you spend all your grant funds in the grant period? How quickly do you process reimbursements? These are addressed in part using the metrics **Returned Grant Funds per $100K, Grant Revenue** and **Aging of Grants Receivables**.

Grant-funded programming should also be considered an exposure to risk. Looking at levels of **Grant-Funded FTE Dependence** can guide a district to either:

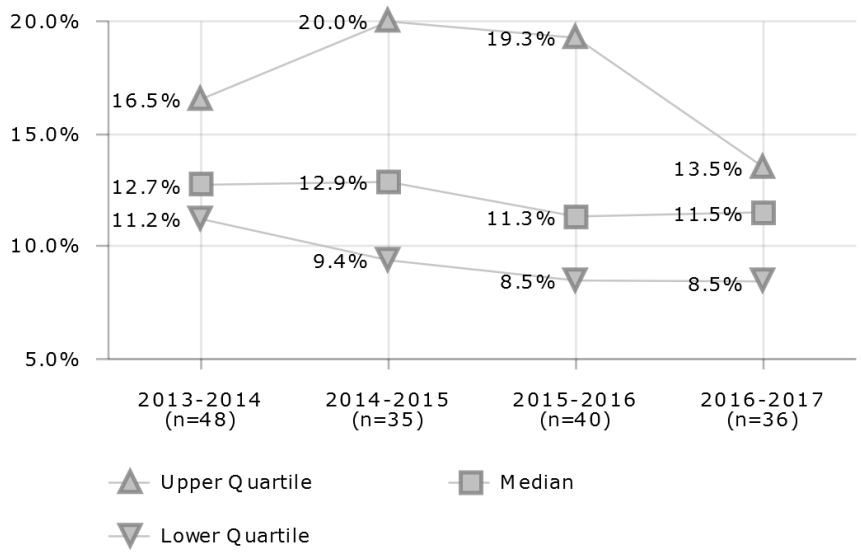
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

These metrics should give a basic sense of where a district might improve its performance in grants management. Areas of improvement may include:

- Monitoring and reporting systems
- Escalation procedures to address timeliness
- Administrative leadership style, decision-making process, and distribution of organizational authority
- SchoolBoard, administrative policies, and management process
- Procurement regulations and policies
- Reserve funds to supplant the risks of high grant dependency

GRANTS MANAGEMENT

Grant Funds as Percent of Total Budget



Description of Calculation

Total grant funds expenditures, divided by total district operating revenue.

Importance of Measure

Shows the magnitude of a district's reliance on additional and alternative funding sources.

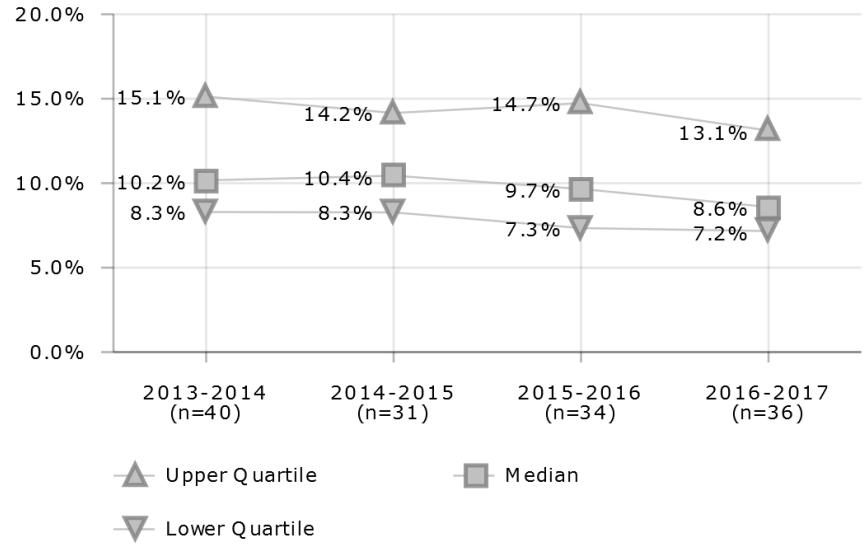
Factors that Influence

- District demographics that drive eligibility for categorical grants
- Philosophy, policies, procedures embraced by district in identifying and pursuing grants
- Local economic conditions

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.9%			
2		13.6%	14.4%	
3			4.7%	9.1%
4	11.1%	13.0%	12.5%	12.1%
5	12.4%			
6	32.6%			
7	6.9%	6.1%	79.7%	76.3%
8	12.2%	11.8%	11.8%	11.9%
9	13.9%	14.3%	16.2%	18.6%
10	15.3%		14.3%	11.9%
11	9.4%		7.6%	7.7%
12	53.0%	8.9%	10.0%	9.2%
13	8.6%	8.6%	8.5%	
14	12.0%	10.1%	11.1%	11.5%
16	38.9%	30.0%	35.9%	
18	12.5%	15.2%		15.6%
19	9.3%			
20	17.1%	12.9%	8.5%	8.1%
21	15.2%			
23	22.6%			
25	13.9%	13.5%	13.7%	
26	14.2%	11.3%		
28	16.0%		11.6%	12.1%
30	19.8%	20.0%	18.5%	19.6%
32	12.7%	9.9%	9.8%	10.4%
34	21.6%	3.6%	20.1%	
35	8.2%	9.1%	8.5%	7.8%
37	12.7%	15.0%	14.4%	12.4%
39	13.6%	10.8%	10.5%	10.1%
40				10.9%
41	10.2%	9.6%	7.3%	7.4%
43	12.7%		6.4%	11.5%
44	11.4%	10.3%	10.2%	10.0%
45	12.3%			
46	8.4%	7.5%	7.8%	8.0%
47	9.6%	9.4%	7.8%	10.3%
48	9.4%	9.0%	8.5%	8.2%
49	11.1%		7.9%	3.6%
50				32.3%
51		20.2%	15.1%	17.7%
52	11.9%			
53				11.6%
54		17.0%	23.1%	
55		9.4%	7.5%	8.7%
56	31.3%	33.6%	33.0%	
57	13.7%			11.7%
58	11.6%	11.9%	11.1%	13.9%
61	40.3%	38.8%	47.4%	
62	31.5%		32.5%	
63	14.1%	20.5%	21.4%	19.4%
66	11.6%			
67	41.4%	40.5%		
71	14.3%	13.1%	10.3%	7.4%
74	14.3%			
77		31.3%	36.8%	
79	11.3%			7.3%
97			7.0%	13.2%
101	46.5%	30.7%	33.1%	
431				18.3%

GRANTS MANAGEMENT

Grant-Funded Staff as Percent of District FTEs



Description of Calculation

Number of grant-funded staff (FTEs), divided by total number of district employees (FTEs).

Importance of Measure

This measure shows the level of dependency on grant funds for district personnel funding.

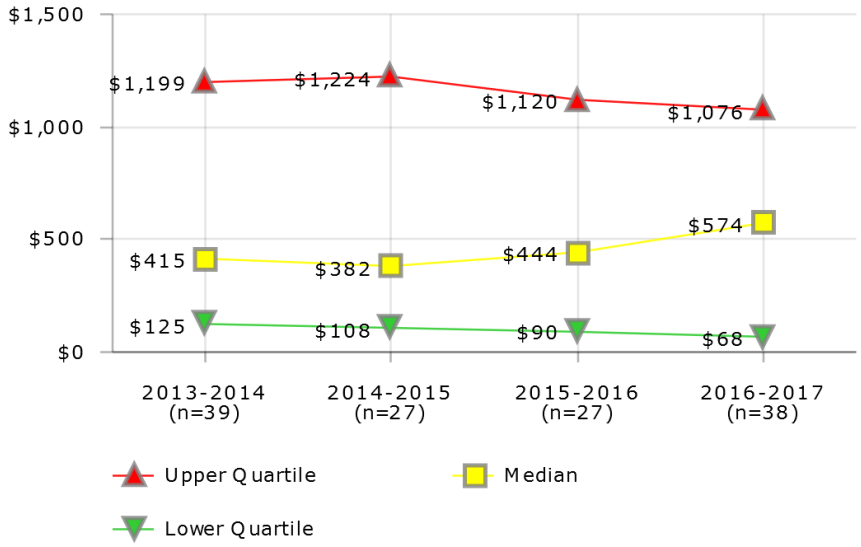
Factors that Influence

- Amount of grant funding

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.1%			8.4%
3	7.9%		12.1%	7.1%
4	13.2%	12.5%	13.9%	13.2%
5	12.0%			
6	21.9%			
7	5.6%	5.6%	5.7%	6.4%
8	7.2%	7.5%	7.9%	7.9%
9	8.2%	8.7%	10.7%	7.2%
10	19.0%		6.8%	7.7%
11	1.4%			
12	8.4%	8.3%	9.2%	10.3%
13	11.3%	9.2%	9.3%	
14	8.1%	7.2%	9.4%	10.3%
16	45.1%	43.8%		
18	9.0%	12.7%	14.2%	15.0%
19	12.3%	11.9%		
20	7.1%	11.1%	8.9%	8.4%
21	8.2%			
23	6.4%			
25		5.3%	0.3%	0.2%
26	11.2%	8.8%		
30	14.5%	14.7%	13.7%	14.1%
32	9.2%	10.4%	10.5%	10.2%
34		15.7%	17.2%	
35			7.4%	6.4%
37		47.7%	42.6%	40.1%
39	8.5%	8.7%	6.2%	6.2%
40				8.6%
41	10.1%	9.6%	8.1%	8.5%
43	15.7%		16.1%	15.2%
45	17.9%			
46	5.4%		6.8%	7.1%
47	8.3%	6.8%		5.9%
48	9.0%	8.9%	8.5%	8.6%
49	26.8%	10.6%	0.0%	3.8%
50				29.4%
51		12.9%	10.2%	10.9%
52	8.7%		7.3%	7.3%
53		19.2%	114.4%	13.1%
54		14.2%	15.3%	17.9%
55		7.6%	7.2%	7.2%
56	35.5%			
58	13.6%	15.6%	16.5%	17.6%
62	43.3%		37.4%	
63		12.4%	14.7%	11.5%
66	10.3%	9.9%	10.0%	
67	37.6%	5.1%		
71	10.3%	18.5%	14.9%	13.1%
74	8.6%			
79	11.0%			13.1%
97			3.7%	6.1%
101	37.5%			
431				9.0%

GRANTS MANAGEMENT

Returned Grant Funds per $100K Grant Revenue



Description of Calculation

Total grant funds returned (not spent), divided by total grant funds expenditures over $100,000.

Importance of Measure

Identify and improve cycle time of grant fund availability. Ensure that no delays exist from budget approval to program implementation that the grant timelines can't be met. This measure assesses efficiency in spending grant funds that are provided by federal, state and local governments, as well as other sources such as foundations.

Factors that Influence

- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies; as well as budget development and management process and procurement regulations and policies
- Therefore, the timeliness of expenditures is a good indicator for the grantor to ensure that programming is occurring in time to meet grant deliverables and expected outcomes by the expiration date
- A low number of days between the date the budget is approved until the date of the first expenditure would indicate an effective use of grant funds
- A high number of days would indicate an ineffective use of supplemental resources that could limit or reduce the district's ability to obtain additional revenues in the future

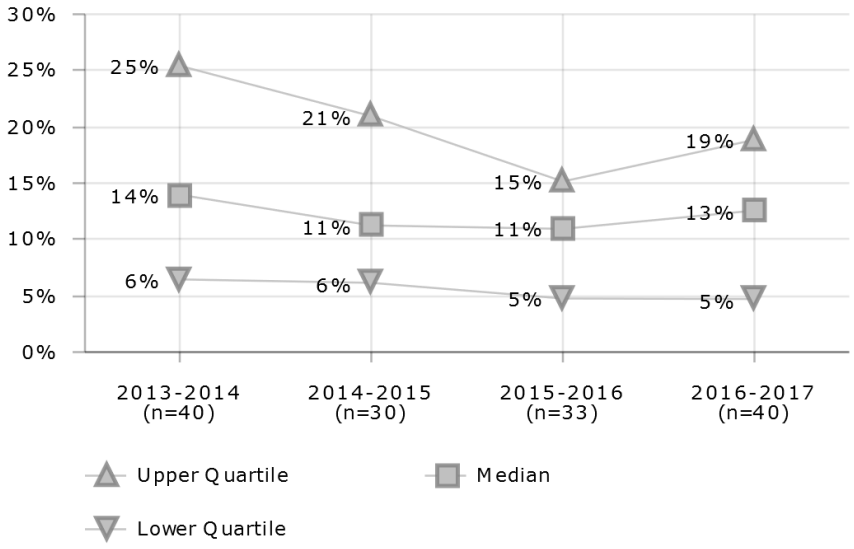
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Dallas Independent School District
- El Paso Independent School District
- Hillsborough County Public Schools
- Los Angeles Unified School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$808			$480
3				$18
4	$7	$375	$543	$707
5	$74	$1,598		
8	$546	$188	$284	$154
9	$156	$4	$44	$1,267
10	$402		$136	$10
11	$453		$267	$36
12	$32	$382	$2,296	$926
13	$725	$857	$740	$888
14	$1,167	$1,224	$1,739	$1,673
18	$296	$628	$1,120	$473
19	$10,764	$3,677		$5,911
20	$319	$2,121	$444	$459
21	$7,541			
23	$246			
25	$961	$0	$470	$1,230
26	$0	$108		
28	$2,123			
30	$795	$17	$61	$68
32	$130	$217	$400	$234
33	$797			
35	$125	$1,997	$1,162	$2,167
37				$1,076
39	$1,199	$1,041	$1,002	$437
40				$2,502
41	$23	$26	$42	$31
43	$209			$999
44	$4,015			
45	$2,828		$1,694	$2,130
46	$1,588	$1,224	$90	$11
48	$1,565	$736	$943	$549
49	$18,330			
50				$598
52	$415		$42	$64
53	$388	$117	$538	$191
54		$5	$16	$10
56	$526			
57		$158		$1,321
58	$299	$559	$424	$129
63		$121	$2,609	$1,009
66		$5	$208	$65
67	$4	$652		
71	$12,331	$10,384	$9,279	$12,484
76				$911
77	$53			
79	$53			$783
97			$55	$869
101	$63			
431				$12

GRANTS MANAGEMENT

Competitive Grant Funds as Percent of Total



Description of Calculation

Grant funds expenditures that are from competitive grants, divided by total grant funds expenditures.

Importance of Measure

This can be used to evaluate the level of competitive grant funding in a district. Competitive grant funds can provide useful resources, but can be difficult for long-term planning and can raise concerns about sustainability.

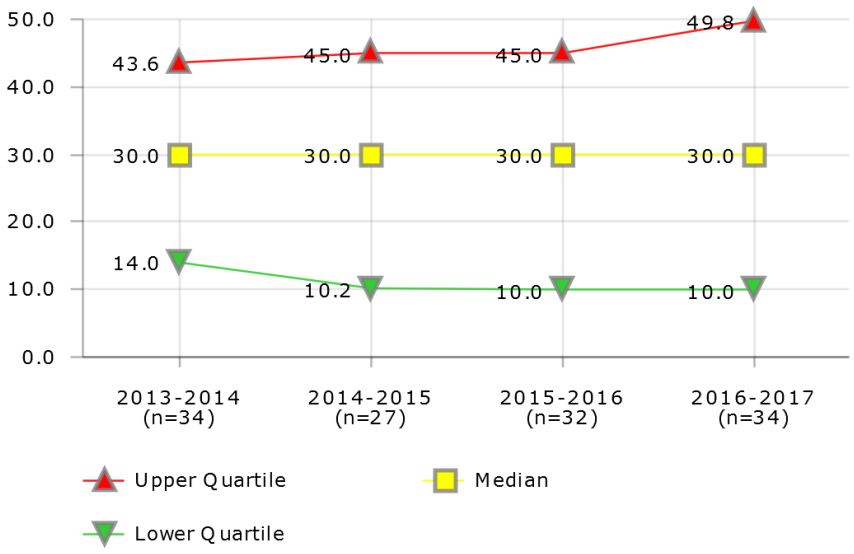
Factors that Influence

- Experience and network of grant writers
- Level of focus on obtaining competitive grants
- Vision of district mission

District	2013-2014	2014-2015	2015-2016	2016-2017
1	15%			10%
3	22%	19%	83%	26%
4	5%	11%	7%	6%
5	18%	58%		
6	0%			
7	36%	55%	1%	1%
8	11%	9%	11%	10%
9	4%	4%	11%	13%
10	8%		4%	
11	39%		32%	29%
12	2%	16%	18%	15%
13	15%	17%	15%	17%
14	1%	3%	4%	3%
18	15%	21%	28%	30%
19	14%	10%		3%
20	12%	29%	13%	19%
21	59%			
23	38%			
25	7%	22%	3%	3%
26	31%	12%		
30	6%	6%	8%	8%
32	26%	8%	14%	15%
33	2%			
34		6%	13%	
35	12%	16%	15%	10%
37				13%
39	14%	14%	15%	23%
40				18%
41				2%
43	19%		15%	7%
44				5%
45	26%		27%	18%
46	25%	12%	7%	15%
48	18%	7%	7%	5%
49	100%	10%		19%
52	35%		33%	33%
53	1%	1%	1%	12%
54		49%	6%	2%
55		6%	4%	3%
56	10%			
57		3%	4%	9%
58	11%	25%	25%	22%
62	0%		5%	
63		0%	1%	2%
66	3%	3%	13%	13%
67	9%			
71	30%	99%	96%	17%
76				42%
79	18%			53%
97			7%	3%
101	7%			
431				6%

GRANTS MANAGEMENT

Days to Access New Grant Funds



Description of Calculation

Total aggregate number of days that passed after new grant award notification dates to the first expenditure date, divided by the total number of new grant awards in the fiscal year.

Importance of Measure

Identify and improve cycle time of grant fund availability. Ensure that no delays exist from budget approval to program implementation that the grant timelines can't be met. This measure assesses efficiency in spending grant funds that are provided by federal, state and local governments, as well as other sources such as foundations.

Factors that Influence

- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies, as well as budget development and management process and procurement regulations and policies
- Therefore, the timeliness of expenditures is a good indicator for the grantor to ensure that programming is occurring in time to meet grant deliverables and expected outcomes by the expiration date
- A low number of days between the date the budget is approved until the date of the first expenditure would indicate an effective use of grant funds
- A high number of days would indicate an ineffective use of supplemental resources that could limit or reduce the district's ability to obtain additional revenues in the future

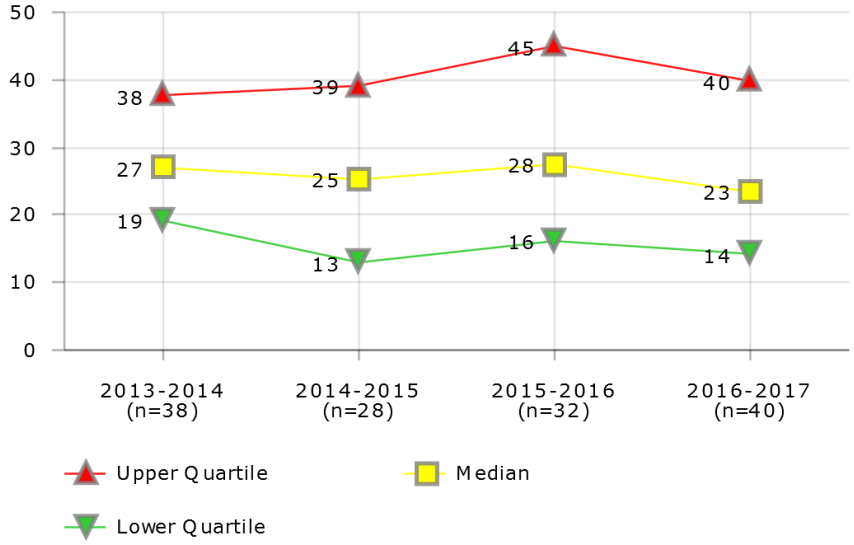
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Buffalo Public Schools
- Chicago Public Schools
- Clark County School District
- Dayton Public Schools
- Omaha Public School District
- Palm Beach County School District
- Pinellas County Schools
- Pittsburgh Public Schools
- School District of Philadelphia

District	2013-2014	2014-2015	2015-2016	2016-2017
1	162.5			75.3
3	14.0	9.3	45.0	25.0
4	17.2	59.0	60.0	59.0
5	30.0	30.0		
7	30.0	30.0	30.0	30.0
8	5.0	5.0	5.0	5.0
9	10.1	10.0	10.0	10.0
10	30.0		30.0	30.0
11			41.0	87.7
12	43.6	39.0	64.9	49.8
13	30.0	30.0	30.0	30.0
14	127.3	52.4	174.3	103.3
18	65.5	30.0	45,766.3	60.0
19	4.7	4.5		8.6
20	60.0	60.0	60.0	60.0
23	7.8			
25	37.2	29.3	503.9	126.8
26	34.4	21.9		
30	45.0	45.0	45.0	45.0
32	45.0	45.0	45.0	45.0
33	1.5			
35	14.0	14.0	30.0	30.0
39	24.3	32.3	18.0	15.0
40				47.0
41				89.9
43	5.0		7.1	4.8
45			0.0	0.0
46	14.0	10.4	0.2	
47	30.0	30.0	30.0	30.0
48	20.0	20.0	14.0	14.0
49			0.0	
51		7.5		
53	15.0	15.0	20.0	20.0
54			0.0	0.1
55			30.0	30.0
57			15.0	
58	10.0	10.0	10.0	10.0
62	30.0		30.0	
63		50.0		
66	9.3	10.2	9.0	8.7
71	137.0	114.8	80.8	0.2
74	21.0			
79	35.0			35.0
97			30.0	1.0
101	94.2			
431				42.9

GRANTS MANAGEMENT

Grants Receivables Aging



Description of Calculation

Aggregate number of calendar days to internally process grants receivables invoices, from date grant reimbursements are filed to date invoice is submitted to the grantor, plus the aggregate number of calendar days to receive payment of submitted invoices.

Importance of Measure

Aging greater than 30 days may indicate that expenditures have not been submitted timely to funding agency or funding agency is slow in sending reimbursement thereby requiring follow-up.

Factors that Influence

- Funding agency reimbursement process
- Level of automation
- Complexity of grant
- Frequency of billing
- Payroll suspense

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Detroit Public Schools
- El Paso Independent School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
3	26	41	48	34
4	35	23	31	20
5	11	11		
7	45	45	45	45
8	36	36	42	44
9	25	25	26	25
10	25		25	25
11	32		81	100
12	53	56	55	45
13	12	12	12	12
14	22	23	25	27
18	30	8	18	25
19	19	21		17
20	35	37	14	14
25	28	18	28	24
26	35	35		
28	11			
30	35	35	35	35
32	45	45	45	45
33	41			
35	12	12	12	12
37				41
39	21	26	18	14
40				19
41				7
43	24		31	31
45	36		42	42
46	53	61	61	61
47	3	3	3	3
48	7	14	10	14
50				5
51		27	420	19
52	38		32	32
53	22	22	22	22
54			11	11
55		30	45	45
56	48			
57			27	
58	60	60	60	60
62	60			
63		105	18	18
66	19	11	12	39
71	8	12	10	11
74	20			
76				19
77	22			
79	9			2
97				23
101	54			
431				6

Procurement

Procurement improvement strategies generally fall into two categories:

1. Increasing the level of cost savings, represented broadly by Procurement Savings Ratio.
2. Improving efficiency and decreasing costs of the Purchasing department, represented broadly by Cost per Purchase Order and Purchasing Department Costs per Procurement Dollars Spent.

The first goal is assessed by the cost savings measures Competitive Procurements Ratio, Strategic Sourcing Ratio, and Cooperative Purchasing Agreements Ratio.

Purchasing department cost efficiency is generally improved through the effective automation of procurement spending. This is largely represented through P- Card Transactions Ratio and Electronic Procurement Transactions Ratio.

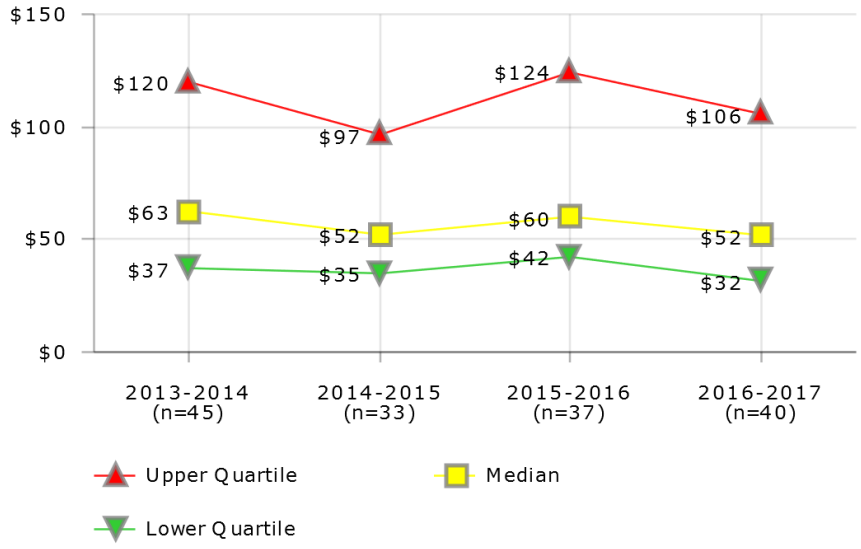
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

These metrics of district procurement practices should provide district leaders with a good baseline of information on how their district can improve its Procurement function. The general influencing factors that can guide improvement strategies include:

- Procurement policies, particularly those delegating purchase authority and P-Card usage
- Utilization of technology to manage a high volume of low dollar transactions
- e-Procurement and e-Catalog processes utilized by district
- P-Card reconciliation software and P-Card database interface with a district's ERP system
- Budget, purchasing, and audit controls, including P- card credit- limit controls on single transaction and monthly limits
- Utilization of blanket purchase agreements (BPAs)
- Degree of requirement consolidation and standardization
- Use of P- Cards on construction projects and paying large dollar vendors, e.g., utilities, textbook publishers, food, technology projects
- Number of highly complex procurements, especially construction

PROCUREMENT

Procurement Cost per Purchase Order



Description of Calculation

Total Purchasing department costs, divided by the total number of purchase orders that were processed by the Purchasing department, excluding P- card transactions and construction.

Importance of Measure

This measure, along with other indicators, provides an opportunity for districts to assess the cost/benefits that might result from other means of procurement (e.g., P-Card program, ordering agreements, and leveraging the consolidating requirement).

Factors that Influence

- Utilization of BPAs
- Strategic sourcing (minimizing total vendors)
- Purchasing Dept. expenditures and FTE degree of e-procurement automation and P-Card utilization
- Degree of requirement consolidation and standardization

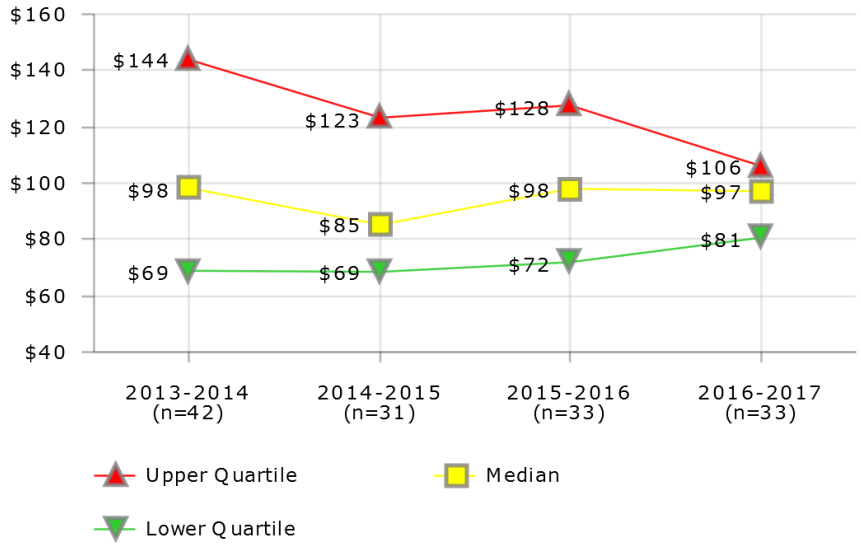
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Fort Worth Independent School District
- Hillsborough County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$30			$29
2	$217		$132	$693
3	$120	$192	$253	$218
4	$126	$97	$127	$110
5	$123	$118		
6	$35			
7	$259	$129	$124	$131
8	$38	$38	$42	$46
9	$62	$60	$58	$57
10	$27		$44	$27
11	$55			
12	$25	$59	$60	$88
13	$25	$30	$49	$63
14	$34	$23	$28	$31
16	$88	$87	$117	$79
18	$29	$35	$42	$40
19	$75	$95		$102
20		$28	$48	$136
21	$114			
23	$118			
25	$135		$120	
28	$169		$146	$113
30	$177	$184	$217	
32	$78	$64	$66	$71
33	$135			
34	$70	$42	$40	
35		$43	$181	$121
37	$104	$105	$232	$242
39	$68	$23	$25	$21
40				$25
41	$40	$50	$47	$31
43	$35		$48	$39
44	$60	$60	$64	$62
45			$84	$73
46	$37	$40	$48	$45
47	$35	$33	$37	$34
48	$40	$44	$50	$42
49	$53	$52	$76	
50				$49
51		$33	$34	$40
52	$48			$55
53	$22	$23	$22	$21
54			$21	$25
55	$26	$26	$28	$26
56	$190			
57				$28
58	$45	$51		
63		$88	$80	$63
66	$107	$104	$103	$115
67	$154	$137	$135	
71	$134	$126	$151	$170
74	$40			
76				$32
77	$63			
101	$73			
431				$36

PROCUREMENT

Procurement Costs per $100K Revenue



Description of Calculation

Total Procurement department expenditures, divided by total district revenue over 100,000.

Importance of Measure

This measure identifies the indirect cost of the procurement function as compared to the total district revenue. Assuming all other things being equal, this is a relative measure of the administrative efficiency of district's procurement operations.

Factors that Influence

- Degree of P-Card Utilization
- e-Procurement automation
- Delegation of purchasing authority
- Purchasing office professional staff grade structure, contract services and other expenditures
- Number of highly complex procurements especially construction
- Skill level of staff

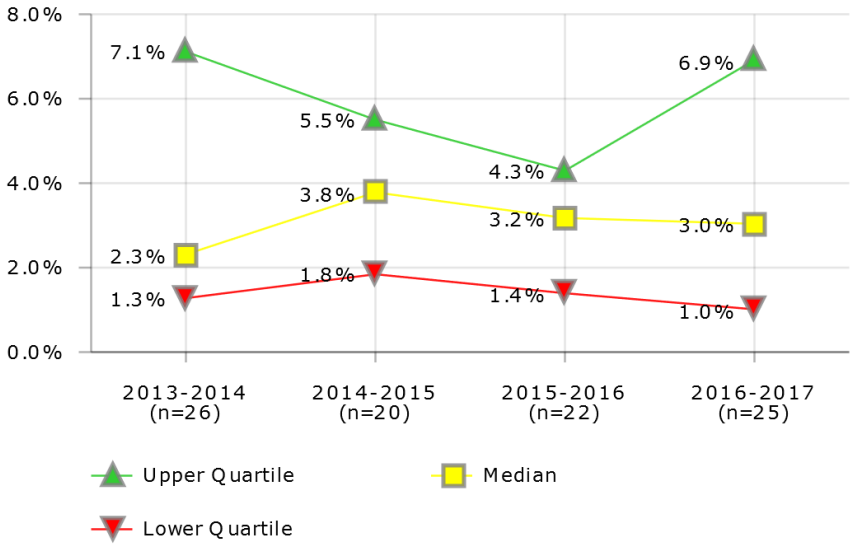
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$96			
2		$181	$201	$215
3			$43	$68
4	$139	$99	$105	$100
5	$129			
6	$110			
7	$144	$58	$130	$131
8	$74	$70	$84	$96
9	$133	$128	$128	$124
10	$76		$98	$56
11	$32			
12	$50	$69	$66	$57
13	$68	$82	$132	
14	$114	$85	$115	$80
16	$168	$123	$166	
18	$95	$114		$100
19	$156			
20	$112	$78	$77	$212
21	$88			
23	$205			
25	$153		$128	
26		$49		
28	$171		$109	$97
30	$61	$67	$88	$123
32	$57	$50	$46	$44
34	$284	$193	$188	
35		$78		$223
37	$97	$78	$102	$97
39	$108	$116	$120	$123
40				$99
41	$96	$132	$122	$81
43	$47		$27	$40
44	$73	$72	$80	$81
46	$99	$90	$97	$89
47	$89	$87	$91	$93
48	$109	$110	$116	$98
49	$67		$69	
50				$106
51		$146	$139	$101
52	$53			
53				$97
54			$41	
55	$56	$53	$54	$50
56	$204			
57	$69			$69
58	$28	$30		
63		$66	$72	$98
66	$168			
67	$374	$256	$225	
71	$117	$108	$96	$82
74	$95			
77		$81	$55	
97				$99
101	$197	$369		
431				$175

PROCUREMENT

Procurement Savings Ratio



Description of Calculation

Total savings from Invitations for Bids, Requests for Proposals and informal solicitations, divided by total procurement outlays (excluding P-cards and construction).

Importance of Measure

This measure compares a district's savings or "cost avoidance" that result from centralized purchasing to the total procurement spend (less P- Card spending). This measure only captures savings/ cost avoidance in a limited form since districts may realize other procurement savings that are not captured by this measure (e.g., make- buy, certain life cycle savings, service, quality, reliability, and other best value "savings"to the district). This return-on-investment measure is important as a district considers the degree of delegated purchasing authority as compared to resources devoted to a professional procurement staff and other factors, like cycle time.

Factors that Influence

- Procurement policies, e.g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of national or regional vendor databases (versus district only) to maximize competition, use of on-line comparative price analysis tools (comparing e-catalog prices), etc.
- Identification of alternative products/methodology of providing services.
- Degree of leveraging requirement volumes through standardization and utilization of cooperative contracting

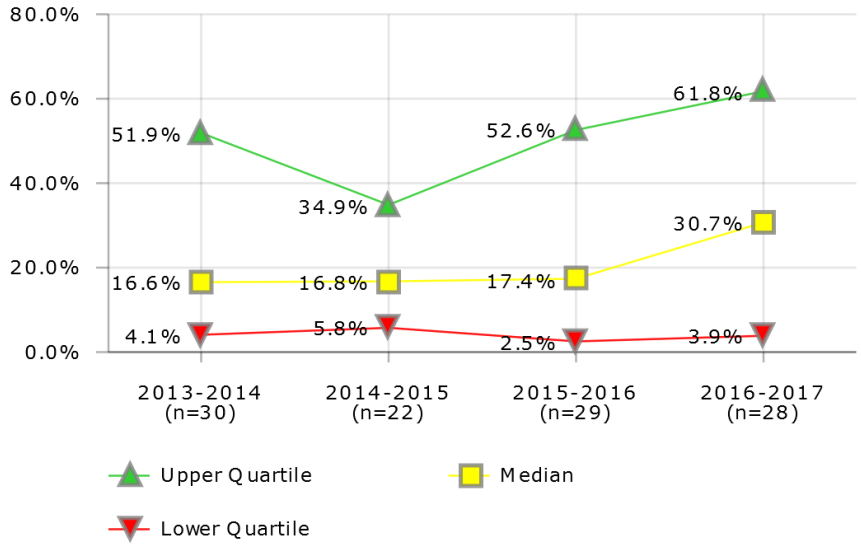
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Clark County School District
- Denver Public Schools
- Omaha Public School District
- Orange County Public School District
- Shelby County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	2.0%			2.4%
2		2.9%	1.9%	5.0%
3	3.1%	7.8%	3.7%	33.7%
4		0.2%	0.5%	0.9%
5	2.1%			
7	11.6%	3.9%	3.4%	4.4%
8	2.1%	1.0%	0.4%	5.2%
9	2.1%	3.7%	4.3%	6.9%
10	2.1%			0.7%
12		0.0%		
13	11.2%	5.7%		2.4%
14	35.0%		5.6%	19.0%
16	16.3%	9.6%	12.8%	
18	7.2%	5.3%	0.6%	48.7%
19	1.1%	1.7%		
20	2.5%			0.3%
23	0.4%			
28	6.0%			
32			0.1%	
35			1.9%	1.0%
37	37.3%	4.2%	7.8%	8.8%
39	0.5%	2.0%	4.2%	0.5%
41				0.1%
43	6.5%		3.0%	
46	1.6%	2.7%	1.4%	2.8%
47	4.2%	26.4%	3.7%	4.3%
48	7.1%	5.2%	9.5%	7.2%
52	1.1%			
54				1.6%
55	2.7%	3.0%	0.7%	3.0%
58		1.0%		
63		9.8%	1.7%	
66			15.3%	32.5%
67	1.3%		2.3%	
71	1.2%	4.9%	3.4%	6.5%
76				0.6%
77	0.7%			
431				1.9%

PROCUREMENT

Strategic Sourcing Ratio



Description of Calculation

Total spending utilizing strategic sourcing, divided by total procurement outlays (excluding P-cards and construction).

Importance of Measure

This measure is a strong indicator of potential cost savings that can result from leveraging consolidated requirements with competitive procurements, and minimizing spot buying and maverick spending. The National Purchasing Institute (NPI) Achievement of Excellence in Procurement Award cites an agency's use of term (annual or requirements) contracts for at least 25% of total dollar commodity and services purchases as a reasonable benchmark.

Strategic sourcing is a systemic process to identify, qualify, specify, negotiate, and select suppliers for categories of similar spend that includes identifying competitive suppliers for longer-term agreements to buy materials and services. Simply put, strategic sourcing is organized agency buying that directly affects the available contracts for goods and services, i.e., items under contract are readily accessible, while others are not.

Factors that Influence

- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

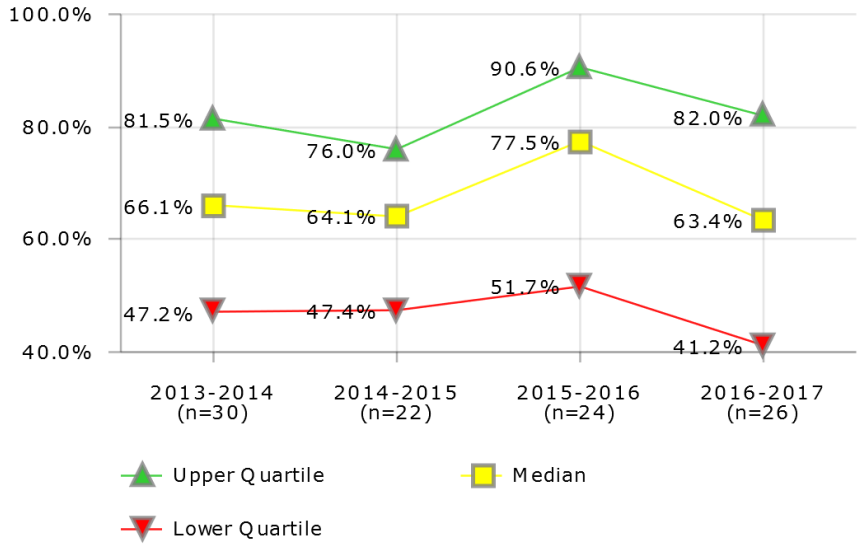
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	14.0%			6.0%
2	4.1%	0.0%	0.0%	0.0%
3	6.0%	10.5%	7.1%	84.4%
4	20.8%	5.8%	18.1%	35.7%
5	18.3%			
7	9.0%	12.7%	17.4%	30.4%
8		91.7%	64.9%	64.1%
9	81.2%	67.2%	70.0%	84.1%
10	83.3%		76.6%	78.2%
11	0.7%			
12			0.0%	0.0%
13	2.1%	2.0%	92.5%	92.5%
14	14.8%		10.9%	65.3%
16	82.0%	89.9%		
18	45.8%	33.9%	18.5%	
19	30.6%	16.9%		6.0%
20		0.0%	0.1%	1.8%
21	0.0%			
23	1.1%			
25	3.5%		0.0%	
28				99.4%
32	51.9%	24.1%	52.6%	40.0%
33	60.7%			
34		0.0%	0.0%	
35			2.5%	0.0%
37		27.7%	100.0%	
39	51.9%	87.5%	2.6%	
40				14.3%
41			100.0%	
46	28.4%	34.9%	30.7%	32.6%
47	76.0%	7.5%	25.0%	31.0%
48	53.0%	65.3%	69.3%	59.4%
49			0.0%	
53	0.0%		0.0%	0.4%
54			2.8%	37.8%
55	13.1%	15.3%	13.7%	17.0%
58	5.1%			
63		16.6%	3.4%	0.0%
66	4.7%	0.0%	23.7%	15.1%
67	70.8%			
71	35.9%	27.0%	32.7%	48.0%
76				0.2%
77	1.6%			
431				9.5%

PROCUREMENT

Competitive Procurements Ratio



Description of Calculation

Total amount of purchasing that was through competitive procurements, divided by the sum of total procurement outlays, total P-card purchasing and total construction spending.

Importance of Measure

This measure is important because competition maximizes procurement savings to the district, provides opportunities for vendors, assures integrity, and builds Board's and taxpayers' confidence in the process, which remain as the cornerstone of public procurement.

Factors that Influence

- Procurement policies governing procurements that are exempted from competition, emergency or urgent requirement procurements, direct payments (purchases without contracts or POs), minimum quote levels and requirements, and sole sourcing
- Degree of shared services that may be included in purchase dollars with other public agencies
- Vendor registration/ solicitation procedures which may determine magnitude of competition
- Professional services competition which may be exempted from competition
- In some instances, districts may have selection criteria for certain programs, such as local preference, environmental procurement, M/WBE, etc., that result in less competition
- Utilization of technology and e-procurement tools
- Market availability for competition; e.g., utilities

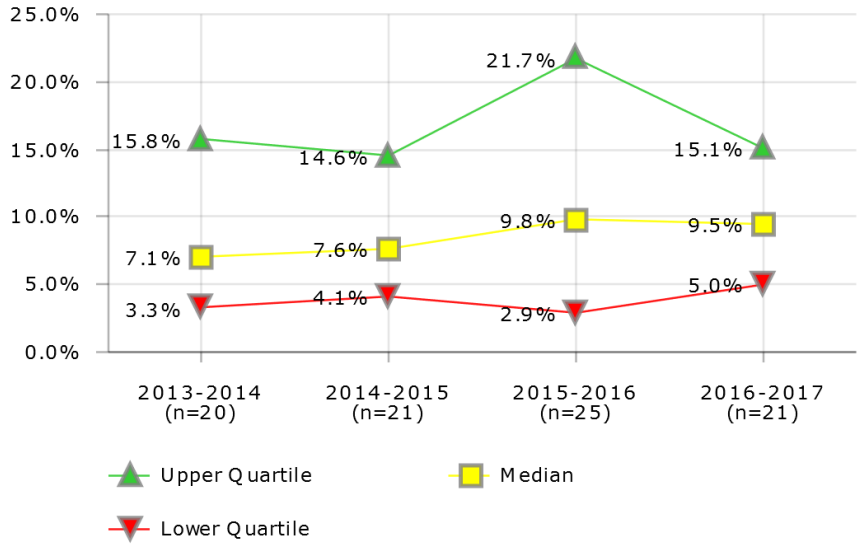
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	48.9%			
2		40.9%	84.6%	80.4%
3	36.5%	30.2%	31.9%	74.7%
4	83.3%	64.8%	63.1%	
5	47.2%			
7	73.2%	80.3%	81.7%	69.6%
8	99.2%	64.3%	90.6%	95.9%
9	74.1%	60.1%	66.3%	77.2%
10	80.5%		83.7%	89.2%
12		11.9%	55.4%	50.0%
13	0.7%		67.6%	75.5%
14	55.1%			36.8%
16	73.4%	47.4%		
18	71.8%	53.8%		44.1%
19	52.9%	23.8%		
20	19.7%	31.4%	98.6%	17.0%
23	48.4%			
25	3.2%			
28	4.7%			50.0%
32	86.6%	68.1%	98.4%	97.3%
33	60.4%			
34	55.0%		99.1%	
35				17.2%
37	79.8%	70.5%	82.9%	38.9%
39	35.1%			
40				5.3%
41	98.6%	76.0%	73.3%	
43	19.4%		19.7%	
44	90.9%	86.7%	90.6%	85.7%
45			97.5%	41.3%
46	80.6%	80.4%	89.7%	82.0%
47	87.3%	50.9%	71.8%	41.2%
48	82.9%	75.5%	96.7%	88.8%
54			45.1%	57.2%
55	58.4%	57.2%	42.1%	47.5%
58		82.5%		
63		90.7%	13.2%	
71	81.5%	63.9%	47.9%	77.4%
76				6.1%
431				91.7%

PROCUREMENT

Cooperative Purchasing Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
2		43.5%	22.4%	37.8%
4		29.2%	29.0%	50.0%
5	7.4%	12.3%		
7	6.7%	5.3%	5.6%	9.5%
8	14.4%	4.2%	15.9%	10.8%
9	3.6%	4.1%	6.9%	10.0%
10	2.9%		9.8%	8.6%
12		19.2%	17.8%	
13	2.4%		0.6%	6.1%
14				14.6%
16	27.4%	9.9%	21.7%	
18			1.2%	
19	30.6%	14.6%		
25			0.2%	
32	4.0%			
33	3.8%			
34	3.0%	1.1%	0.1%	
35				2.3%
37		12.6%	21.9%	24.1%
39	15.8%	20.6%	19.9%	13.9%
40				3.3%
46	10.0%	7.6%	7.5%	8.9%
47	21.7%	8.9%	19.2%	26.2%
48	7.7%	6.9%	8.7%	15.1%
49		1.1%	22.8%	2.3%
53	0.5%	3.5%	3.9%	5.7%
54			0.9%	2.4%
55	3.9%	4.3%	2.9%	5.0%
58		1.5%		
63		0.3%	1.7%	
66			23.7%	
67	15.7%		13.7%	
71	21.0%	48.3%	56.0%	25.4%
76				3.4%
77	1.6%			

Description of Calculation

Total district dollars spent during the fiscal year under cooperative agreements (including P-Cards transactions but excluding construction), divided by total procurement outlays (including P-Cards but excluding construction)

Importance of Measure

This measure assesses the use of cooperative purchasing agreements that districts can use to leverage their collective buying power to maximize savings through economies of scale. Additionally, cooperative agreements provide purchasing efficiencies by having one buyer from one district buy for many districts, and decreasing the cycle time for new requirements.

Factors that Influence

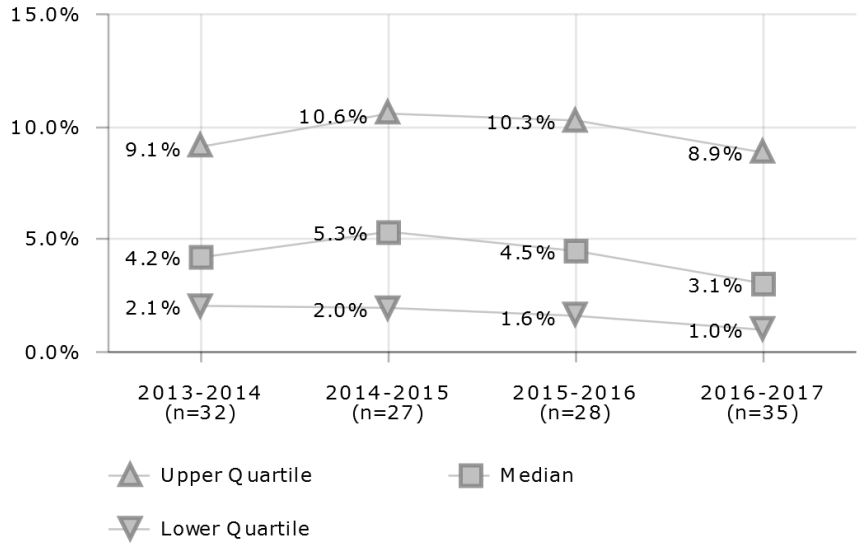
- Procurement laws and policies
- Commodity (some goods and services lend themselves to leveraging volume more than others)
- Degree of item standardization with other entities
- Number of available and eligible cooperative agreements
- Market environment (cooperative contracts may not remain competitive with market)

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Denver Public Schools
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Richmond City School District
- Wichita Unified School District

PROCUREMENT

P-Card Purchasing Ratio



Description of Calculation

Total dollar amount purchased using P- cards, divided by total procurement outlays (including P-card purchases).

Importance of Measure

P-Card utilization significantly improves cycle times for schools, decreases procurement transaction costs as compared to a Purchase Order ***(2010 RPMG Research Corp cited average PO transaction cost = $93 from requisition to check, versus P-Card transaction cost = $22)***, and provides for more localized flexibility. It allows procurement professionals to concentrate efforts on the more complex purchases, significantly reduces Accounts Payable workload, and gives schools a shorter cycle time for these items. Increased P-Card spending can provide higher rebate revenues, which in turn can pay for the management of the program. There are trade-offs however. The decentralized nature of these purchases could have an impact on lost opportunity for savings, and requires diligent oversight to prevent inappropriate use and spend analysis to identify contract savings opportunities.

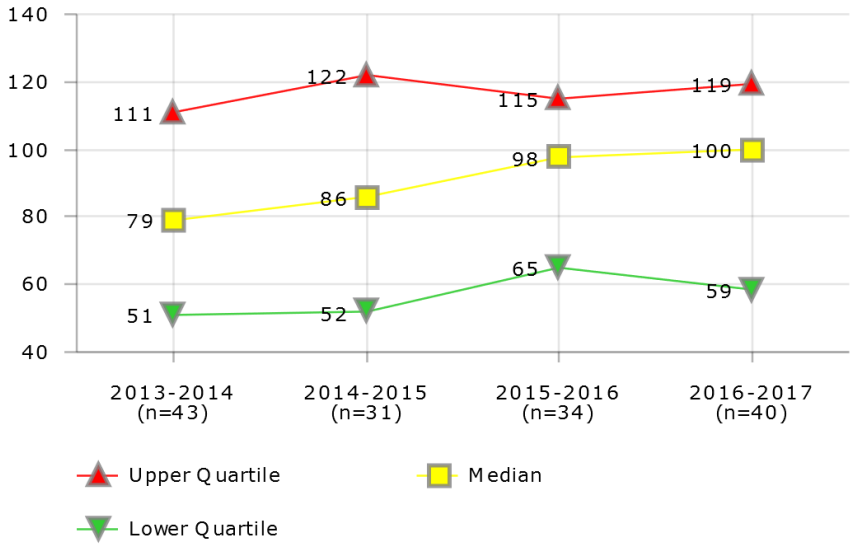
Factors that Influence

- Procurement policies, particularly those delegating purchase authority and P-Card usage
- Utilization of technology to manage a high volume of low dollar transactions
- e-Procurement and e-Catalog processes utilized by district
- P-Card reconciliation software and P-Card database interface with a district's ERP system
- Budget, purchasing, and audit controls, including Pcard credit limit controls on single transaction and monthly limits
- Accounts Payable policies for P-Card as an alternative payment method
- Use of PCards on construction projects and paying large dollar vendors; e.g.., utilities, textbook publishers, food, technology projects.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	2.5%			1.4%
2				0.3%
3	6.8%	12.5%	10.3%	13.6%
4	6.0%	5.3%	4.7%	7.6%
5	4.7%	6.5%		
6	0.1%			
7	9.6%	9.1%	12.1%	14.2%
8	3.7%	2.7%	4.3%	4.4%
9	7.6%	11.6%	11.8%	10.4%
10	9.3%		7.8%	8.2%
11	2.1%			
12	9.0%	32.4%	10.2%	20.2%
13	4.2%	8.1%	9.0%	9.0%
14	1.0%	1.1%	0.4%	1.0%
16	3.8%	5.9%	5.2%	3.1%
19	6.7%	4.1%		1.4%
20	0.1%	0.9%	0.2%	1.0%
21	2.3%			
23	4.2%			
28	10.2%		3.4%	5.4%
32	4.2%	3.2%	1.7%	3.3%
34		1.4%		
37	51.9%	10.5%	17.0%	23.4%
39	10.7%	10.1%	8.8%	6.8%
40				1.4%
43	15.6%		14.3%	17.0%
44	2.3%	2.0%	2.1%	2.8%
45			1.5%	0.1%
46	0.0%	0.0%	0.0%	0.0%
47	0.3%	1.2%	0.2%	2.1%
48	4.8%	4.7%	4.2%	3.1%
49		14.4%	11.4%	8.9%
50				0.9%
51				0.1%
52	1.5%			
54			3.1%	2.4%
55	2.0%	2.5%	2.3%	2.9%
57		0.1%	0.2%	0.3%
63		2.4%		0.0%
66	9.7%	10.6%	9.1%	8.5%
67	0.2%	15.1%	0.2%	
71	13.1%	11.0%	16.8%	21.0%
76				0.0%

PROCUREMENT

PALT for Requests for Proposals



Description of Calculation

Average number of days to administer Requests for Proposals, from receipt of requisition to the date that the contract was issued.

Importance of Measure

This measure establishes a "cycle time" benchmark for commencing and completing the acquisition process for informal bidding or quoting. Informal bids/ quotes are usually for small purchases less than the formal bid or formal proposal threshold where quotes can be obtained in writing, including electronically using e-commerce tools, via telephone, etc., and can be processed without Board approval typically using more efficient small purchase procedures.

Factors that Influence

- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development for contract sponsors
- The award process including RFP proposal evaluation, vendor presentations, # of proposals, negotiations, pre- proposal conferences, site visits, and vendor reference checks
- Use of standard boilerplate bid and contract documents
- Use of current ERP and e- procurement technology to streamline internal procurement processes and external solicitation process with vendors
- Frequency of vendor protests
- Complexity and size of procurement
- Degree of commodity standardization within the district

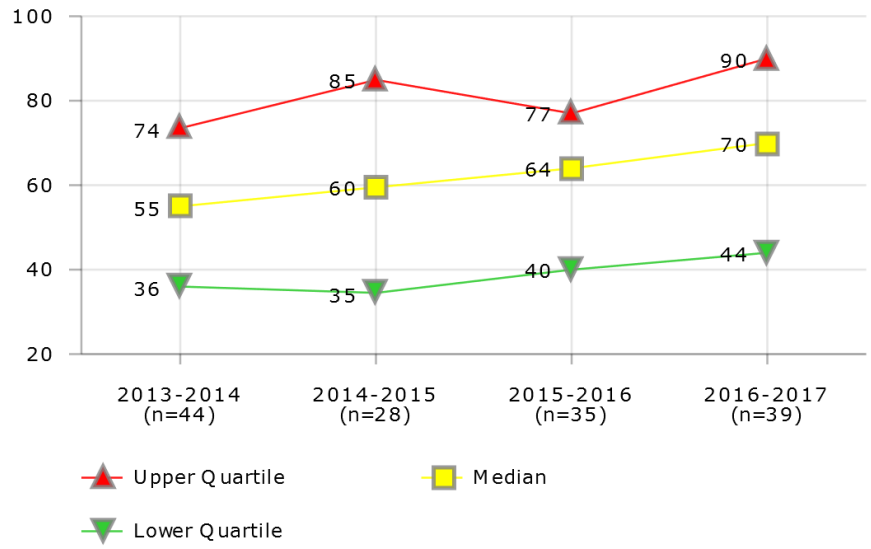
Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dayton Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Richmond City School District
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	44			102
2	50	50	50	50
3	111	111	115	115
4	104	58	77	77
5	181	194		
6	60			
7	141	86	125	148
8	103	103	103	113
9	149	150	99	132
10	100		87	87
11	120			
12	43	45	45	45
13	84	204	153	157
14	73	60	70	80
16	56	105	108	119
18	125	89	65	70
19	51	51		52
20	35	45	40	35
21	85			
23	61			
25	58		69	
28	38		109	117
32	150	140	140	140
33	120			
34	58		61	
35			121	121
37	57	57	120	120
39	120	100	100	100
40				109
41	123	177	177	123
44	66	80	80	70
45			115	47
46	100	100	100	100
47	97	122	96	102
48	79	86	113	130
49	37	40	56	45
50				86
51		66	70	70
52	104			60
53	46	52	49	49
55	22	22	22	27
57				218
58	138	129		
63		125	130	105
66	38	44	52	57
67	73	75	75	
71	106	86	101	101
76				49
77	80			
79	42			
97				90
101	65			
431				158

PROCUREMENT

PALT for Invitations for Bids



Description of Calculation

Average number of days to administer Invitations for Bids, from receipt of requisition to the date that the contract was issued.

Importance of Measure

This measure establishes a "cycle time" benchmark for commencing and completing the acquisition process for formal competitive bidding (IFBs). It is an important measure that examines the balance between competition/ objectivity, procedural compliance, and the need to get products/services in place in a timely manner to meet customer requirements.

Factors that Influence

- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development for contract sponsors
- The award process including IFB evaluation, pre-bid conferences, site visit requirements, and vendor reference checks
- Use of standard boilerplate bid and contract documents
- Use of current ERP and e-procurement technology to streamline internal procurement processes and external solicitation and response process with vendors
- Frequency of vendor protests
- Complexity and size of procurement
- Degree of commodity standardization within the district

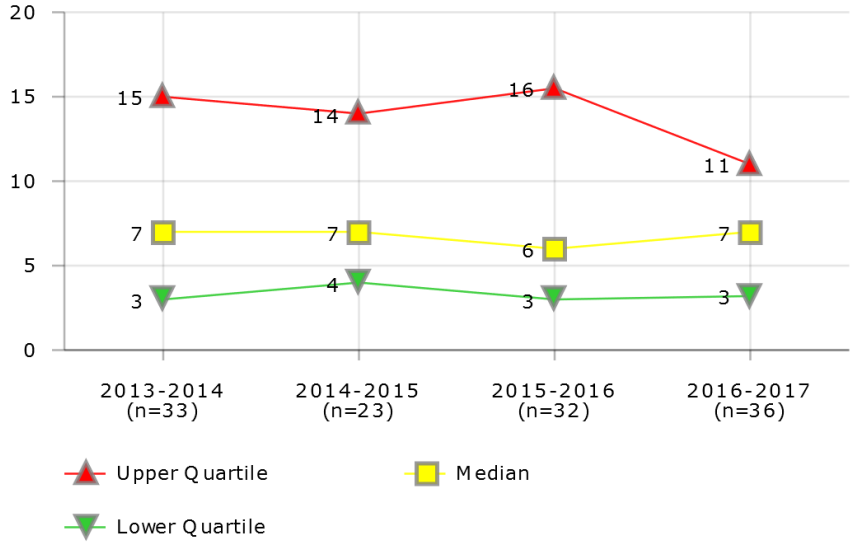
Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Denver Public Schools
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Richmond City School District
- San Antonio Independent School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	44			72
2	30	30	30	30
3	56	64	64	264
4	33	33	33	33
5	106			
6	50			
7	55	49	56	70
8	40	40	40	45
9	110	137	95	120
10	55		84	92
12	31	23	23	23
13	67	113	119	117
14	50	55	70	70
16	72	87	73	80
18	33	33	45	45
19	46	46		53
20	54		55	55
21	69			
23	63			
25	49		68	
28	24		65	84
32	141		165	165
33	79			
34	24		45	
35			19	29
37	34	34	44	44
39	90	75	75	75
41	97	97	97	97
43	51		51	51
44	76	70	71	71
45			30	46
46	89	89	89	89
47	34	35	29	42
48	62	71	77	90
49	27	26	30	27
51		83	83	90
52	24			30
53	45	45	45	87
55	27	27	27	27
56	65			
57				211
58	101	89		
63		109	130	105
66	38	44	44	51
67	65	65	65	
71	73	64	64	64
76				38
77	80			
79	74			
97				68
101	65			
431				153

PROCUREMENT

PALT for Informal Solicitations



Description of Calculation

Average number of days, from receipt of requisition by the Purchasing department to date that purchase order issued, to process all informal solicitations.

Importance of Measure

This measure establishes a "cycle time" benchmark for commencing and completing the acquisition process for informal bidding or quoting. Informal bids/ quotes are usually for small purchases less than the formal bid or formal proposal threshold where quotes can be obtained in writing, including electronically using e-commerce tools, via telephone, etc., and can be processed without Board approval typically using more efficient small purchase procedures.

Factors that Influence

- Degree of P-Card utilization
- Extent of delegated purchase authority for small dollar procurements
- State/local laws and regulations
- Small purchase policies/procedures
- Utilization of e- procurement automation tools including online solicitation broadcasts and responses

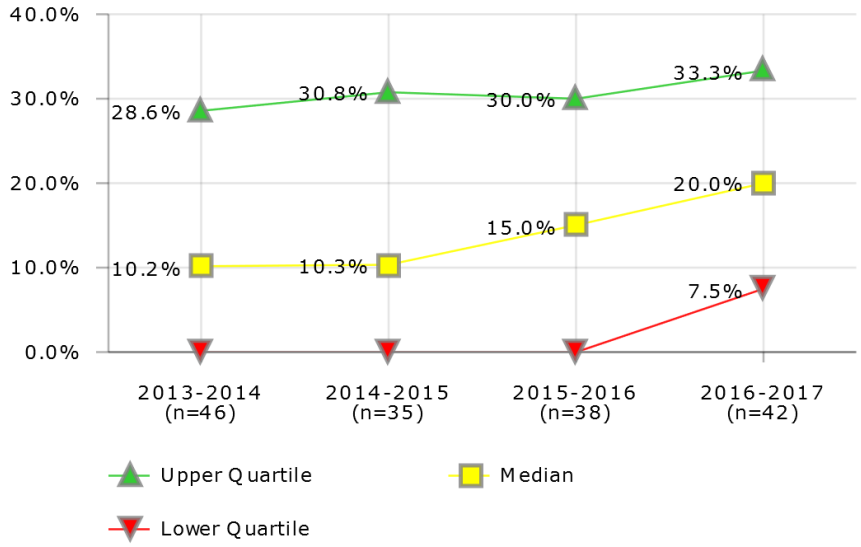
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Denver Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	15			15
2	30	30	50	50
3	14	14	14	14
4		5	58	58
5	80			
7	12	14	12	12
8	5	5	5	5
9	7	4	4	4
10	15		15	15
12	2	10	10	10
13	7	7	2	3
14	3		3	3
16		106	90	90
18	3	10	3	
19				10
20	20		15	3
21	2			
23	2			
25	5		4	
28	3			10
32		10	10	10
33	20			
34	2		3	
35			5	5
37	5	5	3	3
39	3	3	3	5
43	15		15	7
44	1	2	2	2
45			5	8
46	3	3	3	3
47	2	2	3	3
48	16	22	32	10
49	11	7	20	7
51			7	7
52				2
53	2		2	2
55	7	7	22	7
58		90		
63		9	30	90
66	4	4	4	4
71	15	14	16	16
76				10
77	10			
79	14			
97				3
431				10

PROCUREMENT

Procurement Staff with Professional Certificate



Description of Calculation

Number of Purchasing department staff with a professional certificate, divided by total number of Purchasing staff (FTEs).

Importance of Measure

This measure assesses the technical knowledge of the district's procurement staff which directly affects processing time, negotiation, procedural controls, and strategies applied to maximize cost savings. The procurement function has evolved to require procurement professional staff to focus on–

- strategic issues versus transactional processing
- advanced business skills that look at agency supply chain, logistics optimization, total cost of ownership evaluations, make versus buy analysis, leveraging cooperative procurements, complex negotiations focusing on cost and other value-added factors, and agency spend analyses, and
- balance of service with internal controls and compliance.

Factors that Influence

- Budget/ FTE allocations to central procurement functions and employee professional development
- Procurement policies such as delegated purchasing authority, formal procurement dollar threshold, small purchase procedures, P-card utilization, etc.
- Utilization of technology and knowledge required for e-procurement and e-commerce
- Value that an organization places on its procurement functions and procedures
- Policies favoring internal promotion over technical recruitment
- Incentive pay

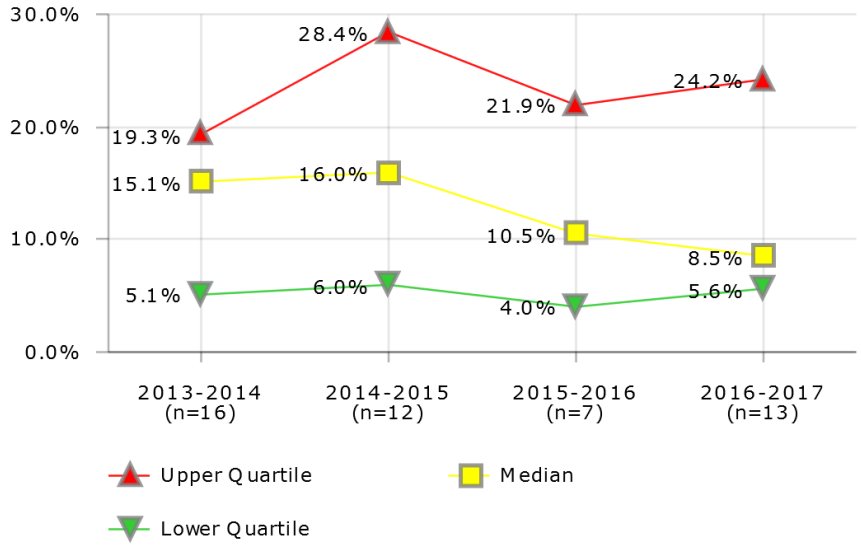
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- El Paso Independent School District
- Fort Worth Independent School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Richmond City School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.5%			40.0%
2	66.7%	66.7%	50.0%	50.0%
3	42.9%	16.7%	20.0%	20.0%
4	10.0%	0.0%	11.1%	0.0%
5	51.3%	51.3%		
6	0.0%			
7	0.0%	0.0%	0.0%	0.0%
8	19.5%	19.5%	20.4%	24.5%
9	28.6%	29.8%	26.1%	27.9%
10	32.0%		22.7%	14.3%
11	26.5%			
12	0.0%	0.0%	0.0%	25.0%
13	15.6%	16.7%	30.0%	19.4%
14	28.6%	28.6%	21.4%	14.8%
16	48.3%	37.5%	36.7%	32.1%
18	23.1%	0.0%	0.0%	8.3%
19	0.0%	0.0%		0.0%
20	0.0%	0.0%	14.3%	14.3%
21	0.0%			
23	23.1%			
25	9.1%		20.0%	
28	41.7%		45.5%	62.5%
30	0.0%	0.0%	0.0%	0.0%
32	23.3%	21.7%	15.8%	31.3%
33	0.0%			
34	0.0%	0.0%	0.0%	
35		33.3%	33.3%	33.3%
37	23.1%	30.8%	22.2%	30.8%
39	9.7%	7.3%	7.0%	7.5%
40				46.2%
41	35.3%	39.1%	43.5%	62.1%
43	0.0%		0.0%	0.0%
44	9.1%	9.1%	9.1%	9.1%
45			0.0%	0.0%
46	42.9%	46.2%	46.2%	46.2%
47	20.0%	10.0%	10.0%	20.0%
48	10.3%	10.3%	20.0%	33.3%
49	50.0%	50.0%	50.0%	28.6%
51		16.7%	33.3%	80.0%
52	0.0%		0.0%	33.3%
53	0.0%	0.0%	0.0%	0.0%
54			11.4%	13.9%
55	62.5%	62.5%	62.5%	57.1%
56	0.0%			
57		0.0%		50.0%
58	11.1%	10.5%		
63		0.0%	0.0%	0.0%
66	7.4%	0.0%	0.0%	0.0%
67	0.0%	0.0%	0.0%	
71	0.0%	0.0%	0.0%	0.0%
74	0.0%			
76				9.1%
77	0.0%			
97				15.4%
101	0.0%			
431				50.0%

PROCUREMENT

Warehouse Operating Expense Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
5	35.9%	17.4%		
8	6.4%	5.8%	5.8%	6.2%
9	13.1%			8.5%
10	52.9%			117.7%
12	19.7%	16.6%		
13	19.0%			
14		47.0%		24.2%
16	17.2%	32.9%	21.9%	21.5%
21	18.9%			
32	17.5%	23.9%	24.3%	27.6%
33	4.6%			
35		15.3%	14.3%	6.9%
39	91.9%	95.0%		
41	1.2%	2.0%	2.4%	2.9%
47	2.6%	13.0%	10.5%	62.8%
55	6.3%	6.2%		4.1%
71	5.6%	5.7%	4.0%	18.6%
76				5.6%
79	4.0%			
431				4.1%

Description of Calculation

Total operating expenses of all measured warehouses (including school/ office supplies, textbooks, food service items, facility maintenance items, and transportation maintenance items), divided by total value of all issues/sales from the warehouse(s).

Importance of Measure

The operational cost of maintaining an intermediate storage/distribution point (warehouse) should be constantly evaluated against other alternatives as the market and other supply chain factors change in the district’s region.

Factors that Influence

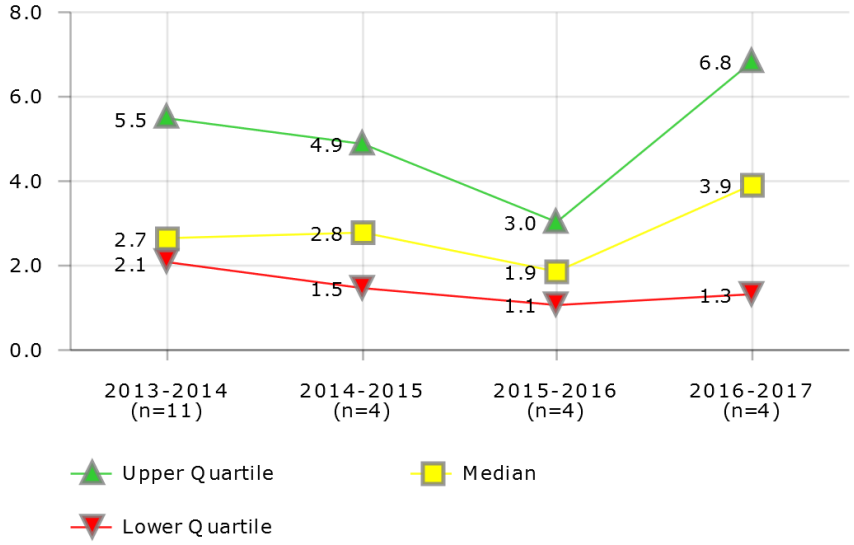
- Warehouse building utility cost and space efficiency
- Total SKUs for indirect and direct cost allocations
- Number of warehouse personnel and material handling equipment/vehicles
- Type of warehouse (environmentally controlled or not)
- Cycle time requirements

Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- El Paso Independent School District
- San Antonio Independent School District

PROCUREMENT

Warehouse Stock Turn Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
5	2.1			
8			2.6	
9	5.5			7.7
13	2.6			
14				6.0
16	1.5	3.8	1.0	
21	3.8			
32	6.6			
33	4.0			
39	1.1	1.2	1.1	0.8
55	2.7	1.8		1.9
71	6.1	6.0	3.4	
79	2.6			

Description of Calculation

Total dollar value of annual issues/ sales at purchase price at all measured warehouses (including school/office supplies, textbooks, food service items, facility maintenance items, and transportation maintenance items), divided by the twelve-month average

Importance of Measure

Warehouse inventory turnover ratios can be used to examine opportunities for improved warehouse operations and reduced costs. Generally, total costs decline and savings rise when inventory stock turn increases. After a certain point - typically 8-10 turns - the reverse occurs, according to the National Institute of Governmental Purchasing (NIGP). Generally, an inventory turn rate of 4-6 times per year in the manufacturing, servicing, and public sector is considered acceptable. However, the overall stock turn ratio should be broken down into types of commodities, as some commodities are optimally less than 4-6 (NIGP). Viewed another way, inventory turnover ratios indicate how much use districts are getting from the dollars invested in inventory. Stock turn measures inventory health and may provide an indication of—

- Inventory usage and amount of inventory that is not turned over(“dead stock”),
- Optimum inventory investment and warehousing size, and
- Warehouse activity/movement.

Factors that Influence

- Inventory financing costs
- Inflation
- Purchasing policies

Districts in Best Quartile (2016-2017)

- Clark County School District

Risk Management

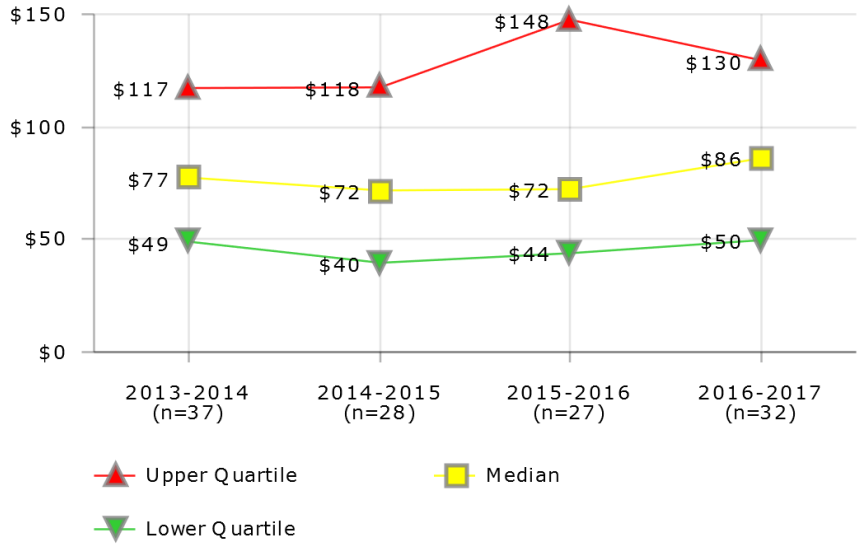
Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the district, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or per work hour) and could be a reflection of the general safety of a district.

Broad measures of *relative* costs and *levels of claims* for both workers' compensation and liability will help district leaders understand their performance in risk management, which may prompt such improvement strategies as:

- Searching for better medical management programs
- Improving access to quality medical care
- Providing benefits in a timely fashion
- Conducting risk factor analysis and prevention
- Adopting policies that avoid litigation
- Improving the reporting and tracking process for correcting hazardous conditions
- Revising safety protocols/guidelines/Employer Policies
- Improving injury investigations used to determine cause of injury

RISK MANAGEMENT

Cost of Risk per Student



Description of Calculation

Total liability premiums, claims and administration costs, plus total workers' compensation premiums, claims and administration costs, divided by total district enrollment.

Importance of Measure

This metric is important for long-term budget planning. School funding is based on student enrollment.

Factors that Influence

- Frequency and severity of claims filed
- Safety program's efforts to correct hazardous conditions

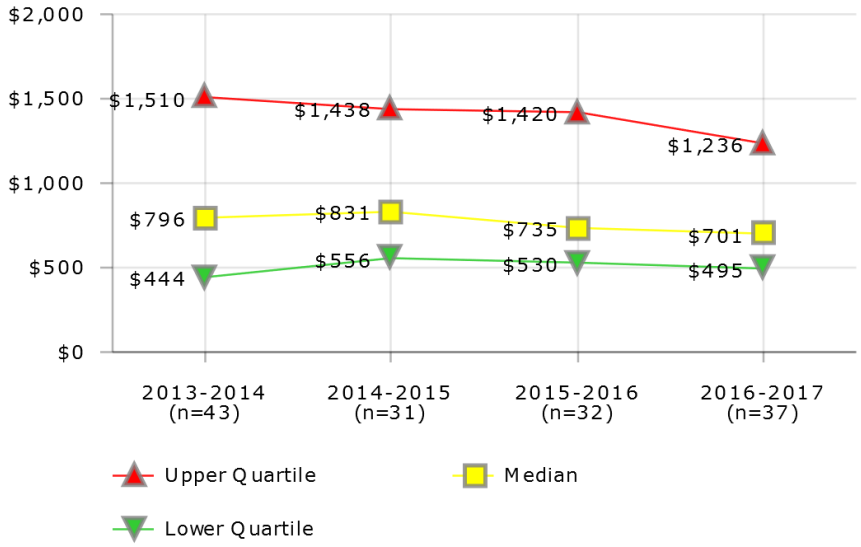
Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Clark County School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$70			
2		$72	$82	
3	$117	$115		
4	$77	$94	$95	$87
5	$59	$47		
6	$5			
7	$95	$102	$96	$76
8	$47	$37	$40	$35
9	$35	$32	$44	$50
10	$26		$44	
12	$170	$147	$155	$160
13	$65	$71	$65	$90
14	$109	$101	$148	$138
16	$110	$106		
18	$6	$10	$10	$15
19		$228		
20	$87			
21	$212	$39		
23	$120			
25	$127	$193		$270
28			$76	$92
30	$75	$85	$90	$104
32	$83	$120	$104	$105
34		$323	$225	
37	$71	$72	$50	$63
39	$49	$37	$35	$39
40				$117
43	$158		$186	$132
44	$59	$54	$55	
45	$121			
46	$51			
47				$127
48	$35	$34	$50	$49
49	$32	$41	$59	$39
50				$54
51		$278	$239	$174
52	$75			
53				$94
54		$61	$61	$64
55	$16	$21	$12	$11
56	$110			
57				$151
58	$202	$187	$184	$141
62	$180		$176	
66	$78		$72	$78
67				$188
71	$46	$50	$36	$50
79	$139			$11
97				$85
101	$103			
431				$71

RISK MANAGEMENT

Workers' Compensation Cost per $100K Payroll Spend



Description of Calculation

Total workers' compensation premium costs plus workers' compensation claims costs incurred plus total workers' compensation claims administration costs for the fiscal year, divided by total payroll outlays over 100,000.

Importance of Measure

This is a metric that can be used to measure success of programs or initiatives aimed at reducing workers' compensation costs.

Factors that Influence

- Medical management programs
- Quality of medical care
- Litigation
- Timely provision of benefits

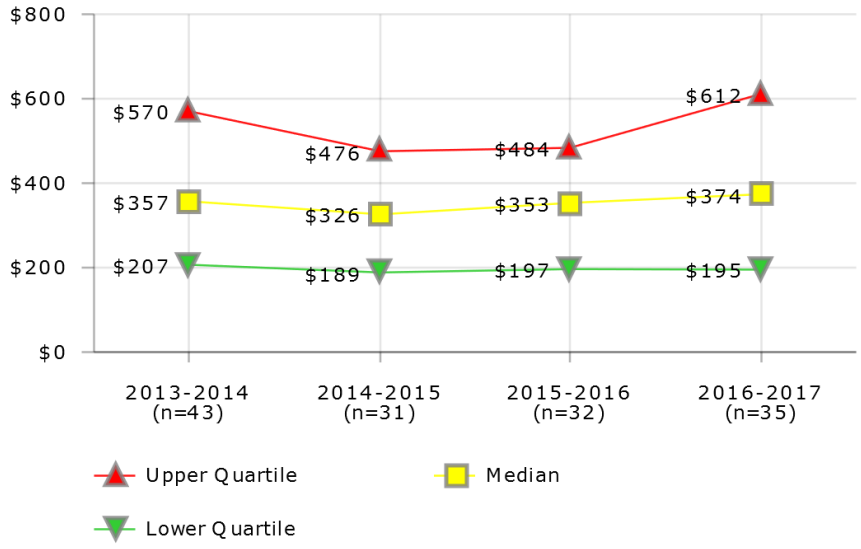
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Clark County School District
- Dallas Independent School District
- Guilford County School District
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- Shelby County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$517			$310
2	$444	$618	$688	
3	$796		$647	$626
4	$401	$595	$653	$474
5	$731			
7	$790	$831	$735	$579
8	$434	$565	$584	$508
9	$411	$327	$431	$430
10	$292		$444	
11	$2,037			
12	$1,610	$1,444	$1,546	$1,158
13	$967	$1,073	$749	$1,048
14	$1,096	$902	$1,445	$1,162
16	$1,622	$1,438		
18	$54	$121	$97,117	$155
19	$2,076	$1,230		
20	$1,155	$939	$891	$471
21	$1,541			
23	$1,510			
25	$960	$8,001	$2,147	$2,164
28	$981			$1,226
30	$991	$1,099	$1,085	$1,368
32	$1,018	$1,543	$1,365	$1,347
34		$2,802	$1,440	
35		$1,029		$1,519
37	$710	$657	$444	$668
39	$642	$459	$476	$531
40				$1,633
41	$291	$406	$395	$299
43	$722		$593	$495
44	$1,099	$1,138	$1,148	$1,236
45	$1,302			
46	$632		$735	$738
48	$404	$343	$335	$399
49	$416	$549	$831	$292
51		$4,188	$4,984	$3,722
52	$306		$644	$531
53	$536	$556		$579
54		$823		$701
55	$171	$822	$140	
56	$1,969			
57				$1,224
58	$2,713	$2,776	$2,727	$1,812
62	$91,907		$3,170	
63	$2,005	$1,510	$1,400	$1,350
66	$483	$740	$662	$638
67				$1,493
71	$479	$500	$408	$420
74	$1,298			
79	$1,654			
97				$1,153
431				$796

RISK MANAGEMENT

Workers' Compensation Cost per Employee



Description of Calculation

Total workers' compensation premium costs plus workers' compensation claims costs incurred plus total workers' compensation claims administration costs for the fiscal year, divided by total number of district of district employees (number of W-2's issued)

Importance of Measure

This metric would most likely be used for the same purpose as the average cost per workers' compensation claim -- to measure success of programs and initiatives. It can also be a way to measure trends over time or to bench mark against other employers.

Factors that Influence

- Medical management programs
- Quality of medical care
- Litigation
- Timely provision of benefits

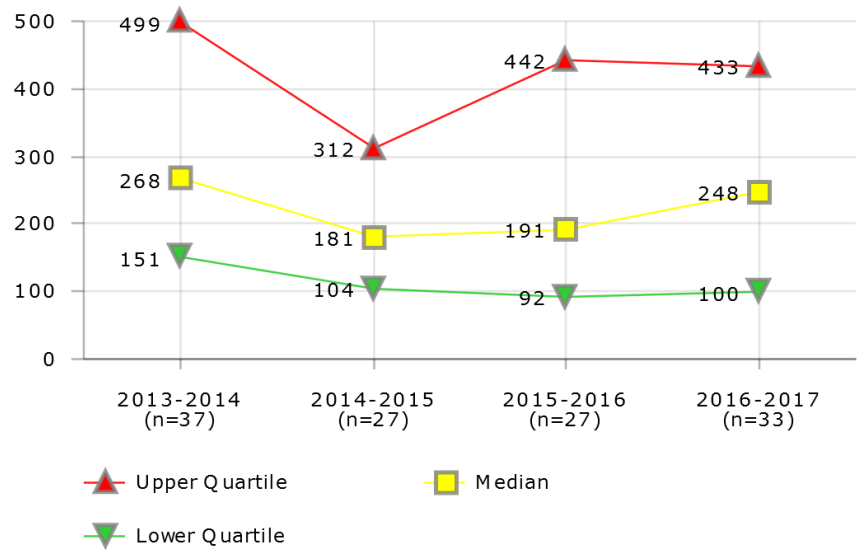
Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Seattle Public Schools
- Shelby County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$224			$184
2		$276	$312	
3	$339		$386	$369
4	$128	$203	$221	$159
5	$249	$204		
7	$441	$476	$470	$328
8	$188	$190	$198	
9	$207	$162	$215	$235
10	$118		$196	
11	$815			
12	$570	$537	$567	$542
13	$357	$389	$269	
14	$316	$275	$452	$364
16	$622	$564		
18	$29	$47	$42	$77
19	$714			
20	$432	$361	$350	$177
21	$710			
23	$251			
25	$474	$689	$1,030	$1,051
28			$427	$534
30	$370	$404	$398	$525
32	$505	$732	$675	$683
34		$982	$554	
35		$398		$697
37	$261	$237	$180	$526
39	$271	$189	$178	$195
40				$612
41	$108	$160	$169	$130
43	$544		$498	$425
44	$410	$397	$391	$441
45	$509			
46	$323		$397	$392
47	$384	$326		$772
48	$192	$168	$162	$148
49	$120	$162	$248	$89
51			$1,361	$1,015
52	$148			
53	$273	$295		$324
54		$420	$357	$339
55	$78	$96	$47	$37
56	$576			
57				$553
58	$1,154	$1,187	$1,171	$838
62	$883			
63	$705	$763	$732	$704
66	$212	$332	$308	
67				$840
71	$157	$160	$148	$259
74	$605			
79	$602			
97				$374
101	$506			
431				$337

RISK MANAGEMENT

Workers' Compensation Lost Work Days per 1,000 Employees



Description of Calculation

Total number of lost work days for all workers' compensation claims filed during the fiscal year divided by total number of employees (W-2's) over 1,000.

Importance of Measure

This metric could be used to track the effectiveness of medical treatment and a Return to Work program, but since this metric is using all employees in the equation instead of just the number of injured employees, a drastic change in the number of employees (reduction in force, etc.) would impact this metric without any actual change in the items being tracked.

Factors that Influence

- Quality of medical care (Medical Provider Networks)
- Type of injury
- Use of nurse case managers
- Litigation
- Availability of modified or alternative work on both a temporary and permanent basis

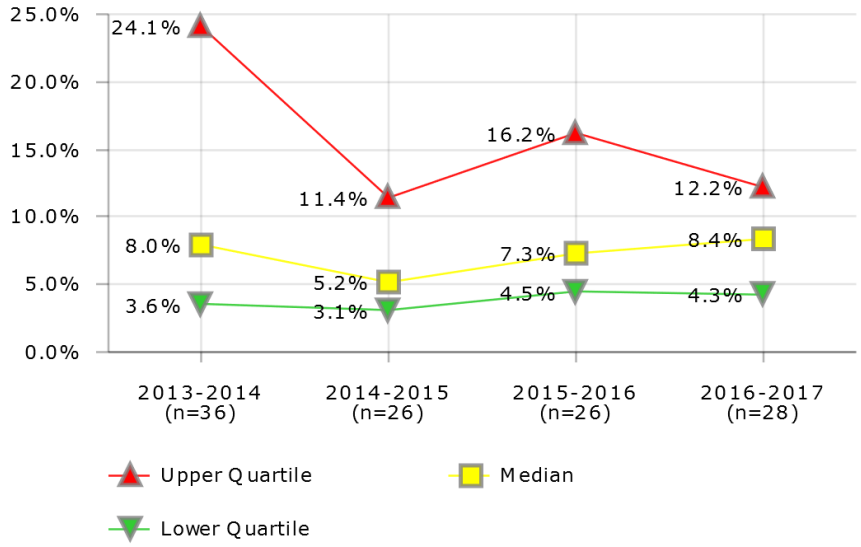
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Dallas Independent School District
- Guilford County School District
- Oklahoma City Public Schools
- Orange County Public School District
- Pinellas County Schools
- Shelby County School District
- St. Louis Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	331			248
2		70	143	
3	531		546	433
4	185	146	93	90
5	499	308		
7	438	215	411	318
8	14	45	116	
9	270	262	345	410
10	11		14	
11	787			
13	180	174	83	
14	75	69	78	100
16	765	647		
18	96	26		13
19	1,847			
20	244	312	130	283
23	95			
25			1,244	2,993
28			97	114
30	315	193	240	476
32	250	307	219	122
34		74	47	
35		1,233		1,423
37	113	118	442	1,006
39	329	233	178	143
40				317
41	171	18	15	18
43	293		636	461
44				111
45	861			
46			490	494
47	153	155		119
48	90	104	92	95
49	268	313	78	84
51		138	242	89
52	284			
53	525	581		204
54		651	1,071	1,024
55	62	122	213	210
56	1,004			
57				328
58	949	978	658	570
62	229			
63	257	181	191	45
66	47			
67				374
71	856			
79	289			
97				97
101	151			
431				325

RISK MANAGEMENT

Liability Claims - Percent Litigated



Description of Calculation

Number of liability claims litigated, divided by total number of liability claims filed during the fiscal year.

Importance of Measure

This is an important metric as litigation is expensive and increases the cost of the claim.

Factors that Influence

- Severity of injuries
- Settlement rate
- Motivation of plaintiff

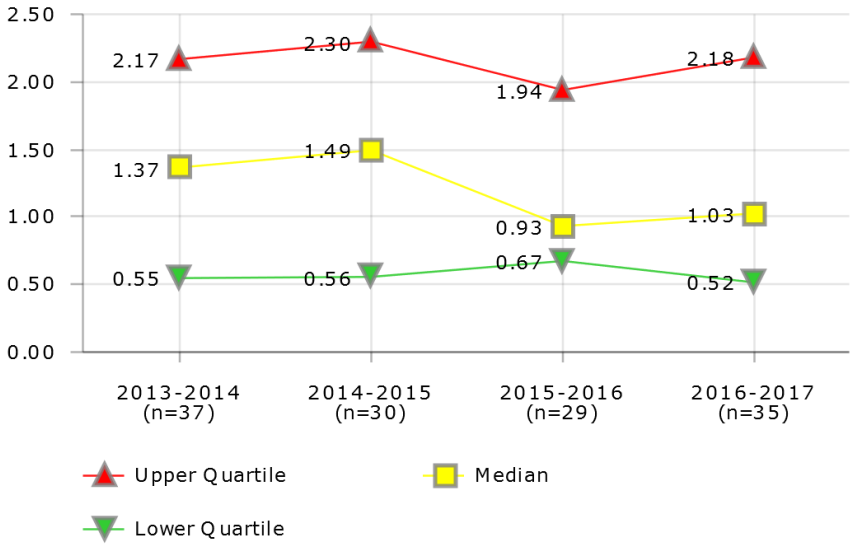
Districts in Best Quartile (2016-2017)

- Broward County Public Schools
- Clark County School District
- District of Columbia Public Schools
- Fort Worth Independent School District
- Miami-Dade County Public Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	33.3%			
2			20.0%	
3	0.5%			
4	2.0%			
5	6.9%	38.7%		
6	100.0%			
7	2.8%	3.8%		9.8%
8	7.4%	4.9%	2.7%	
9	4.6%	6.5%	2.3%	2.2%
10	4.2%		4.5%	
12	37.5%	40.0%	23.5%	42.1%
13	2.6%	2.6%	3.6%	2.5%
14	4.7%		7.0%	9.3%
16	6.2%	5.4%		
18	2.0%	1.5%	3.6%	3.3%
19		5.6%		
21	14.8%	8.4%		
23	24.2%			
25		4.3%	4.7%	9.5%
29				3.0%
30	10.5%	5.8%		
32	3.3%	2.2%	2.2%	1.5%
33	9.4%			
34	60.7%	14.3%	55.6%	
37	24.1%	11.4%	4.4%	8.8%
39	100.0%	100.0%	100.0%	16.7%
40				1.3%
43	66.7%		33.3%	66.7%
44	24.3%	32.0%	7.0%	38.5%
46			5.3%	5.3%
47	8.4%	3.7%	6.8%	6.0%
48	7.5%	7.5%	8.1%	7.6%
49	3.8%	4.9%	13.3%	17.6%
51		3.1%	14.7%	
52	13.3%		16.2%	7.8%
53				11.9%
54		18.5%	25.8%	20.7%
55	1.0%	2.0%	4.5%	5.5%
56	17.0%			
57				8.3%
58	5.8%	3.1%	7.6%	3.8%
62	24.1%			
66	0.3%	4.9%	11.4%	
67				12.5%
71	1.6%	3.0%	9.8%	4.7%
79	10.0%			8.4%
97				8.9%
101	13.6%			

RISK MANAGEMENT

Liability Claims per 1,000 Students



Description of Calculation

Total number of liability claims filed during the fiscal year, divided by total district enrollment over 1,000.

Importance of Measure

This metric can be used to measure your performance against other entities of similar size and with similar claims.

Factors that Influence

- Frequency of claims
- Type of claims
- Severity of injuries

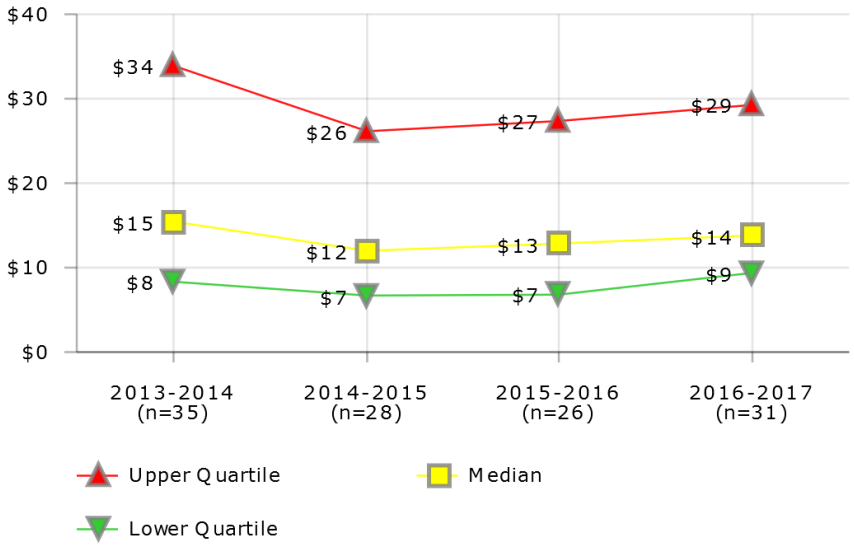
Districts in Best Quartile (2016-2017)

- Chicago Public Schools
- Detroit Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.12			
2		0.17	0.84	
3	16.24	2.78	6.71	3.54
4	0.98	0.94	1.00	0.87
5	2.72	0.64		
6	0.20			
7	0.75	0.54	0.83	0.84
8	1.82	1.43	1.98	2.16
9	1.91	1.94	2.16	2.58
10	1.64		1.94	
12	0.49	0.46	0.51	0.60
13	2.61	2.35	2.59	2.68
14	2.17	2.43	2.56	1.03
16	2.26	2.30		
18	1.37	1.69	1.70	1.94
19		6.33		
21	3.72	3.50		
23	0.71			
25	0.50	1.88	1.19	0.59
29				0.68
30	0.48	0.67	0.29	0.35
32	1.83	3.64	3.77	4.12
34	1.76	1.84	1.16	
37	1.52	1.17	1.09	1.35
39	0.04	0.06	0.05	0.11
40				1.80
43	0.12		0.76	0.37
44	0.55	0.39	0.67	0.51
45	0.51			
46			0.90	0.91
47	2.89	8.91		4.25
48	2.11	2.28	3.44	3.35
49	0.71	0.56	0.41	0.46
50				0.36
51		1.58	0.83	0.65
52	0.41			
53				1.25
54		0.41	0.76	0.52
55	0.69	1.03	0.59	0.73
56	0.58			
57				2.18
58	2.25	1.37	0.93	1.87
62	1.35		1.25	
66	6.03	1.56	0.67	1.32
67				0.23
71	1.46	0.39	0.49	2.59
79	5.03			4.17
97				1.54
101	1.20			
431				0.25

RISK MANAGEMENT

Liability Cost per Student



Description of Calculation

Total liability premiums, claims and administration costs, divided by total district enrollment.

Importance of Measure

Used to determine estimated costs for claims referred to outside attorneys. Can also be used to measure against other entities of similar size and with similar claims.

Factors that Influence

- Litigation
- Frequency of claims
- Injury type

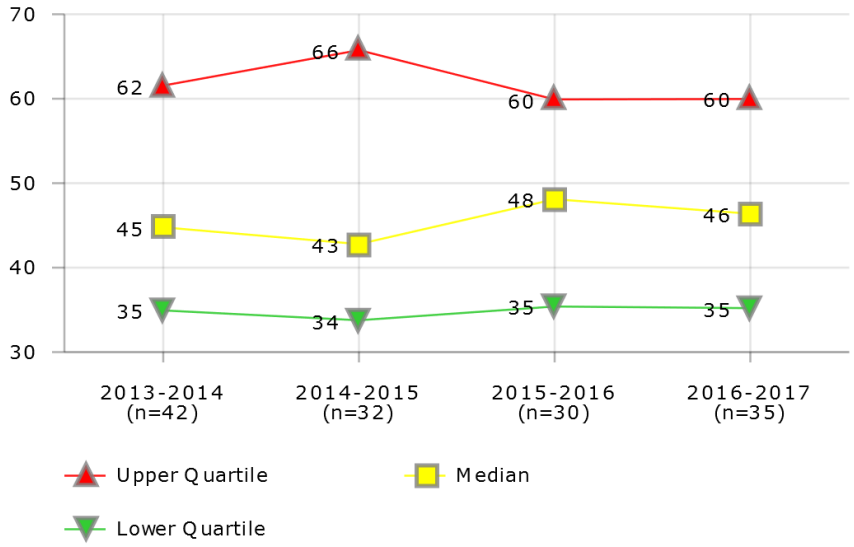
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Charlotte-Mecklenburg Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$29			
2		$4	$6	
3	$31	$29		
4	$52	$53	$51	$55
5	$15	$11		
6	$5			
7	$6	$9	$12	$9
8	$16	$6	$8	$7
9	$7	$9	$14	$17
10	$5		$10	
12	$55	$39	$38	$42
13	$17	$18	$20	$23
14	$52	$49	$63	$70
16	$12	$17		
18	$3	$3	$4	$4
19		$84		
20	$7			
21	$42	$39		
23	$35			
25	$10	$16		$10
30	$12	$13	$18	$18
32	$12	$18	$14	$13
34		$129	$118	
37	$23	$23	$19	$14
39	$7	$7	$7	$8
40				$5
43	$50		$79	$42
44	$9	$5	$6	
47				$14
48	$9	$8	$27	$29
49	$8	$9	$10	$22
50				$20
51		$11	$11	$13
52	$34			
53				$30
54		$7	$15	$19
55	$4	$6	$4	$5
56	$23			
57				$30
58	$14	$5	$5	$9
62	$43		$39	
66	$34		$9	$13
67				$34
71	$12	$15	$4	$13
79	$20			$11
97				$18
101	$38			
431				$5

RISK MANAGEMENT

Workers' Compensation Claims per 1,000 Employees



Description of Calculation

Total number of workers' compensation claims filed during the fiscal year, divided by total number of district employees (W-2's issued) over 1,000.

Importance of Measure

This is a metric that can be used to measure success of programs or initiatives aimed at reducing workers' compensation costs.

Factors that Influence

- Risk factor prevention
- Medical management programs
- Quality of medical care
- Timely provision of benefits

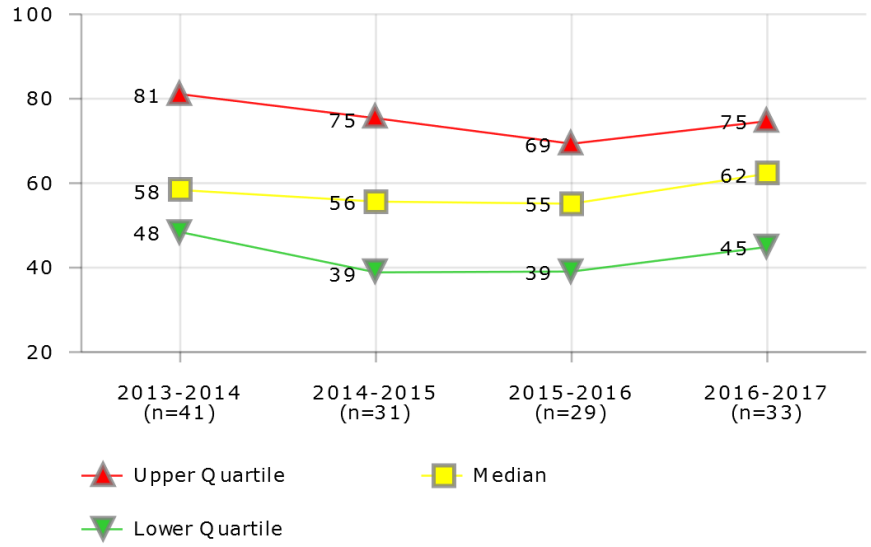
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Seattle Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	36			30
2		39	38	
3	98		34	30
4	72	78	66	62
5	34	33		
7	62	56	71	73
8	56	51	52	
9	33	31	30	31
10	38		40	
11	46			
12	87	84	83	68
13	56	58	50	
14	38	35	35	35
16	57	56		
18	80	25		60
19	53			
20	24	23	22	22
21	53			
23	14			
25	75	76	69	72
28			55	49
30	91	75	54	58
32	59	54	54	55
34		37	30	
35		24		33
37	40	37	34	63
39	33	38	39	41
40				46
41	62	73	69	70
43	52		60	55
44	40	42	61	41
45	25			
46	13			14
47	34	28		35
48	44	45	47	41
49	29	37	44	51
51		44	43	43
52	48			
53	127	121		114
54		17	17	19
55	40	39	41	38
56	44			
57				31
58	81	84	71	72
62	39			
63	47	46	49	58
66	86	75	51	
67				47
71	31	31	34	53
79	35			
97				44
101	39			
431				42

RISK MANAGEMENT

Workplace Incidents per 1,000 Employees



Description of Calculation

Total number of employee workplace accidents/incidents reported during the fiscal year.

Importance of Measure

This metric would be used to measure the success of programs and initiatives aimed at reducing workplace injuries/incidents.

Factors that Influence

- Disciplinary actions
- RIF notices
- Management support
- Effectiveness of safety programs
- Safety training
- Injury investigations used to determine cause of injury
- Maintenance of facilities
- Established safety protocols/guidelines/Employer policies

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Orange County Public School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	49			48
2		55	44	
3	98		63	69
4	72	78	66	62
5	34	33		
7	62	56	71	73
8	92	85	83	
9	49	52	54	57
10	61		60	
11	52			
12			8	6
13	97	95	87	
14	38	35	39	36
16	48	20		
18	80	72		77
19	53			
20	51	54	48	46
21	101			
23	17			
25	75	76	69	74
28			55	49
30	91	75	38	89
32	107	82	82	80
34		37	35	
35		45		19
37	51	58	34	106
39	32	63	63	61
40				71
41	62	73	69	70
43	103		98	90
44	66	66	80	61
45	25			
46	56			
47	59	53		71
48	48	45	47	45
49	30	39	44	30
51		54	30	79
52	56			
53	127	121		23
54		21	21	19
55	41	37	38	36
56	58			
57				31
58	81	84	71	72
62	64			
63	54	58	59	75
66	86	75	54	
67				79
71	31	31		
79	84			
97				91
101	37			
431				54

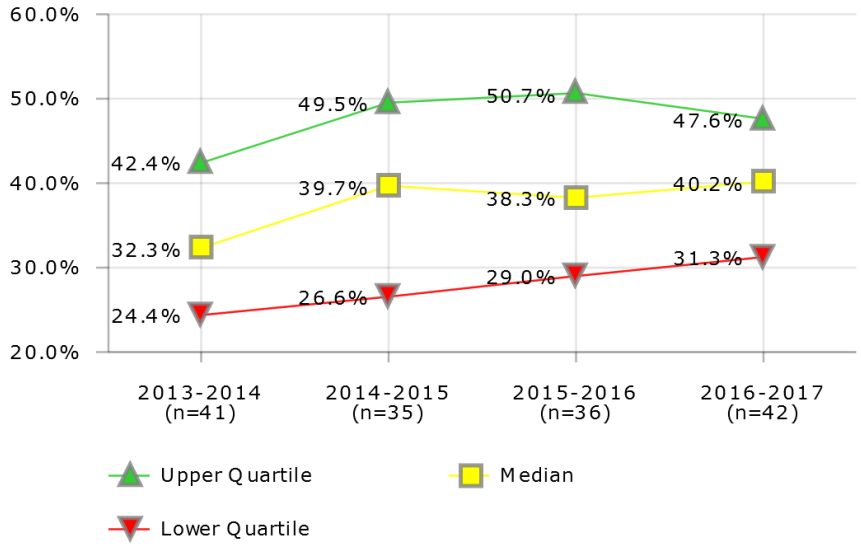
Food Services

Performance metrics in food services measure the productivity, cost efficiency, and service levels of a district's nutritional services. Productivity is broadly assessed by **Meals per Labor Hour**, a standard measure of the industry. Cost efficiency can be determined by looking at **Food Cost per Revenue** and **Labor Cost per Revenue**. Finally, a basic measure of service levels includes meal participation rate (measured by **Breakfast Participation Rate** and **Lunch Participation Rate**, and is further measured by looking at rates by grade spans).

These measures should serve as diagnostic tools to gauge performance, as well as a guide for improvement. The importance and usefulness of each KPI is described under the "Importance of Measure" and "Factors that Influence" sections of each indicator in the pages that follow.

FOOD SERVICES

Breakfast Participation Rate (Meal Sites)



Description of Calculation

Total number of breakfast meals served, divided by total number of students with access to breakfast meals times the total number of days in the school year.

Importance of Measure

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success.

A strong breakfast program indicates a commitment by the food service program and the district leadership to preparing students to be "ready to learn" in the classroom.

Factors that Influence

- Menu selections
- Provision II and III and Universal Free
- Free/Reduced percentage
- Food preparation methods
- Attractiveness of dining areas
- Adequate time to eat

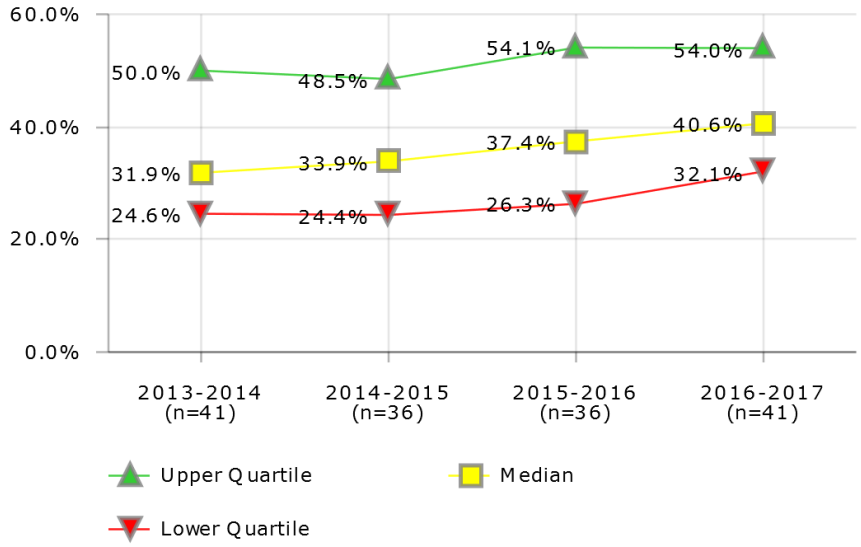
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Richmond City School District
- San Antonio Independent School District
- Shelby County School District
- St. Louis Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	12.4%			
2		47.8%	50.3%	54.7%
3	59.9%	56.6%	59.1%	58.6%
4	24.4%	25.5%	26.6%	27.0%
5	24.4%	25.1%		
6	31.2%			
7	18.7%	26.6%	28.4%	27.8%
8	25.0%	25.0%	25.3%	25.9%
9	20.2%	20.5%	25.9%	31.3%
10	38.5%		37.9%	37.9%
12	32.3%	35.5%	39.0%	40.9%
13	22.2%	22.0%	25.4%	
14	27.5%	28.7%	31.5%	27.5%
16	34.5%	37.6%	35.2%	
18	41.1%	49.5%		50.3%
19	59.1%	52.5%	55.3%	54.6%
20	42.4%	44.7%	43.2%	50.6%
23	37.4%	32.3%	29.8%	28.4%
25	57.9%	58.3%		
26	43.4%	42.7%		37.6%
28		41.6%	40.3%	42.9%
29				37.3%
30	39.5%	43.8%	48.6%	47.6%
32	26.1%	25.4%	27.6%	26.2%
34	52.6%	56.6%	55.5%	
35		51.4%	51.1%	51.4%
37		40.0%		35.5%
39	55.2%	54.8%	54.0%	53.7%
41	51.0%	60.1%	62.2%	61.7%
43	49.9%		53.4%	45.9%
44	29.2%	36.3%	38.3%	37.5%
46	33.5%	33.8%	35.3%	33.7%
47	31.5%	43.4%		41.6%
48	28.8%	26.9%	29.7%	29.6%
49	33.8%	39.7%	39.7%	45.3%
51			36.5%	41.4%
52	21.9%			
53			41.6%	43.0%
54				39.7%
55	25.0%	25.8%	26.6%	28.0%
56	22.4%			
57				40.6%
58	41.4%	39.6%	38.2%	37.7%
62	23.4%		27.0%	
63			58.2%	47.8%
66	53.1%	42.1%	46.9%	45.5%
67	33.8%		32.6%	32.0%
71	22.4%	24.3%	23.4%	28.0%
74	53.8%	52.1%	51.1%	
76				74.1%
79	29.2%			30.2%
97				31.3%
101	23.3%			
431				43.7%

FOOD SERVICES

Breakfast Participation Rate (Districtwide)



Description of Calculation

Total breakfast meals served, divided by total district student enrollment times the number of school days in the year.

Importance of Measure

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success.

A strong breakfast program indicates a commitment by the food service program and the district leadership on preparing students to be "ready to learn" in the classroom.

Factors that Influence

- Menu selections
- Provision II and III and Universal Free
- Free/Reduced percentage
- Food preparation methods
- Attractiveness of dining areas
- Adequate time to eat

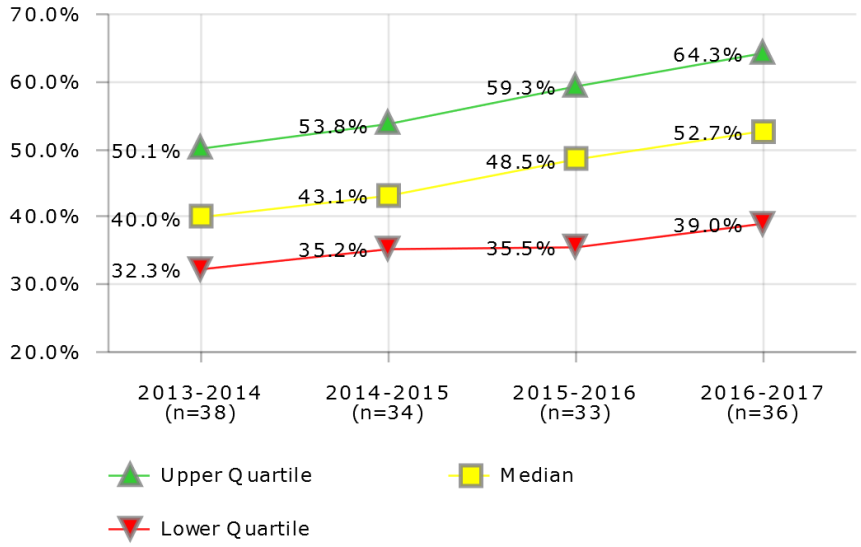
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Detroit Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Richmond City School District
- San Antonio Independent School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	12.2%			
2		47.9%	68.1%	55.9%
3	60.7%	58.0%	60.8%	60.3%
4	25.2%	26.0%	27.1%	27.7%
5	23.1%	23.8%		
6	32.8%			
7	15.1%	22.2%	23.4%	23.3%
8	25.0%	24.6%	24.9%	25.1%
9	21.9%	21.9%	27.7%	33.7%
10				40.8%
11	58.5%			
12	31.9%	34.8%	38.8%	39.0%
13	20.1%	19.5%	22.4%	
14	28.1%	29.1%	33.5%	29.2%
16	35.4%	35.2%	40.8%	
18	43.8%	53.5%		
19	62.3%	58.6%	62.1%	60.3%
20				54.0%
21	57.3%			
23	38.4%	32.3%	29.8%	28.4%
26	50.0%	49.2%		40.0%
28			39.7%	42.1%
29				40.8%
30	44.0%	49.1%	54.7%	54.8%
32	25.0%	24.1%	24.6%	20.8%
34		63.4%	66.0%	
35		50.7%	55.8%	56.0%
37		45.0%		29.7%
39	59.4%	58.8%	57.3%	57.8%
41	55.2%	65.0%	67.6%	67.1%
43	52.9%			54.5%
44	27.4%	32.9%	36.6%	36.6%
45	87.0%			
46	37.5%	37.9%	41.6%	39.1%
47	33.3%	44.7%		39.7%
48	30.4%	27.8%	28.9%	28.8%
49				43.8%
50				87.9%
51			42.2%	44.8%
52	22.1%			
53			44.3%	44.6%
54		40.1%	38.0%	38.0%
55	26.5%	27.2%	27.7%	28.9%
56	23.5%	22.0%	2.9%	
57				43.9%
58	48.1%		41.6%	40.6%
61	21.4%	21.5%	0.9%	
62	27.0%		32.8%	
63		0.1%	58.5%	51.7%
66	58.3%	44.6%	53.5%	49.3%
67	37.3%	38.1%	36.9%	36.1%
71	24.6%	26.6%	25.6%	31.1%
74	59.5%			
76				84.9%
77	11.5%	14.1%	1.6%	
79	31.3%			32.9%
97				32.1%
101	22.8%	28.8%	2.3%	

FOOD SERVICES

Breakfast F/RP Participation Rate



Description of Calculation

Number of free breakfasts plus reduced-price breakfasts served, divided by free-meal eligible plus reduced-price eligible students times the ratio of average daily attendance to the total student enrollment.

Importance of Measure

This evaluates how well a district maximizes the level of participation of its neediest students.

Factors that Influence

- Levels of poverty
- School bell times per district policy

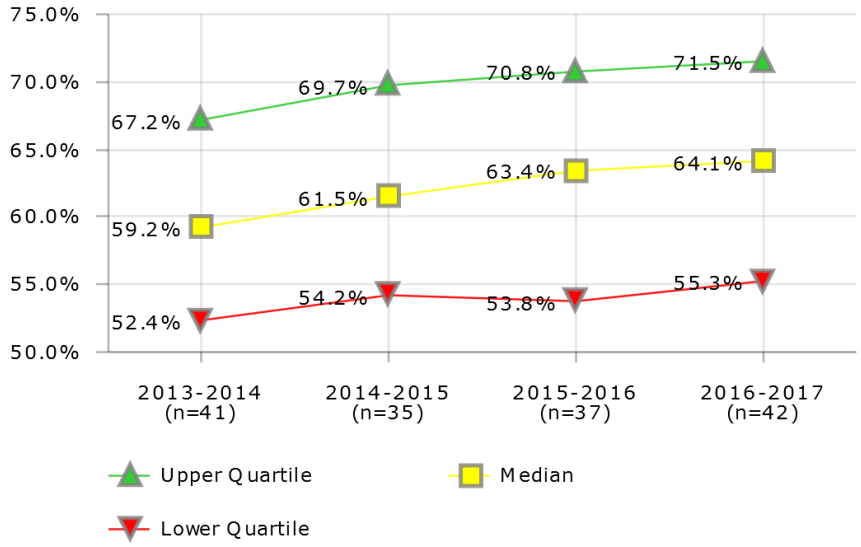
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- Richmond City School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	27.9%			
2		47.6%	66.5%	68.9%
3	65.5%	64.1%	76.8%	75.5%
4	32.6%	35.0%	37.2%	38.2%
5	42.6%	57.2%		
6	36.5%			
7	31.5%	40.6%	39.5%	39.3%
8	37.0%	35.2%	35.5%	36.2%
9	34.4%	33.5%	30.5%	49.5%
10				53.4%
12	43.9%	48.7%	52.6%	53.0%
13	34.5%	32.8%	29.7%	
14	40.4%	39.3%	48.1%	40.1%
16	27.9%	56.2%	66.8%	
18		53.8%		
19	59.3%	59.7%		
20				67.7%
21	0.6%			
23	66.9%	59.8%	53.5%	51.5%
26	50.1%	50.4%		
28			49.4%	52.6%
29				51.3%
30	50.6%	49.9%	55.8%	59.6%
32	32.3%	26.6%	28.4%	28.9%
34			67.6%	
35		53.6%	58.3%	58.5%
37		57.3%		38.7%
39	70.1%	38.9%	69.3%	70.0%
41	57.8%			65.7%
43	68.4%			88.0%
44	32.4%	42.3%	52.0%	37.5%
45	80.7%			
46	41.7%	41.8%	24.4%	20.1%
47	44.1%	57.5%		
48	48.5%	41.2%	48.5%	44.4%
49				79.3%
50				89.6%
51			45.4%	47.1%
52	45.9%			
53			67.4%	71.5%
54		44.5%	42.4%	38.3%
55	39.3%	48.7%	40.8%	39.3%
56	30.6%	30.6%	35.3%	
57				62.7%
58	48.2%	72.7%	67.8%	62.8%
61	12.6%	25.3%	23.8%	
62	28.8%			
63			59.3%	
66	40.7%	44.0%	52.5%	58.3%
67	39.6%	36.6%	35.1%	34.7%
71	38.6%	41.6%	41.3%	52.9%
74	61.1%			
77		22.3%	16.0%	
79	25.0%			38.6%
97				57.9%
101	25.9%	35.2%	84.4%	

FOOD SERVICES

Lunch Participation Rate (Meal Sites)



Description of Calculation

Total number of lunch meals served, divided by total number of students with access to lunch meals times the total number of days in the school year.

Importance of Measure

High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

Factors that Influence

- Menu selections
- Dining areas that are clean, attractive, and "kid-friendly"
- Adequate number of Point of Sale (POS) stations to help move lines quickly and efficiently
- A variety of menu selections
- Adequate time to eat
- Food preparation methods

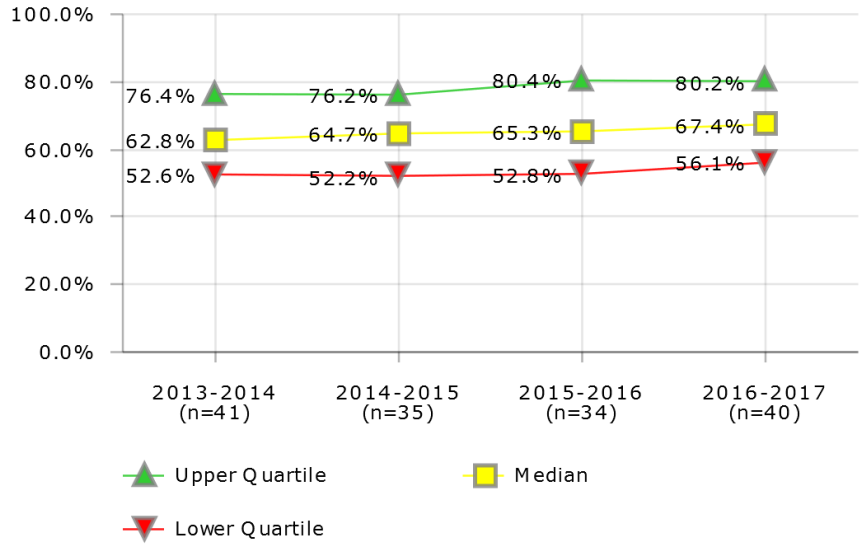
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Fresno Unified School District
- Oklahoma City Public Schools
- Omaha Public School District
- Richmond City School District
- San Antonio Independent School District
- Shelby County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	34.4%			
2		68.9%	69.2%	71.5%
3	75.4%	73.5%	76.7%	76.1%
4	65.8%	65.6%	65.4%	65.6%
5	42.7%	43.8%		
6	73.3%			
7	37.3%	40.7%	40.1%	42.3%
8	52.4%	53.0%	53.7%	53.7%
9	47.7%	48.6%	48.2%	48.1%
10	59.2%		60.8%	59.4%
12	66.1%	66.8%	66.6%	70.2%
13	58.2%	58.8%	58.2%	
14	50.0%	51.1%	49.3%	49.2%
16	51.5%	49.6%	51.1%	
18	54.1%	70.5%		71.8%
19	87.0%	76.9%	78.2%	78.7%
20	54.0%	54.4%	60.3%	76.6%
23	47.1%	48.8%	49.7%	49.8%
25	61.8%	63.2%		
26	67.2%	68.1%		63.4%
28		65.2%	63.5%	64.2%
29				57.8%
30	65.2%	70.5%	71.4%	69.8%
32	59.7%	58.2%	61.1%	58.9%
34	72.8%	78.2%	79.6%	
35		73.1%	71.1%	71.6%
37		54.2%		47.1%
39	60.2%	61.2%	60.7%	61.0%
41	74.2%	77.4%	75.6%	75.0%
43	72.5%		67.7%	49.8%
44	51.7%	53.5%	53.4%	53.1%
46	56.1%	57.9%	68.6%	70.8%
47	57.4%	69.7%		55.3%
48	59.7%	58.8%	60.8%	60.7%
49	57.2%	61.5%	61.5%	61.2%
51			65.6%	73.9%
52	59.5%		21.2%	
53			66.8%	68.8%
54				68.3%
55	54.3%	54.9%	53.7%	54.2%
56	51.0%			
57				67.5%
58	59.8%	63.8%	63.4%	63.5%
62	56.6%		58.4%	
63			85.2%	69.1%
66	72.3%	75.3%	76.4%	74.4%
67	72.4%		75.0%	75.5%
71	57.3%	54.7%	53.8%	50.8%
74	70.8%	64.9%	70.8%	
76				78.9%
79	7.8%			64.1%
97				56.0%
101	74.0%			
431				64.6%

FOOD SERVICES

Lunch Participation Rate (Districtwide)



Description of Calculation

Total lunch meals served, divided by total district student enrollment times the number of school days in the year.

Importance of Measure

High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

Factors that Influence

- Menu selections
- Dining areas that are clean, attractive, and "kid-friendly"
- Adequate number of Point of Sale (POS) stations to help move lines quickly and efficiently
- A variety of menu selections
- Adequate time to eat
- Food preparation methods

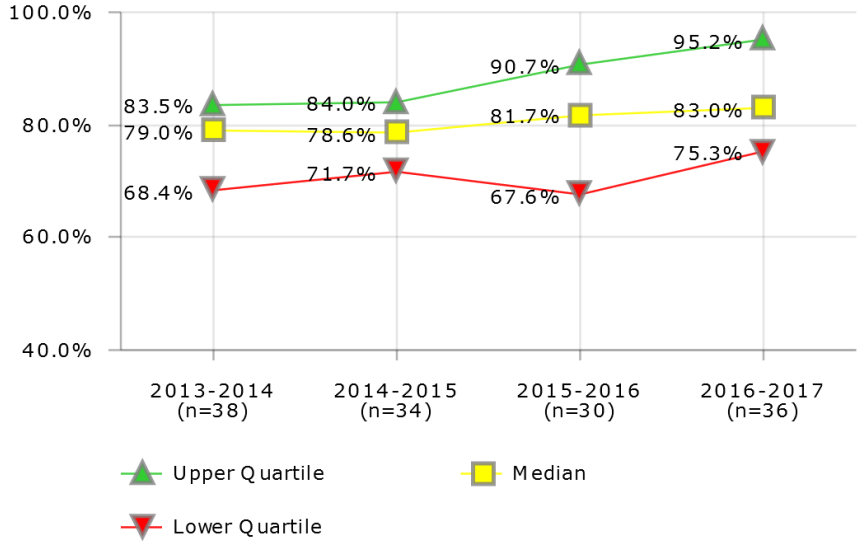
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	33.8%			
2		69.0%	93.7%	73.1%
3	76.4%	75.3%	78.9%	78.3%
4	68.0%	66.8%	66.7%	67.5%
5	41.6%	43.3%		
6	76.9%			
7	37.0%	41.3%	39.9%	41.9%
8	52.3%	52.2%	52.8%	52.1%
9	51.8%	52.0%	51.7%	51.9%
10				63.9%
11	56.1%			
12	65.1%	65.5%	66.3%	67.0%
13	52.6%	52.2%	51.3%	
14	51.1%	51.7%	52.4%	52.5%
16	54.9%	47.7%	59.5%	
18	57.7%	76.2%		
19	91.7%	85.9%	87.9%	86.9%
20				81.7%
21	78.0%			
23	48.4%	48.9%	49.7%	49.9%
26	77.5%	78.4%		67.4%
28			63.5%	63.0%
29				63.2%
30	72.6%	79.0%	80.4%	80.3%
32	57.1%	55.3%	54.4%	46.9%
34		87.5%	94.6%	
35		72.2%	77.6%	78.1%
37		60.2%		39.3%
39	64.8%	65.7%	64.4%	65.7%
41	80.4%	83.6%	82.1%	81.6%
43	76.9%			86.6%
44	48.4%	48.6%	51.0%	51.7%
45	104.9%			
46	62.9%	64.7%	80.7%	82.1%
47	60.6%	71.7%		52.8%
48	63.0%	61.0%	59.2%	59.0%
50				104.0%
51			75.8%	80.0%
52	59.9%			
53			71.1%	71.4%
54		66.9%	64.3%	65.3%
55	57.5%	57.8%	55.9%	55.9%
56	54.2%	53.3%	7.2%	
57				73.0%
58	69.5%		69.0%	68.4%
61	59.2%	56.4%		
62	66.6%		70.9%	
63			85.7%	74.7%
66	81.9%	79.7%	87.1%	80.5%
67	82.3%	85.1%	84.7%	85.3%
71	62.8%	59.8%	58.8%	56.3%
74	78.3%			
76				90.4%
77	43.8%	41.7%		
79	8.4%			70.0%
97				57.5%
101	72.5%	81.1%	6.5%	

FOOD SERVICES

Lunch F/RP Participation Rate



Description of Calculation

Number of free lunches plus reduced-price lunches served, divided by free-meal eligible plus reduced-price eligible students times the ratio of average daily attendance to the total student enrollment.

Importance of Measure

High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

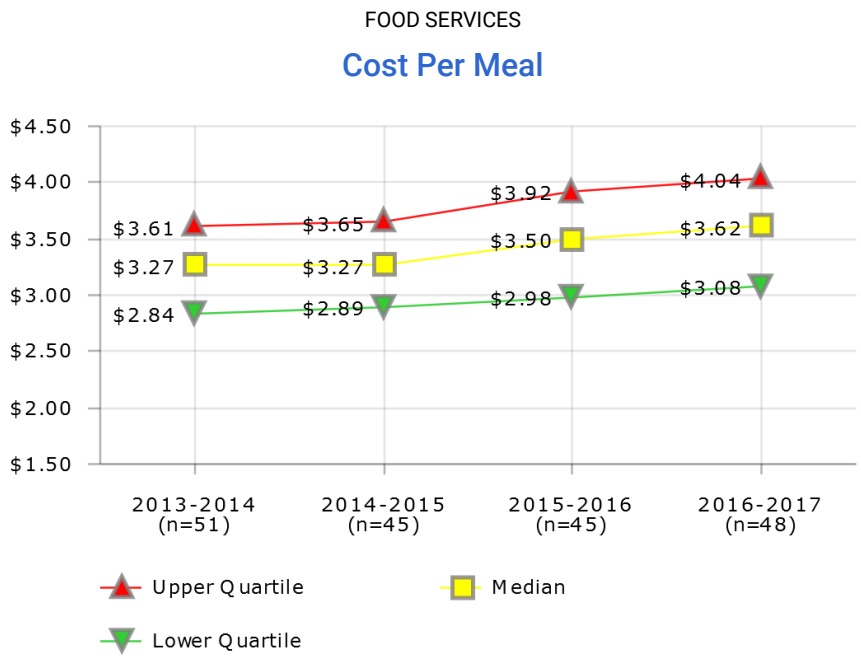
Factors that Influence

- Menu selections
- Clean, attractive dining areas with adequate seating capacity
- Provision II and III and Universal Free
- Food preparation methods
- Adequate time to eat

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Detroit Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- Pittsburgh Public Schools
- School District of Philadelphia
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	65.6%			
2		68.6%	91.5%	89.9%
3	91.2%	84.7%	93.3%	103.1%
4	81.6%	83.0%	83.6%	85.4%
5	71.8%	90.3%		
6	85.9%			
7	70.5%	69.6%	62.7%	64.7%
8	75.8%	73.8%	74.4%	74.3%
9	74.8%	73.7%	59.0%	75.3%
10				84.7%
12	79.2%	84.0%	83.5%	87.0%
13	79.4%	78.1%	65.5%	
14	59.8%	65.9%	67.6%	66.6%
16	40.4%	76.8%	93.4%	
18		78.0%		
19	86.2%	88.2%		
20				105.0%
21	0.6%			
23	78.8%	80.3%	75.7%	75.3%
26	77.8%	80.2%		
28			76.8%	76.2%
29				78.1%
30	83.4%	80.9%	82.6%	87.8%
32	77.3%	63.6%	65.8%	67.2%
34			97.3%	
35		76.8%	81.6%	81.9%
37		79.2%		53.0%
39	80.1%	44.6%	79.9%	81.2%
41	83.3%			80.0%
43	102.7%			138.6%
44	54.4%	61.6%	68.9%	54.0%
45	99.1%			
46	68.4%	74.3%	47.4%	41.9%
47	76.2%	92.2%		
48	92.3%	82.1%	90.7%	82.8%
49				100.2%
50				106.5%
51			81.8%	84.6%
52	81.1%			
53				111.5%
54		74.3%	71.8%	66.1%
55	83.5%	101.0%	81.8%	75.8%
56	67.1%	71.7%	99.1%	
57				103.8%
58	69.4%	116.7%		105.1%
61	35.5%	67.7%	66.1%	
62	67.7%			
63			88.4%	
66	86.4%	89.3%	96.4%	90.4%
67	86.4%	83.2%	82.9%	83.2%
71	86.6%	83.5%	91.8%	86.3%
74	82.0%			
77		62.1%	43.0%	
79	56.8%			80.0%
97				100.0%
101	79.7%	95.4%		



Description of Calculation

Total direct costs of the food services program, divided by the total meal count of all meal types. Breakfast meals are weighted at one-half; lunch meals at one-to-one; snacks at one-fourth; and suppers at one-to-one.

Importance of Measure

Total costs relative to meal volume demonstrates efficacy of the food service operation.

Factors that Influence

- The "chargebacks" to food service programs such as energy costs, custodial, non-food service administrative staff, trash removal, dining room supervisory staff
- Direct costs such as food, labor, supplies, equipment, etc.
- Meal quality
- Participation rates
- Purchasing practices
- Marketing
- Leadership expertise
- Meal prices
- Staffing formulas

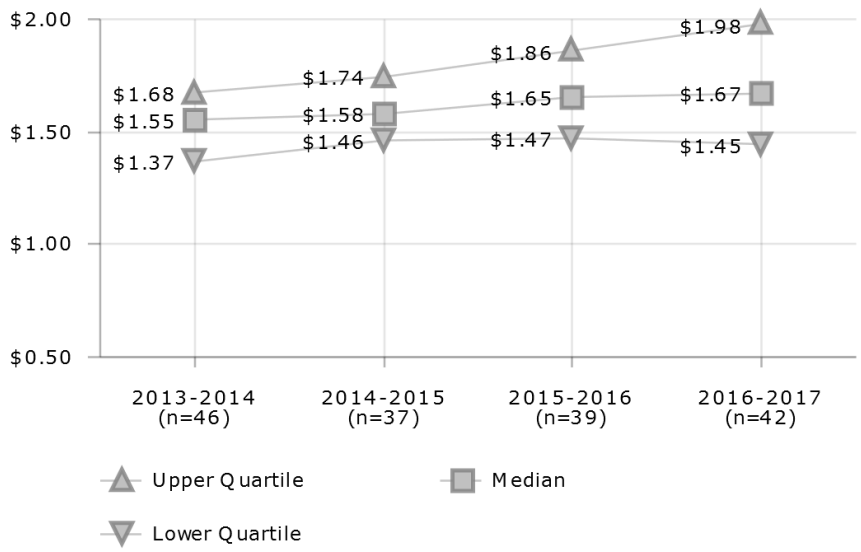
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Clark County School District
- Columbus Public Schools
- District of Columbia Public Schools
- Fresno Unified School District
- San Diego Unified School District
- School District of Philadelphia
- Seattle Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$2.65		$2.16	$1.84
2	$3.60	$3.82	$2.43	$3.47
3	$2.96	$3.15	$2.98	$3.07
4	$3.56	$3.36	$3.41	$3.79
5	$2.84	$2.73		
6	$4.17			
7	$4.35	$4.37	$3.96	$4.11
8	$2.96	$3.01	$2.88	$3.19
9	$2.76	$2.65	$2.95	$2.93
10	$3.82		$4.01	$4.00
11	$3.27			
12	$3.69	$3.96	$3.95	$4.12
13	$2.85	$2.97	$2.98	$3.08
14	$3.04	$3.07	$3.18	$4.79
16	$2.52	$2.59	$2.58	$2.42
18	$3.83	$3.60	$3.91	$4.44
19	$3.39	$3.75	$4.04	$3.95
20	$3.29	$3.59	$3.23	$3.08
21	$3.49	$3.72		
23	$3.66	$3.81	$3.48	$3.50
25	$2.88	$2.89		
26	$2.46	$2.52		$2.50
28	$3.21	$3.25	$3.50	$3.77
29				$2.79
30	$2.97	$3.25	$3.44	$3.34
32	$3.31	$3.08	$3.10	$3.12
33	$2.91	$3.47	$3.65	$19.91
34	$3.56	$3.46	$3.52	
35		$3.55	$3.70	$2.14
37		$3.14		$4.17
39	$3.23	$3.40	$3.54	$3.58
41	$3.42	$3.28	$3.54	$3.63
43	$3.61		$3.99	$4.12
44	$3.65	$3.16	$3.50	$3.64
45	$3.42		$3.92	$3.77
46	$3.27	$3.27	$3.00	$3.07
47	$4.22	$3.65	$3.61	$3.48
48	$3.49	$3.34	$3.30	$3.31
49	$3.63	$4.03	$4.04	$4.04
50				$3.52
51			$4.54	$4.04
52	$3.40	$3.15	$10.54	
53	$3.94	$3.76	$3.68	$3.71
54	$2.83	$2.83	$2.78	$2.91
55	$3.45	$3.30	$3.04	$3.08
56	$2.73	$2.50		
57	$4.00		$4.15	$3.61
58	$2.73	$2.86	$2.84	$2.99
61	$2.62	$2.55		
62	$2.28		$2.96	
63		$3.82	$4.14	$4.35
66	$3.07	$3.73	$3.41	$4.86
67	$3.09		$2.71	$2.87
71	$3.73	$3.78	$3.78	$3.70
74	$2.54	$1.66	$2.58	
76			$4.16	$4.27
77	$2.23	$2.09		
79				$3.70
97				$3.87
101	$2.63	$2.05		
431				$4.23

FOOD SERVICES

Food Cost per Meal



Description of Calculation

Total food costs, divided by the total meal count of all meal types. Breakfast meals are weighted at one-half; lunch meals at one-to-one; snacks at one-fourth; and suppers at one-to-one.

Importance of Measure

Food cost is the second largest expenditure that food service programs incur.

Careful menu planning practices, competitive bids for purchasing supplies, including commodity processing contracts, and the implementation of consistent production practices can control food costs.

Food cost as a percent of revenue can be reduced if participation revenue is high.

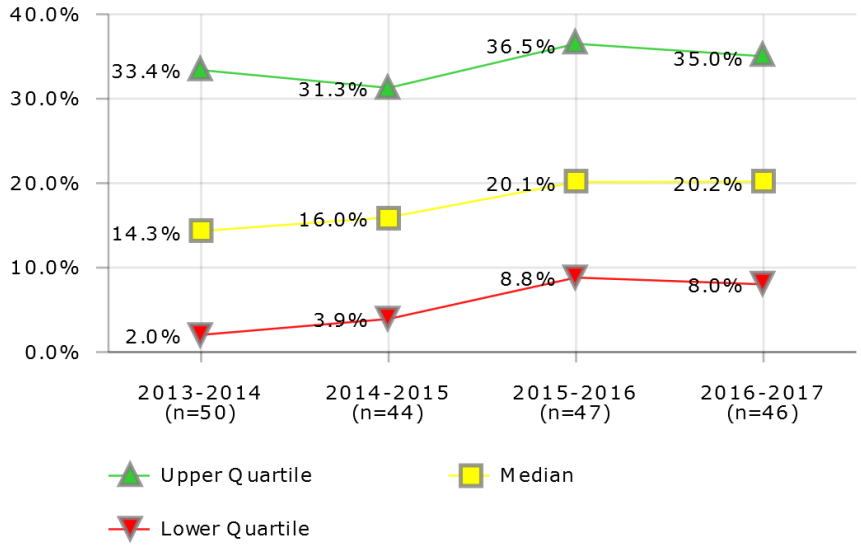
Factors that Influence

- USDA Menu and Nutrient requirements
- A la carte items
- Convenience vs. Scratch Food Items
- Purchasing and production practices
- Meal prices
- Participation rates
- Use of commodities
- Use of a warehouse or drop-ship deliveries
- Theft

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$1.06			
2	$1.73	$2.03	$1.81	$1.93
3	$1.28	$1.49	$1.26	$1.31
4	$1.96	$1.74	$1.81	$2.16
5	$1.33	$1.29		
6	$1.72			
7	$1.74	$1.70	$1.61	$1.71
8	$1.35	$1.37	$1.38	$1.22
9	$1.54	$1.58	$1.74	$1.67
10	$1.81		$1.77	$1.67
11	$1.67			
12	$1.69	$1.89	$1.95	$1.98
13	$1.30	$1.37	$1.34	$1.43
14	$1.43	$1.50	$1.55	$3.61
16	$1.01	$1.09	$1.05	$0.90
18	$1.71	$1.85	$1.98	$2.13
19	$1.60	$1.91	$1.99	$2.21
20	$1.40	$1.52	$1.37	$1.33
23	$1.66	$1.80	$1.73	$1.60
25	$1.68	$1.52		
26	$1.34	$1.42		$1.34
30	$1.42	$1.63	$1.77	$1.83
32	$1.58	$1.52	$1.47	$1.45
33	$1.49	$1.78	$1.84	$2.08
34	$1.65	$1.63	$1.59	
35			$1.65	$1.44
37		$1.46		$1.76
39	$1.51	$1.57	$1.61	$1.61
41	$1.63	$1.65	$1.71	$1.80
43	$1.39		$1.86	$1.75
45	$1.87		$2.26	$2.10
46	$1.55	$1.61	$1.50	$1.53
47	$1.61	$1.55	$1.46	$1.61
48	$1.63	$1.58	$1.59	$1.53
49	$1.94	$2.06	$2.09	$2.35
50				$2.20
51			$2.18	$2.23
52	$1.92	$1.76	$5.54	
53	$1.57	$1.56	$1.52	$1.44
55	$1.54	$1.66	$1.44	$1.48
56	$0.96			
57	$1.80		$2.32	$1.58
58	$1.56	$1.72	$1.63	$1.67
61	$1.37	$1.33		
62	$1.03		$1.52	
66	$1.57	$1.92	$1.67	$1.52
67	$1.50		$1.22	$1.33
71	$1.30	$1.37	$1.41	$1.41
76			$2.19	$2.25
77	$1.37	$1.29		
79				$1.48
97				$1.74
101	$1.26	$0.98		
431				$1.96

FOOD SERVICES

Fund Balance as Percent of Revenue



Description of Calculation

Fund balance divided by total revenue.

Importance of Measure

A positive fund balance can provide a contingency fund for equipment purchases, technology upgrades, and emergency expenses.

A "break- even" status indicates that there is just enough revenue to cover program expenses, but none left for program improvements.

Factors that Influence

- USDA allows a Food Service program to have no more than a three month operating expenses fund balance.
- Districts may have taken part or all of the Food Services Fund Balance for non- Food Service activities.
- Food Services may have funded large kitchen remodeling projects, implemented new POS systems, and thereby reduced a fund balance with a large capital outlay project

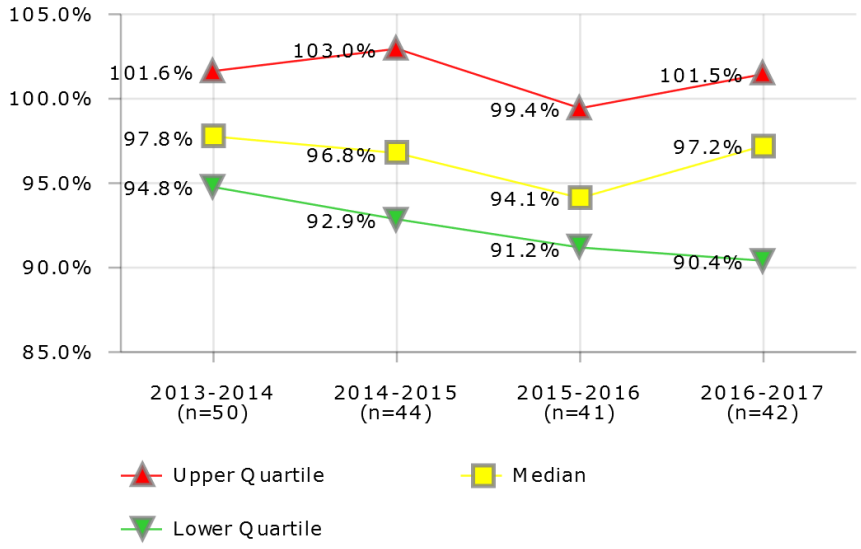
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Buffalo Public Schools
- Cincinnati Public Schools
- Clark County School District
- Dayton Public Schools
- Indianapolis Public Schools
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- Shelby County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.0%			0.0%
2	6.9%	112.6%	12.8%	8.4%
3	6.9%	6.3%	13.4%	20.7%
4	34.5%	31.0%	36.5%	39.7%
5	2.4%	5.4%		
6	27.1%			
7	-2.2%	0.0%	-2.9%	-3.3%
8	33.4%	34.4%	32.2%	28.2%
9	56.7%	27.4%	31.9%	38.2%
10	32.7%		24.9%	19.4%
11	8.0%		38.8%	
12	21.1%	23.6%	24.9%	24.8%
13	41.5%	44.2%	45.2%	43.7%
14	40.6%	44.0%	52.4%	62.2%
16	3.2%	2.7%	1.5%	4.9%
18	29.9%	28.5%	39.4%	39.7%
19	40.0%	62.7%	98.0%	121.5%
20	43.0%	56.6%	58.6%	66.0%
21	7.3%	12.7%		
23	34.7%	32.0%	31.1%	32.7%
25	0.0%	0.0%		
26	-4.4%	-4.2%		
28	6.0%	32.0%	34.6%	35.0%
29				0.0%
30	0.0%	0.0%	18.4%	30.6%
32	12.3%	13.3%	16.9%	19.1%
33				120.3%
34	22.4%	27.6%	14.0%	
35		11.5%	23.0%	22.7%
37		-1.0%		0.7%
39	17.9%	7.3%	6.8%	8.0%
41	16.4%	21.8%	19.4%	17.4%
43	65.4%		62.6%	67.5%
44	18.6%	20.9%	17.3%	13.0%
45	76.7%		67.9%	66.3%
46	2.3%	3.0%	8.1%	12.5%
47	32.8%	31.5%	33.1%	
48	23.9%	23.3%	27.4%	27.6%
49	0.1%	28.2%	28.2%	6.8%
50				31.6%
51			15.0%	24.8%
52	6.5%	8.1%	8.8%	
53	53.3%	45.7%	30.0%	43.9%
54	1.9%	4.8%	2.9%	1.9%
55	2.0%	3.8%	8.4%	4.8%
56	23.2%	25.6%	77.7%	
57	0.1%		3.5%	1.0%
58	0.2%	-52.1%		24.3%
61	1.2%	0.0%	0.0%	
62	46.2%		54.7%	
63		18.1%	7.7%	11.5%
66	5.0%	6.3%	9.8%	1.8%
67			20.1%	28.5%
71	17.0%	13.8%	15.0%	12.8%
74	5.3%	4.1%	4.5%	
76			19.9%	19.7%
77	0.2%	0.7%	3.9%	
79	0.0%			8.9%
97				0.8%
101	58.9%	63.1%	88.7%	
431				10.4%

FOOD SERVICES

Total Costs As Percent of Revenue



Description of Calculation

Total direct costs plus indirect and overhead costs, divided by total revenue.

Importance of Measure

This measure gives an indication of the financial status of the food service program, including management company fees. Districts that keep expenses lower than revenues are able to build a surplus for reinvestment back into the program for capital replacement, technology, and other improvements. Districts that report expenses higher than revenues may either be drawing from their fund balance, or may be subsidized by the district's general fund.

Factors that Influence

- The "chargebacks' to food service programs such as energy costs, custodial, non-food service administrative staff, trash removal, dining room supervisory staff
- Direct costs such as food, labor, supplies, equipment, etc.
- Meal quality
- Participation rates
- Purchasing practices
- Marketing
- Leadership expertise
- Meal prices
- Staffing formulas

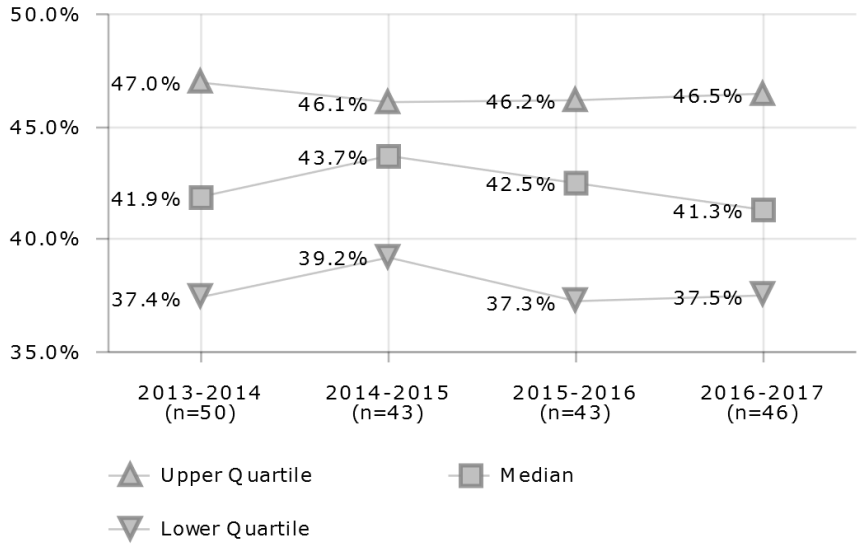
Districts in Best Quartile (2016-2017)

- Charleston County School District
- Cincinnati Public Schools
- Dayton Public Schools
- Detroit Public Schools
- District of Columbia Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Richmond City School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.9%			
2	99.6%	97.8%	69.4%	89.7%
3	97.8%	103.7%	92.0%	94.9%
4	94.8%	91.1%	87.7%	88.8%
5	97.6%	94.6%		
6	103.2%			
7	109.8%	103.7%	101.9%	98.7%
8	97.5%	97.8%	99.4%	102.6%
9	91.8%	93.0%	91.2%	93.0%
10	97.7%		102.9%	106.8%
11	114.4%			
12	94.1%	93.8%	95.5%	97.9%
13	92.8%	96.6%	97.6%	100.3%
14	85.4%	97.0%	91.8%	
16	103.2%	104.8%	103.9%	109.6%
18	98.7%	95.0%	95.7%	106.6%
19	80.2%	80.0%	90.3%	75.8%
20		98.7%	87.5%	88.4%
21	97.2%	106.9%		
23	97.0%	101.2%	88.4%	87.8%
25	114.3%	118.9%		
26	97.4%	102.7%		
28	94.0%	95.0%	95.0%	108.8%
29				85.6%
30	94.5%	90.9%	91.4%	87.0%
32	98.2%	99.2%	96.0%	97.9%
33	88.5%	95.3%		
34	97.7%	89.8%	52.9%	
35		88.8%	87.1%	
37		100.8%		99.7%
39	95.1%	96.0%	100.4%	93.8%
41	99.2%	92.7%	102.4%	101.5%
43	97.8%		91.7%	98.1%
44	99.8%	88.0%	94.1%	92.1%
45	95.4%		103.0%	104.3%
46	105.5%	107.0%	94.2%	95.9%
47	101.6%	97.0%		93.8%
48	103.5%	92.6%	83.3%	86.2%
49	97.6%	104.5%	103.3%	98.1%
50				90.4%
51			92.5%	99.0%
52	99.9%	87.9%	93.4%	
53	101.8%	96.4%	93.9%	97.2%
54	91.5%	95.2%	95.3%	101.5%
55	96.6%	95.8%	92.1%	93.6%
56	97.3%	100.9%		
57	99.1%		107.0%	90.5%
58	100.0%	100.5%	86.0%	87.1%
61	105.9%	103.6%		
62	77.8%		114.4%	
63		113.7%	97.5%	103.2%
66	92.2%			
67	103.6%		87.7%	82.8%
71	103.2%	103.2%	99.9%	97.2%
74	85.7%	57.5%	92.3%	
76			97.6%	100.8%
77		109.9%		
79	97.9%			94.5%
97				106.7%
101	110.0%	92.0%		
431				112.2%

FOOD SERVICES

Food Cost per Revenue



Description of Calculation

Total food costs divided by total revenue.

Importance of Measure

Food cost is the second largest expenditure that food service programs incur.

Careful menu planning practices, competitive bids for purchasing supplies, including commodity processing contracts, and the implementation of consistent production practices can control food costs.

Food cost as a percent of revenue can be reduced if participation revenue is high.

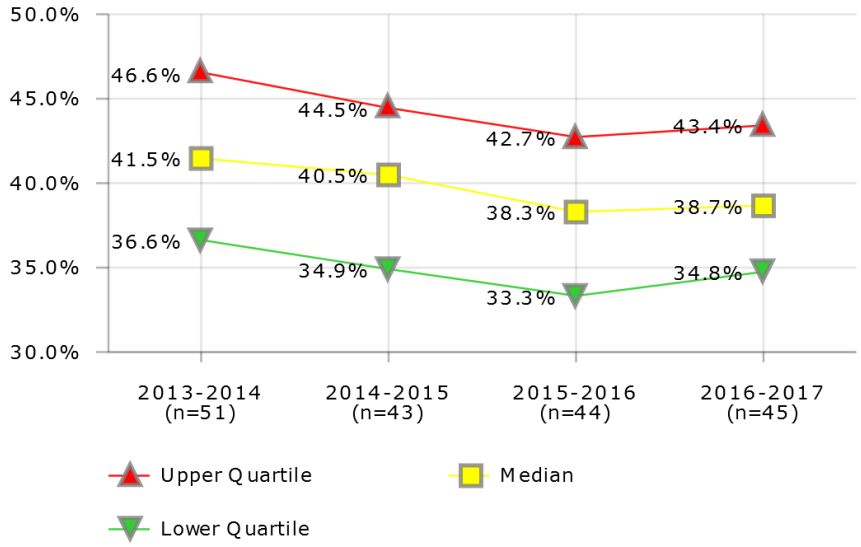
Factors that Influence

- USDA Menu and Nutrient requirements
- A la carte items
- Convenience vs. Scratch Food Items
- Purchasing and production practices
- Meal prices
- Participation rates
- Use of commodities
- Use of a warehouse or drop-ship deliveries
- Theft

District	2013-2014	2014-2015	2015-2016	2016-2017
1	36.0%			40.5%
2	47.7%	51.8%	46.9%	47.1%
3	39.0%	45.7%	36.3%	36.6%
4	48.9%	44.1%	43.2%	47.6%
5	45.1%	43.9%		
6	38.0%			
7	41.9%	38.9%	40.0%	39.4%
8	43.3%	43.5%	43.4%	38.0%
9	48.2%	48.9%	49.8%	48.2%
10	43.7%		41.7%	39.4%
11	56.3%			
12	42.7%	44.2%	45.8%	45.7%
13	41.2%	43.4%	42.9%	45.4%
14	38.4%	45.9%	40.7%	
16	39.1%	40.9%	38.5%	37.6%
18	41.6%	43.2%	42.3%	44.5%
19	37.4%	37.4%	39.1%	42.4%
20	25.5%	39.2%	34.5%	36.0%
21	7.6%	11.7%		
23	39.8%	43.7%	41.5%	37.9%
25	23.4%	41.1%		
26	51.8%	56.6%		27.0%
28	8.5%	7.2%	10.2%	25.2%
29				4.0%
30	42.5%	44.5%	45.7%	45.5%
32	45.3%	47.4%	44.1%	43.7%
33	41.0%	44.1%		51.4%
34	45.1%	42.0%	23.8%	
35		5.5%	38.9%	30.3%
37		45.7%		41.1%
39	42.0%	42.4%	42.5%	41.2%
41	45.6%	45.5%	48.1%	49.0%
43	36.9%		42.8%	41.7%
44	6.6%	5.8%	5.6%	6.3%
45	50.9%		55.4%	54.1%
46	47.9%	50.8%	45.4%	45.9%
47	38.6%	40.8%	39.2%	41.4%
48	47.0%	42.5%	38.7%	38.9%
49	48.7%	50.3%	50.3%	53.1%
50				53.1%
51			43.9%	53.3%
52	51.8%	46.1%	46.2%	
53	39.5%	38.9%	35.5%	34.6%
54				6.7%
55	40.1%	45.1%	37.3%	38.6%
56	33.6%	27.7%		
57	43.5%		59.4%	39.2%
58	53.7%	53.9%	47.8%	46.5%
61	51.7%	50.7%	15.5%	
62	34.7%		57.6%	
63		47.4%	42.6%	42.9%
66	46.1%			
67	46.5%		36.2%	35.4%
71	34.5%	36.0%	35.7%	35.3%
74	33.0%	3.1%	31.3%	
76			50.1%	51.6%
77		60.8%		
79	36.3%			37.5%
97				42.1%
101	51.1%	40.6%	60.8%	
431				47.7%

FOOD SERVICES

Labor Costs per Revenue



Description of Calculation

Total labor costs divided by total revenue.

Importance of Measure

Labor contributes the largest expense that food service revenue must cover.

School boards can control labor costs by establishing salary schedules and benefit plans, and directors can control labor cost by implementing productivity standards and staffing formulas.

Factors that Influence

- Salary schedules and health and retirement benefits
- Number of annual work days and annual paid holidays
- Staffing formulas and productivity standards
- Union contracts
- Type of menu items

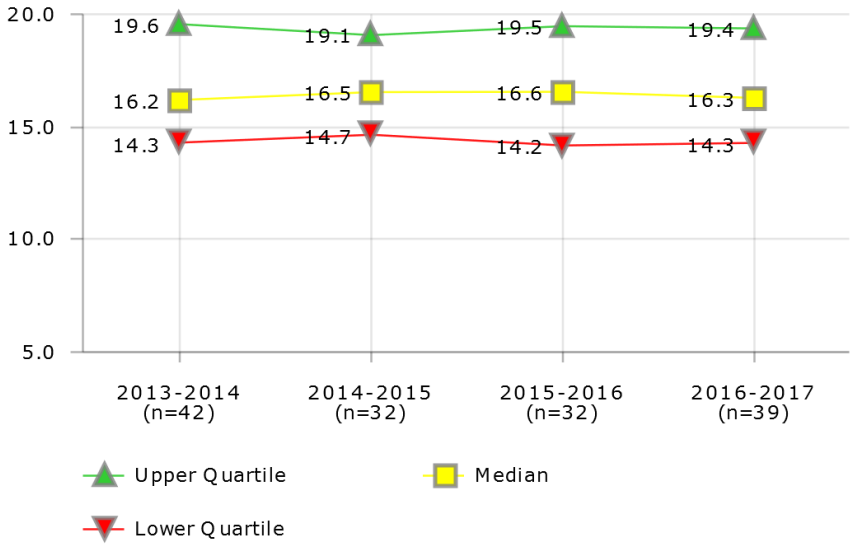
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Buffalo Public Schools
- Clark County School District
- Dayton Public Schools
- Detroit Public Schools
- District of Columbia Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Richmond City School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	48.0%			
2	44.1%	38.0%	13.5%	32.0%
3	41.9%	41.3%	38.6%	37.5%
4	31.0%	30.9%	30.1%	30.8%
5	41.4%	39.4%		
6	49.4%			
7	55.9%	54.1%	51.7%	49.0%
8	35.4%	34.4%	35.6%	37.1%
9	32.3%	30.8%	28.2%	30.3%
10	38.2%		43.0%	45.1%
11	51.7%			
12	44.6%	42.1%	42.5%	44.2%
13	36.6%	37.5%	37.4%	38.5%
14	37.4%	44.9%	37.5%	31.1%
16	46.6%	41.8%	49.1%	56.6%
18	41.5%	32.6%	33.0%	38.4%
19	37.8%	31.9%	32.5%	33.4%
20	29.9%	46.6%	40.3%	38.3%
21	49.6%	46.2%		
23	39.9%	43.2%	36.8%	38.9%
25	26.1%	33.5%		
26	37.7%	38.4%		
28	7.6%		10.0%	14.2%
29				0.6%
30	40.7%	34.9%	33.7%	28.8%
32	38.3%	38.2%	39.0%	40.4%
33	29.5%	31.5%		41.2%
34	42.6%	40.5%	23.1%	
35		43.4%	42.2%	38.7%
37		45.7%		48.9%
39	32.1%	37.1%	39.1%	39.9%
41	38.7%	35.8%	38.9%	39.6%
43	43.1%		41.1%	46.5%
44		4.4%	4.2%	3.5%
45	33.9%		33.6%	34.8%
46	48.7%	47.9%	42.3%	43.4%
47	50.8%	45.3%	45.9%	40.8%
48	43.1%	39.4%	35.4%	37.7%
49	40.9%	40.7%	40.7%	36.4%
50				27.8%
51			43.6%	39.3%
52	34.8%	31.6%	36.8%	
53	44.9%	42.0%	38.0%	42.6%
54	46.7%	45.0%	43.9%	46.9%
55	43.3%	37.7%	37.4%	38.2%
56	55.4%	63.9%		
57	48.4%		46.2%	48.0%
58	37.9%	34.2%	33.1%	34.9%
61	41.7%	41.6%	16.5%	
62	37.1%		46.0%	
63		44.5%	38.6%	43.1%
66	35.8%			
67	42.4%		37.6%	34.7%
71	57.7%	57.4%	54.1%	53.2%
74	42.4%	41.5%	43.2%	
76			32.2%	35.7%
77	35.7%	35.9%		
79	53.9%			51.9%
97				43.2%
101	45.8%	42.5%	60.3%	
431				43.8%

FOOD SERVICES

Meals Per Labor Hour



Description of Calculation

Annual number of breakfasts (less contractor-served breakfasts) *divided* by two *plus* annual number of lunches (less contractor-served lunches) *plus* annual number of snacks (less contractor-served lunches) *divided* all divided by the total annual labor hours of all food preparation and cafeteria staff.

Importance of Measure

Efficiency is important in making the best use of available food service funds.

Factors that Influence

- Menu offerings
- Provision II and III
- Free/Reduced percentage
- Food preparation methods
- Local nutrition standards for al la carte foods

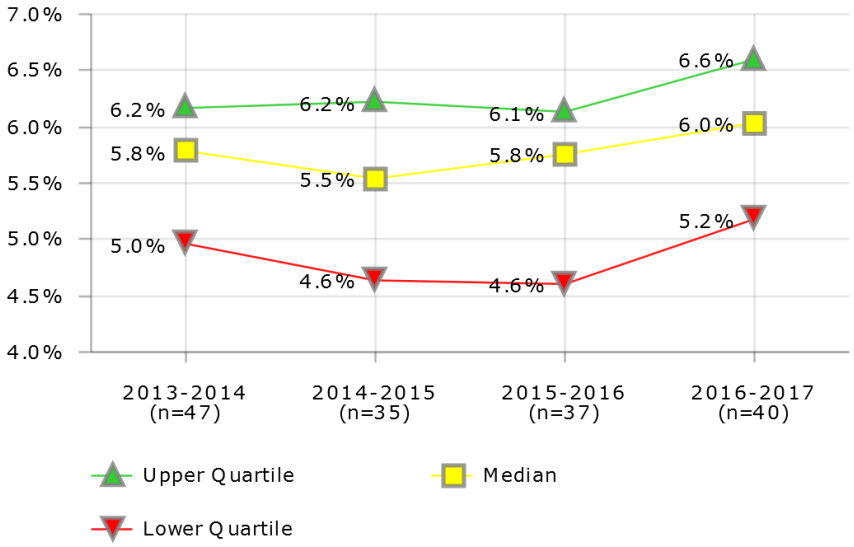
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Fresno Unified School District
- Indianapolis Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- San Antonio Independent School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	17.9			
2	12.6	13.2	13.1	16.7
3	17.4	16.8	17.9	19.4
4	15.7	16.2	15.4	16.6
5	15.9	16.7		
6	14.3			
7	11.5	14.1	12.3	14.2
8	15.9	15.3	18.2	17.3
9	19.9	22.1	21.7	22.3
10	11.4		11.4	10.9
12	14.3	14.3	15.2	14.6
13	18.0	17.7	17.3	15.7
14	15.0	13.6	13.3	15.6
16	16.1	16.5	16.5	18.1
18	17.7		16.6	18.0
19	25.4	21.1	20.7	
20	18.2	19.3	19.2	22.0
25	8.0			
26	23.4	21.0		
30	12.9	15.1	15.5	15.5
32	19.6	16.0	16.6	27.6
33	26.3	27.1		23.1
34	15.3	16.6		
35		22.5	24.8	23.1
37		6.5		8.6
39	16.7	17.5	14.0	15.5
41	16.3	18.9	17.4	16.8
43	33.1		32.8	33.1
45	20.2		15.7	14.3
46	12.5	12.6	14.3	15.3
47	14.1	15.7	15.5	15.7
48	15.9	17.6	20.9	23.6
49	11.4	12.2	12.2	12.3
50				16.9
51				7.5
52	29.6	19.9	5.3	
53	14.9	15.9	16.6	16.2
55	13.2	15.0	15.0	14.6
56	16.0			
57	17.3			16.3
58	18.0	22.9	22.2	18.1
62	27.9			
66	17.9	16.6		3.7
67	23.7		23.7	25.5
71	8.9	10.1	10.4	11.6
76			19.7	19.9
79				13.1
97				11.1
101	24.8			
431				17.2

FOOD SERVICES

USDA Commodities - Percent of Total Revenue



Description of Calculation

Total value of commodities received divided by total revenue.

Importance of Measure

Maximizing the use of USDA Commodities is a common strategy to minimize direct costs

Factors that Influence

- Flexibility of meal planning
- Use of USDA bonuses
- Maximization of reimbursements

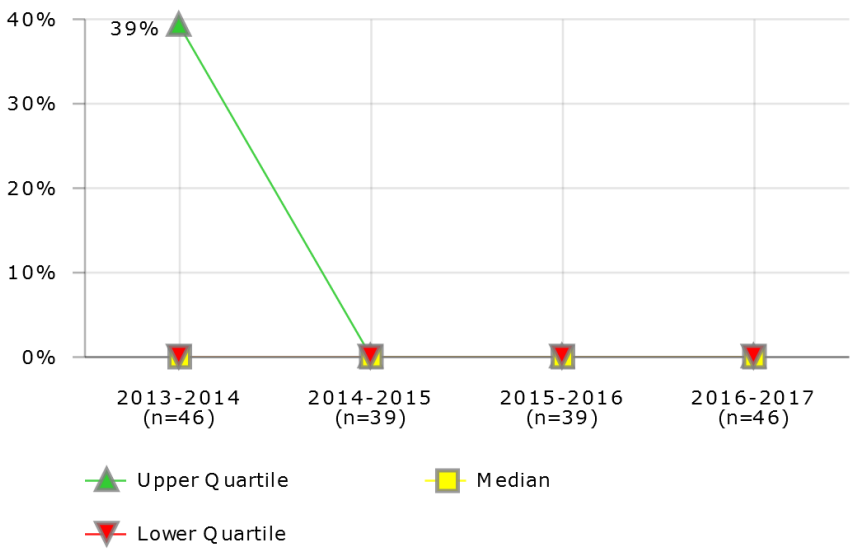
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	6.1%			
2	2.9%	3.7%	3.9%	2.6%
3	4.5%	5.7%	5.5%	5.7%
5	6.2%	5.7%		
6	5.2%			
7	1.9%	3.1%	4.6%	4.5%
8	6.3%	6.4%	5.8%	6.2%
9	6.0%	6.8%	6.5%	6.9%
10	5.2%		5.7%	6.0%
12	5.5%	5.2%	5.8%	5.8%
13	6.4%	7.2%	7.2%	8.8%
14	6.4%	6.7%	6.1%	7.5%
16	4.9%	5.4%	6.1%	5.5%
18	10.7%	4.1%	2.9%	4.9%
19	5.0%		0.0%	
20	6.8%	5.9%	5.6%	6.3%
21	5.4%	6.8%		
23	3.9%			
25	6.5%	8.8%		
26	1.1%	3.1%		3.1%
28	6.6%	6.2%	6.0%	6.9%
29				4.0%
30	5.8%	5.2%	5.4%	6.1%
32	6.0%	5.8%	6.4%	6.7%
33	5.9%	5.2%		6.2%
34	4.1%	4.9%	2.3%	
35		5.5%	5.9%	5.8%
37		3.8%		6.4%
41	6.1%	5.6%	6.3%	6.2%
43	5.6%		5.7%	3.2%
44	4.2%	5.8%	6.1%	5.9%
45	5.0%		5.9%	5.2%
46	5.8%	6.2%	4.6%	6.5%
47	5.5%	4.3%	3.5%	
48	6.9%	6.6%	6.0%	6.2%
49	5.7%	5.2%	5.2%	5.6%
50				5.7%
51			3.4%	6.7%
52	5.8%	4.3%	6.0%	
53	8.6%	4.6%	5.5%	5.2%
54	5.3%	5.2%	6.3%	6.7%
55	5.9%	5.8%	6.3%	6.5%
56	5.9%			
57	6.3%		6.3%	6.9%
58	5.9%	5.5%	5.2%	5.9%
62	5.4%			
63				4.4%
66	5.9%			
67	6.2%		7.0%	6.8%
71	3.0%	3.2%	2.4%	2.2%
74	4.7%	5.5%	6.5%	
76			4.6%	4.7%
79	3.3%			6.7%
97				6.5%
101	7.4%			

FOOD SERVICES

Provision II Enrollment Rate - Breakfasts



Description of Calculation

Number of students enrolled in Provision II breakfast program divided by total number of students with access to breakfast meals.

Importance of Measure

This Provision reduces application burdens and simplifies meal counting and claiming procedures. It allows schools to establish claiming percentages and to serve all meals at no charge for a four-year period.

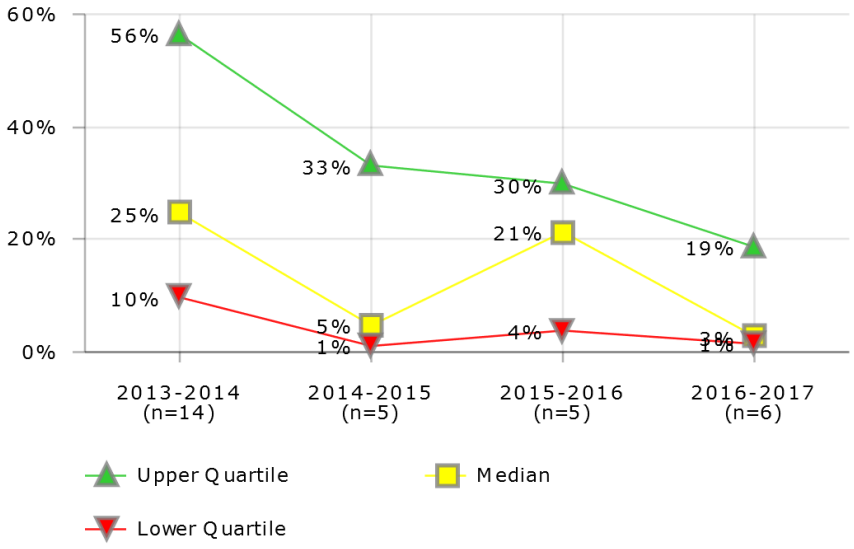
Factors that Influence

- History of schools serving meals to all participating children at no charge for 4 years
- Stability of income of school's population
- Increased participation to offset increased costs and loss of full pay and reduced-price meal charges.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0%			0%
2	57%	0%	0%	0%
3	100%	100%	42%	42%
4	0%	0%	0%	0%
5	42%	14%		
6	0%			
7	0%	0%	0%	0%
8	20%	21%	0%	1%
9	5%	5%	21%	1%
10	0%		0%	0%
12	21%	0%	0%	0%
13	0%	0%	0%	0%
14	0%	0%	4%	3%
16	37%	41%	44%	42%
18	0%	0%	0%	0%
19	0%	0%	0%	0%
20	100%	100%	21%	100%
23	0%	0%	0%	0%
25	0%	0%		
26	0%	0%		0%
28	0%	0%	0%	0%
29				3%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
33	92%	0%		0%
34	0%	0%	0%	
35		0%	0%	0%
37		0%		0%
39	0%	0%	0%	0%
41	100%	0%	0%	0%
43	0%		0%	0%
44	39%	0%	0%	0%
46	100%	100%	0%	0%
47	0%	0%	0%	0%
48	42%	33%	30%	19%
49	0%	0%	0%	0%
51			31%	34%
52	0%	0%	0%	
53	10%	0%	0%	0%
54				0%
55	0%	0%	0%	0%
56	16%			
57	0%			0%
58	0%	0%	0%	0%
62	31%			
63		0%	0%	0%
66	95%	100%	100%	100%
67	58%		1%	1%
71	0%	0%	0%	0%
74	0%	0%	0%	
76			0%	0%
79	0%			0%
97				0%
101	100%			
431				0%

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District	2013-2014	2014-2015	2015-2016	2016-2017
5	1%	0%		
8				0%
9	5%	5%	21%	1%
12	19%			
14			4%	3%
16	36%	39%	43%	41%
20	1%	1%		
29				3%
33	79%			
41	100%			
44	39%			
48	19%	33%	30%	19%
53	10%			
56	12%			
62	31%			
67	56%		1%	
101	100%			

Description of Calculation

Number of students enrolled in Provision II lunch program divided by total number of students with access to lunch meals.

Importance of Measure

This Provision reduces application burdens and simplifies meal counting and claiming procedures. It allows schools to establish claiming percentages and to serve all meals at no charge for a four-year period.

Factors that Influence

- History of schools serving meals to all participating children at no charge for 4 years
- Stability of income of school's population
- Increased participation to offset increased costs and loss of full pay and reduced-price meal charges.

Districts in Best Quartile (2016-2017)

- Orange County Public School District
- San Diego Unified School District

Maintenance & Operations

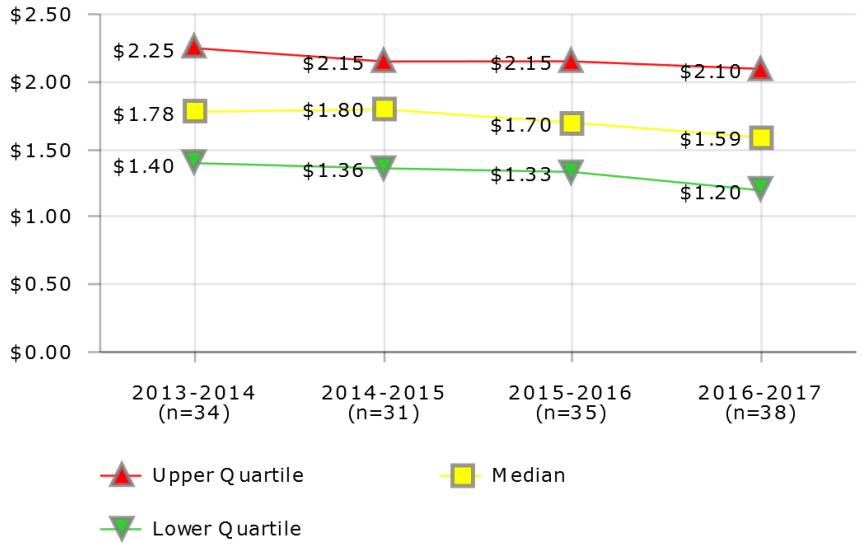
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work,maintenance work,renovations,construction,utility usage,* and *environmental stewardship*. The cost efficiency of custodial work is represented broadly by **Custodial Workload** and **Custodial Cost per Square Foot**, where low workload combined with high cost per square feet would indicate that cost savings can be realized by reducing the number of custodians. Additionally, the relative cost of supplies can be considered by looking at **Custodial Supply Cost per Square Foot**.

The relative cost of utilities is represented by **Utility Usage per Square Foot** and **Water Usage per Square Foot**.

These KPIs should give district leaders a general sense of where they are doing well and where they can improve. The importance and usefulness of each KPI is described in the "Importance of Measure" and "Factors that Influence" headings, which can be used to guide improvement strategies.

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

Total cost of district-operated custodial work plus total cost of contract-operated custodial work, divided by total square footage of all non-vacant buildings.

Importance of Measure

This measure is an important indicator of the efficiency of the custodial operations. The value is impacted not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

Factors that Influence

- Cost of labor
- Collective bargaining agreements
- Cost of supplies and materials
- Size of school

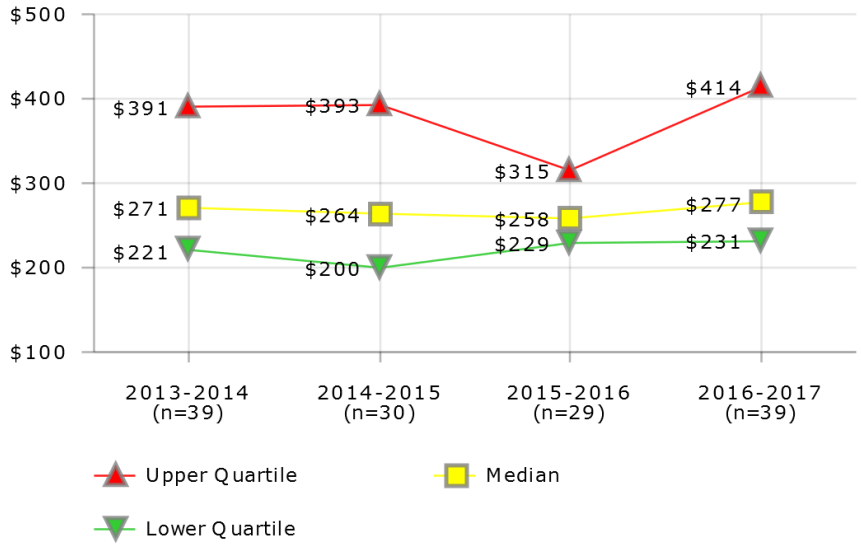
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Detroit Public Schools
- Miami-Dade County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- San Antonio Independent School District
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$1.74			
2	$1.63			
3	$2.06	$2.02	$2.42	$2.20
4		$1.59	$1.84	$1.59
5	$1.52	$1.55		
7	$1.82	$1.82	$1.78	$2.03
8	$1.17	$1.17	$1.18	$1.17
9	$2.30	$2.20	$2.07	$2.25
10		$1.81	$1.81	$1.91
12	$2.54	$2.71	$2.75	$2.78
13	$1.65	$1.95	$1.58	$1.65
14	$1.15	$1.07	$1.17	$1.16
16	$1.87	$1.80	$1.89	
18	$1.08	$1.58	$1.47	$1.20
19	$3.00			$3.97
20	$1.84	$1.87	$1.87	$1.84
21	$2.48	$2.45		
23	$1.24			
28		$1.26	$1.29	$1.31
29				$1.53
30	$1.40	$1.43	$1.34	$1.48
32				$0.04
33	$1.96			
34	$1.58	$1.72	$1.70	
35			$5.30	
37	$1.12		$1.63	$1.66
39	$1.22	$1.25	$1.32	$1.66
41		$1.08	$1.27	$1.18
43	$3.32		$3.43	$3.51
44	$1.76	$1.83	$1.93	$1.93
46		$0.53		
47	$1.70	$1.41	$2.12	$1.28
48		$1.36	$1.67	$1.59
49	$1.00	$0.99	$1.33	$1.47
50				$0.59
51			$1.24	$1.23
52	$1.97	$2.08	$2.15	
53				$4.60
54			$1.53	$0.58
55	$1.47	$1.36	$1.47	$1.58
57	$0.97		$1.02	$1.02
58	$2.81	$2.39	$2.70	
63	$2.25	$2.24	$2.30	$1.55
66	$2.42	$2.21	$2.15	$2.10
67	$2.40			$3.76
71	$1.80	$2.21	$1.49	$2.12
74	$2.25	$2.15	$2.28	$2.31
76			$0.53	$0.62
79				$1.92
97				$1.09

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Student



Description of Calculation

Total custodial work costs (contractor and district operated), divided by total student enrollment.

Importance of Measure

This measure is an important indicator of the efficiency of the custodial operations. The value is impacted not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

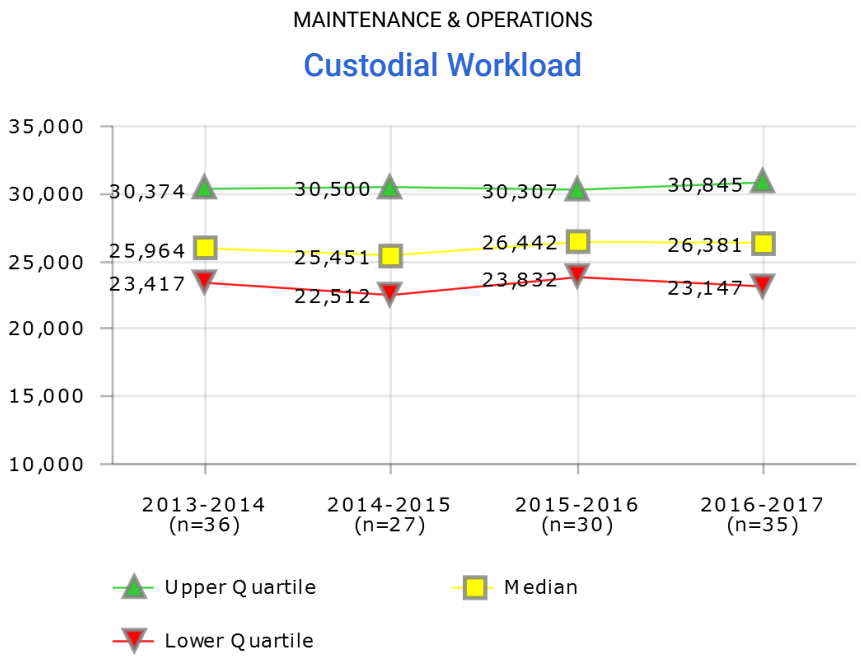
Factors that Influence

- Cost of labor
- Cost of supplies and materials
- Scope of duties assigned to custodians

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Boston Public Schools
- Chicago Public Schools
- Dallas Independent School District
- Metropolitan Nasvhille Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- Pinellas County Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$320			
3	$391	$393	$472	$438
4	$319	$297	$279	$296
5	$271	$274		
6	$315			
7	$299	$299	$294	$331
8	$186	$185	$184	$181
9	$251	$243	$229	$240
10	$216		$251	$266
12	$451	$478	$487	$528
13	$236	$235	$258	$277
14	$201	$198	$224	$229
16	$214	$207	$217	
18	$203	$254	$237	$232
19	$600			$848
20	$354	$358	$353	$343
21	$543	$501		
23	$226			
25				$466
26				$109
28		$135	$283	$292
29				$414
30	$311	$322	$315	$295
34	$458	$518	$502	
35				$566
37	$181		$243	$282
39	$182	$182	$193	$231
41	$146	$178	$211	$201
43	$825			$917
44	$236	$246	$259	$254
46	$253	$118		
47	$285	$239		$209
48	$221	$226	$248	$231
49	$185	$185	$251	$262
50				$256
51			$223	$226
52	$410	$459		
53				$719
54			$263	$92
55	$221	$200	$218	$238
56	$258			
57	$234		$277	$241
58	$517	$452	$511	
63	$660	$644	$702	$477
66	$495	$444		$444
67	$248			$400
71	$293	$363	$250	$354
74	$384	$377	$387	
76				$123
79				$404
97				$189



Description of Calculation

Total square footage of non-vacant buildings that are managed by the district, divided by total number of district custodial field staff. This measure only applies to district-operated sites.

Importance of Measure

This measurement is a very good indicator of the workload for each custodian. It allows districts to compare their operations with others to evaluate the relative efficiency of the custodial employees. A value on the low side could indicate that custodians may have additional assigned duties, or have opportunities for efficiencies as compared to districts with a higher ratio. A higher number could indicate a well managed custodial program or that some housekeeping operations are assigned to other employee classifications. It is important for a district to examine what drives the ratio to determine the most effective workload.

Factors that Influence

- Assigned duties for custodians
- Management effectiveness
- Labor agreements
- District budget

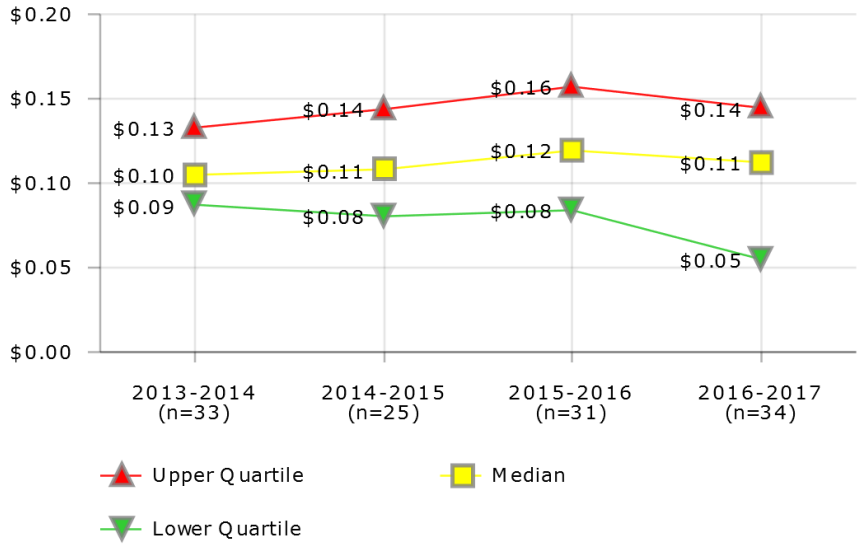
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Milwaukee Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- St. Louis Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	32,886			
2	24,409	22,512		
3	30,596	31,110	31,110	31,448
4	30,029	32,499	27,451	32,635
5	28,888	28,694		
7	30,331	30,331	30,331	30,331
8	23,250	23,565	23,832	23,590
9	23,836			23,350
10	17,729	17,479	17,916	16,994
12	24,173	25,027	24,405	23,147
13	27,861	23,686	27,627	26,691
14	26,019	25,102	26,466	26,381
16	24,016	27,455	25,667	25,335
19	24,658			26,434
20	30,580	30,500	30,307	30,845
21	25,955	25,752		
26				29,852
28	30,996		49,780	
29				28,258
30	39,030	38,372	33,528	30,984
33	29,213			
34	23,585	23,185	22,944	
35			24,454	24,182
37	25,806		26,257	24,822
39	20,181	20,342	19,626	18,838
41	27,621	28,986	29,298	29,794
43	23,879		24,348	24,348
44	15,625	18,018	20,721	19,010
46	21,559	19,528		
48	26,168	25,475	27,225	31,092
49	21,849	21,849	24,751	24,830
51			42,865	42,865
52	30,721	30,504	28,297	
53				21,695
55	30,417	31,842	29,972	29,313
57	44,399		44,838	44,838
58	19,157	23,414	21,927	
63	31,506	32,718	32,718	32,375
66	25,973	25,451	26,418	27,037
67	16,878			24,112
71	12,422	18,850	20,584	19,876
76			17,293	17,293
79				33,823
97				22,877
431				21,538

MAINTENANCE & OPERATIONS

Custodial Supply Cost per Square Foot



Description of Calculation

Total custodial supply cost of district-operated custodial services, divided by total square footage of buildings managed by the district. This measure only applies to district-operated sites.

Importance of Measure

This measure is an important indicator of the efficiency of the custodial operations. The value is impacted not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

Factors that Influence

- Cost of labor
- Cost of supplies and materials
- Scope of duties assigned to custodians

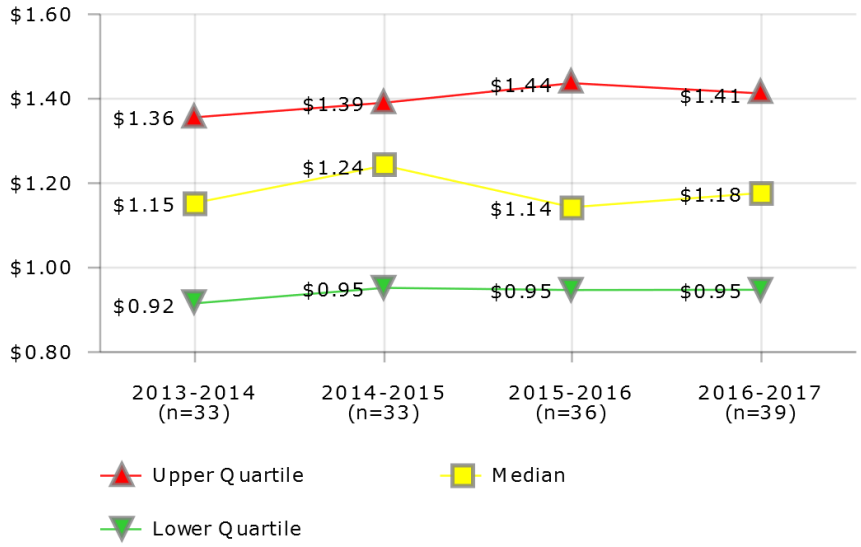
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Clark County School District
- Fresno Unified School District
- Guilford County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Pinellas County Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$0.13			
2	$0.09	$0.09		
3	$0.15	$0.18	$0.14	$0.14
4	$0.16	$0.17	$0.16	$0.12
5	$0.13	$0.15		
7	$0.06	$0.07	$0.08	$0.07
8	$0.07	$0.07	$0.07	$0.06
9	$0.12		$10.35	$0.01
10	$0.12	$0.13	$0.12	$0.11
12	$0.11	$0.14	$0.12	$0.12
13	$0.08	$0.09	$0.05	$0.09
14	$0.04	$0.04	$0.04	$0.04
16	$0.09	$0.09	$0.10	
19	$0.26			$0.24
20	$0.21	$0.21	$0.25	$0.23
21	$0.08	$0.11		
26				$0.11
28	$0.24		$0.09	
30	$0.04	$0.05	$0.03	$0.04
32		$0.04	$0.05	$0.04
33	$0.06			
34	$0.17	$0.17	$0.17	
35			$0.19	$0.14
37	$0.11		$0.12	$0.13
39	$0.15	$0.11	$0.10	$0.15
41	$0.10	$0.08	$0.09	$0.06
43	$0.10		$0.12	$0.11
46				$0.01
48	$0.10	$0.12	$0.15	$0.11
49	$0.05	$0.02	$0.01	$0.04
51			$0.24	$0.16
52	$0.18	$0.14	$0.16	
53				$1.50
55	$0.10	$0.10	$0.11	$0.08
57	$0.10		$0.11	$0.11
58	$0.09	$0.09	$0.16	
63			$0.05	$0.20
66	$0.11	$0.11	$0.11	$0.10
67	$0.12			$0.01
71	$0.10	$0.15	$0.13	$0.18
76			$0.12	$0.17
79				$0.03
97				$0.05
431				$0.12

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Square Foot



Description of Calculation

Cost of district-operated maintenance work plus cost of contractor-operated maintenance work, divided by total square footage of non-vacant buildings.

Importance of Measure

This provides a measure of the total costs of routine maintenance relative to the district size (by building square footage).

Factors that Influence

- Age of infrastructure
- Experience of maintenance staff
- Training of custodial staff to do maintenance work
- Deferred maintenance backlog

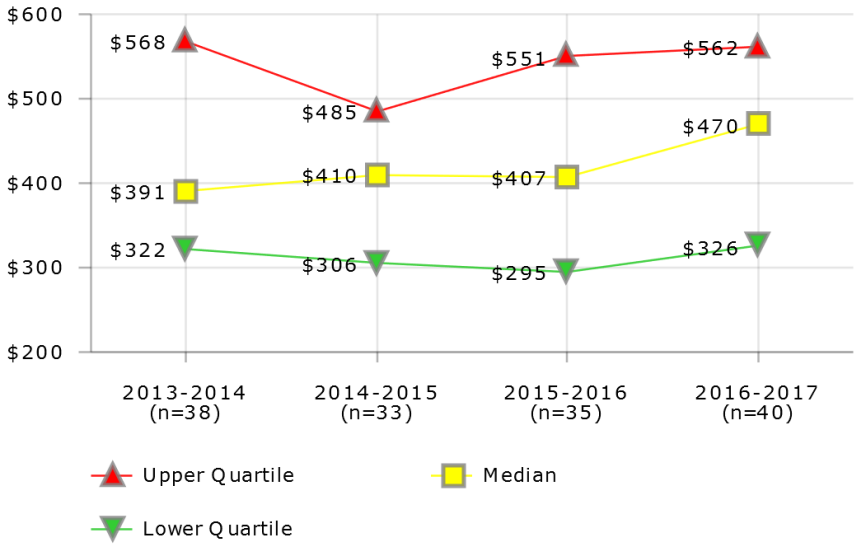
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Broward County Public Schools
- Denver Public Schools
- Detroit Public Schools
- District of Columbia Public Schools
- El Paso Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$0.71			
2	$0.65	$0.67		
3	$1.00	$1.09	$1.06	$0.90
4		$1.05	$1.65	$1.17
5	$1.01	$0.92		
7	$1.38	$0.61	$1.28	$1.47
8	$0.92	$1.00	$0.96	$1.08
9	$1.15	$1.24	$1.27	$1.39
10		$1.06	$0.96	$0.96
12	$0.92	$0.95	$0.59	$1.20
13	$1.26	$1.52	$1.05	$0.95
14	$1.30	$1.19	$1.24	$1.23
16		$1.05	$1.35	$1.33
18	$0.94	$1.42	$1.45	$1.39
19	$1.34			
20	$1.25	$1.36	$1.37	$1.43
21	$0.83	$1.62		
23	$1.07			
28		$1.57	$1.58	$1.41
29				$0.78
30	$1.32	$1.33	$0.93	$1.21
32		$0.91	$0.83	$1.63
33	$1.38			
34	$1.33	$1.32	$1.25	
37	$0.69		$0.81	$0.93
39	$1.53	$1.56	$1.72	$1.62
41		$1.39	$1.08	$1.06
43	$1.36		$1.61	$1.80
44	$1.44	$1.55	$1.67	$1.79
46		$1.26	$1.08	$0.79
47	$1.56	$1.48	$1.42	$1.46
48		$0.75	$0.80	$0.83
49	$0.67	$0.68	$0.66	$0.86
50				$0.60
51			$1.03	$1.15
52	$1.88	$1.48	$1.76	
53				$0.61
54			$1.20	$1.43
55	$1.32	$1.38	$1.51	$1.18
57	$0.61		$0.63	$1.25
58	$0.55	$0.55	$0.93	
63	$0.65	$0.82	$0.91	$1.22
66	$1.08	$1.04	$1.06	$1.10
67	$2.56			$2.70
71	$1.02	$1.24	$1.50	$1.07
74	$1.70	$1.31	$1.39	$1.40
76			$1.01	$1.05
97				$1.02
431				$0.85

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Work Order



Description of Calculation

Total costs of all routine maintenance work, divided by total number of routine maintenance work orders.

Importance of Measure

This provides a measure of the costs of each routine maintenance work order.

Factors that Influence

- Age of infrastructure
- Experience of maintenance staff
- Training of custodial staff to do maintenance work
- Deferred maintenance backlog

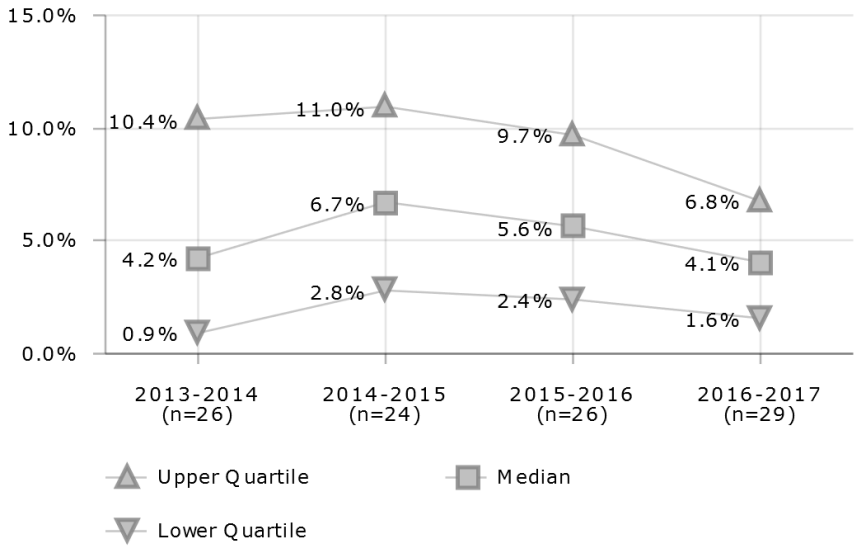
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Palm Beach County School District
- San Diego Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$169			
2	$205	$230		
3	$554	$492	$576	$484
4	$438	$317	$447	$386
5	$659	$475		
6	$1,093			
7	$436	$186	$390	$465
8	$259	$285	$255	$302
9	$403	$485	$597	$766
10	$275	$268	$231	$225
12	$373	$399	$295	$530
13	$673	$692	$551	$525
14	$242	$250	$239	$244
16		$274	$378	$257
18	$647	$461	$507	$567
19	$496			
20	$357	$450	$426	$860
21	$322	$516		
23	$331			
25				$1,210
28	$568	$466	$567	$487
29				$556
30	$1,026	$1,045	$768	$866
32		$621	$600	$1,225
33	$340			
34		$1,272	$252	
35				$517
37	$368		$517	$494
39	$440	$417	$489	$475
41	$294	$455	$407	$351
43	$498		$520	$534
44	$179	$187	$206	$246
46	$326	$330	$312	$259
47	$568	$448	$430	$452
48	$357	$375	$326	$343
49	$322	$306	$310	$356
50				$650
51			$123	$249
52	$872	$622	$778	
53				$193
54			$242	$2,388
55	$347	$354	$403	$357
57				$3,236
58	$379	$410	$702	
63	$415	$355	$385	$629
66	$404	$390	$427	$514
67	$597			$417
71	$170	$206	$243	$182
74	$828	$661	$623	
76			$369	$373
97				$363
431				$310

MAINTENANCE & OPERATIONS

Routine Maintenance - Proportion Contractor-Operated, by Work Orders



Description of Calculation

Number of routine maintenance work orders handled by contractors, divided by total number of routine maintenance work orders.

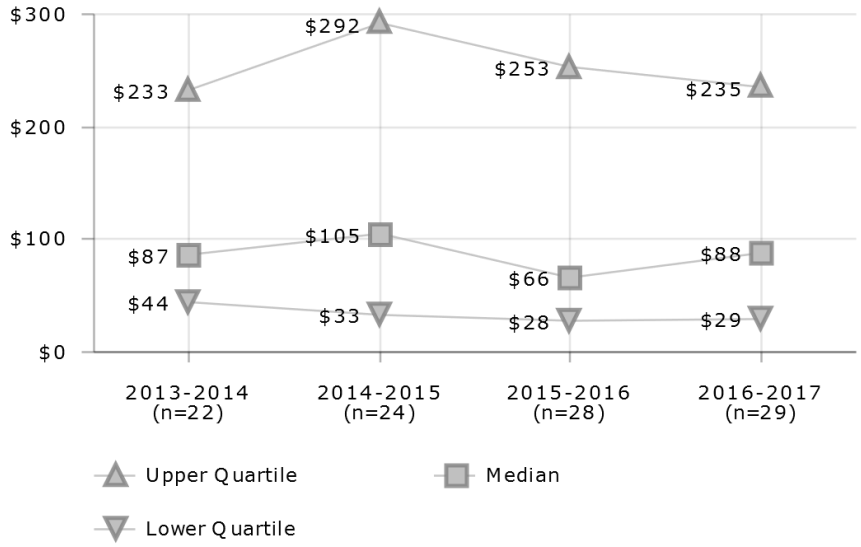
Importance of Measure

Can be used to identify districts that utilize contractors to perform routine maintenance.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.8%			
2	2.5%	3.1%		
3	0.6%	2.1%	2.4%	2.5%
4		10.9%	0.4%	0.3%
10	15.3%	12.9%	13.2%	12.6%
12	4.6%	7.0%	9.7%	6.2%
13	0.8%	0.8%	4.0%	3.7%
14	12.4%	18.4%	20.0%	23.9%
16	0.8%	0.8%	2.0%	1.3%
18		0.2%	1.2%	1.6%
20	0.9%	6.4%	6.4%	6.5%
21	3.0%	3.0%		
23	12.9%			
25				4.2%
28	10.4%	13.5%	4.8%	6.0%
30	4.2%	7.6%	6.2%	5.2%
32		4.0%	5.2%	5.2%
34		9.0%	0.8%	
37	2.5%			
39	20.0%	20.0%	20.0%	0.3%
41	1.0%	2.6%	3.3%	2.1%
43	6.7%		7.9%	13.9%
44	4.3%	4.5%	9.6%	6.8%
46	10.8%	12.2%	11.4%	16.4%
48	5.8%	11.0%	11.3%	12.4%
49	10.4%	9.2%	6.1%	3.4%
51			0.0%	3.4%
52	8.8%	8.9%	10.1%	
54			7.7%	1.2%
57				44.9%
66	0.4%	0.4%	4.8%	4.1%
67	0.3%			0.3%
71	0.9%	3.9%	2.5%	0.9%
74	100.0%			
76			2.1%	3.0%
79				0.1%
97				8.0%

MAINTENANCE & OPERATIONS

Major Maintenance - Cost per Student



Description of Calculation

Total cost of major maintenance work divided by total student enrollment.

Importance of Measure

This looks at the cost of major maintenance projects relative to the size of the district (by student enrollment).

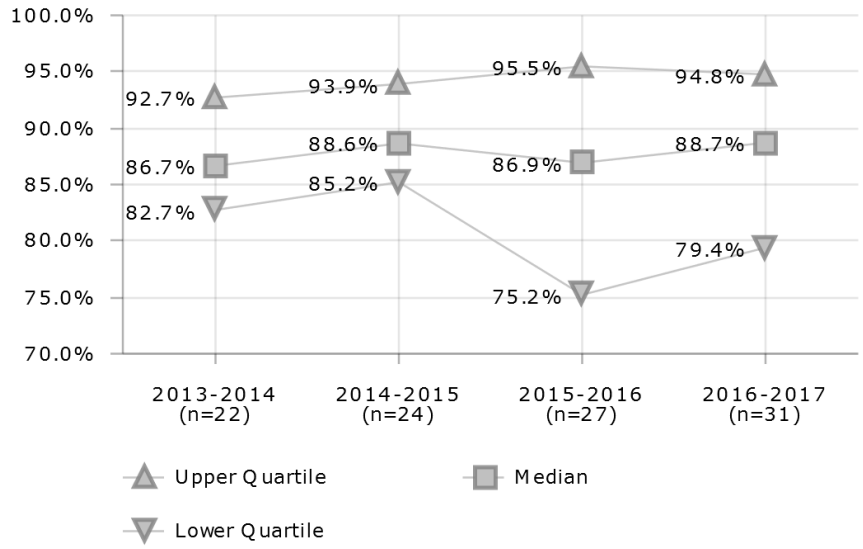
Factors that Influence

- Number of capital projects
- Deferred maintenance backlog
- Passage of bond measures
- Age of infrastructure
- District technology plan

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$44			
2		$13		
3	$233	$230	$272	$629
4		$511	$253	$288
5	$105	$73		
7	$508	$354	$253	$235
8	$20	$43	$45	$69
9		$42	$12	$24
10			$86	$88
12			$379	$181
13	$90	$90	$59	$65
14	$52	$21	$20	$21
16		$121	$85	
18			$45	
19	$106			$552
21	$584	$507		
23	$132			
28		$16	$20	$20
30	$83	$172	$271	$205
32			$2	$35
34	$1,029	$1,021	$28	
37	$82			
39	$82	$131	$73	$31
41		$410	$612	$664
43	$288		$501	$688
44	$73	$28	$5	$128
48		$35	$27	$23
49	$170	$123	$210	$200
50				$70
52	$271	$402		
53				$41
55	$32	$29	$30	$29
56	$21		$30	
57			$363	$316
63				$116
66	$33	$31	$15	$22
67	$6			$21
71		$146	$124	$239
74		$53	$60	
76				$16
77			$101	
97				$109

MAINTENANCE & OPERATIONS

Major Maintenance - Delivered Construction Costs as Percent of Total Costs



Description of Calculation

Construction costs of major maintenance/minor renovation projects, divided by total costs of all major maintenance/minor renovation projects.

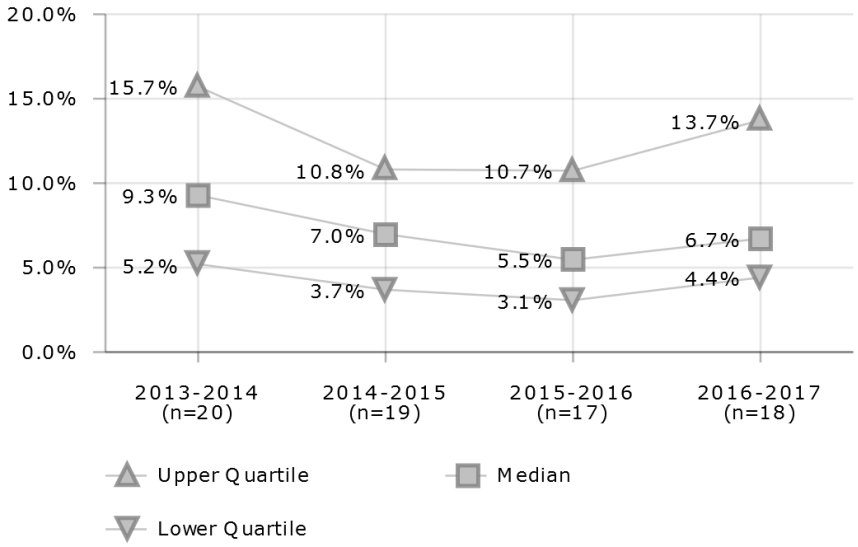
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	96.2%			
3	86.8%	85.3%	94.9%	85.5%
4		88.8%	82.8%	88.7%
5	85.5%	87.4%		
7	83.9%	81.3%	75.2%	72.7%
8	82.6%	92.2%	76.5%	88.1%
9		93.8%	98.7%	87.0%
10		91.5%	93.0%	94.8%
12			100.0%	96.8%
13	99.4%	99.4%	92.5%	91.9%
14	54.2%	30.4%	41.1%	41.0%
16		88.4%	93.3%	93.3%
18			18.6%	
19	92.7%			64.5%
21	89.7%	87.3%		
23	82.7%			
28		78.5%	58.0%	59.1%
30	89.9%	94.4%	93.3%	91.6%
32				83.9%
33	79.9%			
34	87.8%	94.0%	75.0%	
37	83.0%			
39	100.0%	100.0%	100.0%	100.0%
41		90.3%	86.9%	81.0%
43	74.2%		62.8%	79.4%
44	86.5%	89.4%	45.2%	82.8%
48		76.2%	79.5%	80.7%
49	91.7%	88.5%	91.9%	94.6%
50				92.2%
52	80.0%	84.7%	83.8%	
53				89.7%
55	100.0%	100.0%	100.0%	100.0%
56	100.0%			
57			95.5%	95.5%
63				54.8%
66	85.2%	85.2%	79.3%	78.6%
67				100.0%
71		86.2%	85.6%	35.4%
74		100.0%	100.0%	100.0%
76			100.0%	95.8%
97				90.1%

MAINTENANCE & OPERATIONS

Major Maintenance - Design to Construction Cost Ratio



Description of Calculation

Design costs of all major maintenance/minor renovation projects, divided by construction costs of all major maintenance/minor renovation projects.

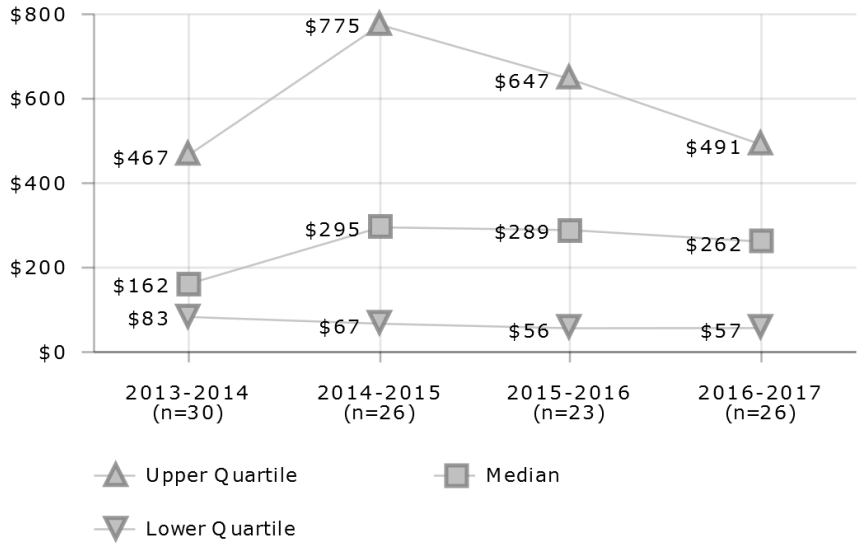
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
3	11.3%	12.4%	1.9%	14.8%
4	4.3%	2.2%	1.5%	5.8%
5	5.1%	8.4%		
7	14.4%	12.2%	10.7%	13.7%
8	1.8%	0.6%	4.0%	
9		0.2%	1.4%	14.9%
10	4.6%	6.3%	5.1%	4.1%
12				3.3%
14	3.8%	2.5%	0.2%	5.9%
16		8.9%	6.0%	6.0%
18			141.6%	
19	5.4%			
21	6.9%	9.8%		
23	17.0%			
28	31.9%	10.8%	6.2%	6.1%
30	8.6%	4.8%	5.5%	7.4%
32				10.0%
34	11.6%	3.7%		
37	9.9%			
41	18.0%	8.8%	13.5%	21.2%
43	24.1%			20.5%
44	10.2%	6.8%	46.3%	13.4%
49	6.1%	7.0%	4.9%	1.7%
50				8.5%
52	19.5%	11.1%	11.1%	
57			3.1%	3.1%
66	5.8%	5.8%		
71		11.0%	7.2%	
76				4.4%

MAINTENANCE & OPERATIONS

Renovations - Cost per Student



Description of Calculation

Total cost of renovations divided by total student enrollment.

Importance of Measure

This indicates the level of spending on major renovations relative to the size of the district (by student enrollment).

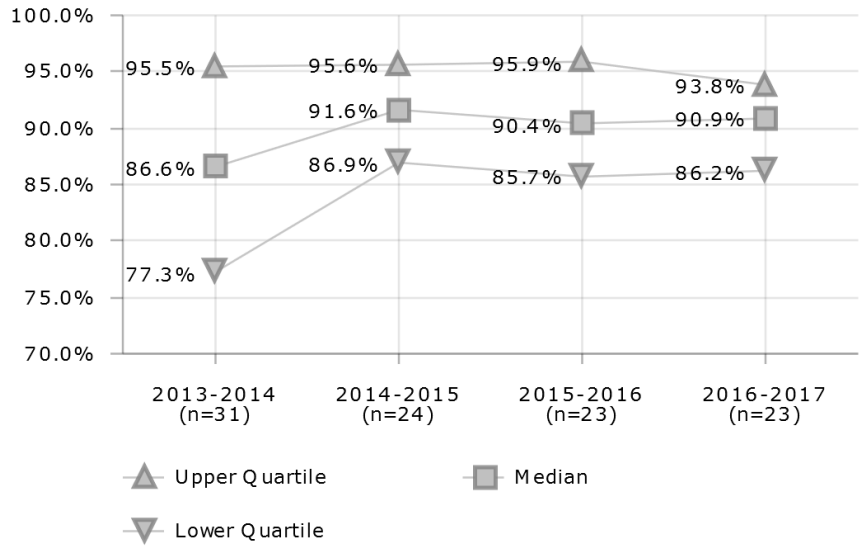
Factors that Influence

- Number of capital projects
- Age of infrastructure
- District technology plan

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$147			
3	$397	$444	$408	$934
4	$97	$122	$51	$55
5	$387	$781		
6	$195			
7	$60	$775	$514	$245
8	$11	$12	$5	$4
9		$67	$27	$230
10	$169		$137	$84
12	$725	$1,240	$1,392	$871
13		$30		$134
14	$83	$393	$379	$366
16	$533	$640	$570	
18	$154	$198		
20	$467	$147		$278
21	$7	$9		
23	$21			
25				$19
28		$99	$1,928	$719
30	$89	$100	$289	$183
34		$446	$56	
37	$547		$565	
39	$674	$960	$1,720	$4,786
43	$274		$954	$491
44	$1	$43	$63	
46	$13	$23	$33	$240
48	$709	$786	$688	$427
49	$130	$124	$164	$322
52	$661	$1,630		
53				$582
54				$2
55	$384	$442	$70	$57
57	$262			$10
58	$99	$53		
63	$1,336	$1,658	$170	
66			$25	$52
71	$101	$723	$647	$884
74	$26			
76				$451
97				$366

MAINTENANCE & OPERATIONS

Renovations - Delivered Construction Costs as Percent of Total Costs



Description of Calculation

Construction costs of major rehab/renovation projects, divided by total costs of all major rehab/renovation projects.

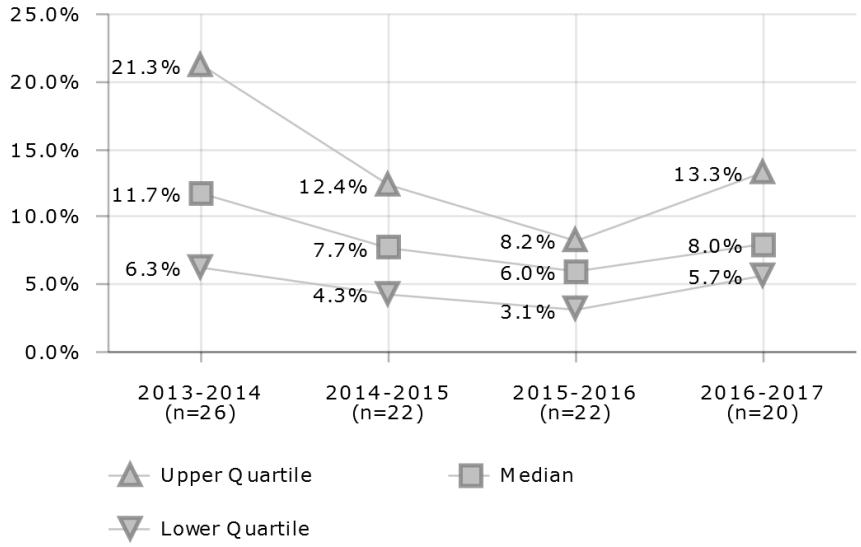
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	46.0%			
3	78.6%	82.9%	95.6%	61.3%
4	89.6%	93.2%	84.8%	89.0%
5	63.2%	71.2%		
6	85.4%			
7	77.3%	87.0%	85.6%	87.2%
8	74.2%			49.8%
9		83.8%	85.7%	87.8%
10	86.6%	91.4%	90.0%	90.1%
12	92.9%	95.1%	95.9%	90.9%
13		88.2%		77.9%
14	91.9%	98.4%	98.7%	98.6%
16	88.1%	87.9%	87.8%	
18	96.1%	96.1%		
20	100.0%	100.0%		95.2%
23	87.0%			
28	80.2%	93.9%	96.5%	93.1%
30	75.6%	90.7%	94.8%	91.0%
33	83.0%			
34		90.1%	75.0%	
37	78.1%		89.0%	
39	96.4%	98.3%	98.5%	99.5%
43	85.3%		95.9%	93.8%
44	53.1%	86.0%	87.3%	
46	50.8%			93.7%
48	92.8%	93.7%	90.4%	93.8%
49	86.6%	86.9%	90.6%	96.0%
52	82.1%	92.4%	92.4%	
53				86.2%
55	95.5%	91.8%	90.1%	92.2%
57	99.8%			
58	100.0%	100.0%		
63	98.3%	99.2%	96.6%	
66			80.7%	96.9%
71	70.9%	76.3%	76.7%	83.3%
74	100.0%			
76			93.1%	87.2%
97				75.8%

MAINTENANCE & OPERATIONS

Renovations - Design to Construction Cost Ratio



Description of Calculation

Design costs of all major rehab/ renovation projects, divided by construction costs of all major rehab/renovation projects.

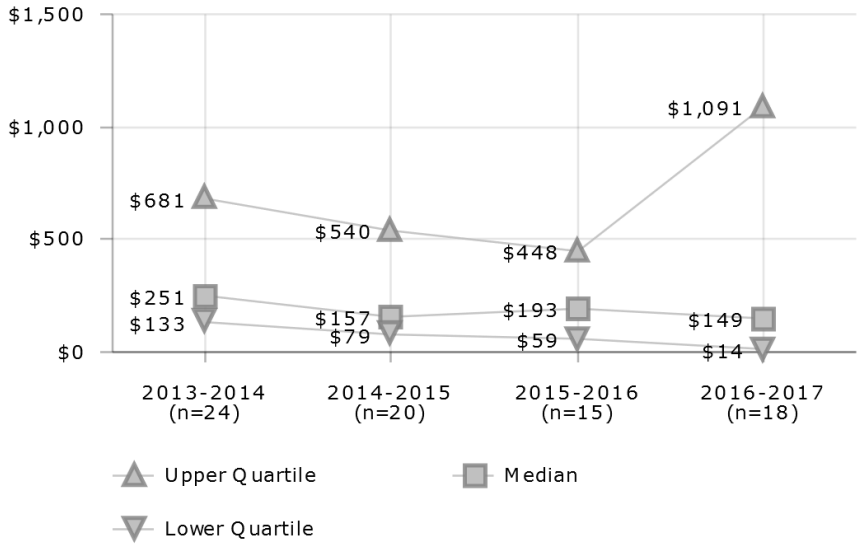
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	84.4%			
3	21.2%	19.8%	3.8%	60.1%
4	4.3%	2.2%	1.5%	5.8%
5	43.7%	33.7%		
6	13.0%			
7	14.6%	12.8%	13.6%	8.1%
8	7.8%	15.0%	7.0%	
9		11.1%	1.0%	12.0%
10	11.5%	5.8%	6.2%	6.0%
12	6.3%	4.3%	3.1%	7.9%
13		2.7%		23.3%
14	6.1%	1.0%	0.8%	0.9%
16	12.0%	12.4%	12.4%	
18	0.9%	0.9%		
20				2.8%
23	10.6%			
28	24.6%	6.4%	3.4%	6.6%
30	25.6%	9.8%	4.4%	8.1%
33	19.4%			
34	84.8%	6.5%		
37	21.3%		8.1%	
43	3.4%		0.8%	0.2%
44	6.8%	7.9%	7.5%	
46			8.2%	6.7%
48	6.7%	5.8%	9.9%	5.5%
49	10.9%	9.1%	5.8%	2.8%
52	17.4%	7.5%	7.5%	
53				15.0%
55	4.6%	8.9%	11.0%	8.5%
63	0.0%	0.1%	0.2%	
71	35.8%	27.3%	25.5%	14.6%
76			5.6%	9.0%
97				23.7%

MAINTENANCE & OPERATIONS

New Construction - Cost per Student



Description of Calculation

Total costs of new construction projects, divided by total student enrollment

Importance of Measure

This looks at the total amount of construction spending relative to district size (by student enrollment).

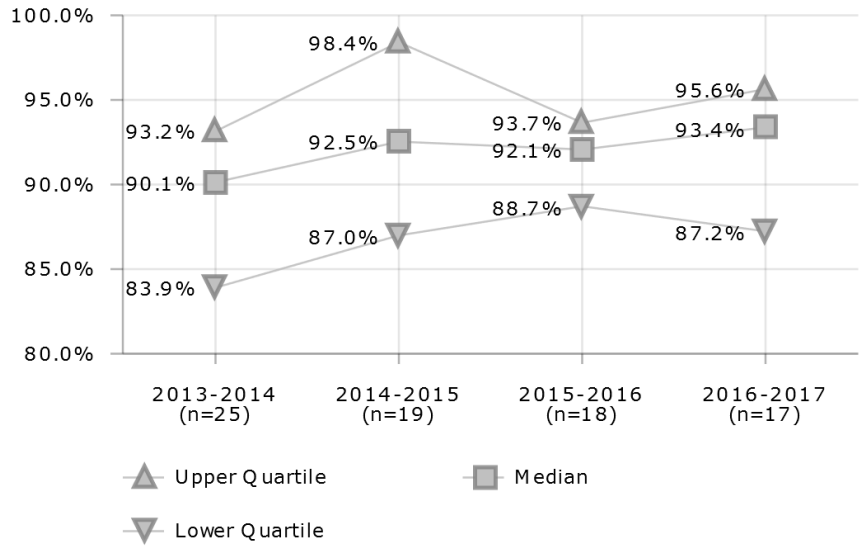
Factors that Influence

- Number of capital projects
- Population growth trends
- Quality of buildings

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$185			
4	$422	$1,665	$59	$8
5	$17	$38		
6	$174			
7	$666			
8	$235			$2
9		$8	$193	$1,091
10	$65		$168	$169
12	$266	$83		
13		$16		$17
14	$1,812	$1,075	$1,210	$1,182
16	$834	$886	$502	
18	$385	$494	$225	
20	$697	$147		
23	$2,969			
28		$851		
30		$160	$5	
37	$1,092		$334	
39	$86	$14	$61	$129
41	$106	$129	$196	$40
44	$68	$127		
46			$22	
47	$617	$218		$1,187
48	$199	$191	$560	$2,682
49	$114	$74	$83	$446
51				$354
52	$152	$586		
55	$156	$213	$448	$523
57	$2,041			$6,508
66				$4
71	$563	$154	$8	$12
76				$99
97				$14

MAINTENANCE & OPERATIONS

New Construction - Delivered Construction Costs as Percent of Total Costs



Description of Calculation

Delivered construction costs of new construction projects, divided by total costs of all new construction projects.

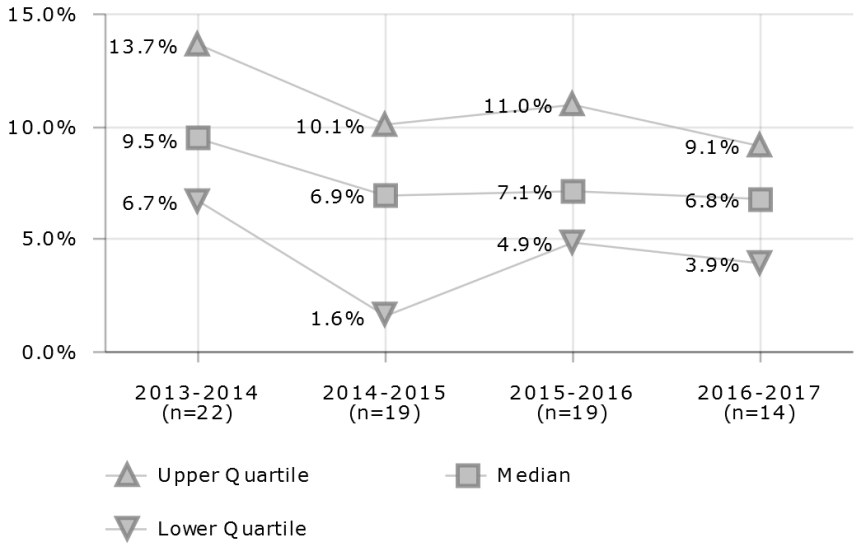
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	27.9%			
4	83.4%	98.2%	92.0%	76.8%
5	51.8%			
6	87.9%			
7	88.2%			
8	91.0%			23.6%
9		99.3%	43.1%	91.4%
10	83.9%	89.1%	92.1%	94.7%
12	95.9%	88.4%		
13		83.5%		94.2%
14	93.2%	98.4%	98.7%	98.6%
16	86.6%	87.0%	87.5%	
18	98.8%	98.8%	82.5%	
20	96.1%	100.0%		
23	94.8%			
28	92.5%	95.5%		
30		99.6%	88.7%	
37	33.1%		92.2%	
39	98.6%		98.6%	99.3%
41	83.3%	94.3%	96.3%	91.3%
44	87.7%	92.5%		
47	90.4%	68.1%	90.5%	88.5%
48	91.1%	90.6%	89.4%	94.0%
49	88.2%	45.7%	91.3%	96.6%
51				87.2%
52	70.2%	92.5%	92.8%	
54				100.0%
55	91.0%	96.6%	94.0%	95.6%
57	96.6%		93.2%	93.4%
66				3.3%
71	90.1%	84.7%	50.5%	
76			93.7%	84.5%

MAINTENANCE & OPERATIONS

New Construction - Design to Construction Cost Ratio



Description of Calculation

Design costs of all new construction projects, divided by construction costs of all new construction projects.

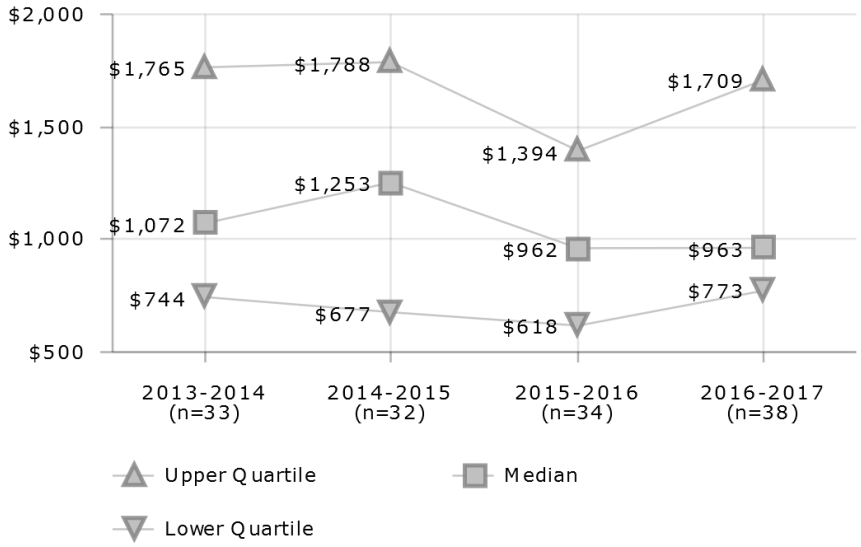
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
4	19.1%	1.6%	1.4%	6.6%
5	77.9%			
6	10.9%			
7	12.0%			
8	8.9%	7.4%	7.0%	61.8%
9		0.7%	131.6%	9.0%
10	13.5%	10.1%	6.4%	3.9%
12	2.6%	6.9%		
13		9.7%		2.4%
14	6.1%	1.0%	0.8%	0.9%
16	13.7%	13.0%	13.0%	
18		0.2%	18.6%	
20	4.1%			
23	4.7%			
28	7.6%	4.5%		
30		0.4%	11.0%	
37	20.2%		4.4%	
41	17.0%	4.1%	2.5%	7.4%
44	12.1%	7.1%		
46			7.2%	
47	9.3%	42.3%	10.0%	12.4%
48	6.7%	5.8%	9.9%	6.0%
49	8.8%	107.4%	5.0%	2.1%
51				9.1%
52	37.4%	7.5%	7.5%	
55	9.6%	3.5%	6.4%	4.6%
57	2.9%		7.1%	7.0%
71	6.9%	14.8%	90.6%	
76			4.9%	9.4%

MAINTENANCE & OPERATIONS

M&O Cost per Student



Description of Calculation

Total custodial costs (district and contractor) plus total grounds work costs (district and contractor) plus total routine maintenance costs (district and contractor) plus total major maintenance/ minor renovations costs plus total major rehab/ renovations divided by enrollment.

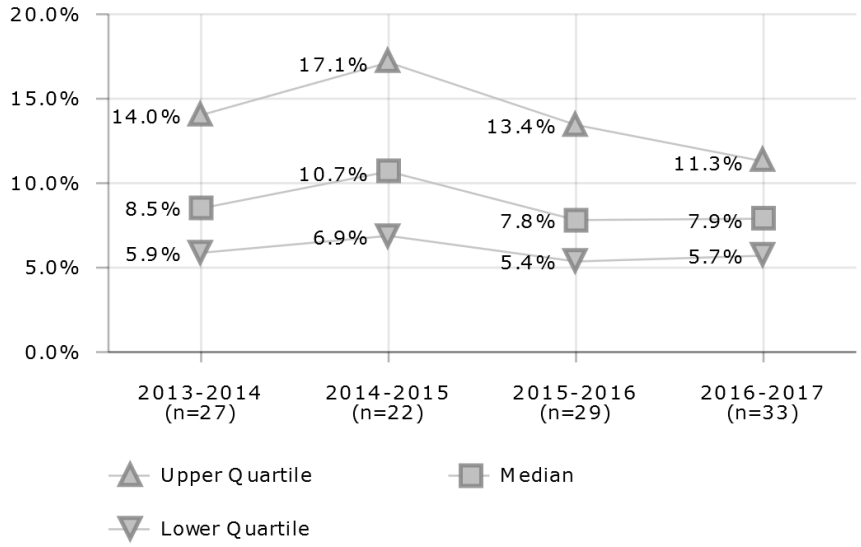
Importance of Measure

This is a broad view of the costs of maintenance, operations and facilities work. Expenditures may fluctuate drastically depending on the number of capital projects.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$858			
2		$2,659		
3	$1,245	$1,311	$1,394	$2,210
4		$2,824	$914	$891
5	$980	$1,361		
7	$1,844	$1,588	$1,344	$1,127
8	$624	$543	$427	$449
9	$406	$527	$631	$1,763
10			$834	$794
12	$1,624	$1,995	$2,386	$1,847
13	$548	$595	$537	$717
14	$2,422	$1,955	$2,123	$2,091
16	$1,623	$2,019	$1,571	
18	$959	$1,206	$771	$553
19	$1,072			$1,800
20	$1,765	$919	$618	$895
21	$1,353	$1,386		
23	$3,609			
25				$938
28		$1,300	$2,636	$1,408
30	$802	$1,107	$1,161	$988
32		$525	$485	$622
34		$2,493	$1,049	
35			$347	$892
37	$2,080		$1,301	$476
39	$1,279	$1,539	$2,327	$5,434
41		$983	$1,251	$1,141
43	$1,793		$2,925	$2,639
44	$598	$673	$574	$641
46	$608	$471	$361	$439
47	$1,208	$741		$1,667
48		$1,398	$1,679	$3,517
49	$741	$651	$864	$1,409
50				$697
51			$435	$817
52	$1,970	$3,522		
53				$1,472
54			$475	
55	$1,013	$1,111	$1,009	$1,051
56	$407			
57	$2,715		$8,157	$7,403
58	$744	$626	$702	
63	$2,208	$2,570	$1,188	$1,013
66	$804	$699	$728	$773
67	$812			$773
71	$1,149	$1,621	$1,310	$1,709
74	$725	$681	$705	
76				$930
79				$483
97				$882

MAINTENANCE & OPERATIONS

M&O Costs Ratio to District Operating Budget



Description of Calculation

Total custodial costs (district and contractor) plus total grounds work costs (district and contractor) plus total routine maintenance costs (district and contractor) plus total major maintenance/minor renovations costs plus total major rehab/renovations

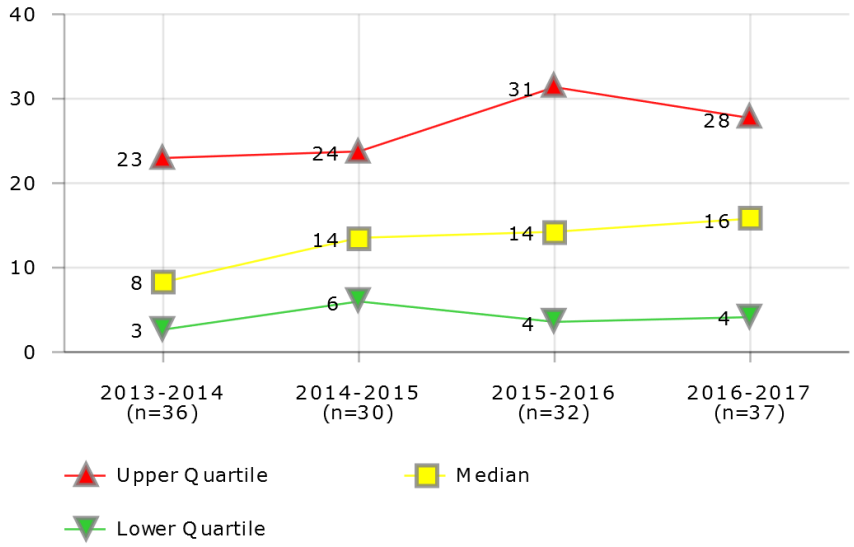
Importance of Measure

This is a broad view of the costs of maintenance, operations and facilities work. Expenditures may fluctuate drastically depending on the number of capital projects.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	9.1%			
2		19.5%		
3			5.1%	13.4%
4		22.7%	7.5%	7.2%
5	10.9%			
7	14.9%	7.3%	11.8%	9.7%
8	7.9%	6.9%	5.4%	5.7%
9	5.2%	6.8%	7.6%	20.7%
10			8.5%	7.5%
12		11.5%	13.4%	
13	7.3%	7.8%	5.8%	
14	26.6%	21.0%	22.3%	22.0%
16	20.7%	25.7%	21.8%	
18	8.8%			4.2%
19	4.7%			
20	8.5%	3.9%	2.4%	3.5%
21	5.9%	5.8%		
28		13.3%	16.9%	9.0%
30	5.8%	7.7%	7.8%	6.8%
32		6.9%	6.2%	7.9%
34		15.6%	6.7%	
35			1.7%	4.3%
37	22.2%		14.5%	4.4%
39	14.3%	17.1%	25.1%	57.1%
41		9.9%	11.8%	10.9%
43	6.9%		9.6%	9.2%
44				7.0%
46			2.6%	3.2%
47	10.8%	7.0%	21.9%	16.2%
48		14.8%	18.9%	39.0%
49	8.0%		8.0%	39.1%
50				5.7%
51			4.3%	7.2%
52	14.0%			
53				11.3%
54			4.0%	
55				11.1%
56	5.7%			
57	13.1%			34.4%
58	4.6%	4.0%	4.3%	
63	15.4%	17.4%	7.6%	6.5%
66	6.0%			
67	8.4%			6.1%
71	9.3%	12.9%	9.0%	10.9%
74	5.4%			
79				2.4%
97				9.0%
431				2.0%

MAINTENANCE & OPERATIONS

Work Order Completion Time (Days)



Description of Calculation

Total aggregate number of days to complete all work orders, divided by total number of work orders.

Importance of Measure

This measure is an indicator of a district's timeliness in completing work orders

Districts with lower completion times are more likely to have a management system in place with funding to address repairs.

Factors that Influence

- Number of maintenance employees
- Management effectiveness
- Automated work order tracking
- Labor agreements
- Funding to address needed repairs
- Existence of work flow management process

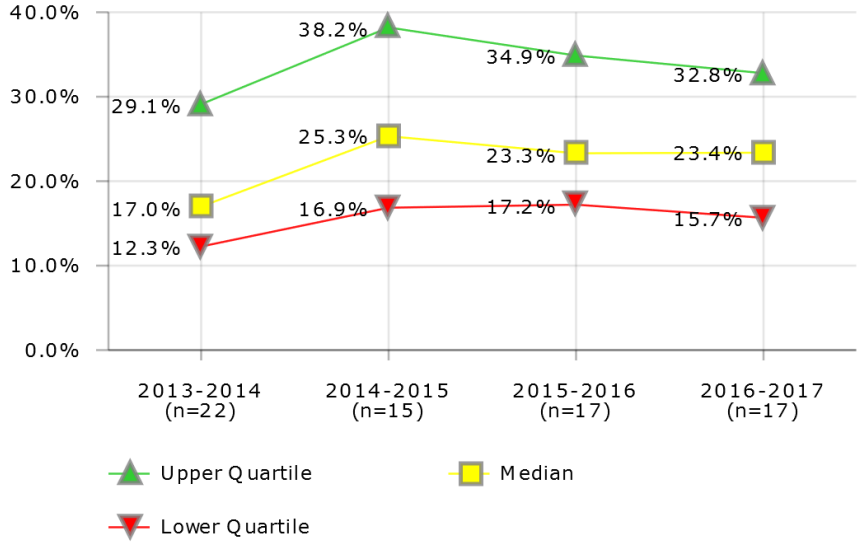
Districts in Best Quartile (2016-2017)

- Chicago Public Schools
- Clark County School District
- Dayton Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Guilford County School District
- Newark Public Schools
- Orange County Public School District
- San Diego Unified School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	20			
2	5	5		
3	13	18	31	27
4	7	6	5	4
5	24	29		
7			15	23
8	45	45	27	55
9	2	9	1	1
10	17	17	26	26
12	23	15	26	29
13	53	53	32	35
14	5	5	5	5
16	63	10	4	4
18	3	3	1	28
19	5			2
20	27	12	11	7
21	43	19		
23	10			
25				2
28	7	24	55	12
29				22
30	57	59	40	59
32		38	44	50
33	2			
34			69	
37	140		33	24
39	0	39	24	34
41	23	49	40	19
43	0		68	52
44	7	9	11	10
46	10	10	14	20
47				16
48	19	22		0
49	6	7	0	0
50				1
51			3	14
52	14	9	9	
53				30
54			0	0
55	12	16	16	16
58	0	0	0	
63	2	5	5	6
66	1	1	0	49
67	0			0
71	4	2	2	15
74	0	16	15	
431				5

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2013-2014	2014-2015	2015-2016	2016-2017
3	34.2%	46.7%	42.6%	47.3%
5	25.3%	25.3%		
8	15.7%	15.7%	16.4%	16.6%
9	33.6%	30.9%	34.9%	42.9%
12	17.1%	16.9%	17.9%	15.6%
14	37.8%	38.2%	39.5%	28.4%
16		28.9%	33.3%	34.4%
19	16.5%			
20	16.9%	100.0%		
21	14.9%	9.7%		
23	28.2%			
26				27.3%
28	11.6%		100.0%	
30	29.9%	22.8%	23.3%	23.4%
33	1.5%			
37	12.3%		14.9%	14.9%
41	20.1%	21.7%	22.1%	21.3%
43	6.3%		6.8%	5.2%
44			25.9%	25.9%
48	45.4%	53.0%	53.9%	56.0%
52	27.1%	27.1%	27.8%	
55	16.8%	19.8%	17.2%	13.2%
66	11.3%	13.0%	16.0%	15.7%
67	29.1%			32.8%
74	4.8%			
76			17.9%	16.4%

Description of Calculation

Total material stream that was recycled (in tons), divided by total material stream (in tons).

Importance of Measure

This measures the degree to which districts recycle.

Factors that Influence

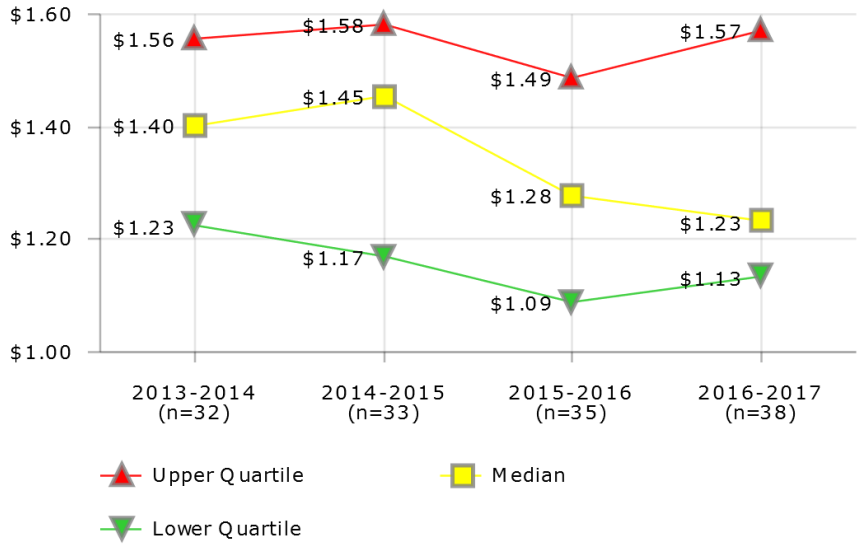
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2016-2017)

- Clark County School District
- Fresno Unified School District
- Orange County Public School District
- San Diego Unified School District
- St. Paul Public Schools

MAINTENANCE & OPERATIONS

Utility Costs - Cost per Square Foot



Description of Calculation

Total utility costs (including electricity, heating fuel, water, sewer), divided by total square footage of all non-vacant buildings.

Importance of Measure

This measures the efficiency of the district's building utility operations

It may also reflect a district's effort to reduce energy consumption through conservation measures being implemented by building occupants as well as maintenance and operations personnel.

Higher numbers signal an opportunity to evaluate fixed and variable cost factors and identify those factors that can be modified for greater efficiency.

Factors that Influence

- Age of buildings and physical plants
- Amount of air-conditioned space
- Regional climate differences
- Customer support of conservation efforts to upgrade lighting and HVAC systems
- Energy conservation policies and management practices

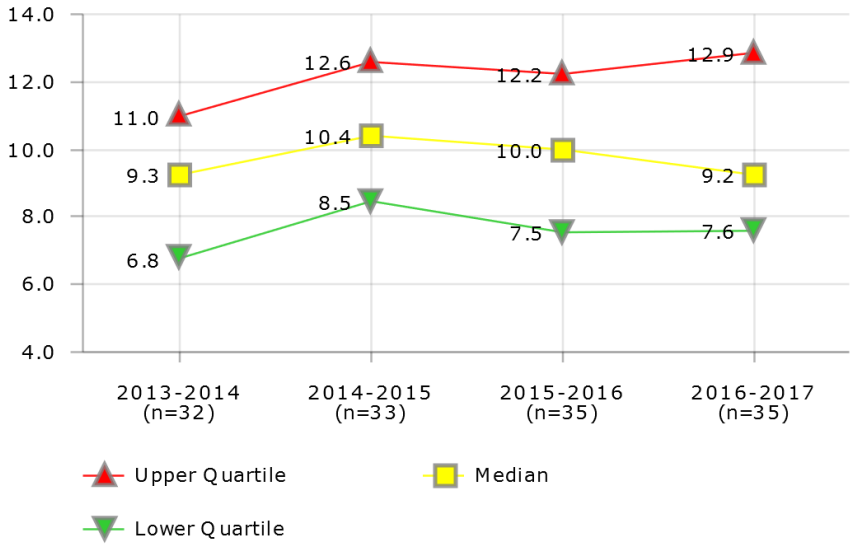
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Dayton Public Schools
- Denver Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$0.54			
2	$1.42	$1.54		
3	$1.29	$1.02	$0.89	$0.99
4		$1.13	$1.34	$1.15
5	$0.86	$0.83		
7	$1.36	$1.49	$1.44	$1.52
8	$1.10	$1.13	$1.07	$1.07
9	$1.57	$1.55	$1.93	$1.97
10		$1.65	$1.60	$1.49
12	$0.96	$0.93	$0.89	$0.94
13	$1.38	$1.63	$1.38	$1.34
14	$1.27	$1.23	$1.18	$1.22
16		$0.96	$1.03	
18	$1.43	$1.67	$1.45	$1.19
19	$1.96			$1.10
20	$1.71	$1.83	$1.60	$1.91
21	$1.50	$1.39		
23	$1.55			
28		$1.60	$1.61	$1.56
30	$1.21	$1.16	$1.14	$1.24
32		$1.20	$1.09	$1.17
33	$1.33			
34	$1.51	$1.61	$1.66	
37	$0.77		$0.84	$0.94
39	$1.51	$1.57	$1.13	$1.46
41		$1.58	$1.49	$1.46
43	$1.37		$1.28	$1.21
44	$1.24	$1.17	$1.15	$1.18
46		$1.45	$1.01	$1.11
47	$1.96	$1.75	$1.75	$1.73
48		$1.61	$1.68	$1.57
49	$1.50	$1.54	$1.45	$1.57
50				$0.62
51			$1.14	$1.07
52	$1.61	$1.38	$1.31	
53				$1.62
54			$0.89	$0.92
55	$1.19	$1.19	$1.20	$1.23
58	$1.62	$1.37	$1.10	
63	$1.48	$1.48	$1.50	$1.60
66	$1.36	$1.31	$1.23	$1.13
67	$1.85			$2.11
71	$1.64	$1.49	$1.45	$1.62
74	$1.18	$1.05	$0.93	$1.14
76			$1.33	$1.65
79				$1.91
97				$1.50
431				$1.16

MAINTENANCE & OPERATIONS

Utility Usage - Electricity Usage per Square Foot (KWh)



Description of Calculation

Total electricity usage (in kWh), divided by total square footage of all non-vacant buildings.

Importance of Measure

This measures the level of electricity usage. Districts with high usage should investigate ways to decrease usage in order to reduce costs.

Factors that Influence

- Use of high-efficiency lightbulbs
- Automated light switches
- Shutdown policy during winter break
- Regulation of heating and air conditioning

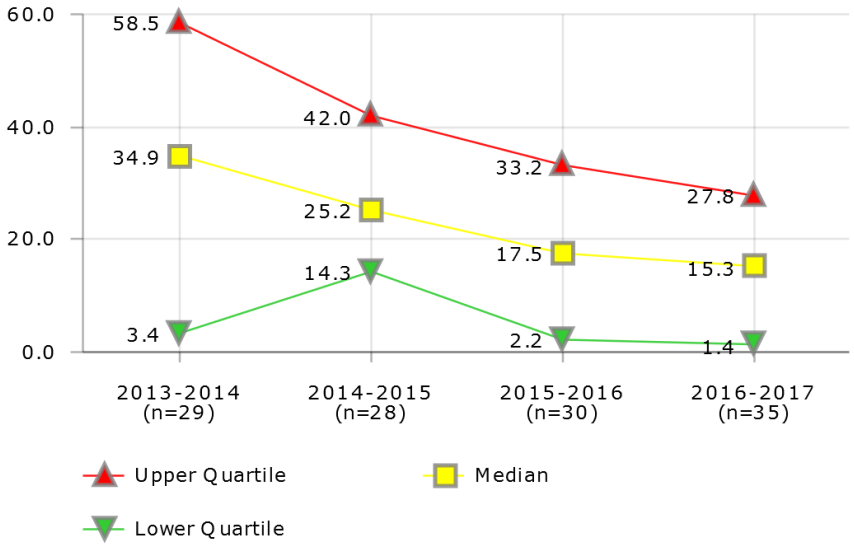
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Denver Public Schools
- El Paso Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- St. Louis Public Schools
- St. Paul Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	6.0			
2	10.5	11.7		
3	6.2	6.2	6.0	6.2
4		9.6	11.6	9.3
5	4.1	4.1		
7	8.6	8.5	8.4	8.5
8	11.2	11.2	11.5	11.9
9	12.2	13.4	13.5	14.3
10		12.6	12.2	12.1
12	8.9	8.5	8.3	8.5
13	14.1	16.5	14.4	14.1
14	6.5	6.2	6.5	6.3
16		5.1	5.1	
18	9.6	11.1	10.1	8.3
19	12.8			
20	12.6	11.8	11.7	12.9
21	8.3	8.9		
23	1.6			
28		14.1	13.5	13.6
30	6.3	6.2	6.2	6.7
32		14.7	15.8	
33	0.1			
34	13.8	13.3	11.2	
37	7.7		6.9	6.6
39	16.6	16.7	16.4	17.3
41		14.5	14.7	14.7
43	7.1		7.5	7.5
44	10.5	10.4	10.0	10.2
46		8.1	7.7	7.7
47	12.3	12.1	12.0	13.0
48		13.1	13.7	13.3
49	10.2	9.8	8.7	8.8
51			9.6	9.1
52	8.4	8.5	7.5	
53				10.4
54			7.8	8.9
55	8.9	9.2	9.1	9.6
58	7.5	6.8	6.1	
63	10.6	10.4	10.6	7.6
66	10.4	10.0	9.8	9.2
67	9.6			8.9
71	10.7	11.2	11.5	12.0
74	5.0	4.8	4.8	4.5
76			13.0	15.0
79				4.8
97				11.0
431				7.1

MAINTENANCE & OPERATIONS

Utility Usage - Heating Fuel Usage per Square Foot (KBTU)



Description of Calculation

Total heating fuel usage (in kBTU), divided by total square footage of all non- vacant buildings.

Importance of Measure

This measures the level of heating fuel usage. Heating fuel can be in a variety of forms, such as fuel oil, kerosene, natural gas, propane, etc. This excludes electricity that is used for heating.

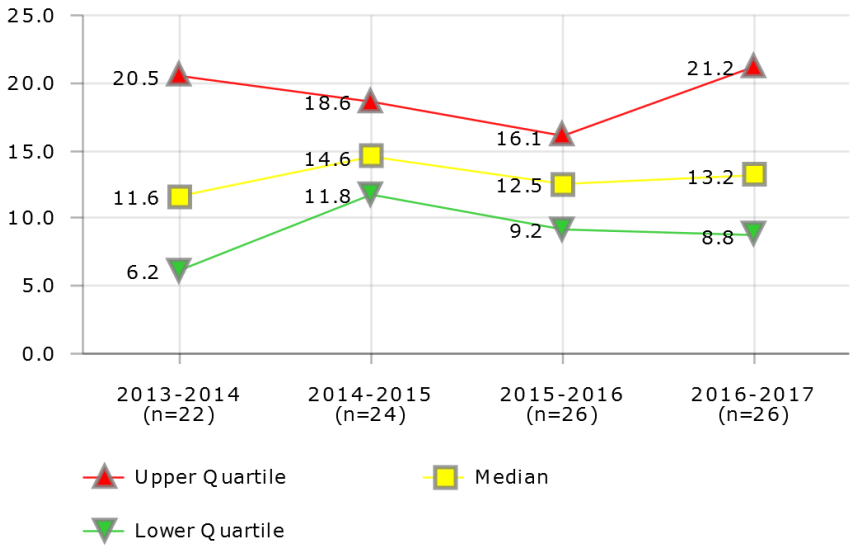
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Columbus Public Schools
- Hillsborough County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- Shelby County School District
- St. Louis Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	19.1			
2	71.1	65.6		
3	49.2	48.1	41.2	43.4
4		30.6	33.2	27.8
5	46.2	37.5		
7		68.3	138.7	140.1
8	1.4	1.3	0.9	1.1
9	13.5	16.0	0.2	16.7
10		0.6	1.5	1.4
12	58.9	23.0	18.0	17.0
14	66.2	0.4	0.4	0.4
16		4.0	5.3	6.0
18	2.2	22.2	15.1	0.1
19	46.7			
20	39.5	34.7	28.0	30.2
21	64.3	54.4		
23	3.4			
28		16.0	11.9	11.1
30	58.5	54.8	45.7	50.1
33	0.4			
34	44.3	36.6	30.3	
35			0.7	0.7
37	0.0		37.6	
39	6.6	10.2	7.0	5.8
41		14.9	10.7	9.6
43	66.5		56.2	52.1
46		44.5	32.4	35.5
47	0.2	20.2	16.8	13.4
48		1.9	2.2	2.1
49	28.7	27.5	21.0	22.9
50				20.3
51			19.6	18.8
52	78.2			
53				19.1
54			0.0	49.0
55	17.3	17.1	17.0	14.6
58	61.5	58.4		
63	0.0	39.5	47.4	0.0
66	34.9	33.6	27.2	26.2
67	0.2			22.4
71	13.8	13.7		0.1
74	52.8		44.2	47.5
76			0.1	9.9
79				0.0
97				0.0
431				15.3

MAINTENANCE & OPERATIONS

Utility Usage - Water (Non-Irrigation) Usage per Square Foot (Gal.)



Description of Calculation

Total water usage (in gallons) excluding irrigation, divided by total square footage of all non-vacant buildings.

Importance of Measure

Can be used to evaluate water usage.

Factors that Influence

- Low-flow toilets and urinals
- Maintenance of faucet aerators
- Motion-sensor faucets to reduce vandalism

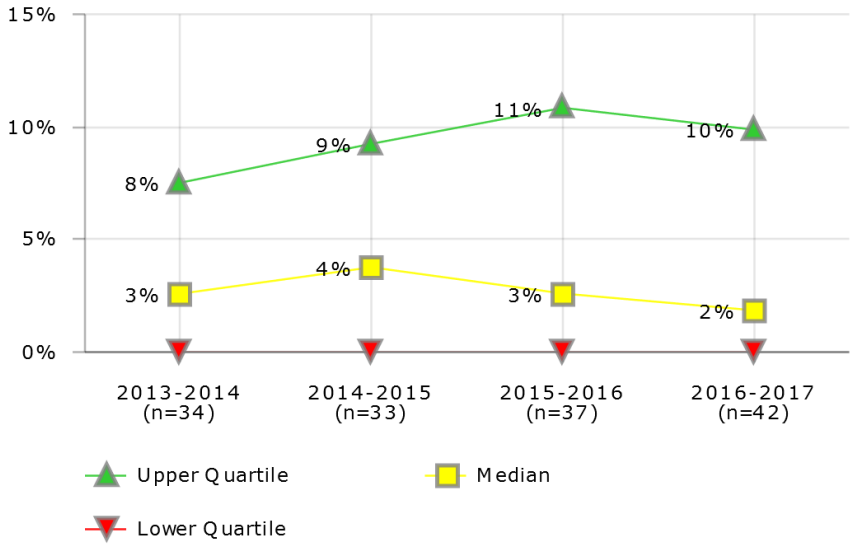
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Denver Public Schools
- Oklahoma City Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	5.3			
2		12.3		
3	5.7	9.7	9.2	8.8
4		8.5	9.4	0.0
5	11.6	11.6		
7	6.9	7.3	7.1	7.2
9	20.5			92.7
10		14.4	15.3	15.1
12	11.7	11.9	12.6	12.9
13	63.9	75.0	168.8	37.6
14	24.0	21.6	21.1	20.8
16			6.6	
18			0.0	
19	0.1			
20	8.8	8.7	10.5	11.0
21	12.3	13.9		
28		6.4	9.2	10.4
30	20.9	18.7	21.5	22.8
35			0.3	
37	6.2		6.7	7.9
39		16.5		
41		20.8	23.4	21.2
43	8.9		8.8	8.7
46		18.5	11.8	15.3
47		17.6	15.0	17.7
48		14.7	16.1	15.3
49	30.1	30.7	30.2	32.5
51			12.0	0.0
52	13.7	14.5	13.7	
53				22.9
55	12.1	12.7	12.5	13.1
58	9.8	16.4	13.0	
63	0.0	18.3	22.0	
66	87.4	98.6	13.5	13.3
71	18.6			25.4
74	0.0			0.0
76				11.3
97				12.0

MAINTENANCE & OPERATIONS

Green Buildings - Buildings Green Certified or Equivalent



Description of Calculation

Square footage of all permanent buildings (academic and non- academic) with a green building certificate, plus square footage of all permanent buildings (academic and non-academic) that were built in alignment with a green building code but not certified.

Importance of Measure

This measure compares the number of energy efficient or "green" buildings in the district.

Factors that Influence

- Community support for environmental and sustainability measures
- Grant availability
- District policy
- Environmental site assessment
- Local health issues

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Austin Independent School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Providence Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0%			
2	4%	13%		
3	0%	0%	0%	0%
4		0%	0%	0%
5	1%	1%		
7	1%	4%	4%	4%
8	5%	5%	5%	5%
9	5%	5%	5%	6%
10		1%	1%	1%
12	0%	0%	0%	0%
13	0%	0%	0%	0%
14	36%	56%	67%	66%
16	11%	14%	14%	0%
18	0%	0%	0%	0%
19	84%			0%
20	95%	98%	100%	100%
21	0%	0%		
23	31%			
25				4%
28		32%	31%	30%
30	0%	0%	0%	0%
32		1%	1%	1%
33	18%			
34	0%	0%	0%	
35				0%
37	5%		11%	12%
39	8%	8%	9%	9%
41		9%	10%	10%
43	0%		0%	0%
44	5%	5%	5%	5%
46		0%	1%	3%
47	8%	7%	20%	10%
48		23%	20%	23%
49	21%	22%	22%	23%
50				7%
51			0%	0%
52	2%	2%	2%	
53			0%	1%
54			0%	0%
55	0%	0%	1%	0%
57	2%		54%	54%
58	3%	3%	3%	
63	0%	0%	0%	0%
66	4%	4%	4%	4%
67	0%			0%
71	7%	8%	11%	11%
74	0%	11%	11%	11%
76			0%	0%
79				0%
97				7%
431				0%

Safety & Security

There are a number of performance metrics that can be used to determine a district's relative performance in the area of school safety. For instance, the *use of ID badges and other methods of access control* are important parts of security, as are measures of *use of alarm systems and* ***Expenditures as a Percent of General Fund***. Additionally, personnel preparedness and capacity is measured by looking at **Hours of Training per District Security and Law Enforcement Member** and **District Uniformed Personnel.**

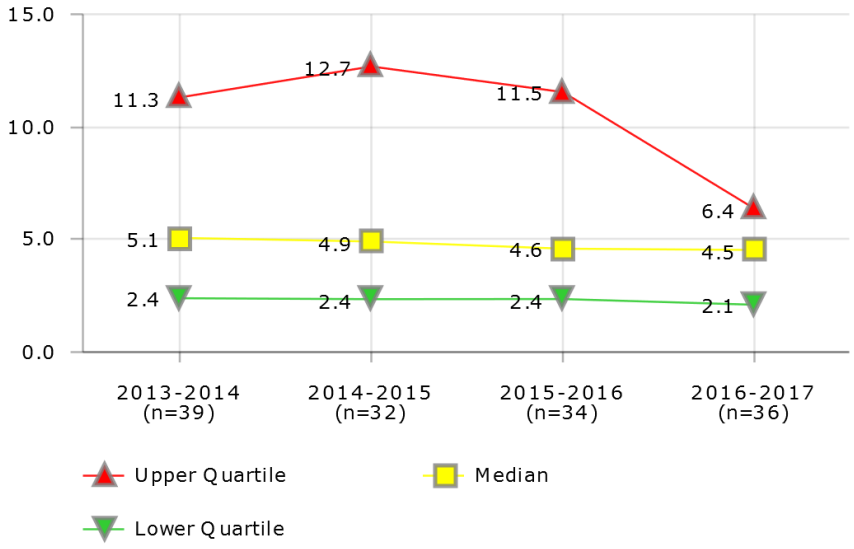
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

The following influencing factors are likely to apply to these measures:

- Level of crime in the surrounding neighborhoods
- Configuration of school (office, front desk, etc.) to make access control a possibility
- Inclusion of security systems in a district's construction and modernization program
- Utilization of technology such as security cameras to offset the need for more staff
- Documented need for additional safety and security staff—for example, documented crime statistics and trends.

SAFETY & SECURITY

Incidents - Assault/Battery Incidents per 1,000 Students



Description of Calculation

Total number of assault/ battery incidents, divided by total student enrollment over one thousand.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

Factors that Influence

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Enrollment

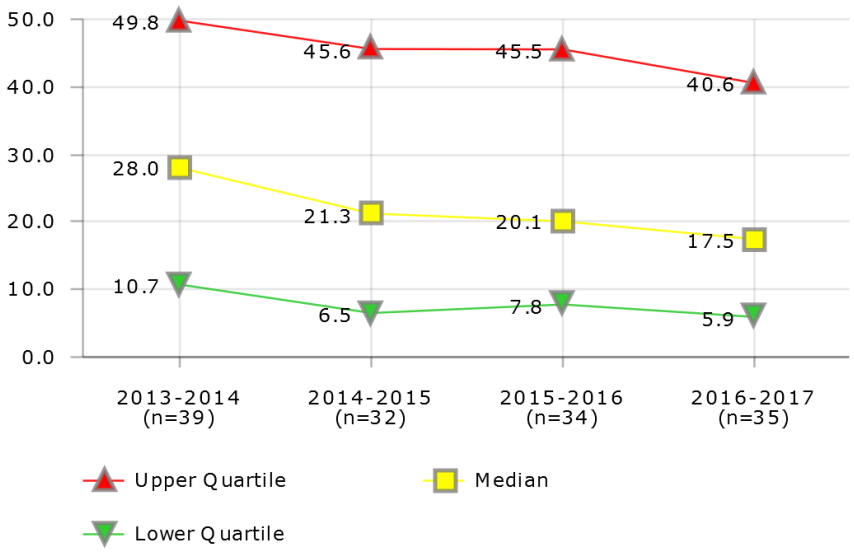
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- Miami-Dade County Public Schools
- Newark Public Schools
- Pittsburgh Public Schools
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	2.7			
2		22.0	21.4	
3	4.0	2.6	2.6	2.7
4	15.6	17.1	17.8	18.0
6	15.1			
7	2.4		2.5	0.6
8	5.1	4.3	3.4	2.9
9	4.2	4.5	4.4	6.2
10	8.7		9.3	
11	11.1			
12	0.3		1.0	0.7
13	3.0	3.0		
14	3.9	4.8	4.1	3.5
16	3.3	2.1	2.4	
18		7.2	7.2	7.0
19		0.8		4.5
20	0.5	0.3	0.1	0.2
21	10.3	7.5		
23	0.9			
25	1.7	0.8	2.3	1.9
26	12.3	13.5		11.5
28		4.3	5.0	5.6
29				4.4
32	2.0	1.8	1.7	1.6
34	44.1	36.1	27.1	
35		6.2	4.0	2.2
37	6.4		4.6	4.6
39	1.3	1.0	1.6	4.1
41	1.9	1.6	1.6	1.7
43	9.0		7.9	0.9
44	1.4	3.4	1.9	2.0
46	15.9	0.4	4.6	6.2
47	10.0	19.3		14.3
48	15.7	21.6	21.0	12.4
49	3.3	5.2	4.6	5.5
50				6.5
51			11.5	5.3
52	57.7	70.9		
53				5.4
54			6.4	5.9
55	4.4	4.3	2.3	2.9
57	13.1		15.8	13.2
58	11.3	9.4	9.3	
62	1.2			
63	9.7	5.1	14.5	0.6
66	47.2	41.1	59.0	64.8
71	9.4	11.8	12.9	11.3
74	5.9	6.7	6.9	
79				4.5
101	2.7			
431				5.4

SAFETY & SECURITY

Incidents - People Incidents per 1,000 Students



Description of Calculation

Total number of people incidents, divided by total student enrollment over one thousand.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

Factors that Influence

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Enrollment

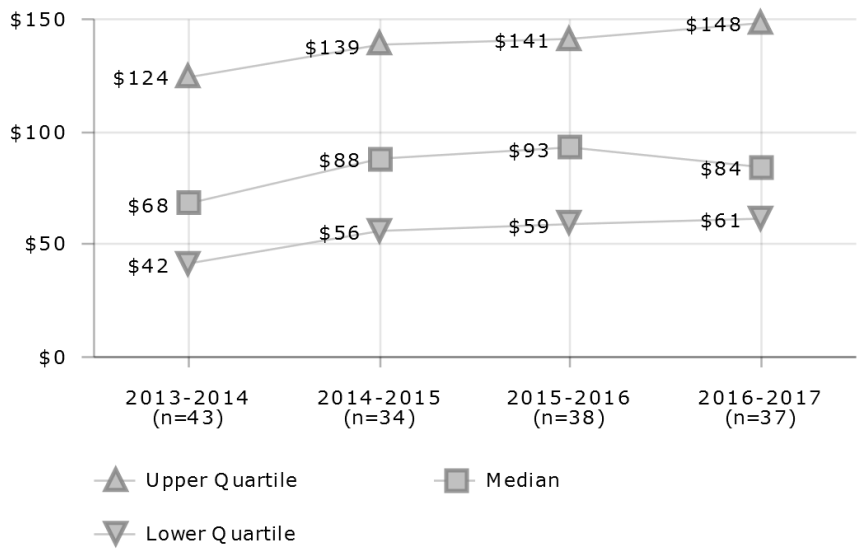
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Miami-Dade County Public Schools
- Newark Public Schools
- Palm Beach County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	18.4			
2		40.3	45.7	
3	36.4	15.4	82.5	117.0
4	49.8	57.9	58.1	61.9
6	36.8			
7	23.3		18.9	5.1
8	10.4	10.1	5.8	4.9
9	19.4	22.1	20.2	243.6
10	19.0		24.8	
11	36.2			
12	3.9	24.2	19.2	22.7
13	10.7	11.2		
14	10.7	11.1	12.5	17.5
16	11.0	11.4	11.9	
18		7.7	7.8	7.7
19		1.3		4.5
20	1.7	1.3	1.1	0.9
21	290.1	267.3		
23	17.0			
25	6.8	4.4	5.9	4.1
26	29.0	42.7		40.6
28		13.4	22.1	8.7
29				23.3
32	12.0	4.6	3.8	2.7
34	621.5	78.7	41.0	
35		32.9	14.3	9.2
37	47.6		38.9	43.8
39	3.6	1.7	2.4	16.2
41	3.5	2.1	2.1	2.0
43	28.9		22.5	19.7
44	60.9	44.7	55.7	39.0
46	19.0	1.5	9.9	7.0
47	1,037.1	900.8		770.3
48	35.4	45.3	45.5	36.3
49	150.8	218.7	255.3	228.8
50				8.5
51			11.9	41.4
52	57.9			
54			6.4	5.9
55	5.6	5.4	4.3	5.9
57	28.0		34.0	31.0
58	30.1	26.7	26.4	
62	2.5			
63	89.8	61.1	60.4	33.8
66	109.6	85.0	128.5	160.4
71	17.4	20.4	19.9	18.8
74	36.6	45.9	49.3	
79				9.0
101	235.3			
431				8.1

SAFETY & SECURITY

S&S Expenditures per 1,000 Students



Description of Calculation

Total safety and security expenditures, divided by total student enrollment over one thousand.

Importance of Measure

- This measure gives an indication of the level of support for safety and security operations as a percent of district general fund budget
- A low percentage could be an indication that security needs are not being met by the district or that other revenue sources are needed to support security for district staff and students

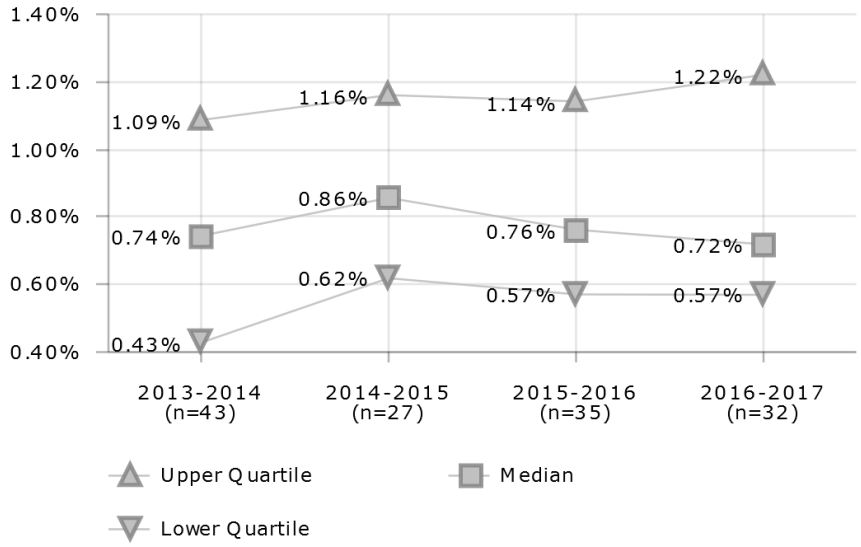
Factors that Influence

- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$57			
2		$166	$161	
3	$60	$67	$68	$69
4	$87	$87	$100	$85
5	$12	$26		
6	$74			
7	$113		$62	$67
8	$59	$59	$59	$59
9	$54	$60	$60	$61
10	$49		$81	
12	$27	$49	$49	$64
13	$19			
14	$59	$110	$112	$139
16	$50	$56	$52	
18		$110	$137	$148
19	$170	$182		$182
20	$163	$159	$153	$154
21	$258	$241		
23	$42			
25		$431	$504	$668
26	$49	$46		$53
28		$85	$211	$199
29				$463
30	$148	$136	$140	$140
32	$71		$54	$52
34	$253	$316	$332	
35		$87	$95	$121
37	$68		$57	$64
39	$106	$106	$119	$117
41	$71	$91	$88	$87
43	$207		$257	$216
44	$37	$42	$50	$50
46	$124	$126	$141	$70
47	$36	$37		$36
48	$27	$34	$34	$38
49	$42	$44	$41	$45
51			$61	$84
52	$76	$89		
53				$30
54			$139	$140
55	$101	$97	$96	$82
56	$34		$91	
57	$224		$306	$266
58	$195	$179	$186	
62	$8		$15	
63	$228	$213	$264	$274
66	$124	$139	$135	$130
67	$10			
71	$83	$76	$75	$75
74	$4	$4	$5	
77	$61	$57	$59	
79				$259
97				$65
101	$84			
431				$53

SAFETY & SECURITY

S&S Expenditures Percent of District Budget



Description of Calculation

Total safety and security expenditures, divided by district operating expenditures.

Importance of Measure

This measure gives an indication of the level of support for safety and security operations as a percent of district general operating budget

A low percentage could be an indication that security needs are not being met by the district or that other revenue sources are needed to support security for district staff and students

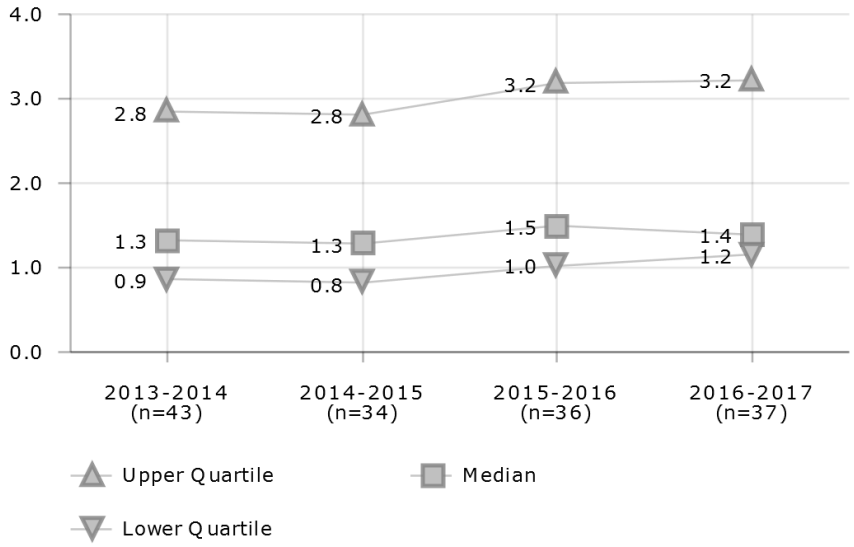
Factors that Influence

- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.63%			
2		1.22%	1.14%	
3			0.25%	0.42%
4	0.67%	0.71%	0.84%	0.70%
5	0.14%			
6	0.73%			
7	0.95%		0.57%	0.61%
8	0.77%	0.76%	0.76%	0.76%
9	0.75%	0.82%	0.76%	0.74%
10	0.52%		0.85%	
12	0.17%	0.28%	0.28%	0.32%
13	0.26%			
14	0.66%	1.20%	1.20%	1.49%
16	0.65%	0.73%	0.73%	
18		0.95%		1.20%
19	0.81%			
20	0.78%	0.68%	0.59%	0.60%
21	1.15%	1.03%		
23	0.41%			
25	1.90%	1.87%	2.04%	
26	0.35%	0.34%		
28	1.35%	0.87%	1.36%	1.27%
30	1.10%	0.99%	0.99%	1.03%
32	0.88%		0.71%	0.68%
34	2.05%	2.04%	2.21%	
35		0.47%	0.49%	0.60%
37	0.74%		0.65%	0.63%
39	1.19%	1.19%	1.29%	1.24%
41	0.82%	0.94%	0.84%	0.84%
43	0.83%		0.87%	0.77%
44	0.43%	0.50%	0.57%	0.56%
46	0.79%	0.85%	1.06%	0.51%
47	0.32%	0.35%	0.35%	0.35%
48	0.33%	0.37%	0.39%	0.43%
49	0.46%		0.38%	1.26%
50				4.16%
51			0.63%	0.76%
52	0.55%			
53				0.23%
54			1.16%	
55	1.19%	1.11%	1.07%	0.87%
56	0.53%		1.08%	
57	1.09%			1.24%
58	1.24%	1.16%	1.15%	
62	0.06%		0.14%	
63	1.59%	1.44%	1.68%	1.77%
66	1.00%			
67	0.11%			
71	0.69%	0.62%	0.53%	0.49%
74	0.03%			
77		0.86%	0.76%	
79				1.31%
97				0.68%
101	1.40%			
431				0.58%

SAFETY & SECURITY

S&S Staff per 1,000 Students



Description of Calculation

Total safety and security staff, divided by total student enrollment over one thousand.

Importance of Measure

This measure gives an indication of the level of support for safety and security operations as a ratio to student enrollment

A low ratio could be an indication that security needs are not being met by the district or that other revenue sources are needed to support security for district staff and students

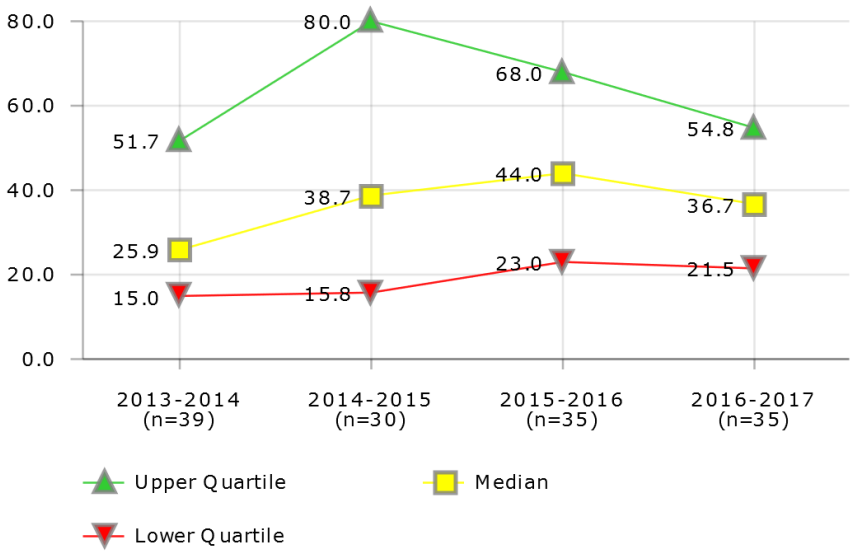
Factors that Influence

- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

District	2013-2014	2014-2015	2015-2016	2016-2017
1	1.3			
2		2.8	2.7	
3	1.7	0.7	1.6	1.7
4	1.3	1.3	1.3	1.3
5	2.8	2.8		
6	1.7			
7	1.6		1.6	1.3
8	1.1	1.3	0.9	0.9
9	0.6	0.6	0.6	0.7
10	1.1		1.2	
12	0.3	0.6	0.6	0.7
13	0.9	0.8		
14	2.3	2.4	2.4	2.4
16	0.5	0.6	0.6	
18		1.3	1.2	1.2
19	2.4	2.5		3.2
20	3.6	3.7	3.8	3.8
21	4.8	4.8		
23	1.2			
25	6.3	6.6	6.3	7.1
26	1.4	1.4		1.4
28		1.4	3.1	2.0
29				7.5
30	3.7	3.5	3.7	3.4
32	0.5		3.2	3.2
34	4.8	4.9	7.4	
35		1.3	1.4	1.5
37	1.5		1.5	1.7
39	1.1	1.2	1.3	1.3
41	1.1	1.2	1.2	1.2
43	2.9		3.4	3.5
44	0.7	0.7	0.7	0.7
46	1.8	1.7	1.7	1.7
47	1.3	1.2		1.3
48	0.8	0.8	0.8	0.8
49	0.6	0.6	0.5	0.6
51			1.5	1.2
52	1.3	1.2		
53				0.7
54			3.9	3.2
55	1.5	1.4	1.3	1.2
56	0.5			
57	5.5		6.2	5.7
58	3.3	2.9	2.9	
62	0.3		0.1	
63	5.1	5.0	5.4	5.6
66	8.5	2.8	2.9	3.3
67	1.8			
71	1.1	1.1	1.1	1.2
74	0.5	0.5	0.5	
79				2.4
97				0.7
101	1.3			
431				1.0

SAFETY & SECURITY

Training Hours per Safety/Security personnel



Description of Calculation

Total number of hours of safety- related drills and trainings for all safety and security personnel, divided by total number of safety and security personnel.

Importance of Measure

Most school districts complete crisis response training prior to the opening of each school year.

Factors that Influence

- Emergency response priority with school/district leadership
- Emergency response resources
- Thoroughness of school/district crisis response plan
- Weather

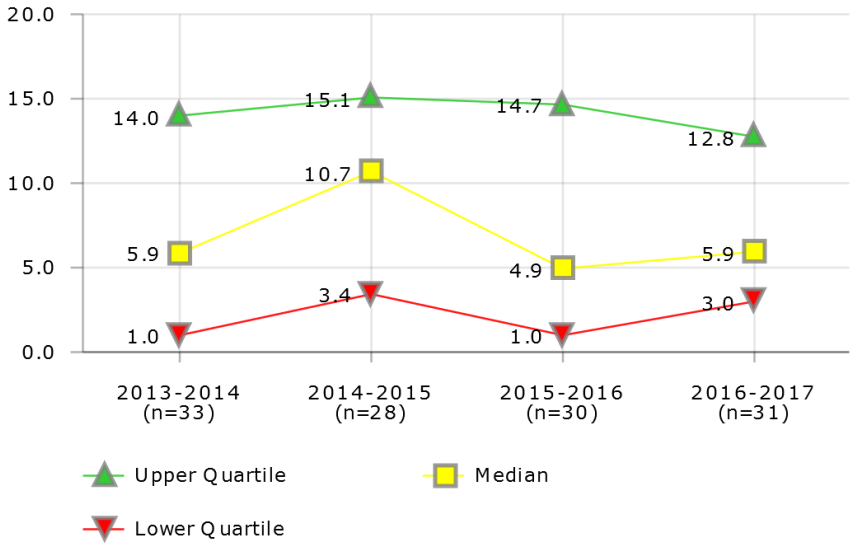
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Cleveland Metropolitan School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	21.3			
2	85.8	90.8	103.6	
3	67.2	82.4	24.6	23.9
4	25.9	34.5	43.6	41.3
5	0.2			
6	1.3			
7	6.3		6.7	
8	106.3	84.8	170.6	174.3
9	34.8		61.3	36.7
10	70.9		63.1	
12		4.3		52.4
13		1.5		
14	84.6	88.2	44.0	50.0
16	82.8	59.7	68.7	66.5
18		41.0	46.4	
19	33.9	80.0		5.0
20	22.6	24.0	23.0	23.0
21	116.2	6.9		
25	0.2	0.2	4.8	16.6
26		2.0	13.5	6.8
28	28.8	15.8		95.0
29				0.1
30	15.0	7.5	7.0	7.4
32	8.1		19.4	15.4
33	24.0			
34	22.6	35.2	35.6	
35		67.0	41.0	41.1
37	51.7		53.9	50.9
39	22.6	123.0	52.7	35.7
41	43.1	40.6	40.6	41.3
43			26.0	21.5
44	28.8		16.3	17.9
46	49.0	60.0	60.0	54.8
47	95.2	96.2	94.0	66.8
48	13.4	37.5	68.0	70.3
49	18.0	18.0	53.8	11.2
51			18.6	22.3
52	28.8	35.1	33.7	
53				45.5
54			245.3	22.2
55	15.6	46.5	60.2	43.8
56	34.6			
57	4.0	40.0	75.1	80.0
63	109.1	111.8	125.0	160.3
66	20.5		28.0	31.0
67	0.8			
71	17.5	31.1	155.8	139.8
74	13.2	14.3	15.6	
79				24.2
101	31.0			
431				25.0

SAFETY & SECURITY

Crisis Response Teams - Drills per Team



Description of Calculation

Total number of team drills conducted by crisis response teams, divided by the total number of crisis response teams.

Importance of Measure

Ideally, district sites with a designated crisis response team have all conducted drills of some sort.

Factors that Influence

- Geography of district
- Priorities of district leadership
- Previous traumatic events or crisis
- Emergency response resources
- Updated procedures and protocols

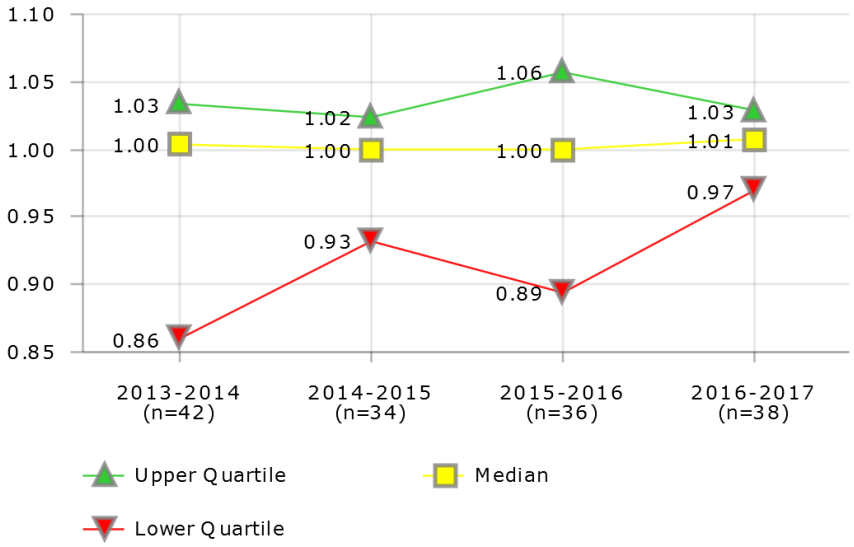
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Austin Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- El Paso Independent School District
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
2	0.4	18.0	17.6	
3	10.6	10.8	1.1	11.2
4	2.0	3.5	4.0	6.0
5	12.8	10.4		
6	0.7			
7			2.9	3.5
8	14.0	14.0	14.0	14.0
9	10.0	10.6	8.8	
12	20.1	22.6	13.9	12.8
13	1.0	0.7		
14	3.4	3.4	3.4	3.4
16	3.0	4.0		4.0
18				0.1
20	3.9	3.9	3.9	3.9
21	4.9	4.4		
23	2.0			
25	0.9	0.9	0.9	10.0
26	5.9	5.9	5.4	5.4
28	21.5	24.2	21.6	17.8
29				9.1
32	0.0	0.0	0.0	0.0
35		25.8	21.7	27.4
37	16.0		16.6	6.4
39		0.1	1.0	20.9
41	9.2	15.2	4.5	4.5
43	0.0		0.1	
44	0.2		12.5	0.9
47	16.9	16.9	16.9	16.9
48	10.3	11.1	12.1	12.0
49	14.4	14.4	14.7	0.0
51			3.0	3.0
52	10.9	10.8	11.0	
53				2.0
54				5.9
55	0.0	0.0	0.0	0.0
57	9.0	15.0	0.1	8.0
58	2.0			
63			0.7	
66	64.1	0.2	0.2	
71	15.2	15.2	14.7	16.0
74	14.2	14.7	15.0	3.9
97				2.0
101	1.0			
431				15.8

SAFETY & SECURITY

Crisis Response Teams - Teams per Academic Site



Description of Calculation

Total number of crisis response teams, divided by the total number of academic sites.

Importance of Measure

Districts should build capacity to respond to crises by having designated crisis response teams.

Factors that Influence

- Geography of district
- Priorities of district leadership
- Previous traumatic events or crisis
- Emergency response resources

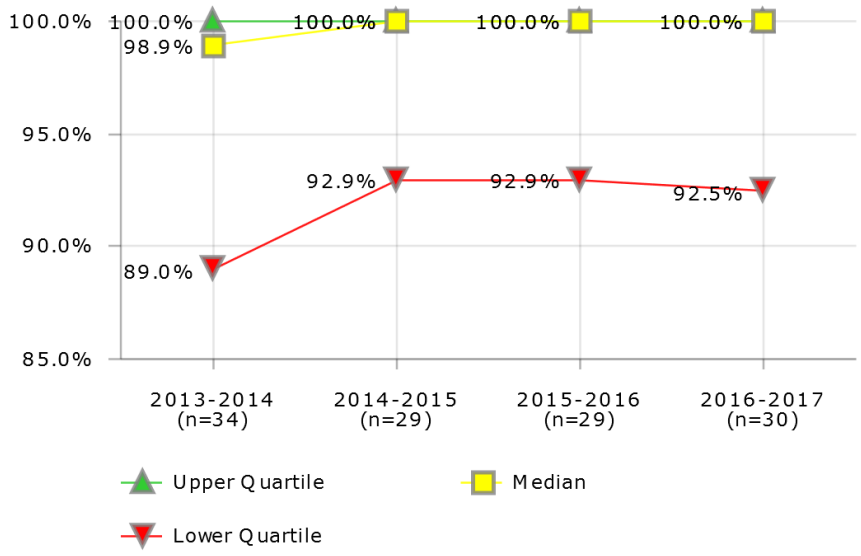
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- District of Columbia Public Schools
- Palm Beach County School District
- Providence Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.01	0.01	0.01	1.01
2	0.94	1.00	1.06	
3	1.00	1.00		1.03
4	1.06	1.06	1.06	1.06
5	1.01	0.93		
6	0.80			
7	0.02		1.01	1.02
8	1.76	1.72	1.72	1.72
9	1.00	1.03	1.03	1.01
10	0.00		0.86	
12	1.03	1.11	1.11	1.11
13	0.71	1.00		
14	0.92	0.92	0.92	1.00
16	0.73	0.00	1.02	0.00
18				0.97
19				0.04
20	1.05	1.05	1.05	1.05
21	3.08	3.20		
23	1.01			
25	1.06	1.06	1.06	1.00
26	1.02	1.02	1.03	1.03
28	1.06	0.99	0.97	1.00
29				1.08
30	1.00	1.00	31.00	1.00
32	1.00	1.00	1.00	1.00
35		1.00	1.00	1.00
37	1.18		1.00	1.00
39	0.10	0.13	0.00	0.05
41	1.00	1.00	1.00	1.02
43	0.84		0.85	0.85
44	0.89	0.01	0.02	1.02
46	0.25	0.17	0.17	
47	1.01	1.01	1.01	1.01
48	1.06	1.06	1.06	0.96
49	1.02	1.02	1.02	1.02
51			0.01	0.01
52	1.01	1.00	1.09	
53				1.01
54			1.00	1.01
55	1.01	0.99	0.99	1.14
56	1.00			
57	1.00	0.93	0.74	0.75
58	0.86	1.00	1.00	
63	0.04	0.04	0.04	0.04
66	1.03	0.97	0.97	0.96
67	1.05			
71	1.02	1.02	1.12	1.10
74	1.02	1.02	0.98	1.10
97				1.01
101	1.10			
431				1.01

SAFETY & SECURITY

Health/Safety Inspections - Sites Inspected Annually



Description of Calculation

Total number of sites/campuses (academic and non-academic) inspected annually, divided by the total number of district sites.

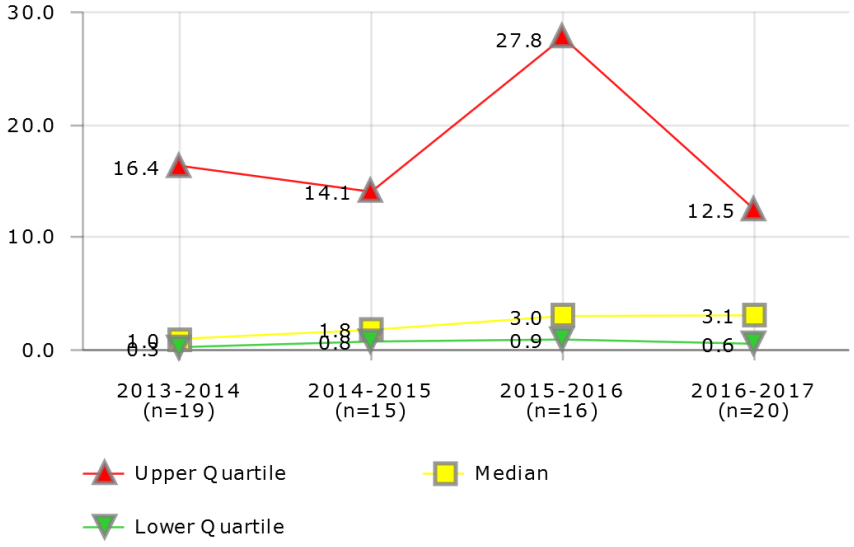
Importance of Measure

Regular health and/or safety inspections are important for compliance and risk mitigation.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.0%	100.0%	100.0%	100.0%
2	96.0%	81.5%		
3	100.0%	100.0%	55.6%	55.6%
4	92.2%	77.7%		3.1%
6	78.6%			
7	100.0%		100.0%	100.0%
8	86.8%	100.0%	99.0%	102.4%
9	100.0%	100.0%	100.0%	75.4%
10	89.0%		90.6%	
12	100.0%	100.0%	104.3%	100.0%
13	77.4%	100.0%		
14	92.9%	92.9%	92.9%	100.0%
16	75.2%	89.8%	99.2%	100.0%
18				27.3%
19	100.0%	100.0%		
20	100.0%	100.0%	100.0%	100.0%
23	100.0%			
25	100.0%		100.0%	100.0%
26	100.0%	100.0%	100.0%	100.0%
28	89.6%	88.4%	80.0%	100.0%
32	86.9%	100.0%	86.9%	86.9%
34	100.0%	100.0%	102.6%	
35		88.7%		
39	97.0%	98.4%	101.0%	93.3%
43	100.0%		100.0%	100.0%
44	90.7%	90.7%	90.7%	82.6%
46	100.0%	100.0%	100.0%	
47	93.8%	94.5%	95.3%	95.4%
48	100.0%	98.6%	100.0%	96.1%
49	100.0%	100.0%	97.1%	100.0%
51			67.4%	93.5%
52	82.5%	100.0%	100.0%	
53				103.5%
54			87.9%	100.0%
58		109.7%		
62	100.0%	91.1%	94.1%	
63	68.1%	100.0%	101.2%	100.0%
66	97.9%	100.0%	100.0%	92.5%
67	86.1%			
74	100.0%	100.0%	97.9%	107.0%
79				87.9%
97				100.0%
431				100.0%

SAFETY & SECURITY

Health/Safety Violations per Site



Description of Calculation

Total number of health/ safety violations identified at site inspections, divided by the total number of district sites that were inspected.

Factors that Influence

- Risk mitigation efforts
- Focus of leadership on health and safety

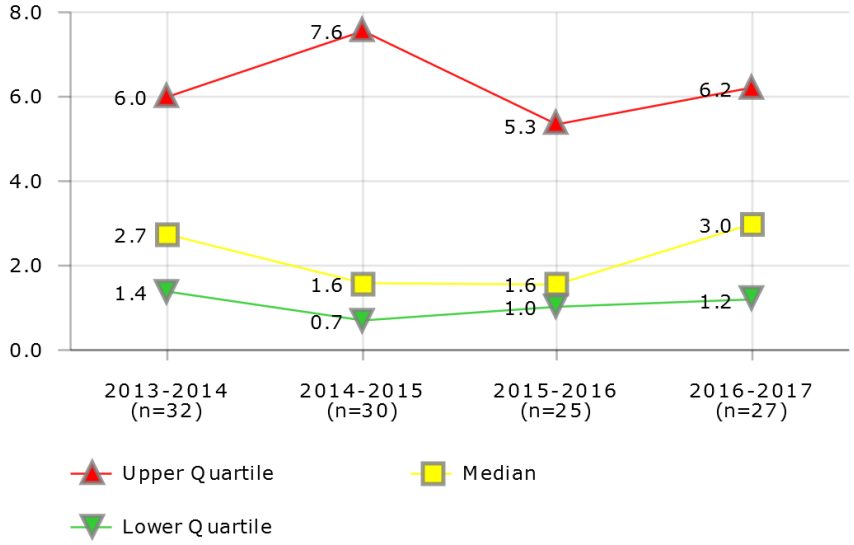
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Des Moines Public Schools
- El Paso Independent School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
2	0.7	3.3	2.6	
3	7.7	9.0	0.1	0.1
4			27.0	9.3
6	0.1			
7				0.0
8	16.4	14.1	6.7	5.8
9				5.4
10	26.2		32.1	
12		1.4	1.1	0.2
13				79.1
16		0.2	4.5	0.6
18				15.6
19	0.2			
26	0.2	0.1	0.1	
28	0.3			0.5
32	33.4	23.9	28.5	28.7
34	1.0			
35		1.2		
39	5.1	1.8	1.6	2.7
43	0.2			
46	0.9	0.8	0.8	
47	1.2	2.7	3.1	3.3
48	44.8	69.8	68.5	57.9
49	1.8	0.0	3.0	2.9
51			36.6	29.0
53				1.1
54			0.0	3.4
58	21.6	21.6		
63	0.7			
74	0.6	1.3		1.2
431				0.4

SAFETY & SECURITY

Incidents - Bullying/Harassment per 1,000 Students



Description of Calculation

Total number of bullying/harassment incidents, divided by total district enrollment over one thousand.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

Factors that Influence

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff

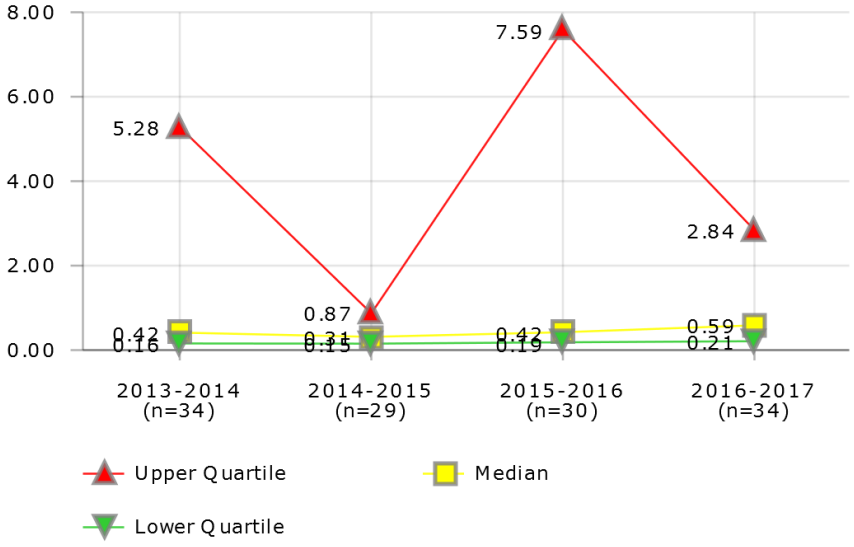
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.9			
2		7.6	5.3	
3	20.5	27.4	1.3	2.2
4	11.8	16.0	16.8	17.6
6	4.0			
7	2.6		5.9	12.9
8	2.9	1.4	0.5	0.3
9	4.1	0.2	2.9	21.0
10	1.7		2.1	
11	1.0			
12	1.1	0.3		
14	15.3	16.7	7.0	6.2
16	0.5	0.3	3.5	
18		1.4		6.3
19		0.7		1.4
20	0.5	0.4	0.1	0.1
21	26.2	1.6		
25	1.3	1.0	1.6	2.6
26	4.4			3.4
28		0.0	0.1	
32	1.4	0.8	1.4	2.5
34	6.4	2.0	1.3	
35		172.3		166.2
39	1.6	0.9	0.4	0.0
43	3.5			
44	2.8	2.4	1.3	1.6
46	5.6	3.7	5.9	
47	7.3	8.3		5.9
48	1.5	1.5	1.0	0.4
49	3.8	2.6	1.1	1.2
51				3.0
52	9.7	9.7		
53				6.2
54			6.2	5.0
55		0.1	0.9	2.5
57	0.2		0.7	0.4
58	2.2	3.1	1.7	
63	0.1	0.0		0.2
66	17.6	15.9	18.2	22.0
71	2.3	0.7		
74	2.6	3.4	4.2	
79				3.5
431				6.0

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



Description of Calculation

Total number of intrusion/burglary incidents, divided by total number of district sites.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district (by number of sites).

Factors that Influence

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Effectiveness of security alarm systems

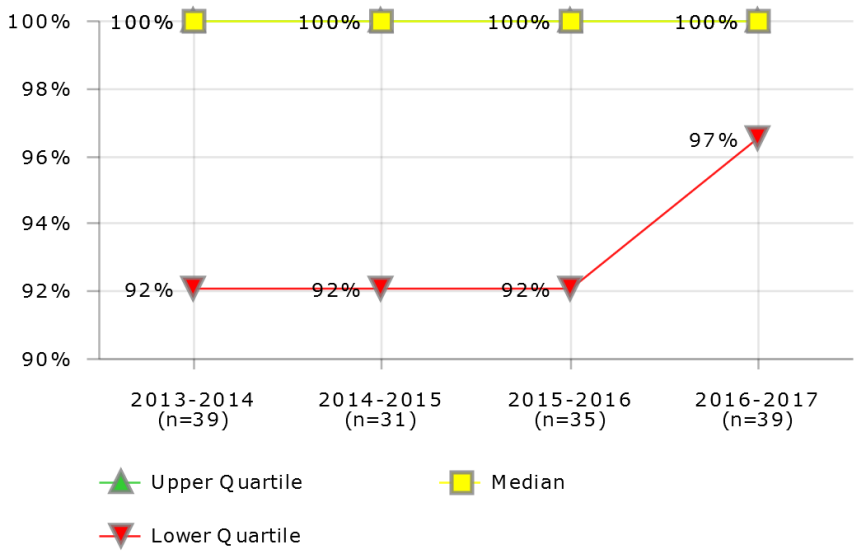
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Boston Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- District of Columbia Public Schools
- Newark Public Schools
- Palm Beach County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.66	0.87	1.19	0.94
2	159.64	74.44		
3	9.81	0.29	1.67	2.07
4	0.13	0.16	0.07	0.03
5	0.39	11.58		
6	1.95			
7	2.77			57.69
8	0.26	0.26	0.17	0.09
9	95.13	14.79	10.50	8.81
10	0.08		0.09	
13	1.69	1.93		
14	0.42	0.59	0.32	0.38
16	0.16	0.15	0.26	10.57
18		0.41	0.29	0.48
19	0.17	0.15		100.38
20	0.03	0.05	0.05	0.06
25	0.31	0.31	0.14	0.03
26	0.16	0.14	0.17	0.21
28	1.33		0.69	0.75
29				0.04
32	0.41	0.11	0.43	0.69
34	9.55	6.59	51.28	
35		0.15	8.99	11.86
37	7.99		10.29	1.59
39	0.17	0.24	34.15	0.41
41	0.34	0.32	0.42	0.37
43			7.59	
44	24.79	0.31	0.21	0.26
46	0.57	0.69	0.66	0.45
48	0.10	0.19	0.19	1.42
49	0.06	0.06	151.73	2.84
51			4.35	3.63
53				0.22
54			0.04	0.12
55				0.85
56	0.16			
57	0.06	0.07	0.19	0.10
58	5.28	6.50	7.59	
63	6.44	8.62	3.73	0.22
66				10.75
71	0.02	0.18	0.22	0.09
74	0.64	0.59		
97				1.32
101	10.01			
431				12.55

SAFETY & SECURITY

Intrusion/Burglary Alarm Systems - Percent of Sites



Description of Calculation

Total number of sites with intrusion/burglary alarm systems, divided by the total number of district sites.

Importance of Measure

This measure is an indication of the number of schools that have an intrusion alarm system to safeguard district assets.

Factors that Influence

- Historical crime rates for physical property
- Reliability of alarm system
- Response time of monitors (if applicable)
- Configuration of the alarm system
- Budget allocation

District	2013-2014	2014-2015	2015-2016	2016-2017
1		102%	102%	97%
2		100%		
3	100%		100%	100%
4	100%	100%	100%	100%
5	100%	93%		
6	79%			
7	99%		100%	100%
8	100%	100%	100%	100%
9	100%	100%	100%	100%
10	87%		87%	
12	100%	0%		100%
13	74%			
14		100%	108%	114%
16	90%	92%	92%	100%
18		100%	76%	100%
19	100%	100%		86%
20	100%	100%	100%	100%
21	100%			
23	100%			
25	100%	100%	100%	75%
26	100%	100%	100%	100%
28		78%	80%	100%
30	100%	100%	100%	100%
32	100%		100%	100%
34	100%			
35		97%		131%
37			100%	100%
39	90%	90%	95%	95%
41	100%	100%	104%	100%
43	87%		100%	100%
44	86%	86%	84%	85%
46	99%	100%	100%	99%
47	100%	100%	100%	99%
48	100%	99%	98%	95%
49	92%	92%	92%	92%
51			79%	100%
52	100%	86%	100%	
53				100%
54				80%
55	100%		103%	113%
56	100%			
57	70%	85%	76%	76%
58	86%	94%	98%	
62	100%	100%	100%	
63	100%	151%	101%	100%
66	100%		105%	100%
71	100%	100%	17%	96%
74	100%	100%	100%	107%
79				100%
97				100%
101	94%			
431				100%

Transportation

Performance metrics in transportation cover a broad range of factors that affect service levels and cost efficiency. The broad summative measures are **Cost per Total Mile Operated** and **Transportation Cost per Rider**, and other measures include diagnostic tools to weed out inefficiencies and excessive expenses. A key measure of efficiency is **Daily Runs per Bus**, which reflects the daily reuse of buses; and important service-level measures include **On-Time Performance** and **Turn Time to Place New Students.**

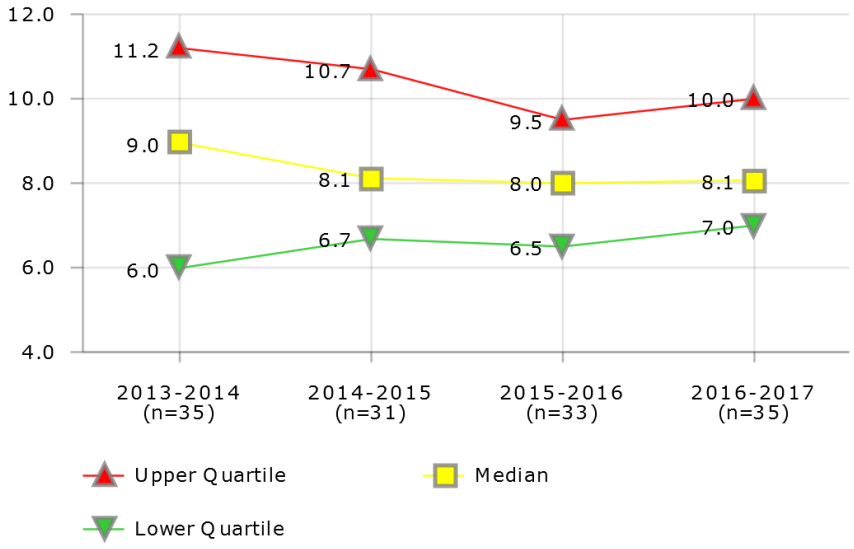
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

General factors that influence transportation measures and improvement strategies include:

- Types of transported programs served
- Bell schedule
- Effectiveness of the routing plan
- Spare bus factor needed
- Age of fleet
- Driver wage and benefit structure and labor contracts
- Maximum riding time allowed and earliest pickup time allowed
- Enrollment projections and their impact on transported programs

TRANSPORTATION

Bus Fleet - Average Age of Fleet



Description of Calculation

Average age of bus fleet.

Importance of Measure

- Fleet replacement plans drive capital expenditures and on-going maintenance costs
- Younger fleets require greater capital expenditures but reduced maintenance costs
- A younger fleet will result in greater reliability and service levels.
- An older fleet requires more maintenance expenditure but reduces capital expenses.

Factors that Influence

- Formal district-wide capital replacement budgets and standards
- Some districts may operate climates that reduce bus longevity
- Some districts may be required to purchase cleaner burning or expensive alternative-fueled buses
- Availability of state or local bond funding for school bus replacement

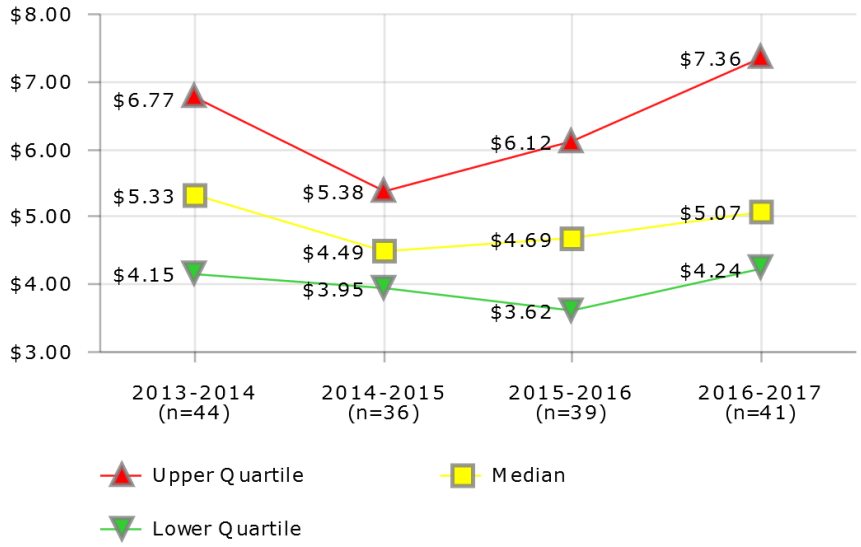
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- El Paso Independent School District
- Indianapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
2	15.0	12.3	12.3	13.5
3	3.0	3.0	3.0	3.0
5	10.2	9.3		
6	4.8			
7	11.9	12.8	12.4	13.4
8	9.0	8.1	8.2	7.0
9	6.6	6.7	7.0	7.5
10	12.7	12.3	10.3	8.5
11	13.3	12.4	13.4	12.7
12	6.6	7.1	7.0	8.1
13	11.2	10.7	10.8	8.9
14	7.5	7.9	5.7	10.0
16	12.8	13.8	14.8	16.0
18	12.0			
19	9.5			
20	5.6	4.7	5.0	5.0
21	7.0			
25	9.0	10.0	8.0	8.4
28	6.0	7.0	7.4	7.2
32		6.7	7.7	8.7
33				3.0
35	5.4	6.4	7.4	8.4
37	9.7	9.6	11.0	11.1
39	8.8	9.5	9.5	11.0
44		6.7	5.4	5.3
46	5.4	2.5	2.4	2.4
47	9.1	8.9	8.2	8.9
48	6.4	6.4	6.5	6.1
49	9.7	8.0	8.0	10.0
51			8.8	7.9
52	6.0	5.7	5.6	
53			9.7	10.0
54				7.0
55	6.0	7.0	7.6	8.0
56	5.0			
57	13.0		6.0	6.0
58	10.3	10.1	8.9	
62	14.3	14.2		
66	9.0	8.6	8.6	7.9
67	3.9		2.5	
71	7.7	6.6	6.9	7.8
74		10.9		
76			9.5	9.8
79				8.0
97				12.0
431				6.3

TRANSPORTATION

Cost per Mile Operated



Description of Calculation

Total direct cost plus total indirect cost plus total contractor cost of bus services, divided by total miles operated.

Importance of Measure

This is a basic measurement of the cost efficiency of a pupil transportation program. It allows a baseline comparison across districts that will inevitably lead to further analysis based on a district's placement. A greater than average cost per mile may be appropriate based on specific conditions or program requirements in a particular district. A less than average cost per mile may indicate a well-run program, or favorable conditions in a district.

Factors that Influence

- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each afternoon
- Bell schedule
- Transportation department input in proposed bell schedule changes
- Maximum riding time allowed and earliest pickup time allowed
- Type of programs served will influence costs

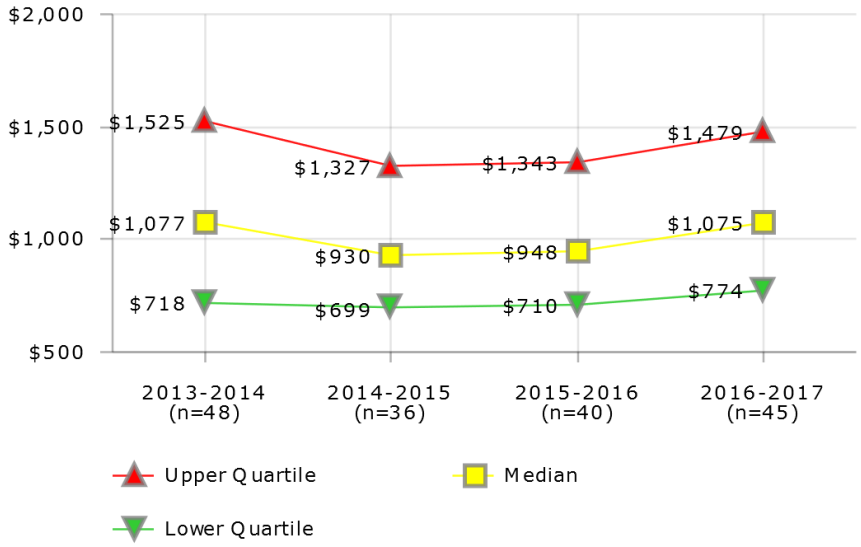
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Pinellas County Schools
- Shelby County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$6.25	$5.35	$5.75	$5.57
2	$4.56	$4.27	$4.29	$9.12
3	$4.61	$4.57	$4.89	$4.99
4		$3.08	$3.23	$3.13
5	$5.48	$4.75		
6	$8.13			
7	$5.76	$4.87	$4.95	$5.81
8	$3.02	$3.65	$3.62	$4.30
9	$4.94	$4.66	$4.80	$5.07
10	$3.20	$4.25	$3.15	$4.24
11	$5.65	$5.47	$5.99	$6.27
12	$9.20	$5.57	$6.12	
13	$4.30	$4.40	$4.69	$4.26
14	$3.12	$3.04	$3.60	$3.26
16	$4.34	$4.12	$4.04	$7.15
18	$3.25	$4.02	$11.93	$4.21
19	$7.42			
20	$6.10	$2.06	$5.61	$5.54
21	$6.74			
26		$7.80		$8.11
28	$5.35	$8.70	$7.47	$7.88
30	$4.59	$4.63	$4.80	$4.69
32		$5.52	$7.12	$4.88
33				$12.02
34	$6.15			
35	$3.75	$4.00	$2.74	
37	$5.69	$6.03	$8.00	$8.46
39	$3.29	$3.41	$3.42	$5.16
40				$3.32
41	$4.09	$3.99	$4.10	$4.57
43	$10.68		$4.36	$8.90
44	$3.24	$3.18	$3.27	$3.44
45	$6.80		$7.80	$7.36
46	$15.09			
47	$5.97	$5.33		$5.42
48	$5.30	$4.77	$4.73	$5.95
49	$3.38	$3.90	$3.26	$3.47
51			$3.55	$4.73
52	$4.21	$3.86	$3.95	
53				$1.85
54	$6.52		$10.36	$12.26
55	$3.36	$3.31	$3.22	$3.34
57	$9.47		$4.51	$13.35
58	$8.22	$8.18	$7.36	
62	$5.31	$4.73		
63	$4.82	$12.28	$12.57	$5.54
66	$3.68	$4.30	$4.23	$4.16
67	$7.14		$4.47	
71	$4.49	$4.41	$4.30	$4.64
74	$9.11	$5.41	$6.25	
76			$5.37	$4.63
79				$8.37
97				$3.08
101	$8.70			
431				$9.11

TRANSPORTATION

Cost per Rider



Description of Calculation

Total direct cost plus total indirect cost plus total contractor cost of bus services, divided by number of riders.

Importance of Measure

This is a basic measurement of the cost efficiency of a pupil transportation program. It allows a baseline comparison across districts that will inevitably lead to further analysis based on a district's placement.

Factors that Influence

- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each afternoon
- Bell schedule
- Transportation department input in proposed bell schedule changes
- Maximum riding time allowed and earliest pickup time allowed
- Type of programs served will influence costs

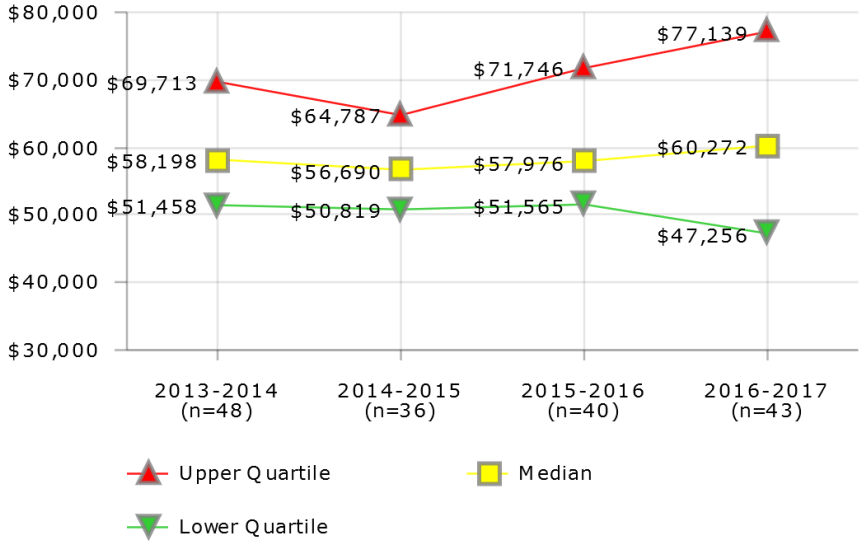
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Anchorage School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$1,096	$907	$905	$889
2	$946	$809	$840	$1,501
3	$649	$636	$695	$819
4	$1,755	$1,636	$1,507	$1,524
5	$842	$661		
6	$1,214			
7	$705	$735	$689	$727
8	$621	$890	$792	$840
9	$1,024	$879	$846	$901
10	$606	$768	$604	$774
11	$2,678	$2,572	$2,641	$2,578
12	$1,005	$648	$725	$598
13	$633	$666	$630	$690
14	$454	$424	$474	$439
16	$2,502	$2,366	$2,436	$4,140
18	$533	$828	$947	$1,009
19	$1,688			
20	$946	$310	$871	$761
21	$1,677			
23	$456			
25	$688		$285	$1,917
28	$779	$1,417	$1,082	$1,214
30	$985	$1,135	$1,166	$1,214
32		$1,456	$1,600	$1,042
33				$1,420
34	$1,208			
35	$1,057	$1,228	$1,729	$1,161
37	$498	$562	$415	$1,243
39	$1,374	$1,343	$1,479	$1,901
40				$1,052
41	$1,200	$1,268	$614	$682
43	$3,192		$1,250	$1,366
44	$1,114	$1,105	$1,192	$1,268
45	$1,193		$1,599	$1,479
46	$1,286	$1,311		$3,072
47	$700	$814	$984	$1,075
48	$1,133	$970	$949	$1,204
49	$891	$953	$860	$972
50				$566
51			$577	$737
52	$925	$1,032	$988	
53				$435
54	$2,814		$4,776	$5,119
55	$505	$489	$458	$496
56	$2,771			
57	$811		$1,425	$1,385
58	$3,191	$3,136	$1,262	
62	$4,014	$4,080		
63	$1,141	$1,081	$1,218	$1,540
66	$2,122	$2,226	$2,307	$2,123
67	$1,210			
71	$732	$731	$740	$793
74	$1,111	$598	$735	
76			$1,057	$1,019
79				$1,179
97				$712
101	$3,428			
431				$2,885

TRANSPORTATION

Cost per Bus



Description of Calculation

Total direct transportation costs plus total indirect transportation costs, divided by total number of buses (contractor and district).

Importance of Measure

This is a basic measurement of the cost efficiency of a pupil transportation program.

Factors that Influence

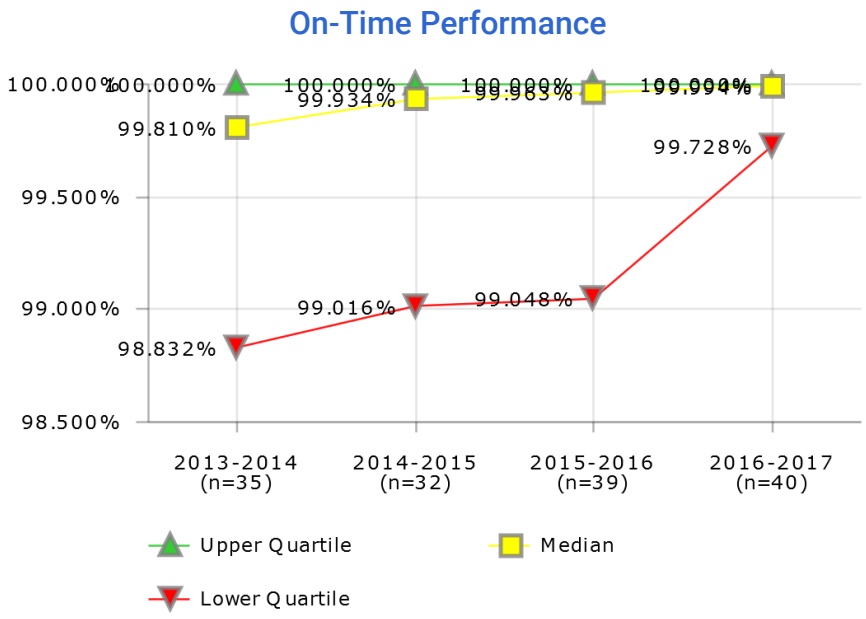
- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each afternoon
- Bell schedule
- Transportation department input in proposed bell schedule changes
- Maximum riding time allowed and earliest pickup time allowed
- Type of programs served will influence costs

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Newark Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$35,438	$68,897	$61,212	$62,492
2	$37,022	$34,228	$42,979	$116,490
3	$72,323	$72,706	$71,784	$85,147
4	$53,856	$52,928	$51,028	$48,753
5	$53,712	$43,077		
6	$51,541			
7	$64,054	$56,080	$55,585	$61,173
8	$44,734	$52,096	$55,876	$66,645
9	$68,516	$61,227	$64,464	$68,318
10	$38,915	$50,874	$38,444	
11	$65,269	$61,670	$62,498	$61,881
12	$115,314	$67,389	$74,905	$35,307
13	$54,026	$57,749	$56,486	$57,030
14	$38,376	$38,147	$35,984	$34,940
16	$54,061	$50,764	$50,411	$82,930
18	$51,810	$65,381	$68,959	$67,628
19	$94,283			
20	$69,455	$24,978	$62,396	$70,751
21	$58,307			
23	$27,987			
25	$16,008			$32,099
26				$106,344
28	$59,147	$101,176	$79,994	$80,267
30	$55,495	$55,801	$56,015	$57,739
32		$64,192	$64,084	$37,746
33				$75,921
34	$75,177			
35	$51,376	$56,360	$54,677	$58,055
37	$51,869	$53,368	$73,018	$77,139
39	$45,318	$47,179	$50,930	$60,083
40				$42,002
41	$66,069	$62,555	$45,517	$71,591
43	$100,386		$45,200	$44,774
44	$57,590	$56,298	$58,684	$58,953
45	$65,276		$83,859	$78,896
46	$106,916	$131,059		$37,980
47	$59,921	$61,441	$76,096	$58,707
48	$84,145	$80,285	$74,180	
49	$44,478	$46,968	$42,555	$46,297
51			$48,166	$60,272
52	$64,564	$73,513	$79,460	
53				$24,349
54	$65,340		$71,709	$76,187
55	$56,868	$53,954	$52,394	$54,322
56	$55,007			
57	$105,892		$57,917	$129,686
58	$86,733	$86,275	$84,278	
62	$68,267	$62,768		
63	$69,970	$50,136	$52,534	$108,976
66	$51,128	$58,633	$60,408	$57,623
67	$128,907		$97,145	
71	$58,088	$57,019	$53,928	$59,427
74	$76,092	$47,048	$52,101	
76			$58,036	$47,256
79				$105,485
97				$46,867
101	$39,720			
431				$97,738

TRANSPORTATION



Description of Calculation

One, minus: the sum of bus runs that arrived late (contractor and district), divided by the total number of bus runs (contractor and district) over two.

Importance of Measure

- This measure refers to the level of success of the transportation service remaining on the published arrival schedule.
- Late arrival of students at schools causes disruption in classrooms and may preclude some students from having school-provided breakfast.

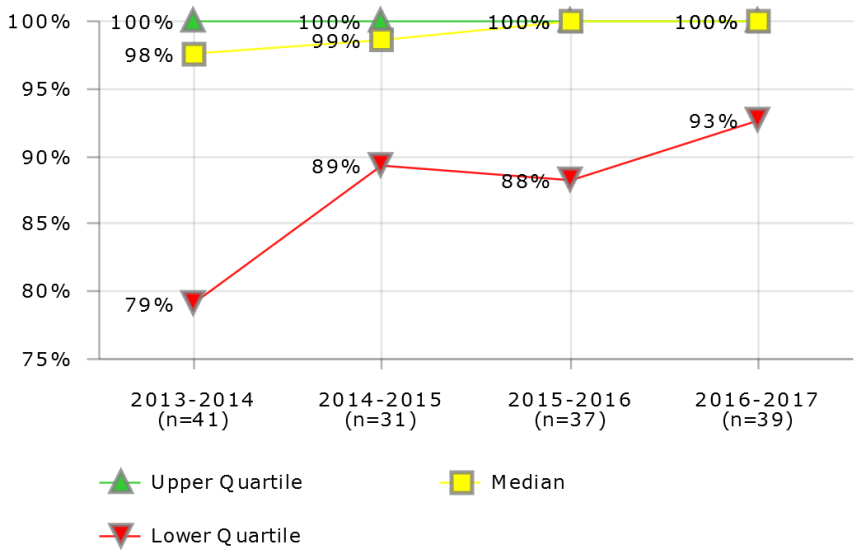
Factors that Influence

- Automobile traffic
- Accident
- Detour
- Weather
- Increased ridership
- Mechanical breakdown
- Unrealistic scheduling

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.000%			
2		100.000%	100.000%	100.000%
3	98.900%	99.066%	99.042%	99.069%
4	100.000%	96.380%	96.558%	97.182%
5	90.340%			
7	99.858%	99.788%	99.244%	99.452%
8	100.000%	100.000%	100.000%	99.990%
9		100.000%	100.000%	100.000%
10	99.810%		100.000%	100.000%
11	99.111%		96.861%	
12	100.000%	100.000%	100.000%	100.000%
13	100.000%	100.000%	100.000%	
14	99.658%	99.603%	100.000%	99.865%
16	98.832%	98.966%	99.048%	
18	100.000%	96.687%		100.000%
19	100.000%			
20	99.991%	99.994%	99.995%	99.998%
21	100.000%			
23	99.852%			
25	100.000%	99.972%	99.417%	99.746%
26				100.000%
28		100.000%	100.000%	95.421%
30	98.935%	99.897%	99.865%	99.804%
32		100.000%	100.000%	99.988%
34	99.682%	99.804%	99.628%	
35		99.824%	99.793%	99.781%
37	99.926%	100.000%	99.918%	99.917%
39	98.107%	95.913%	95.609%	95.939%
40				100.000%
41	100.000%	100.000%	100.000%	100.000%
43			100.000%	100.000%
44		100.000%	97.082%	97.710%
45	100.000%			
46	91.021%	94.552%	100.000%	100.000%
47		100.000%		100.000%
48	99.989%	99.988%	99.963%	99.982%
49		100.000%	100.000%	100.000%
50				100.000%
51			89.455%	84.008%
52	92.459%		57.383%	
53			100.000%	100.000%
54			90.694%	99.948%
55	98.000%	98.000%	98.000%	98.000%
56	100.000%			
57			100.000%	100.000%
58	91.340%	91.080%	100.000%	
63	99.314%	93.401%	100.000%	100.000%
66		100.000%	100.000%	100.000%
67	92.505%		99.887%	
71	99.708%	99.711%	99.708%	99.710%
74	98.526%	99.117%	99.354%	
76				93.805%
79				100.000%
97				99.967%
101	99.715%			
431				100.000%

TRANSPORTATION

Bus Equipment - GPS Tracking



Description of Calculation

Number of buses with GPS tracking, divided by total number of buses.

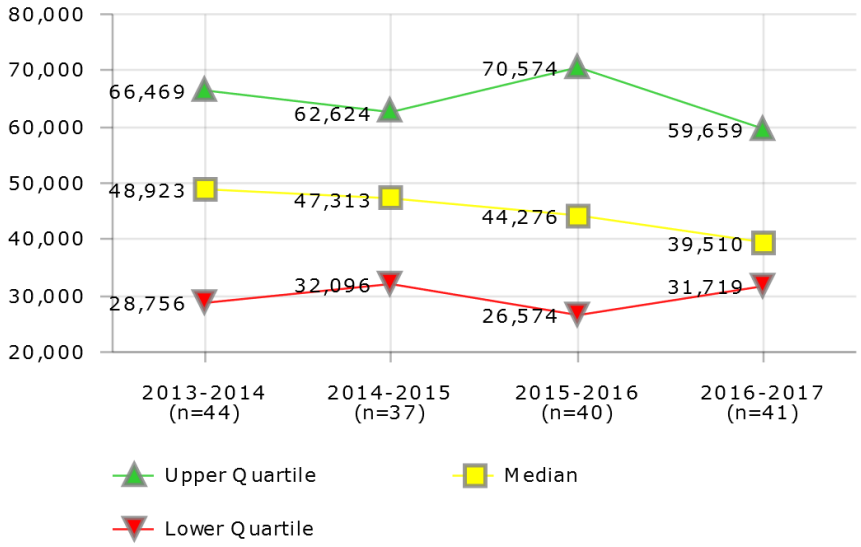
Importance of Measure

GPS tracking greatly expands the capacity for routing management and reporting.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	53%		100%	100%
2			66%	100%
3	100%	100%	100%	100%
4	100%	100%	96%	100%
5	97%	98%		
7	41%	99%	98%	100%
8	98%	98%	98%	94%
9	100%	100%	100%	100%
10	100%	100%	100%	100%
11	91%	97%		96%
12	95%	96%	88%	47%
13	99%		100%	100%
14	32%	34%	35%	95%
16	89%	89%	90%	81%
18	100%	100%	100%	91%
19	100%			
20	100%		88%	104%
21	73%			
23	31%			
25	31%	31%		
26				100%
28	100%	83%	100%	100%
30	103%	100%	100%	100%
32			32%	55%
33				103%
34	100%	100%	100%	
35	100%	100%	100%	
37	100%	99%		116%
39	100%	100%	101%	93%
40				86%
41			100%	
43	29%		48%	54%
44	100%	100%	100%	99%
45	97%		100%	100%
46	79%			
47	100%	100%	100%	100%
48	99%	99%	99%	94%
49	8%	33%	23%	60%
50				92%
51			82%	
52	93%	98%	100%	
53				80%
54			100%	100%
55	100%	100%	100%	100%
56	100%			
57			92%	97%
58	72%	74%	85%	
62		98%		
63	96%	71%	71%	
66	35%	38%		100%
71	86%	97%	98%	100%
74	100%	100%	100%	
76			88%	97%
79				97%
97				100%
101	87%			

TRANSPORTATION

Accidents - Miles Between Accidents



Description of Calculation

Total number of transportation accidents (contractor and district), divided by total number of miles driven (contractor and district).

Importance of Measure

Whether a district provides internal service or contracts for its service, student safety is a primary concern for every student transportation organization.

Tracking accidents by type allows for trending and designing specific training programs to reduce/prevent trends noted

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

- Definition of accident and injury as defined by the survey vs. district definition
- Preventative accident training programs
- Experience of driving force

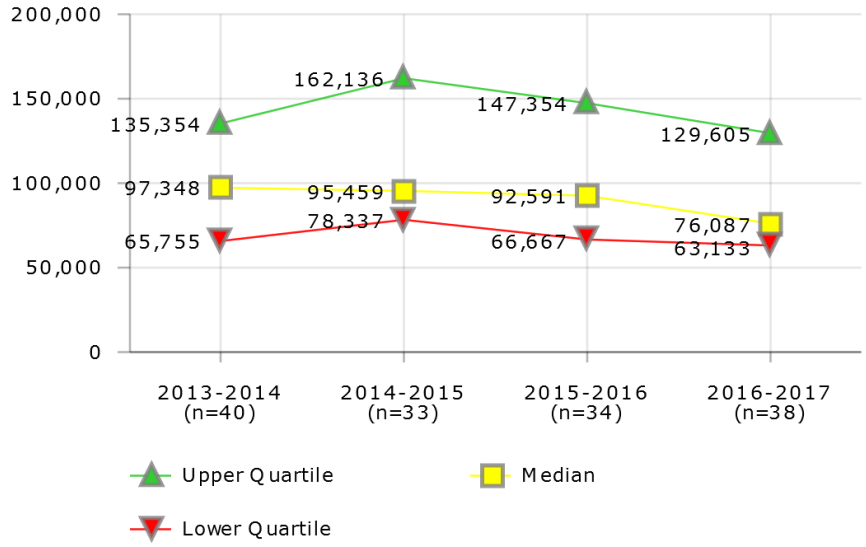
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Guilford County School District
- Milwaukee Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Richmond City School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	109,148	20,478	20,606	39,510
2	68,953	51,630	77,654	67,947
3	49,929	108,184	71,847	97,774
4		267,154	106,963	82,937
5	22,113	20,322		
6	98,035			
7	30,263	47,313	35,280	28,722
8	23,775	48,257	68,615	45,049
9	40,981	45,147	44,417	40,625
10	35,808	37,048	38,428	39,044
11	33,063	32,096	25,784	33,041
12	55,413	49,851	47,555	
13	30,561	25,953	24,612	30,075
14	89,151	76,202	67,736	51,726
16	56,175	52,500	49,218	49,553
18	80,742	58,406	18,027	58,216
19	32,653			
20	62,467	62,624	83,491	130,245
21	58,994			
25			9,099	19,867
28	49,152	34,094	26,923	45,332
30	69,217	53,415	51,283	59,659
32		33,563	23,256	23,064
33				17,117
34	26,071	35,514	69,301	
35	28,746	18,272	34,449	
37	18,430	28,643	15,230	20,198
39	63,985	80,639	78,902	38,600
40				39,458
41	22,772	22,519	24,526	27,441
43	48,694		68,498	44,953
44	109,412	89,948	98,156	78,789
45	22,692		43,941	34,668
46	14,515	19,451		
47	23,038	35,471		21,722
48	117,978	129,834	100,280	119,677
49	70,564	73,138	72,509	78,723
51			184,201	115,206
52	54,298	100,889	76,996	
53				37,425
54	28,839		18,546	17,155
55	53,017	44,879	37,004	38,960
57	47,096		59,882	34,684
58	28,481	28,393	40,080	
62	43,382	51,130		
63	73,661	26,173	29,663	102,466
66	51,524	54,274	44,135	32,922
67	178,571			
71	50,889	42,300	45,016	31,719
74	28,501	67,217	26,225	
76			39,764	40,202
79				25,195
97				45,968
101	28,767			
431				134,093

TRANSPORTATION

Accidents - Miles Between Preventable Accidents



Description of Calculation

Total number of transportation accidents (contractor and district) that were preventable, divided by total number of miles driven (contractor and district).

Importance of Measure

Whether a district provides internal service or contracts for its service, student safety is a primary concern for every student transportation organization.

Tracking accidents by type allows for trending and designing specific training programs to reduce/prevent trends noted

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

- Definition of accident and injury as defined by the survey vs. district definition
- Preventative accident training programs
- Experience of driving force

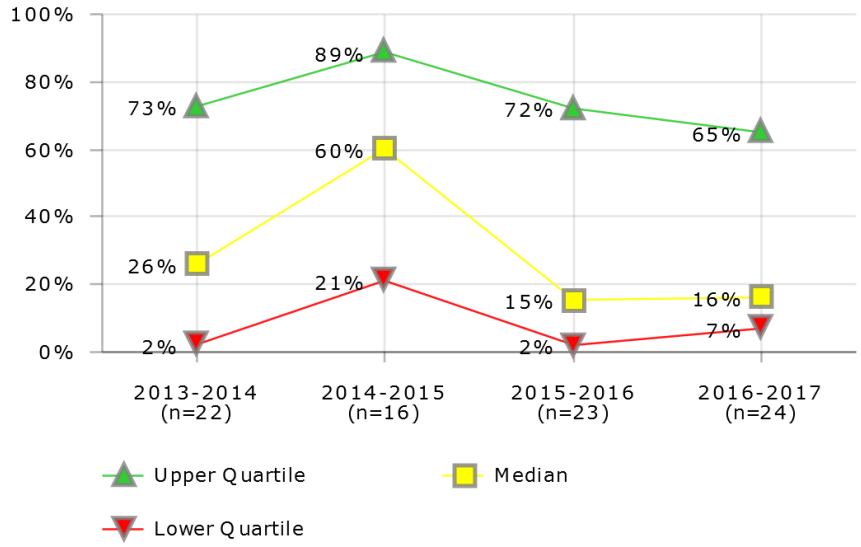
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Guilford County School District
- Oklahoma City Public Schools
- Orange County Public School District
- San Antonio Independent School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	114,606	46,344	59,464	69,613
2	216,053	291,003	172,956	114,054
3				3,031,000
4		425,017	248,531	169,404
5	40,307	33,645		
6	269,595			
7	78,824	88,712	61,741	58,509
8	105,069	348,523	133,765	82,640
9	95,096	86,330	84,375	72,562
10	84,379	114,697	89,397	90,212
11	111,831	95,459	95,785	113,096
12	90,411	78,337	69,350	
13	95,525	88,438	72,996	83,977
14	153,785	123,828	129,314	71,123
16	105,903	115,500	108,447	103,611
18	146,346	94,657	34,051	127,580
19	50,794			
20	95,288	95,476	535,730	752,524
21	112,625			
28	110,592	79,356	66,667	78,301
32		65,734	48,458	48,058
33				55,000
34			126,372	
35	58,509	43,731	52,974	
37	41,521	69,641	41,573	37,839
39	186,212	162,136	161,749	61,360
40				67,287
41	45,462	41,169	52,228	42,651
44	334,672	267,033	194,107	237,417
45	52,312		84,181	70,573
46	30,865	45,126		
47	47,016	54,876		51,301
48	225,634	248,997	166,820	247,440
49	99,171	120,156	133,381	129,605
51			429,803	219,938
52	102,562	230,982	147,354	
53				71,285
54	61,847		85,000	73,874
55	95,323	79,655	62,342	65,860
57	69,662		185,089	66,216
58	446,200	298,667		
62	124,361	116,462		
63	235,715			678,839
66	95,227	86,257	75,564	51,589
67	416,667			
71	111,266	135,533	110,631	63,133
74	85,504	184,847	88,510	
76			124,480	132,093
79				35,855
97				102,039
101	57,533			
431				134,093

TRANSPORTATION

Bus Fleet - Alternatively-Fueled Buses



Description of Calculation

Number of alternatively-fueled buses, divided by total number of buses.

Importance of Measure

Bus fleets using alternative fuels tend to be more eco-friendly, and depending on fuel prices they can be a cheaper alternative.

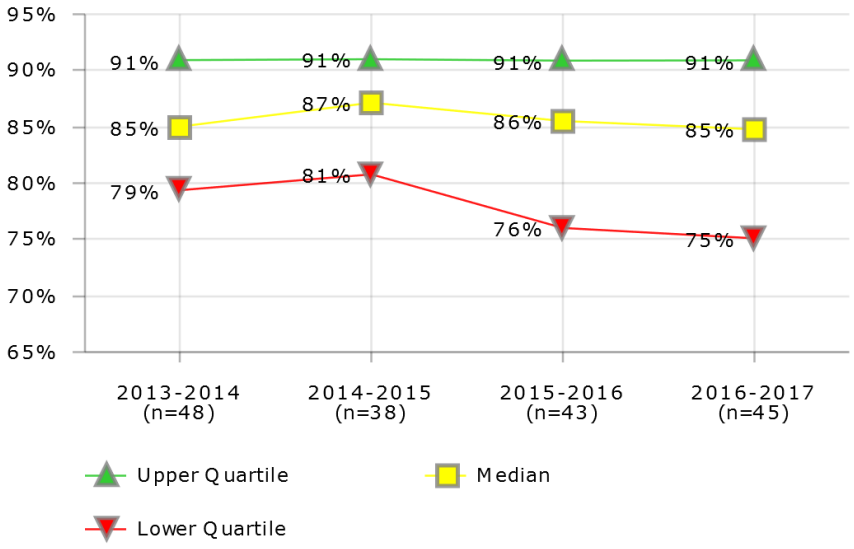
Districts in Best Quartile (2016-2017)

- Clark County School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Orange County Public School District
- San Diego Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10%	36%	31%	31%
3	17%	16%	7%	7%
5	86%	88%		
6	4%			
9	100%	100%	100%	100%
10			4%	7%
11	63%	68%	67%	68%
13			11%	14%
16	89%	89%	100%	100%
20	20%	26%	24%	32%
28	1%			
33				19%
35	1%	1%	1%	1%
39	100%	100%	101%	12%
40				12%
41	31%	27%	100%	16%
43	0%			
44	2%	3%	2%	1%
47			0%	
48	50%	100%	100%	100%
49	73%	73%	72%	70%
51			2%	
52			3%	
53				100%
54	2%		5%	4%
55			0%	0%
56	44%			
57			15%	16%
62	93%	85%		
66	54%	53%	55%	52%
67	21%		23%	
71	1%	1%	1%	1%
97				16%
431				62%

TRANSPORTATION

Bus Fleet - Daily Buses as Percent of Total Buses



Description of Calculation

Number of daily buses, divided by total number of buses.

Importance of Measure

A goal of a well-run transportation department is to procure only the number of buses actually needed on a daily basis, plus an appropriate spare bus ratio.

Maintaining or contracting unneeded buses is expensive and unnecessary as these funds could be used in the classroom.

Factors that Influence

- Historical trends of the number of students transported
- Enrollment projections and their impact on transported programs
- Changes in transportation eligibility policies
- Spare bus factor needed
- Age of fleet

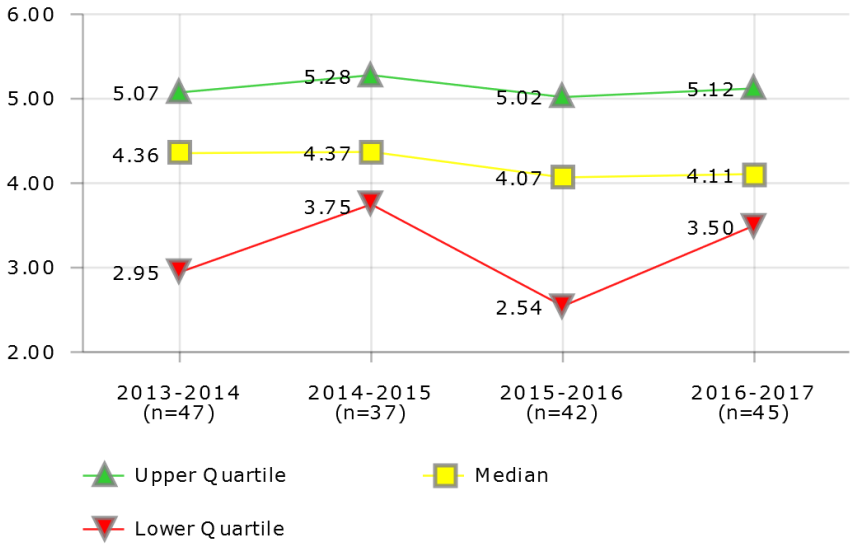
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Buffalo Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Milwaukee Public Schools
- Newark Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- San Antonio Independent School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	94%	97%	90%	90%
2	54%	54%	52%	72%
3	91%	90%	85%	85%
4	93%	91%	87%	86%
5	80%	92%		
6	79%			
7	79%	79%	78%	79%
8	72%	72%	76%	81%
9	78%	83%	93%	82%
10	100%	100%	69%	71%
11	88%	88%	89%	91%
12	75%	76%	75%	89%
13	76%	81%	80%	77%
14	80%	84%	91%	76%
16	58%	57%	59%	59%
18	91%	91%	91%	91%
19	79%			
20	93%	100%	98%	97%
21	87%			
23	81%			
25	94%	94%	94%	93%
28	82%	83%	81%	72%
30	91%	91%	91%	91%
32		77%	74%	61%
33				74%
34	93%	91%	91%	
35	84%	85%	87%	100%
37	80%	74%	82%	79%
39	84%	87%	91%	93%
40				86%
41	88%	88%	80%	96%
43	100%		100%	100%
44	88%	87%	88%	87%
45	91%		91%	91%
46	88%	91%	96%	91%
47	75%	64%	69%	51%
48	79%	84%	79%	75%
49	81%	81%	81%	79%
50				90%
51			71%	59%
52	85%	87%	88%	
53				72%
54	92%		86%	91%
55	89%	89%	89%	88%
56	85%			
57	76%		76%	77%
58	87%	87%	86%	
62	89%	89%		
63	90%	93%	94%	100%
66	83%	94%	94%	92%
67	85%		82%	
71	76%	73%	68%	75%
74	83%	85%	84%	
76			70%	100%
79				83%
97				72%
101	100%			
431				84%

TRANSPORTATION

Bus Usage - Daily Runs per Bus



Description of Calculation

Total number of daily bus runs, divided by the total number of buses used for daily yellow bus service (contractor and district).

Importance of Measure

- There is a positive correlation between the number of daily runs a bus makes and operating costs.
- Efficiencies are gained when one bus is used multiple times in the morning and again in the afternoon.
- Using one bus to do the work of two buses saves dollars.

Factors that Influence

- District-managed or contractor transportation
- Tiered school bell times
- Transportation department input in proposed bell schedule changes
- Bus capacities
- District guidelines on maximum ride time
- District geography
- Minimum/shortened/staff development day scheduling
- Effectiveness of the routing plan
- Types of transported programs served

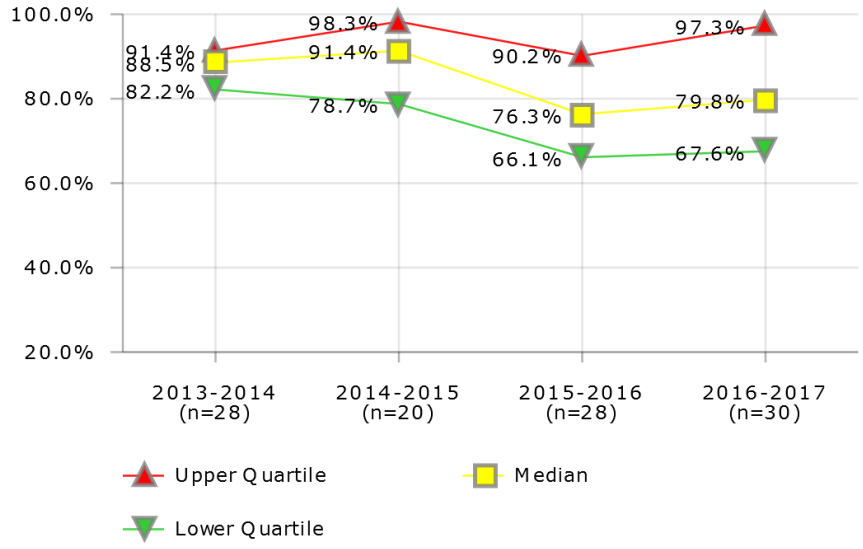
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Des Moines Public Schools
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- Richmond City School District
- San Diego Unified School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	4.41	4.71	4.25	4.21
2	5.52	5.52		8.49
3	5.24	5.88	5.35	5.47
4	4.85	4.95	5.02	4.88
5	3.64	3.77		
6	3.74			
7	8.52	6.12	5.87	6.04
8	4.37	4.37	7.05	5.67
9	5.06	5.10	4.47	5.11
10	5.07	4.48	5.17	5.02
11	2.71		2.41	
12	4.97	5.28	5.54	15.59
13	4.86	5.19	5.11	5.38
14	5.80	5.81	4.19	3.72
16	5.41	5.44	5.52	5.51
18	6.00	4.83	4.46	5.11
19	2.00			
20	3.98	3.98	4.11	3.76
21	2.12			
23	4.46			
25	2.06	2.05	1.00	1.03
26				4.68
28	4.39	4.32	4.34	5.12
30	3.75	3.75	3.80	3.77
32		8.19	8.20	7.98
33				3.86
34	2.15	2.28	2.13	
35	4.08	4.10	3.97	3.69
37	3.72	3.70	3.57	3.73
39	5.47	2.53	2.54	1.99
40				3.74
41	3.08	3.21	3.37	2.38
43	3.31		1.44	1.44
44		4.15	4.21	4.11
45	3.89		3.60	3.58
46	2.88	3.29	2.31	1.31
47	3.17	3.52	4.14	6.06
48	6.29	6.25	6.32	6.38
49	4.60	4.65	4.72	4.70
50				3.50
51			2.13	2.46
52	5.75	5.84	1.04	
53				2.33
54	2.78		3.13	3.09
55	5.91	5.36	5.45	5.35
56	6.05			
57	4.36		1.78	3.98
58	1.00	1.00	1.14	
62	4.54	4.14		
63	2.95	2.91	2.87	2.89
66	3.74	3.91	4.03	4.01
67	1.00		1.00	
71	4.47	4.50	4.59	4.16
74	1.77	4.00	3.45	
76			3.39	2.30
79				5.10
97				5.00
101	2.21			
431				2.40

TRANSPORTATION

Fuel Cost as Percent of Retail - Diesel



Description of Calculation

Per-gallon price paid by the district for diesel, divided by the per-gallon price of diesel at retail.

Importance of Measure

Fuel discounts reflect the degree to which the district leverages its considerable buying power when negotiating fuel procurements.

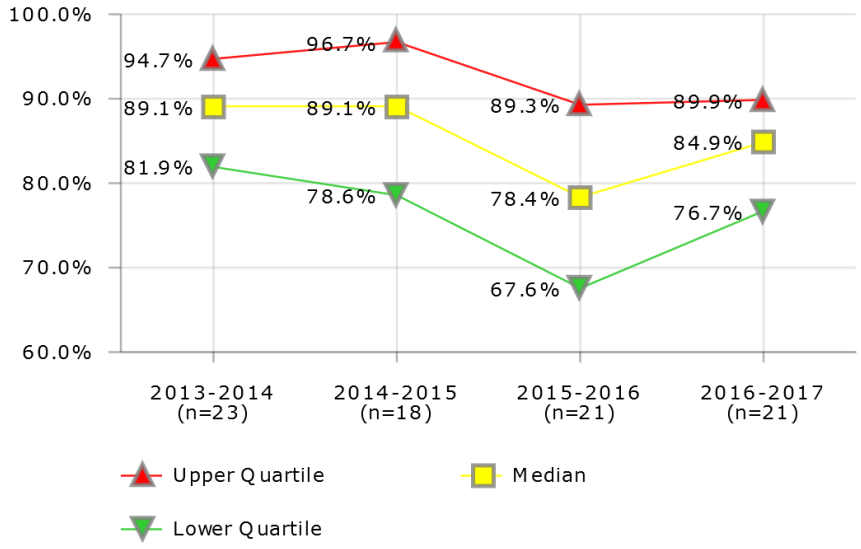
Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Denver Public Schools
- Guilford County School District
- Omaha Public School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1			79.7%	63.7%
3		92.6%	89.7%	90.8%
4	84.6%	93.8%	73.3%	74.7%
6	100.0%			
7	84.4%	86.5%	77.1%	76.4%
8	88.5%	89.0%	79.6%	79.4%
10	90.6%	97.5%	67.7%	
11	83.4%	76.6%	66.2%	
12			100.0%	100.0%
14			97.8%	97.3%
18	89.0%	80.9%	69.4%	80.0%
19	98.3%			
20		76.0%	59.7%	59.3%
21	81.0%			
25	97.1%		100.0%	100.0%
26				100.0%
28	88.8%		65.8%	
32				70.9%
33				100.0%
35	69.9%	69.5%	66.1%	62.7%
37	83.8%	83.4%	86.7%	66.3%
44	90.2%	94.3%	92.6%	93.1%
45	83.5%		54.3%	58.4%
46	95.1%	98.0%	75.6%	75.6%
47	99.7%	98.9%	100.0%	100.0%
48	92.0%	90.2%	82.9%	93.0%
49	79.3%	100.0%	63.6%	66.4%
51			90.6%	89.9%
52	85.7%	100.0%		
55	79.9%	70.3%	56.2%	63.7%
57	100.0%		100.0%	100.0%
62	61.2%	64.2%		
63	55.4%			
66	90.9%	98.5%	71.1%	67.6%
67	89.1%		61.1%	
71	88.6%	105.6%	86.3%	72.8%
74	38.0%			
76			74.7%	85.1%
79				79.5%
97				91.6%
431				100.0%

TRANSPORTATION

Fuel Cost as Percent of Retail - Gasoline



Description of Calculation

Per-gallon price paid by the district for gasoline, divided by the per-gallon price of gasoline at retail.

Importance of Measure

Fuel discounts reflect the degree to which the district leverages its considerable buying power when negotiating fuel procurements.

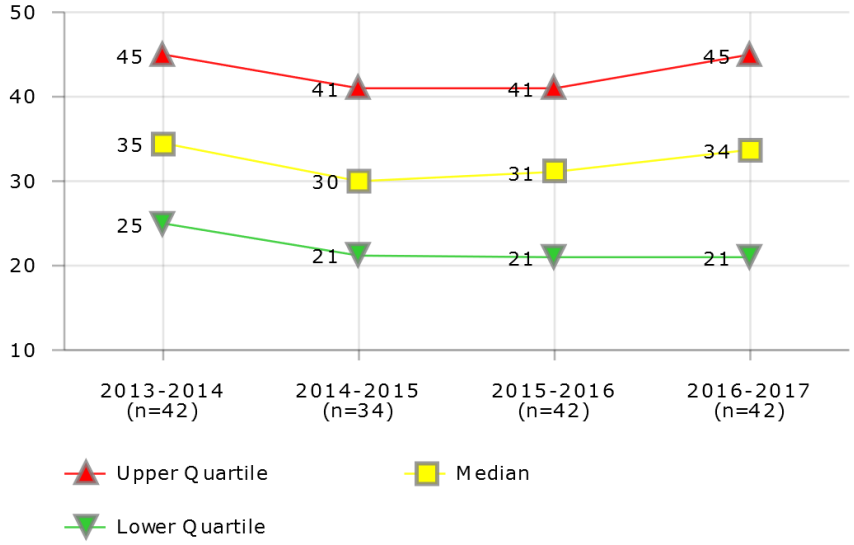
Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
5	98.2%	78.2%		
6	100.0%			
7	89.1%	97.7%	95.8%	86.6%
8	89.4%	92.5%	78.2%	81.4%
9	94.6%	76.2%	75.1%	89.9%
10	84.9%	92.6%	98.3%	
11	91.2%	84.7%	77.1%	
14				97.2%
16	89.2%	88.9%	87.5%	87.9%
21	78.8%			
25	102.5%		100.0%	100.0%
28	83.7%		58.6%	
32				71.1%
33				100.0%
35	73.8%	84.7%	78.4%	77.1%
37	81.6%	77.1%	61.5%	68.9%
45			67.4%	69.2%
46	93.6%	114.9%		
47	100.0%	98.6%	100.0%	100.0%
48	99.7%	92.7%	79.4%	84.9%
49	81.9%	78.6%	67.6%	71.7%
51			89.3%	89.5%
52	86.2%	100.0%	80.4%	
53				83.3%
55	80.8%	72.1%	62.9%	65.1%
62	80.3%	89.3%		
66	94.7%	83.7%	64.1%	87.4%
67	87.3%		70.8%	
71	87.4%	96.7%	84.3%	78.9%
76			100.0%	76.7%
431				100.0%

TRANSPORTATION

Daily Ride Time - General Education



Description of Calculation

Average one-way (single trip) daily ride time, in minutes - General Education

Importance of Measure

Cost efficiency must be balanced with service considerations. Districts certainly wish to maximize the loading of their buses but hopefully not at the expense of an overly long bus ride for the students.

Factors that Influence

- Bus capacities
- State or district or state guidelines on maximum ride time and earliest pick up time
- District geography, attendance boundaries and zones

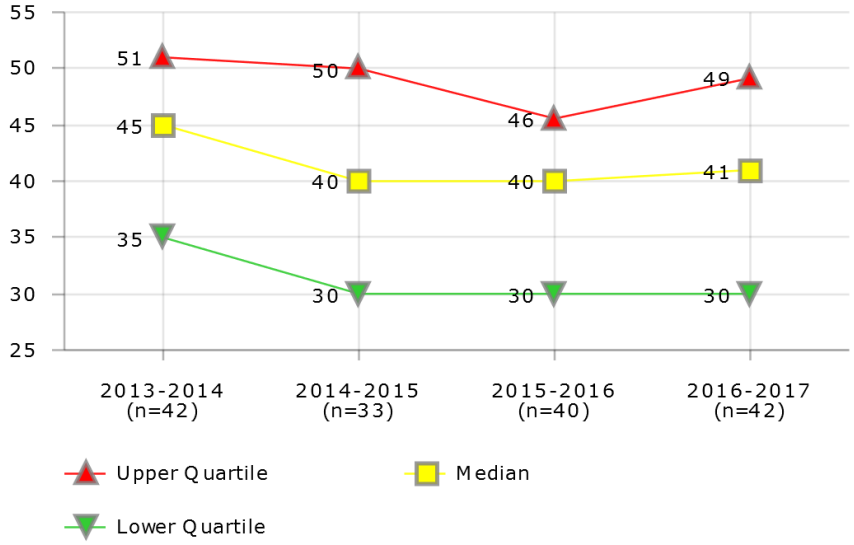
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Detroit Public Schools
- Orange County Public School District
- Seattle Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	29	17	15	17
2	34	34	34	40
3	20	20	20	20
4	21	21	21	21
5	18	19		
6	30			
7	20	21	22	22
8			60	60
9		29	36	22
10	35	35	25	25
11	40	41	41	43
12	25	25	18	
13				20
14	22	22	15	15
16	70	70	34	32
18	45	45	45	45
19	62			
20	35	41	41	41
21	65			
23	40			
25		30	20	
28	30	30	30	40
30	52	51	51	51
33				60
34	33	28	27	
35	48	50	47	49
37	36		40	40
39	41	45	45	45
40				60
41	20	20	20	20
43	45		40	40
44	27	27	27	27
45			40	42
46	45	39	51	51
47	35	35	35	30
48	29	35	29	14
49	24	24	24	24
50				13
51			27	32
52	18	18	18	
53			28	28
54	45		39	40
55	14	15	15	16
56	30			
57	45		45	45
58	75	75	32	
62	30	35		
63	60	30	35	35
66	31	31	30	32
67	60		45	
71	24	19	19	19
74	50	45	45	
76			19	53
79				15
97				62
431				44

TRANSPORTATION

Daily Ride Time - SWD Students



Description of Calculation

Average one-way (single trip) daily ride time, in minutes - Students with Disabilities

Importance of Measure

Cost efficiency must be balanced with service considerations. Districts certainly wish to maximize the loading of their buses but not at the expense of an overly long bus ride for the students.

Factors that Influence

- Bus capacities
- State or district or state guidelines on maximum ride time and earliest pick up time
- District geography, attendance boundaries and zones
- Programs transported

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Broward County Public Schools
- Detroit Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Richmond City School District
- Seattle Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	31	22	20	21
2	14	14	16	20
3	25	25	25	25
4	21	21	21	21
5	20	20		
6	35			
7	38	38	34	34
8			60	60
9		36	34	38
10	50	50	30	30
11	38	38	38	38
12	30	30	25	
13				26
14	50	50	30	30
16	71	71	30	47
18	60	60	60	60
19	68			
20	45	46	46	46
21	50			
23	65			
25	30	30	30	33
28	45	45	40	40
30	53	52	52	53
33				60
34	51	40	45	
37	45		40	45
39	40	45	45	45
40				60
41	45	45	45	45
43	60		50	50
44	50	50	50	50
45			42	42
46	45	39	45	45
47	35	45	35	30
48	63	65	61	29
49	20	20	20	20
50				28
51			44	45
52	22	21	21	
53				36
54	50		38	38
55	38	36	36	36
56	60			
57	45		55	55
58	80	80	39	
62	45	43		
63	45	40	45	45
66	45	43	45	49
67	60		60	
71	31	25	25	23
74	40	50	56	
76			42	48
79				20
97				75
431				58

Human Resources

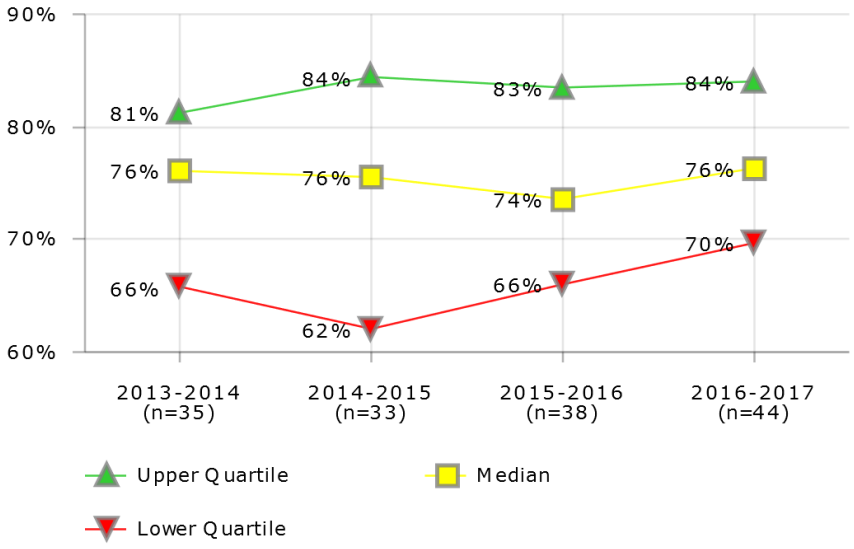
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per $100k Revenue**, **Exit Interview Completion Rate,** and **Substitute Placement Rate**. In addition, there are several measures that can be used to benchmark a district's health benefits and retirement benefits, including Health Benefits Enrollment Rate and Health Benefits Cost per Enrolled Employee.

The factors that influence these measures and that can guide improvement strategies may include:

- Identification of positions to be filled
- Diverse pool of qualified applicants
- Use of technology for application-approval process
- Site-based hiring vs. central-office hiring process
- Availability of interview team members
- Effectiveness of recruiting efforts
- Salary and benefits offered
- Employee satisfaction and workplace environment
- Availability of skills in local labor market
- Personnel policies and practices

HUMAN RESOURCES

Teacher Retention - Remaining After 1 Year



Description of Calculation

Number of teachers retained after one year, divided by number of teachers that were newly hired two years ago.

Importance of Measure

Based on review of this measure, a district may re-allocate funds to adopt new mentor/ induction programs or revise their current programs. Districts will also have data available to justify making changes in their selection process and engaging local universities regarding coursework designed to better prepare graduates for urban teaching. By tracking, monitoring and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/ induction program and maintain desired staff continuity.

Factors that Influence

- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

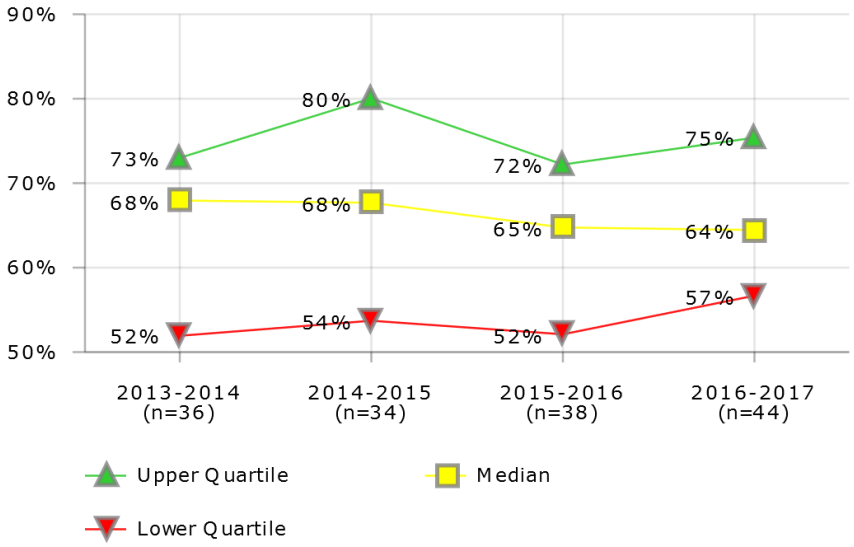
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Buffalo Public Schools
- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	78%			81%
2	84%	87%	86%	84%
3	77%		78%	60%
4	78%	72%	72%	75%
5	88%	84%	80%	
6	100%	83%		
7	80%	80%	72%	87%
8	64%	68%	59%	61%
9	82%	84%	84%	85%
10	29%		80%	67%
11	88%			
12	76%	91%	83%	77%
13	76%	61%	83%	
14	79%		78%	76%
15				100%
16		94%		
18		43%	66%	56%
19	98%			
20		75%	44%	89%
21	72%	81%		
23	63%			
27			43%	72%
28		62%	79%	83%
29				73%
30	76%	79%	65%	70%
32	74%	87%	89%	84%
33	75%			
34		54%	72%	
35		98%	87%	94%
37				69%
39	63%	59%	59%	63%
40				74%
41		62%	88%	70%
43	58%		67%	84%
44	73%	67%	56%	55%
45				90%
46	74%		60%	72%
47	84%	88%		
48	78%	76%	67%	74%
49	71%	57%	64%	66%
50				84%
51			90%	65%
52	58%	76%	63%	63%
53			85%	84%
54		71%	70%	72%
55		76%	76%	80%
56	81%			
57	97%			85%
58	61%	62%	66%	72%
62			73%	
63		61%	69%	47%
66		103%		77%
67	79%	85%	86%	84%
71	54%	66%	80%	82%
74	76%	75%	85%	
79				100%
97			75%	77%
101	66%			
431				84%

HUMAN RESOURCES

Teacher Retention - Remaining After 2 Years



Description of Calculation

Number of teachers retained after two years, divided by number of teachers that were newly hired two years ago.

Importance of Measure

Based on review of this measure, a district may re-allocate funds to adopt new mentor/ induction programs or revise their current programs. Districts will also have data available to justify making changes in their selection process and engaging local universities regarding coursework designed to better prepare graduates for urban teaching. By tracking, monitoring and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/ induction program and maintain desired staff continuity.

Factors that Influence

- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

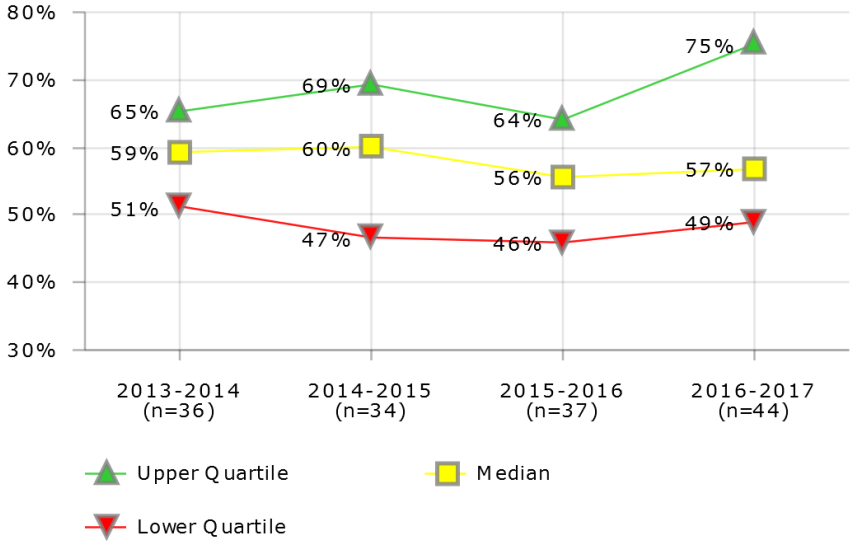
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- Richmond City School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	68%			85%
2	71%	67%	70%	86%
3	39%		58%	60%
4	71%	73%	63%	64%
5	83%	79%	78%	
6	100%	80%		
7	70%	66%	64%	73%
8	71%	64%	51%	47%
9	77%	70%	75%	73%
10	34%		66%	59%
11	75%			
12	69%	77%	80%	73%
13	64%	51%	72%	
14	68%		67%	64%
15				100%
16		82%		
18		47%	48%	44%
19	92%			
20		99%	35%	82%
21	50%	70%		
23	67%			
27			36%	64%
28	23%	54%	78%	67%
29				56%
30	73%	68%	60%	51%
32	33%	87%	66%	75%
33	51%			
34		27%	53%	
35		92%	76%	92%
37				58%
39	49%	50%	47%	51%
40				60%
41		50%	52%	59%
43	47%		63%	76%
44	58%	57%	67%	38%
45				75%
46	53%		49%	54%
47	73%	68%		
48	68%	66%	76%	67%
49	60%	53%	48%	54%
50				79%
51		92%	66%	42%
52	57%	56%	65%	53%
53			80%	79%
54		59%	58%	58%
55		68%	68%	64%
56	67%			
57	73%			67%
58	46%	48%	57%	64%
62			48%	
63		43%	50%	38%
66		80%		63%
67	74%	85%	85%	86%
71	94%	91%	54%	80%
74	76%	76%	75%	
79				74%
97			66%	71%
101	58%			
431				90%

HUMAN RESOURCES

Teacher Retention - Remaining After 3 Years



Description of Calculation

Number of teachers retained after three years, divided by number of teachers that were newly hired three years ago.

Importance of Measure

Based on review of this measure, a district may re-allocate funds to adopt new mentor/ induction programs or revise their current programs. Districts will also have data available to justify making changes in their selection process and engaging local universities regarding coursework designed to better prepare graduates for urban teaching. By tracking, monitoring and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/ induction program and maintain desired staff continuity.

Factors that Influence

- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

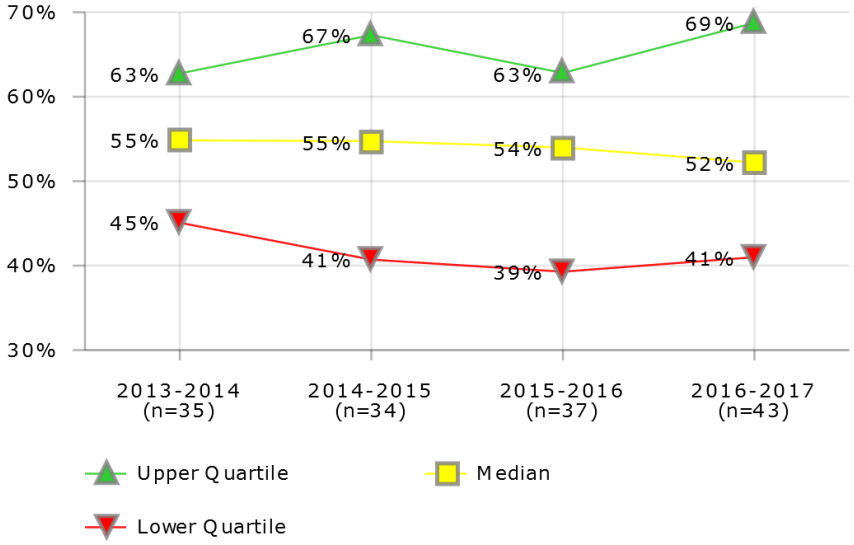
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Orange County Public School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	60%			85%
2	57%	49%	52%	70%
3	50%		58%	53%
4	64%	64%	67%	56%
5	76%	75%	75%	
6	100%	100%		
7	59%	65%	57%	60%
8	62%	76%	42%	43%
9	73%	69%	62%	67%
10	60%		64%	53%
11	61%			
12	67%	69%	76%	70%
13	66%	50%	63%	
14	65%		63%	61%
15				100%
16		64%		
18		53%	34%	35%
19	97%			
20		59%	40%	78%
21	53%	63%		
23	57%			
27			33%	49%
28	37%	42%	60%	60%
29				44%
30	63%	60%	54%	51%
32	75%	80%	69%	62%
33	40%			
34		8%	30%	
35		92%	79%	89%
37				49%
39	35%	41%	42%	43%
40				76%
41		45%	42%	40%
43	48%		50%	57%
44	49%	46%	57%	36%
45				75%
46	43%		41%	45%
47	58%	64%		
48	61%	58%	66%	76%
49	55%	47%	46%	42%
50				87%
51		94%	46%	31%
52	47%	54%	49%	63%
53			69%	79%
54		60%	53%	50%
55		56%	56%	51%
56	57%			
57	64%			50%
58	39%	38%	46%	54%
62			53%	
63		42%	36%	29%
66		72%		89%
67	67%	90%	85%	85%
71	58%	67%	73%	54%
74	59%	39%		
79				57%
97			59%	57%
101	67%			
431				91%

HUMAN RESOURCES

Teacher Retention - Remaining After 4 Years



Description of Calculation

Number of teachers retained after four years, divided by number of teachers that were newly hired four years ago.

Importance of Measure

The measure of attrition rates helps districts identify "hot spots" within a district by tracking, monitoring and examining teacher retention on a school-by school basis. A low retention rate at a school may indicate a lack of support from the leadership of the district, insufficient professional development, and/or a misunderstanding of district's mission. A high retention rate may indicate stability and job satisfaction. The data can be used to show that continuity of teaching staff within a school has a positive effect on student achievement.

Factors that Influence

- Culture
- Communication
- School Leadership
- Professional development
- Selection and hiring process
- Support

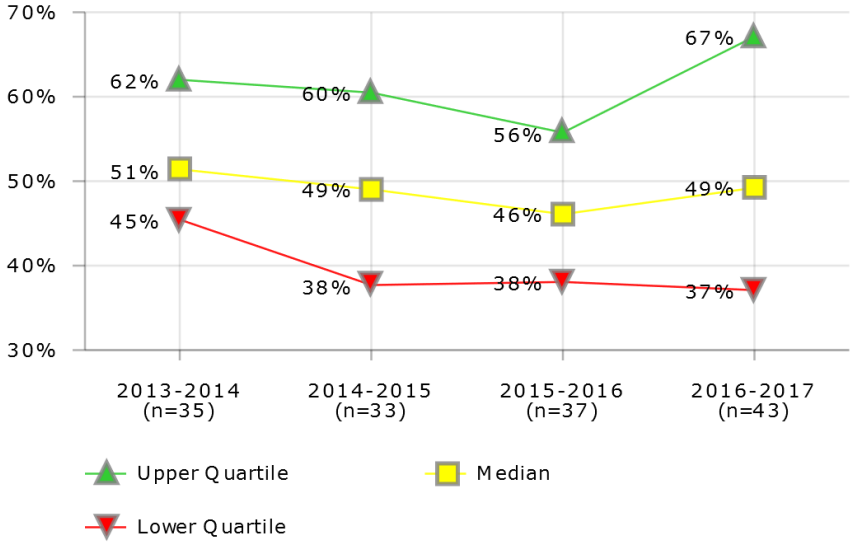
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Buffalo Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	55%			87%
2	44%	51%	45%	52%
3	56%		54%	55%
4	61%	57%	60%	62%
5	75%	73%	69%	
6	100%	100%		
7	53%	52%	54%	52%
8	61%	66%	55%	37%
9	64%	67%	63%	58%
10	60%		57%	55%
11	63%			
12	70%	67%	73%	69%
13	48%	34%	63%	
14	63%		64%	58%
15				100%
16		54%		
18		59%		
19	93%			
20		35%	19%	74%
21	35%	89%		
23	45%			
27			24%	41%
28	55%	31%	71%	49%
29				40%
30	50%	56%	54%	47%
32	50%	83%	66%	71%
33	28%			
34		6%	12%	
35		83%	75%	85%
37				40%
39	34%	30%	35%	41%
40				50%
41		40%	36%	34%
43	29%		47%	38%
44	46%	41%	46%	30%
45				79%
46	44%		37%	39%
47		54%		
48	58%	56%	58%	66%
49	49%	42%	41%	43%
50				91%
51		82%	35%	28%
52	51%	43%	52%	41%
53			71%	69%
54		59%	54%	48%
55		49%	48%	45%
56	36%			
57	50%			50%
58	44%	32%	33%	43%
62			53%	
63		30%	36%	29%
66		72%		60%
67	60%	83%	90%	85%
71	58%	46%	55%	73%
74	67%	59%	39%	
79				50%
97			59%	54%
101	67%			
431				91%

HUMAN RESOURCES

Teacher Retention - Remaining After 5 Years



Description of Calculation

Number of teachers retained after five years, divided by number of teachers that were newly hired five years ago.

Importance of Measure

The measure of attrition rates helps districts identify "hot spots" within a district by tracking, monitoring and examining teacher retention on a school-by school basis. A low retention rate at a school may indicate a lack of support from the leadership of the district, insufficient professional development, and/ or a misunderstanding of district's mission. A high retention rate may indicate stability and job satisfaction. The data can be used to show that continuity of teaching staff within a school has a positive effect on student achievement.

Factors that Influence

- Culture
- Communication
- School Leadership
- Professional development
- Selection and hiring process
- Support

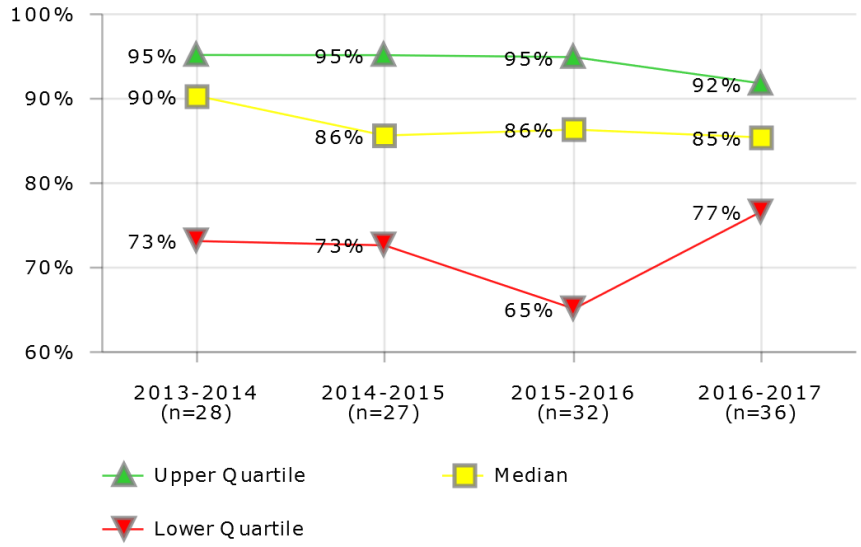
Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Seattle Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	56%			89%
2	46%	34%	46%	45%
3	47%		48%	53%
4	52%	56%	53%	56%
5	64%	62%	70%	
6	100%	82%		
7	47%	50%	48%	47%
8	53%	63%	51%	50%
9	62%	60%	62%	59%
10	62%		60%	48%
11	52%			
12	61%	71%	62%	60%
13	43%	36%	43%	
14	56%		55%	47%
15				100%
16		62%		
18		57%		
19	65%			
20		20%	10%	95%
21	48%	46%		
23	41%			
27			32%	37%
28	45%	33%	31%	38%
29				32%
30	55%	45%	46%	50%
32	47%		86%	67%
33	25%			
34		6%	22%	
35		79%	70%	81%
37				37%
39	34%	31%	24%	36%
40				49%
41		39%	31%	35%
43	47%		49%	45%
44	43%	40%	41%	28%
45				73%
46	45%		44%	34%
47		51%		
48	51%	52%	56%	58%
49	41%	38%	38%	37%
50				86%
51		74%	34%	21%
52	48%	43%	39%	49%
53			65%	70%
54		46%	52%	48%
55		43%	43%	38%
56	42%			
57	65%			33%
58	47%	37%	28%	33%
62			41%	
63		24%	23%	21%
66		58%		49%
67	65%	86%	83%	90%
71	87%	49%	41%	55%
74	79%	60%	59%	
79				99%
97			52%	50%
101	60%			
431				91%

HUMAN RESOURCES

Substitute Placement Rate



Description of Calculation

Number of student attendance days where a substitute was successfully placed in a classroom, divided by the total number of student attendance days that classroom teachers were absent from their classrooms.

Importance of Measure

Failure to place substitutes to fill teacher absences can adversely affect students, as well as school staff, and should be reduced to a minimum.

Factors that Influence

- Quality of substitute pool database
- Substitute back-up policy

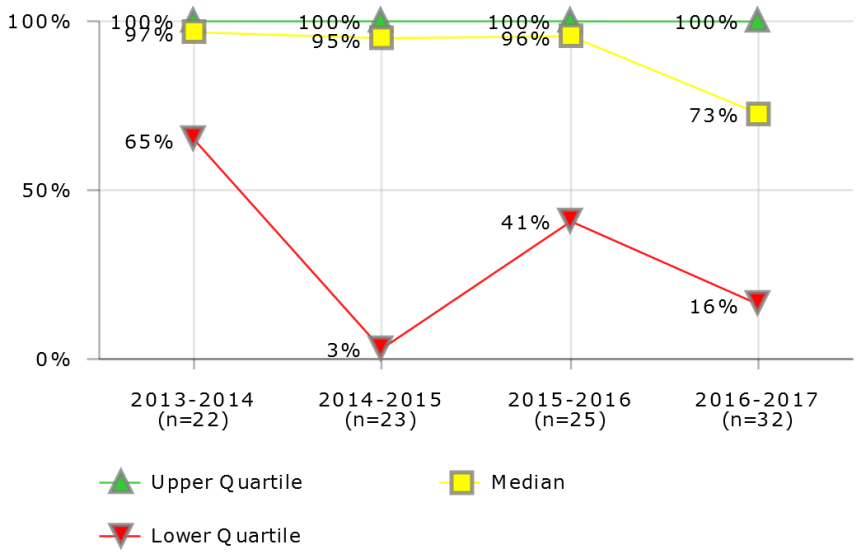
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- Seattle Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	91%			92%
2	73%	81%	73%	82%
3			95%	92%
4	78%	81%	91%	89%
5	99%	97%	96%	
6		73%		
7	95%	95%	99%	97%
8	94%	95%	94%	94%
9	91%	86%	88%	88%
10	81%		88%	57%
11	95%			
12	84%	89%	85%	84%
13	98%	95%		
14	95%		57%	77%
16		95%		
18			1673%	
19	69%			
20				85%
27				77%
28			97%	98%
30		85%	84%	84%
33	59%			
34		91%	9%	
35		81%	64%	
37				90%
39	77%	62%	77%	82%
40				86%
41		68%	59%	72%
43	75%		58%	65%
44			95%	97%
45				73%
46	64%		53%	72%
47	93%			
48	98%	97%	95%	96%
49	93%	91%	90%	86%
51		51%	55%	53%
52	90%	89%	66%	94%
54		70%	83%	80%
55		78%	78%	82%
56	99%			
57	73%			86%
58	73%	58%	40%	73%
62			100%	
63		100%		75%
66		66%		81%
67	98%	95%	98%	96%
71	97%	96%	92%	92%
74	60%	83%	72%	
97			91%	89%
101	69%			
431				91%

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



Description of Calculation

Number of teachers retained after one year, divided by number of teachers that were newly hired one year ago.

Importance of Measure

Increasing the number of substitutes with a college degree improves the students' experience when a teacher is absent.

Factors that Influence

- Quality of substitute pool database
- Substitute back-up policy

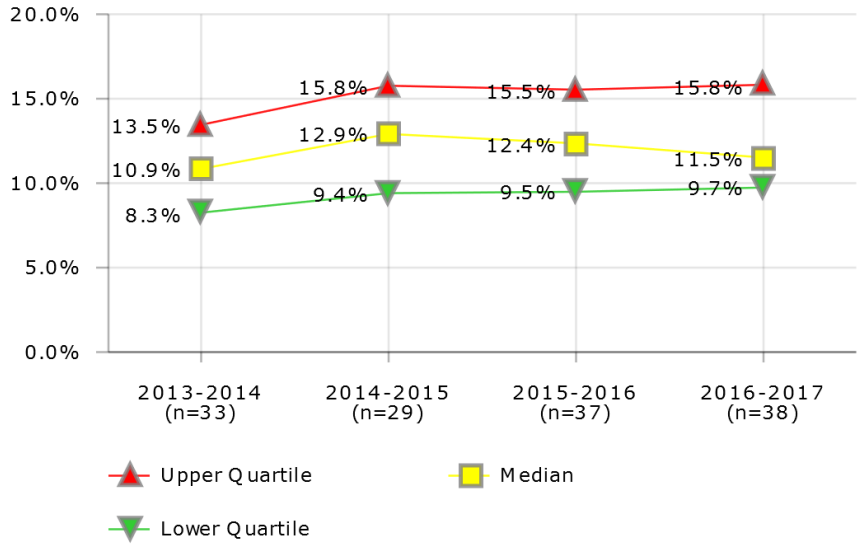
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Buffalo Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Pittsburgh Public Schools
- School District of Philadelphia
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100%			83%
2	95%	95%	95%	79%
3				108%
5	100%	100%	100%	
7	100%	100%	100%	100%
8	64%	63%	64%	64%
9	65%	66%	65%	65%
10	99%		1%	1%
11	100%			
12	100%	100%	100%	100%
14	77%			
16		0%		
18			2%	
19	5%			
20				100%
27				77%
30	1%	100%	100%	0%
32				69%
35		100%	2%	1%
37				95%
39	2%	2%	21%	16%
40				66%
41		100%	100%	97%
43	100%		100%	100%
44	76%	83%	82%	83%
45				100%
46				57%
48	79%	77%	75%	1%
49	68%	71%	96%	77%
51		3%	100%	49%
52	2%	2%	2%	2%
54		100%	100%	100%
55		0%	41%	38%
57	100%			
58	100%	100%	100%	100%
62			119%	
63		3%		1%
66		100%		
67		100%	99%	100%
74	100%	100%	100%	
97			2%	2%
101	100%			
431				16%

HUMAN RESOURCES

Employee Separation Rate



Description of Calculation

Total number of employees that left the district (retirement, resignation or termination), divided by the total number of district employees (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

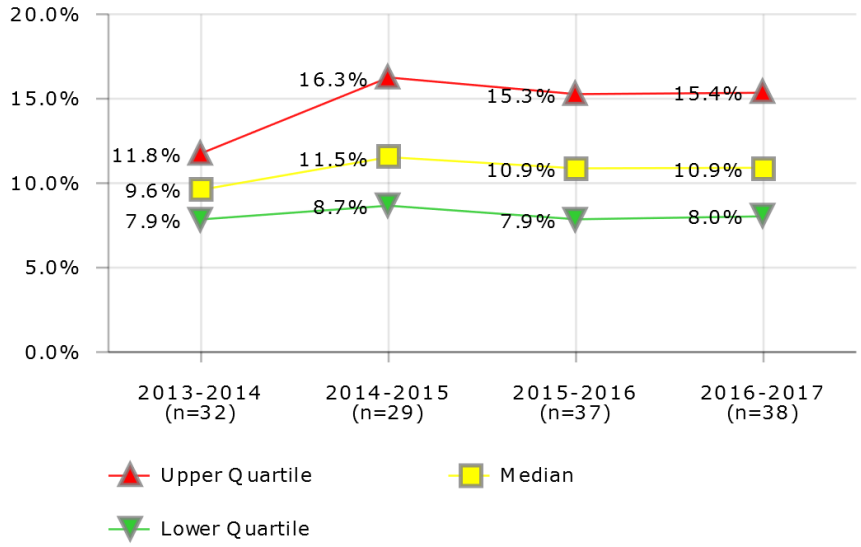
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Cincinnati Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- St. Paul Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	12.0%			10.7%
2		8.9%	15.5%	11.5%
3	9.8%		7.0%	6.1%
4	8.5%	9.4%	11.7%	11.5%
5	8.3%		10.6%	
6	10.8%			
7	12.5%	10.6%	10.5%	9.6%
8	14.4%	11.3%	13.1%	11.0%
9	13.7%	10.2%	11.3%	10.6%
10	12.3%		12.0%	11.0%
11	9.9%			
12	6.4%	8.0%	8.3%	10.3%
13	13.5%	7.8%	9.7%	
14	6.2%		12.4%	14.8%
16		10.8%		
18		13.9%	12.8%	15.8%
19	5.9%			
20			3.1%	9.1%
21	8.7%			
23	11.3%			
28	59.8%	14.4%	14.9%	17.1%
30	9.2%	9.6%	9.5%	10.0%
32	7.4%	8.6%	8.4%	7.9%
34		20.6%	27.7%	
35			8.2%	9.3%
37				22.7%
39	27.5%	27.3%	27.3%	21.2%
40				16.0%
41		17.0%	17.7%	17.3%
43	8.2%		6.3%	6.0%
44	15.5%	17.6%	17.2%	16.9%
46	16.7%		11.1%	15.7%
47	11.6%	8.3%		
48	10.2%	12.4%	12.9%	12.6%
49	12.8%	12.9%	13.8%	13.0%
51		19.0%	42.9%	35.2%
52	14.3%	16.4%	16.8%	15.1%
53			13.6%	11.2%
54		15.0%	15.7%	13.4%
55		19.9%	19.7%	17.1%
56	10.9%			
57				11.0%
58	27.9%	13.5%	15.5%	16.5%
62			6.4%	
63		15.8%	19.2%	12.5%
66		13.7%		
67	6.1%	6.9%	7.3%	6.6%
71	11.8%	13.6%	14.4%	15.8%
74	7.0%	2.4%	5.1%	
79				7.2%
97			11.1%	6.8%
101	6.8%			
431				9.7%

HUMAN RESOURCES

Employee Separation Rate - Teachers



Description of Calculation

Number of instructional support staff that left the district (retirement, resignation or termination), divided by the total number of instructional support staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

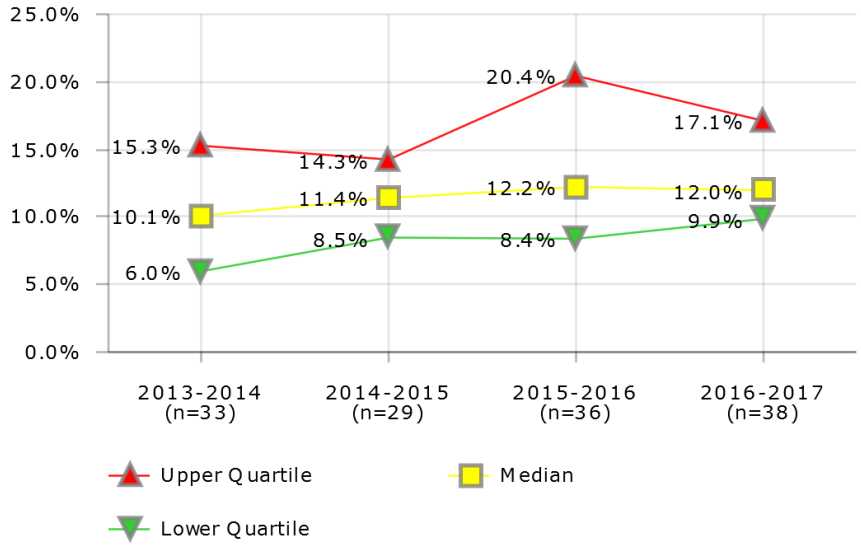
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.1%			10.2%
2		13.1%	17.4%	13.2%
3	6.2%		5.0%	4.0%
4	8.1%	8.7%	10.9%	11.0%
5	4.3%		9.0%	
6	10.9%			
7	9.7%	7.8%	8.2%	8.6%
8	10.5%	11.2%	12.9%	11.0%
9	9.7%	9.0%	9.9%	9.4%
10	9.2%		11.8%	10.8%
11	6.3%			
12	5.1%	7.2%	4.6%	7.3%
13	11.0%	7.0%	8.8%	
14	7.0%		7.8%	8.0%
16		10.0%		
18		13.8%	13.8%	17.3%
19	3.3%			
20			3.5%	6.5%
21	11.9%			
23	11.6%			
28		16.3%	14.3%	16.1%
30	9.0%	8.1%	7.9%	8.6%
32	9.2%	8.7%	7.9%	7.8%
34		13.0%	20.6%	
35			5.6%	6.9%
37				15.4%
39	21.3%	19.9%	19.0%	15.7%
40				15.0%
41		20.8%	3.0%	18.8%
43	8.8%		5.1%	5.5%
44	16.4%	20.1%	17.9%	17.8%
46	15.4%		13.3%	15.1%
47	13.7%	9.8%		
48	9.6%	12.5%	14.2%	11.8%
49	15.0%	13.5%	15.3%	12.3%
51		19.0%	54.5%	45.6%
52	10.0%	11.5%	12.3%	10.6%
53			9.1%	9.0%
54		16.6%	16.3%	14.0%
55		20.5%	19.9%	15.4%
56	8.3%			
57				8.0%
58	24.4%	10.6%	17.3%	12.3%
62			6.5%	
63		23.2%	23.0%	15.9%
66		8.6%		
67	7.8%	7.9%	8.6%	7.6%
71	12.9%	12.8%	14.5%	16.5%
74	7.9%	2.7%	5.2%	
79				8.7%
97			9.4%	5.8%
101	5.7%			
431				8.7%

HUMAN RESOURCES

Employee Separation Rate - Instructional Support Staff



Description of Calculation

Number of instructional support staff that left the district (retirement, resignation or termination), divided by the total number of instructional support staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

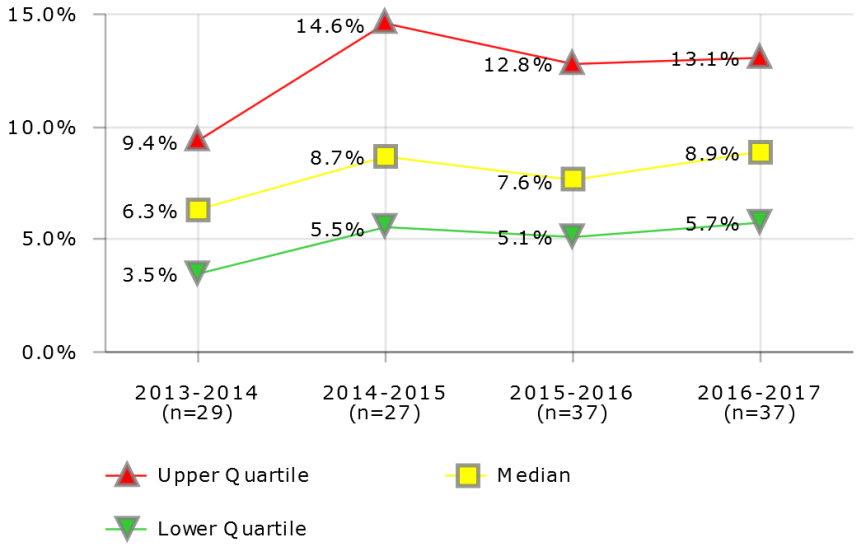
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Fresno Unified School District
- Pinellas County Schools
- Pittsburgh Public Schools
- Seattle Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	5.9%			9.9%
2		4.8%	22.2%	12.7%
3	10.2%		9.5%	8.8%
4	0.4%	0.5%	10.5%	8.0%
5	7.1%		5.8%	
6	34.3%			
7	15.7%	18.3%	21.7%	17.4%
8	16.9%	10.8%	17.1%	12.6%
9	52.2%	25.1%	25.6%	22.7%
10	9.4%		11.9%	12.0%
11	4.2%			
12	13.0%	11.4%	6.9%	12.0%
13	59.1%	9.7%	7.6%	
14	6.3%			72.7%
16		10.5%		
18		12.0%	15.5%	14.2%
19	5.0%			
20			3.2%	11.6%
21	3.4%			
23	10.1%			
28	2.2%	7.6%	36.4%	34.0%
30	11.1%	9.5%	11.9%	11.4%
32	9.7%	7.7%	11.7%	9.9%
34		39.0%	25.7%	
35			19.2%	11.9%
37				17.1%
39	44.7%	36.9%	58.4%	38.1%
40				14.8%
41		11.6%	1.8%	13.8%
43	6.0%		5.3%	5.0%
44	14.1%	11.8%	13.6%	12.4%
46	9.6%		8.1%	7.1%
47	6.4%	14.3%		
48	7.5%	8.5%	8.6%	11.2%
49	13.0%	15.2%	15.1%	15.6%
50				21.3%
51		12.6%	47.5%	11.8%
52	23.7%	28.4%	25.5%	25.5%
53			128.5%	
54		11.8%	9.6%	9.4%
55		13.5%	14.1%	9.9%
56	14.0%			
57				8.9%
58	46.7%	21.4%	14.0%	21.8%
62			13.4%	
63		7.3%	11.9%	12.7%
66		10.3%		
67	5.4%	7.4%	6.1%	8.9%
71	14.5%	10.3%	9.9%	22.1%
74	2.2%	2.3%	1.8%	
79				6.2%
97			12.5%	7.1%
101	15.3%			
431				10.1%

HUMAN RESOURCES

Employee Separation Rate - School-Based Exempt Staff



Description of Calculation

Number of school- based exempt staff that left the district (retirement, resignation or termination), divided by the total number of school-based exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

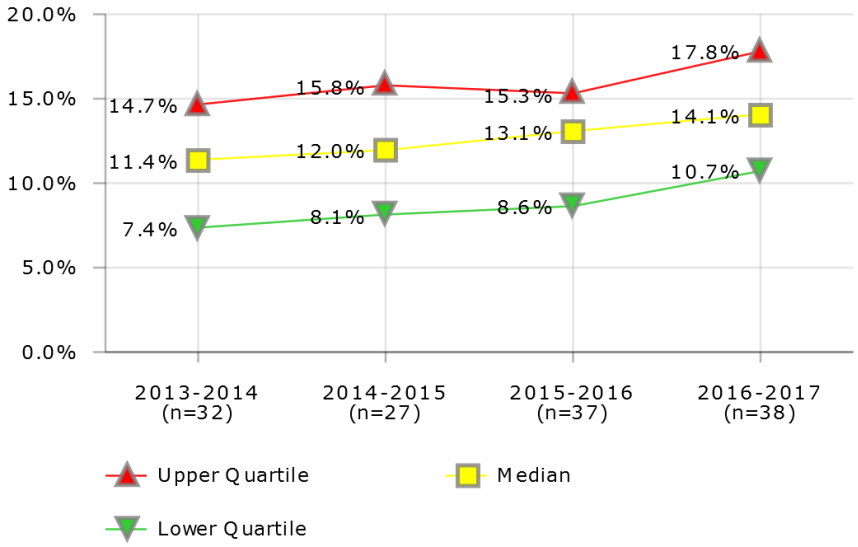
Districts in Best Quartile (2016-2017)

- Columbus Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	5.5%			10.3%
2		7.9%	8.6%	8.8%
3	17.3%		13.8%	13.1%
4			3.7%	5.8%
5	2.8%		4.3%	
7		15.9%	11.1%	8.9%
8	3.2%	6.8%	6.0%	5.3%
9	1.7%	5.5%	5.0%	6.6%
10	6.0%		17.3%	1.6%
11	7.5%			
12	3.1%	14.6%	9.3%	5.0%
13	4.6%	3.2%	5.2%	
14	2.0%		4.1%	39.4%
16		2.6%		
18		8.7%	14.5%	
19	6.3%			
20			4.3%	12.0%
21	6.4%			
23	6.7%			
28	6.3%	5.3%	5.6%	24.6%
30	3.1%	16.3%	7.0%	4.6%
32	1.3%	4.2%	5.8%	4.0%
34		56.6%	13.4%	
35			5.5%	5.7%
37				53.6%
39	21.3%	16.1%	19.1%	15.6%
40				7.5%
41		12.7%	14.5%	13.4%
43	7.4%		3.0%	6.3%
44	7.0%	5.1%	6.2%	7.8%
46	6.0%		6.5%	26.2%
47	12.4%	8.7%		
48	9.4%	7.7%	7.6%	6.6%
49	9.2%	10.2%	11.3%	10.1%
50				4.4%
51		26.3%	9.2%	82.7%
52	16.7%	12.2%	12.8%	11.0%
53			5.1%	1.7%
54		9.4%	10.8%	10.2%
55		10.4%	10.1%	9.2%
56	96.7%			
57				7.0%
58	61.5%	8.2%	14.3%	9.2%
62			0.8%	
63		9.4%	18.1%	11.4%
67	3.5%	4.2%	2.6%	2.8%
71	9.6%	35.6%	33.9%	14.4%
74		6.4%	7.8%	
97			4.0%	5.3%
101	5.4%			
431				24.8%

HUMAN RESOURCES

Employee Separation Rate - School-Based Non-Exempt Staff



Description of Calculation

Number of school-based non-exempt staff that left the district (retirement, resignation or termination), divided by the total number of school-based non-exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

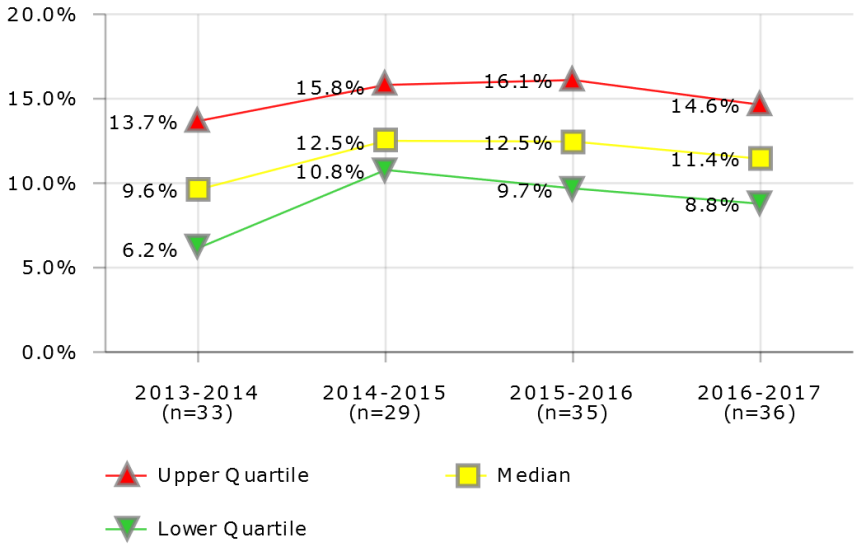
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Anchorage School District
- Clark County School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- Richmond City School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	32.7%			11.7%
2		9.0%	12.9%	8.9%
3	9.9%		14.8%	11.9%
4	11.3%	13.4%	13.6%	14.5%
5	15.6%		15.3%	
6	12.4%			
7		7.8%	8.0%	8.5%
8	28.1%	11.7%	14.6%	12.2%
9	13.0%	8.1%	11.2%	10.7%
10	4.1%		10.2%	12.5%
11	17.3%			
12	11.5%	6.8%	17.8%	17.0%
13	5.9%	8.3%	12.6%	
14	4.0%		6.4%	7.0%
16		7.8%		
18		28.3%	13.1%	17.8%
19	8.3%			
20			1.3%	13.2%
21	11.8%			
23	12.7%			
28	7.7%	12.1%	16.8%	14.5%
30	10.9%	12.6%	14.0%	14.1%
32	4.3%	8.4%	8.0%	7.7%
34			41.4%	
35			16.5%	36.1%
37				30.3%
39	25.1%	27.0%	22.3%	23.9%
40				15.8%
41		11.4%	10.6%	14.9%
43	8.6%		9.1%	8.1%
44	16.9%	15.8%	19.4%	14.9%
46	39.0%		8.6%	13.0%
47	7.5%	7.1%		
48	13.8%	14.8%	15.1%	18.5%
49	13.3%	14.4%	14.3%	17.6%
50				16.1%
51			75.4%	35.9%
52	13.6%	18.3%	20.4%	20.5%
53			7.7%	8.7%
54		12.0%	13.0%	12.1%
55		25.2%	26.1%	25.3%
56	7.3%			
57				18.6%
58	43.3%	15.4%	13.2%	22.2%
62			5.8%	
63		16.3%	4.1%	5.8%
66		26.7%		
67	2.9%	4.6%	5.8%	5.3%
71	9.2%	11.3%	15.3%	14.1%
74	6.9%	2.4%	7.9%	
97			13.0%	8.3%
101	7.0%			
431				12.9%

HUMAN RESOURCES

Employee Separation Rate - Non-School Non-Exempt Staff



Description of Calculation

Number of non- school non- exempt staff that left the district (retirement, resignation or termination), divided by the total number of non-school non-exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

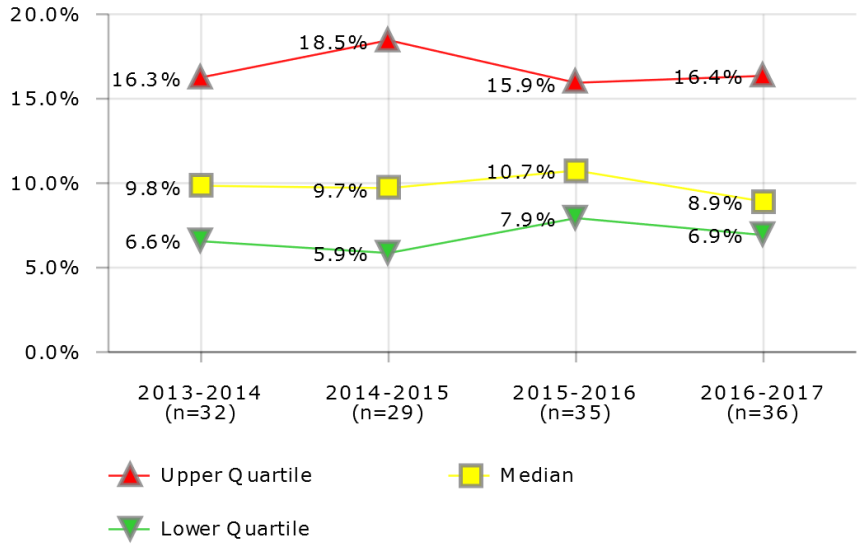
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	20.2%			10.8%
2		2.7%	11.6%	9.2%
3	73.4%		3.8%	3.3%
4	9.3%	10.8%	15.4%	10.0%
5	13.5%		9.8%	
6	13.7%			
7	4.9%	17.8%	12.7%	6.7%
8	9.7%	12.7%	13.8%	10.7%
9	25.1%	12.0%	12.6%	12.2%
10	50.6%		19.9%	10.8%
11	4.5%			
12	7.0%	9.5%	26.5%	25.7%
13	9.3%	9.2%	11.4%	
14	9.9%			
16		15.8%		
18		23.6%	15.9%	11.3%
19	8.0%			
20			1.7%	11.6%
21	2.9%			
23	17.9%			
28	13.7%	13.0%	6.2%	8.3%
30	3.9%	12.5%	6.3%	12.4%
32	5.5%	11.5%	10.7%	9.9%
34		17.6%	23.9%	
35			1.5%	2.3%
37				15.6%
39	57.8%	65.9%	70.6%	37.8%
40				67.1%
41		21.5%		22.4%
43	9.6%		13.1%	5.8%
44	8.8%	11.2%	13.9%	21.8%
46	40.0%		11.1%	18.6%
47	12.6%	4.7%		
48	9.7%	12.9%	11.8%	12.7%
49	6.3%	9.5%	9.7%	9.5%
51		11.4%	17.7%	13.4%
52	14.7%	14.5%	16.1%	13.7%
53			20.7%	6.1%
54		13.8%	16.2%	14.9%
55		14.2%	13.9%	14.4%
56	9.0%			
57				36.7%
58	6.2%	11.0%	12.5%	13.3%
62			2.5%	
63		10.8%	70.4%	7.0%
66		44.3%		
67	3.2%	7.3%	8.2%	5.6%
71	10.2%	17.8%	12.0%	14.2%
74	5.7%	0.9%	6.0%	
97			11.2%	9.4%
101	3.5%			
431				6.8%

HUMAN RESOURCES

Employee Separation Rate - Non-School Exempt Staff



Description of Calculation

Number of non- school exempt staff that left the district (retirement, resignation or termination), divided by the total number of non-school exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

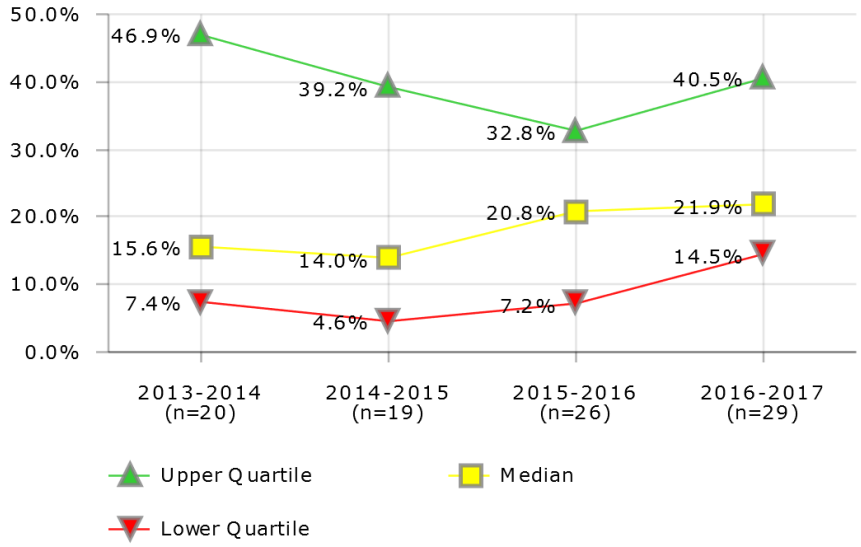
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Palm Beach County School District
- Pinellas County Schools
- Pittsburgh Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	13.2%			10.7%
2		3.6%	11.4%	8.2%
3	7.7%			14.1%
4	8.1%	3.8%	13.5%	7.4%
5	13.8%		19.2%	
7	45.7%	20.2%	14.8%	8.9%
8	6.2%	9.0%	9.8%	5.0%
9	8.4%	9.7%	4.4%	2.7%
10	45.7%		3.5%	2.7%
11	5.4%			
12	3.3%	3.9%	3.1%	8.0%
13	6.9%	7.2%	4.9%	
14	3.4%			56.9%
16		48.7%		
18		6.0%	5.4%	7.6%
19	14.7%			
20			9.0%	2.1%
21	5.0%			
23	8.2%			
28	19.5%	18.5%	12.8%	20.6%
30	4.9%	8.1%	6.9%	7.3%
32	2.6%	3.2%	10.4%	6.9%
34		0.8%	60.0%	
35			14.3%	16.7%
37				34.0%
39	18.6%	21.9%	15.9%	15.8%
41		11.7%	32.1%	17.7%
43	7.5%		8.0%	6.6%
44	17.9%	11.1%	6.7%	16.0%
46	13.5%		11.2%	31.5%
47	27.2%	5.9%		
48	11.6%	10.0%	7.9%	8.2%
49	11.2%	10.0%	9.3%	14.3%
51		7.0%	15.2%	26.5%
52	21.7%	20.0%	24.7%	14.1%
53			30.4%	3.0%
54		19.0%	46.8%	25.0%
55		12.5%	10.7%	11.9%
56	1.3%			
57				5.5%
58	60.0%	25.4%	18.0%	34.9%
62			10.4%	
63		18.9%	10.7%	7.5%
66		8.3%		
67	8.6%	5.8%	6.9%	3.8%
71	11.1%	13.7%	15.3%	11.6%
74	12.1%	2.6%	18.8%	
79				8.9%
97			9.4%	6.9%
101	8.3%			

HUMAN RESOURCES

Exit Interview Completion Rate



Description of Calculation

Total number of exit interviews completed, divided by the total number of employee separations (including retirement, resignation and termination) in the district.

Importance of Measure

Exit interviews can provide important insight into problems and patterns.

Factors that Influence

- Placement of exit interview on separation/resignation forms
- Internal review processes
- Pro-active focus on customer service

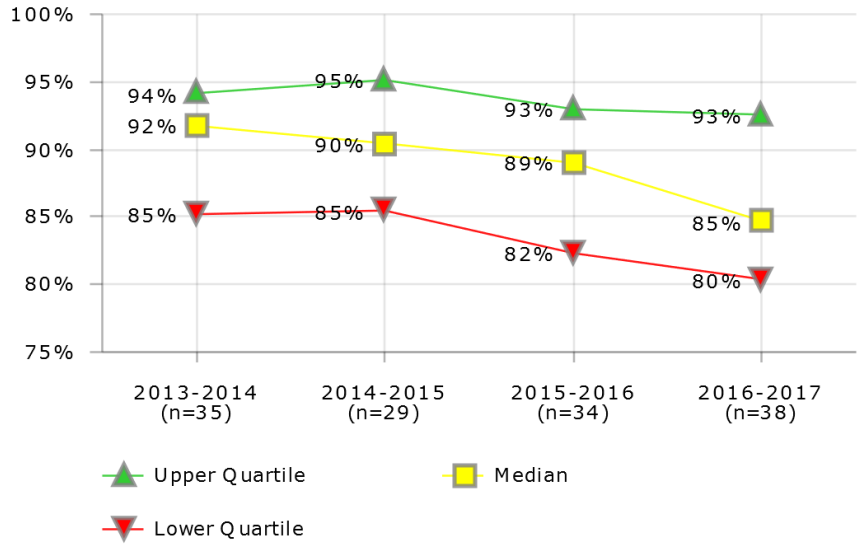
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Milwaukee Public Schools
- Norfolk School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.7%			
2	16.1%	9.8%	3.7%	21.0%
3			4.0%	1.3%
4	14.1%			
5	75.7%	94.8%	90.4%	
7			32.8%	41.0%
9	1.9%	2.5%	10.6%	12.3%
10	64.3%		100.0%	29.5%
12			29.3%	31.5%
13	15.1%	19.9%	24.3%	
14	1.5%		2.3%	2.1%
15				21.8%
18		27.4%		
19	41.1%			
20			32.9%	14.5%
21	3.3%			
23	19.3%			
27			45.7%	66.4%
28		40.9%	32.6%	47.9%
30	28.6%	97.3%	46.6%	94.0%
34		39.2%		
39	7.3%	5.8%	6.2%	2.4%
40				92.5%
41		13.8%	22.0%	47.5%
44	52.8%	26.9%	31.4%	40.5%
47	7.6%	8.5%		
48			11.5%	20.6%
49	13.0%	14.0%	10.3%	11.5%
51			7.2%	10.3%
52		2.7%	9.2%	29.2%
53				35.4%
55		0.8%	0.8%	7.8%
57				21.9%
58	2.2%	3.8%	8.7%	19.8%
62			1.3%	
63		4.6%	21.8%	16.9%
67	91.4%	85.6%	81.3%	70.1%
71	20.2%	18.7%	19.9%	18.2%
74	100.0%			
79				28.4%
431				32.3%

HUMAN RESOURCES

Health Benefits Enrollment Rate



Description of Calculation

Total number of employees enrolled in health benefits plan, divided by total number of employees eligible for health benefits.

Importance of Measure

Identifies the level of employee enrollment in the district health benefits plan.

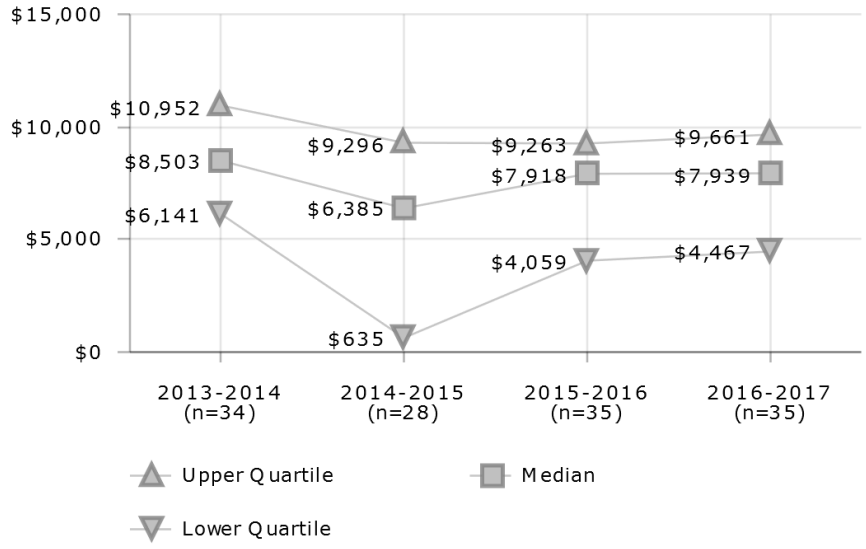
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Buffalo Public Schools
- Chicago Public Schools
- Clark County School District
- Duval County Public Schools
- Fresno Unified School District
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Omaha Public School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	94%			
2	85%	83%	83%	74%
3	93%		82%	84%
4	84%	100%	85%	81%
5	92%	95%	93%	
6	90%	71%		
7	93%	85%	89%	85%
8	94%	89%	90%	90%
9	97%	97%	96%	95%
10	87%		85%	84%
11	93%			
12	87%	85%	81%	88%
13	94%	94%	94%	
14	71%		66%	66%
16		98%		
18			62%	72%
19	86%			
20		78%	83%	84%
23	94%			
27				80%
28	83%	87%	92%	84%
30	90%	90%	90%	80%
32	92%	92%	93%	93%
33	74%			
34		88%	93%	
35		95%	89%	86%
39	62%	66%	79%	68%
40				54%
41		63%	74%	68%
43	92%		90%	90%
44	100%	99%	99%	97%
45				94%
46	92%		91%	
47	81%	88%		95%
48	100%			
49	86%	86%	86%	83%
51		80%	81%	79%
52	85%	86%	77%	82%
53			82%	83%
54		94%	94%	95%
55			84%	82%
56	51%			
57	92%			87%
58	89%	94%	99%	93%
63		98%	98%	98%
66		98%		95%
67	100%	100%	100%	100%
71	99%	91%	94%	93%
74	100%			
79				88%
97			78%	87%
101	99%			
431				79%

HUMAN RESOURCES

Health Benefits Cost per Enrolled Employee



Description of Calculation

Total health benefits cost (self-insured) plus total health benefits premium costs, divided by total number of employees enrolled in health benefits plan.

Importance of Measure

It is important to all districts to have a competitive benefit package to attract and retain employees. However, health care costs represent an increasing percentage of overall employee costs. Rapid increases in health care costs make it even more critical for districts to ensure that their health care dollars are well spent and their benefits are competitive. Health care costs are an important component in the total compensation package of employees. While it is important to provide good benefits it is also equally important to do it at a competitive cost compared with other districts that are competing for the same applicants.

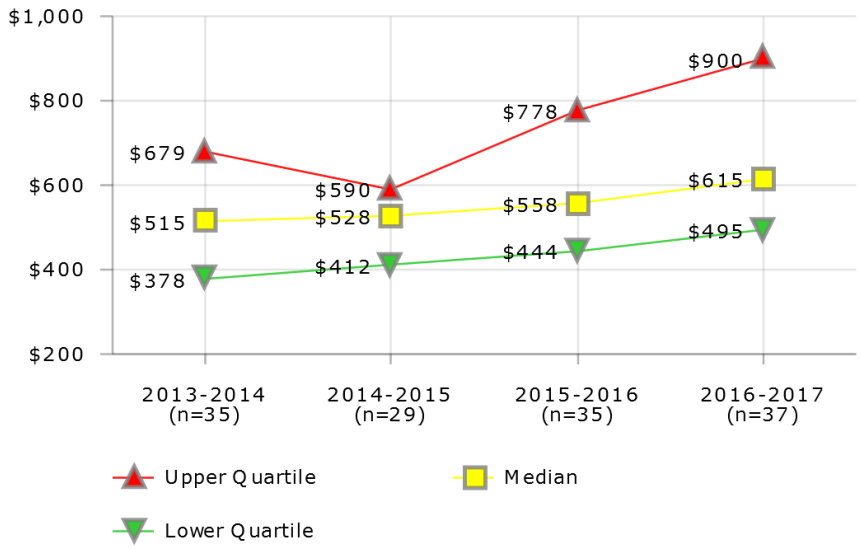
Factors that Influence

- Costs may be influenced by district wellness programs and promoting healthy lifestyles
- Plan benefits and coverage (individual, individual & spouse, family, etc.) are major factors in determining costs.
- Costs are influenced by availability and competitiveness of providers.
- Costs are influenced by geographic location (reasonable and customary charges for each location).
- Costs may vary based on plan structure (fully insured, self insured, minimum premium etc.).
- Increased costs in health care will mean less money available for salary or other benefits.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$606			
2	$7,921	$9,178	$8,999	$8,750
3			$8,260	$9,661
4	$9,228	$8,126	$535	$612
5	$949	$928	$11,984	
7	$13,702	$0		$1
8	$7,050	$7,341	$6,922	$6,760
9	$6,292	$6,408	$6,690	$6,741
10	$7,037		$8,381	$7,235
11	$8,540			
12	$11,175	$13,521	$13,730	
13	$545	$503		
14	$6,141		$7,827	$825
16			$3,844	
18			$7,219	$10,528
19	$14,861			
20		$10,575	$8,518	$11,319
23	$8,136			
27				$8,845
28	$8,465		$10,780	$13,731
30	$14,665	$14,830	$14,670	$16,024
32	$8,716	$9	$8,999	$9,177
33	$12,100			
35		$16,039		
37				$7,939
39	$4,368	$4,915	$5,167	$626
40				$3,475
41		$3,782	$3,701	$3,990
43	$11,896		$15,468	$14,684
44	$8,121	$7,727	$7,918	$7,998
45				$15
46	$10,469		$9,263	
47	$10,395	$9,414		
48	$7,464	$8,291	$8,255	$9,648
49	$5,696	$5,900	$7,009	$6,745
51		$7,578	$9,888	$6,598
52	$1,521	$1,725	$1,724	$4,467
54		$8	$7	$6,487
55		$0		
56	$21,980		$3,109	
57	$10,952			$14,559
58	$9,779	$10,929	$8,867	$11,258
61			$4,059	
62			$8,539	
63		$767	$9,410	$730
66				$9,372
67	$13,902	$13,605	$7,691	$8,331
71	$5,807	$6,363	$6,919	$6,460
74	$10,333			
77	$27	$25	$3,042	
79				$15,096
97			$12,787	$8,760
101	$10,099	$57	$1,922	
431				$5,670

HUMAN RESOURCES

HR Cost per District FTE



Description of Calculation

Total HR department costs, divided by total number of district employees (FTEs).

Importance of Measure

This can be help evaluate the size of the budget for the human resources department. Since districts often have different structures and priorities, this indicator should be used in conjunction with other measures that indicate actual performance.

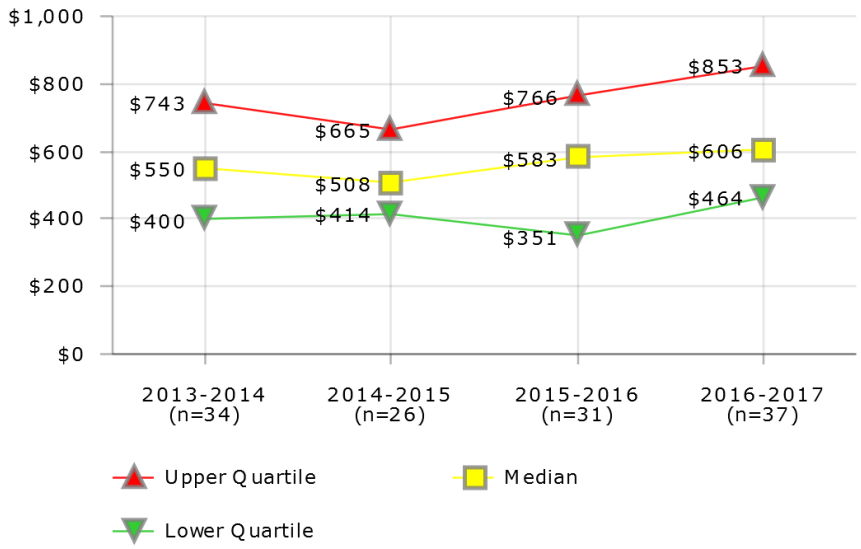
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Clark County School District
- Fort Worth Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$811			$1,168
2		$497	$682	$669
3	$549		$532	$523
4	$316	$383	$273	$399
5	$626		$649	
6	$405			
7	$512	$427	$406	$434
8	$520	$538	$564	$548
9	$501	$528	$538	$495
10	$504		$530	$467
11	$429			
12	$466	$514	$639	$615
13	$567	$536	$362	
14	$367		$585	$595
16	$372	$435		
18		$295	$4,757	$1,487
19	$123			
20		$917	$1,126	$913
21	$250			
23	$647			
28	$1,444	$884	$977	$996
30	$569	$566	$558	$632
32	$720	$313	$317	$368
34		$723	$802	
39	$378	$426	$1,374	$254
40				$316
41	$1,619	$642	$610	$615
43	$746		$830	$791
44	$452	$590	$576	$698
46	$360		$795	$665
47	$1,394	$636		$606
48	$221	$265	$271	$296
49	$1,110	$761	$778	$987
50				$1,433
51		$402	$503	$766
52	$1,228	$1,395	$809	$1,069
53			$444	$527
54		$563	$359	$525
55		$521	$525	$577
56	$479			
57				$900
58	$306	$412	$359	$493
62			$747	
63		$377	$387	$867
66		$379		
67	$515	$528	$548	$450
71	$608	$551	$474	$515
74	$679		$518	
79				$1,681
97				$1,772
101	$515			

HUMAN RESOURCES

HR Cost per $100K Revenue



Description of Calculation

Total HR department costs, divided by total district operating revenue over $100,000.

Importance of Measure

This can be help evaluate the size of the budget for the human resources department. Since districts often have different structures and priorities, this indicator should be used in conjunction with other measures that indicate actual performance.

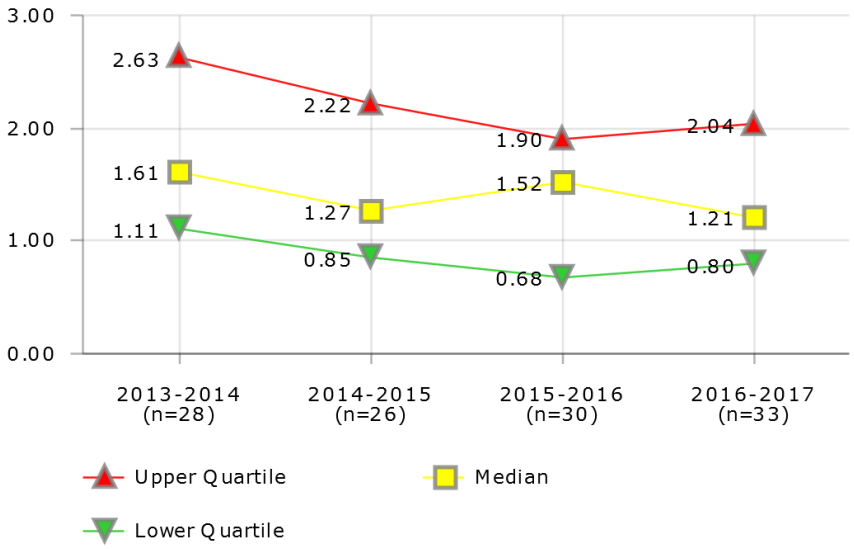
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Columbus Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$735			
2		$665	$766	$728
3			$297	$510
4	$352	$436	$322	$464
5	$544			
6	$449			
7	$400	$200	$395	$376
8	$743	$739	$712	$674
9	$570	$594	$601	$551
10	$778		$1,136	$917
11	$451			
12	$451	$471	$583	$531
13	$678	$635	$436	
14	$615		$770	$771
16	$361	$306		
18		$326		$1,545
19	$108			
20		$581	$635	$539
21	$255			
23	$792			
28	$1,180	$545	$729	$738
30	$449	$470	$460	$524
32	$862	$329	$351	$376
34		$822	$1,009	
35				$79
37				$2,198
39	$369	$414	$1,340	$287
40				$415
41	$2,156	$835	$785	$734
43	$441		$259	$481
44	$531	$665	$666	$817
46	$324		$602	$486
47	$2,090	$955		$853
48	$314	$372	$378	$390
49	$1,812		$1,112	$2,118
50				$1,339
51		$632	$771	$897
52	$1,315			
53				$606
54		$436	$265	
55		$709	$704	$767
57	$679			$656
58	$210	$231	$195	$297
62			$351	
63		$457	$453	$1,078
67	$528	$452	$375	$351
71	$711	$667	$508	$483
74	$561			
79				$1,104
97			$177	$2,698
101	$556			
431				$273

HUMAN RESOURCES

Employee Relations - Discrimination Complaints per 1,000 Employees



Description of Calculation

Number of complaints/charges of discrimination filed by employees with any governmental with any governmental or regulatory agency, e.g., Equal Employment Opportunity Commission (EEOC), divided by total number of district employees (FTEs) over 1,000.

Factors that Influence

- State and local laws defining discrimination will impact
- Board Policy and organizational protocol for resolution
- Organizational climate
- Quality and level of supervisory training
- Quality and level of EEO Awareness training for all employees
- Indicator as to the effectiveness of supervisors and managers

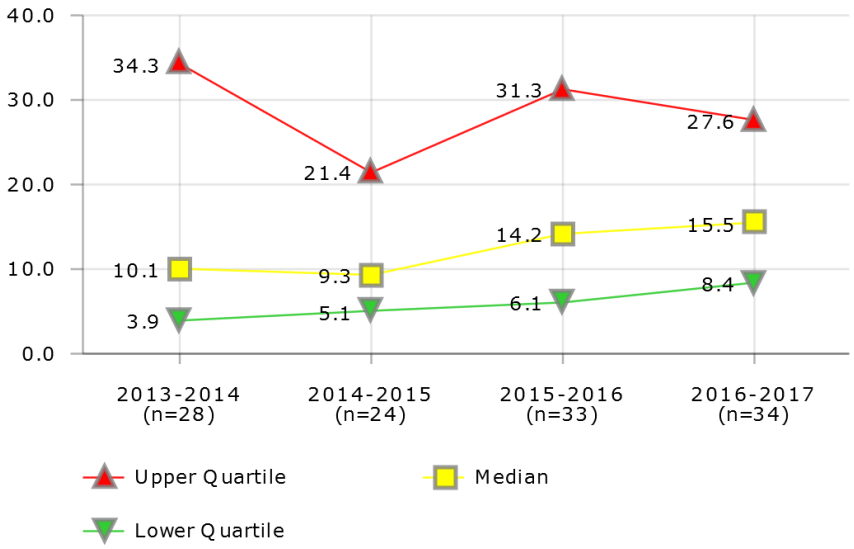
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Guilford County School District
- Houston Independent School District
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.55			
2		0.97	0.82	0.82
3	1.02			0.48
4	0.45	0.45	0.30	0.30
5	2.50		1.49	
6	14.47			
7	2.43	1.72	1.96	3.39
8	2.09	1.91	1.02	0.91
9	1.79	2.22	1.95	1.21
10	1.21		0.26	0.86
11	3.44			
12	2.10	2.55	3.03	2.28
13	1.07	1.49	1.09	
14	4.98		1.90	3.26
16		0.83		
18			3.84	1.66
19	5.45			
20		0.94	1.08	1.01
23	1.59			
30	2.75	2.29	1.86	2.04
32	0.55	1.27	0.67	1.00
34		13.19	5.46	
35				0.87
37				3.75
39	5.36	1.46	1.55	0.80
40				0.28
41		1.24	0.34	0.65
43			1.82	
44	1.63	2.29	1.70	2.40
46	1.66		1.89	
47	1.53	1.27		
48	1.14	0.72	0.93	1.85
49	1.07	0.89		0.10
50				2.73
51		0.59	1.59	2.73
52	3.32	16.29	4.95	1.68
53				1.36
54		0.84	1.39	1.73
55		1.29	0.52	0.73
56	1.41			
57				5.16
62			1.67	
63		3.26	2.99	
66		0.85		
67	1.32	0.79	0.63	0.27
71	0.45	1.16	0.68	0.59
79				1.64
97			0.30	1.10
101	1.52			
431				1.24

HUMAN RESOURCES

Employee Relations - Misconduct Investigations per 1,000 Employees



Description of Calculation

Number of misconduct investigations, divided by total number of district employees (FTEs) over 1,000.

Importance of Measure

This measure is an indicator of the effectiveness of hiring and supervisory practices within a district. Administrative costs associated with investigation and resolution diminish resources that could be used more productive educational purposes. High instances of alleged employee misconduct reflect a negative public image on the district.

Factors that Influence

- Organizational attitude and tolerance toward employee misconduct
- Quality of supervision
- Quality of training
- Understanding of expectations
- The hiring processes of the district

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Clark County School District
- Cleveland Metropolitan School District
- Denver Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	41.5			
2		22.2	14.2	30.0
3	36.9		65.1	39.8
4	39.1	23.6	15.2	12.9
5			31.3	
6	2.6			
7	70.7	4.8	12.5	12.2
8	8.9	8.8	11.5	9.0
9	5.0	6.1	7.6	8.4
10	8.1		7.0	3.1
11	1.8			
12	2.3	1.7	6.1	2.9
13	5.4	9.8		
14	18.4		0.6	11.1
16		4.7		
18			52.9	41.1
19	4.5			
20		2.6	3.0	
23	56.8			
28	13.0	16.2	14.7	17.3
30	26.2	25.2	26.8	23.3
32	11.3	20.6	18.7	14.3
34		6.2	4.7	
35			37.6	18.9
37				2.4
39	1.3		1.4	2.1
40				18.2
41		8.5	16.9	24.9
43			49.2	
44	31.7	26.2	23.3	16.1
46	6.1		16.5	
47	6.5	5.8		
48	110.6		96.7	100.7
49	17.3	12.4	13.2	14.9
50				56.2
51		5.3	4.2	16.8
52	74.8	62.1	62.5	57.4
53				26.7
54		12.3	9.8	10.5
55			12.2	14.4
56	1.6			
57				7.6
62			5.6	
63		87.2	88.7	48.5
66		10.8		
67	3.3	1.7	3.5	2.8
71	2.0	0.8	0.8	1.6
79				4.9
97			61.6	73.7
101	19.5			
431				27.6

Information Technology

Performance metrics in information technology (IT) assess the productivity, cost efficiency, and service levels of the Information Technology Department. The metrics generally fall in the following categories:

1. Network services
2. Computers and devices
3. Help desk and break/fix technical support
4. Systems and software

Network-service measures examine such service-level indicators as **Bandwidth per Student** and **Number of Days Network Usage Exceeds 75% of Capacity** and such cost-efficiency indicators as **Network (WAN) Cost per Student**.

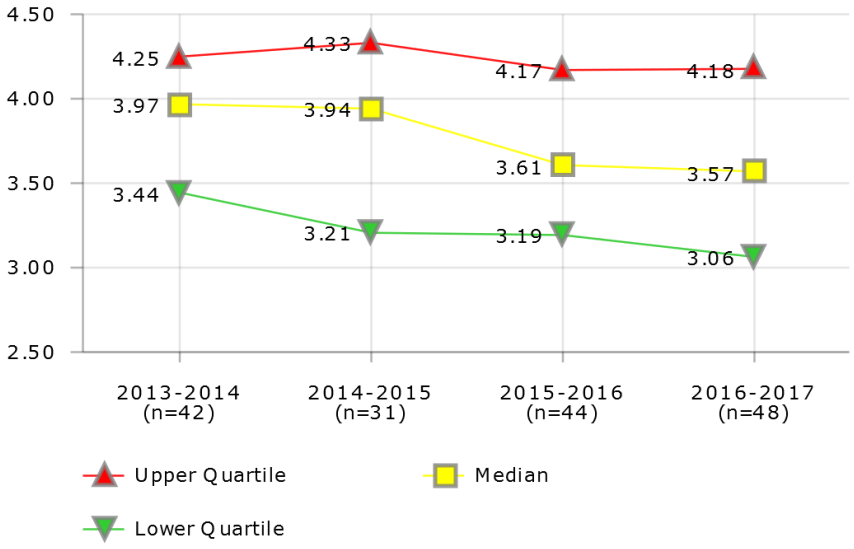
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

The cost effectiveness of technical support services such as the help desk and break/fix support are measured by **Help Desk Staffing Cost per Ticket** and **Break/Fix Staffing Costs per Ticket**.

Finally, the performance of systems and software is measured, in part, by the downtime of these systems, as high rates of interruption are likely to adversely affect district end-users. The operating cost of these systems is measured with **Business Systems Cost per Employee** and **Instructional Systems Cost per Student**.

INFORMATION TECHNOLOGY

Devices - Average Age of Computers



Description of Calculation

The weighted average age of all district computers, i.e., number of one-year-old computers, plus number of two-year-old computers times two, plus number of three-year-old computers times three, plus number of four-year-old-computers times four, plus number of computers five years or older times five.

Importance of Measure

The measure creates an aging index that counts the number of computers in the district by age. Understanding the average age of computers provides data for budget and planning purposes, and impacts break-fix support, supplies, and training. Understanding computer aging will help identify district readiness as software applications become available to staff and students. Developing comprehensive refresh cycles impacts not only the purchasing of equipment but also training cycles.

Many organizations in the private sector use a standard of three years for age of computers before they are replaced. And many school districts refresh their computers over a five-year period to get maximum benefits out of their equipment.

Factors that Influence

- School board and administrative policies and procedures
- Budget development for capital, operational, and categorical funds
- Budget development for schools and department in refresh and computer purchasing
- Budget development in support, supplies, and maintenance.
- Implementation and project management for new software applications in both instructional and operations areas.
- Type of machine (ie: desktop, laptop, netbook, etc.)

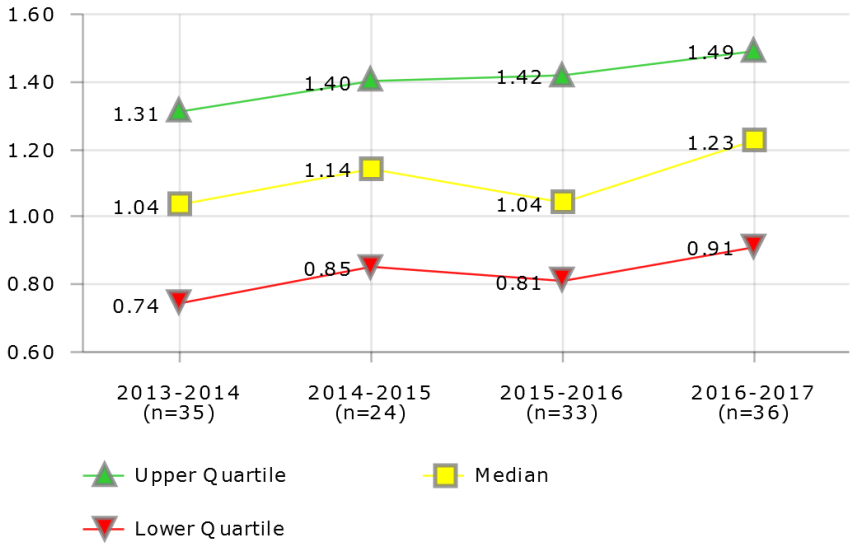
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Broward County Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Providence Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1				4.00
2	4.03	4.33	4.36	4.20
3	1.37		3.40	1.88
4	3.77	4.23	3.81	4.28
5	5.09	3.21	3.29	
6	4.00			
7	3.81	3.83	4.30	3.46
8	4.12	4.50	4.13	4.15
9	4.25	4.17	4.64	4.74
10	4.49		4.48	4.37
11	4.27		3.45	3.94
12	4.43	3.90	3.26	2.61
13	2.90	2.47	2.15	2.55
14	3.76		4.30	4.72
16	4.06	4.05	4.03	3.99
18		3.07	3.19	3.09
19	3.02	4.02	4.79	
20	3.21	2.83	3.06	3.25
21	3.52	3.48	3.57	4.39
23	3.40			
26			3.33	3.29
27			4.45	3.78
28				3.13
30	4.57	3.65	3.24	2.77
32	4.17	2.25	2.90	2.96
33				3.58
34	5.39	5.56	3.64	
35		5.06	3.93	3.80
37	2.91		2.89	2.11
39		2.78	3.00	4.16
40	5.06		4.13	1.82
41	3.44	4.10	3.19	3.99
43	3.70		4.06	3.23
44			3.00	3.24
45	4.04			4.21
46	3.66	3.94	4.04	3.66
47	3.01	3.11	3.68	4.45
48	3.52	3.40	3.38	3.71
49	4.01	4.48	4.72	2.94
50	3.35			3.41
51		4.29	5.19	3.21
52	3.71	4.27	4.65	4.70
53	4.25	4.44	4.20	4.70
54			3.53	3.83
55	4.26		2.91	3.56
57	4.87	4.77		2.99
58	4.96	3.93	2.96	
62	3.09			
63		2.50	2.39	2.50
66				3.27
67	2.93		3.39	3.39
71	4.25	4.55	2.89	2.97
74	4.00	3.76	4.14	3.04
79	3.94			5.70
97			3.96	4.86
101	3.93			

INFORMATION TECHNOLOGY

Devices - Computers per Employee



Description of Calculation

Total number of office-use and teacher-use laptops and desktops, divided by the total number of district employees (FTEs).

Importance of Measure

Indicates the number of computers used by employees.

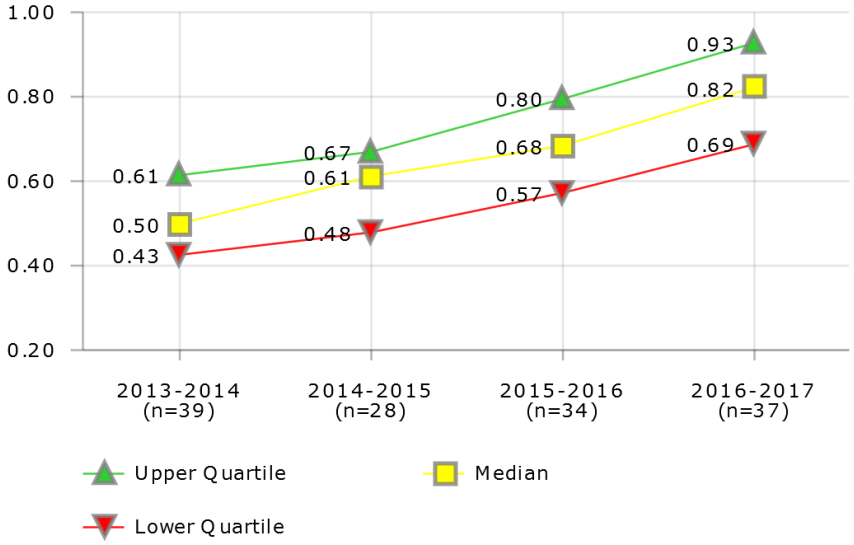
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Austin Independent School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- St. Louis Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1				1.76
2			0.51	
3	0.93		0.99	1.43
4	1.49	1.82	1.50	1.58
5	0.70		1.43	
6	0.59			
7	1.26	1.17	1.18	2.12
8	1.00	1.00	1.04	1.06
10	0.96		1.10	1.22
11	0.65			
12			1.42	1.72
13	1.08	1.05	1.04	
14	1.33		1.59	1.38
16	0.24	1.41		
18		0.91	0.95	1.32
19	0.80	0.78		
20	0.63	0.84	0.81	0.67
21	0.82	1.13		
23	1.31			
28			0.79	0.78
30	1.33	1.26	1.33	1.36
32	1.02	1.16	1.11	1.18
34		2.39		
35			0.57	0.59
37	1.03		1.02	0.95
40	4.38			2.17
41	1.04	0.48	1.05	0.86
43	1.92			1.57
44	1.24	1.64	1.54	1.24
45	1.96			
46	0.85		1.45	1.15
47	1.75	1.40		0.88
48	1.21	1.28	1.16	1.56
49	0.44	0.32	0.32	0.35
50				1.10
51		0.86	0.68	0.92
52	1.06	0.95	0.88	0.90
53		1.22	0.61	0.63
54			0.30	0.25
55	0.44		1.63	1.34
57				1.34
58	0.60	0.53	0.75	
63		1.44	1.69	1.63
67	1.31		1.26	1.41
71	1.76	1.81	1.81	1.83
74	0.74	0.77	0.83	
79	1.07			1.12
97			0.90	1.15
101	1.12			
431				1.23

INFORMATION TECHNOLOGY

Devices per Student



Description of Calculation

Total number of desktops, laptops and tablets that are for student-only use or mixed-use, divided by total student enrollment.

Importance of Measure

This tracks the movement toward a one-to-one ratio of students to devices.

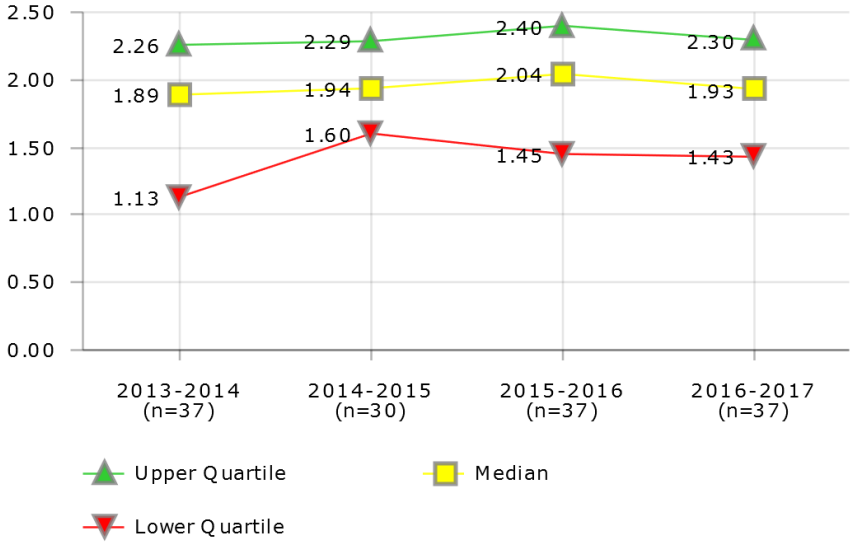
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Milwaukee Public Schools
- Shelby County School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.62			
2			0.80	
3	0.68		1.14	1.24
4	0.62	0.62	0.69	0.93
5	0.32	0.67		
6	0.34			
7	0.36	0.45	0.48	0.65
8	0.47			0.74
9	0.49	0.62	0.74	0.90
10	0.31		0.35	0.39
11	0.57			
12	0.50	0.66	0.75	0.93
13	0.43	0.48	0.61	0.63
14	0.61		0.98	1.19
16	0.07	0.35	0.37	
18		0.51	0.76	1.07
19	0.50	0.52	0.57	
20	0.62	0.78	0.97	1.15
21	0.68	0.42		
23	0.59			
26				0.84
27				0.87
28			0.47	0.87
30	0.51	0.63	0.85	1.04
32	0.53	0.63	0.78	0.69
34		1.14		
35		0.58	0.69	0.82
37	0.39		0.49	0.77
40	0.43			0.50
41	0.53	0.58	0.61	0.92
43	0.63		0.63	0.70
44	0.45	0.67	0.80	0.71
45	0.57			
46	0.43	0.48	0.62	0.44
47	0.46	0.85		0.87
48	0.49	0.65	0.73	0.82
49	0.43	0.68	0.68	0.74
51		0.44	0.35	0.63
52	0.78	0.81		
53		0.61	0.63	0.80
54			0.67	0.85
55	0.52		1.08	1.30
57	0.66			0.40
58	0.37	0.44	0.48	
63		0.82	0.88	1.30
66				0.87
67	0.52		0.70	0.79
71	0.50	0.57	0.93	1.20
74	0.28	0.38	0.44	
79	0.64			0.30
97			0.59	0.65
101	0.38			

INFORMATION TECHNOLOGY

Devices - Advanced Presentation Devices per Teacher



Description of Calculation

Total number of advanced presentation devices (video/data projectors, document cameras/ digital overheads, interactive whiteboards), divided by the total number of teachers (FTEs).

Importance of Measure

Hi-tech presentation devices are useful for technology-enhanced instruction.

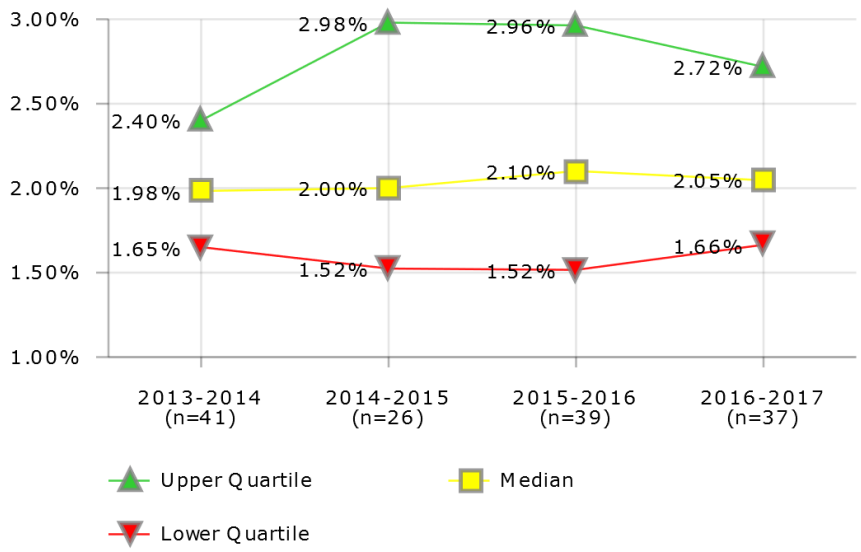
Districts in Best Quartile (2016-2017)

- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- El Paso Independent School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Pinellas County Schools
- Seattle Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	3.01			2.56
2		1.65	1.96	2.04
3	1.58		1.75	1.82
4	2.31	2.52	2.58	2.72
5	2.10		2.90	
6	2.11			
7	1.71	1.73	1.71	1.88
8	2.08	2.12	2.22	2.20
9	2.33	2.08	2.62	2.52
10	1.25		1.17	1.16
12	1.89	2.33	2.26	2.23
13	1.96	1.95	2.18	
14	1.01		1.27	1.18
16	3.30	3.17		
18		1.29	0.39	1.51
19	2.65	2.41		
20	1.09	1.85	2.04	1.65
21	0.94	1.16		
23	3.11			
28		1.60	1.70	1.75
30	0.94	0.97	1.09	1.29
32	1.88	1.77	0.82	1.13
34		0.51	2.86	
35			3.04	2.63
37	1.93		1.77	1.83
39		2.82	2.08	2.04
40	1.12			1.00
41	1.96	2.20	1.70	3.14
43	0.28		2.42	
44	1.85	2.71	2.74	2.82
45	0.71			
46	1.13		1.45	1.15
47	2.11	1.92		2.30
48	2.48	2.22	2.28	2.39
49	2.00	2.10	2.85	2.20
50				0.41
51		1.78	1.84	2.28
52	2.32	2.14	2.08	1.93
53		2.50	2.40	2.29
54			0.30	0.41
55	1.50	2.29	2.37	1.69
57				1.12
58	0.98	1.00	0.88	
63		1.46	1.35	1.43
67	2.26		2.44	2.16
71	1.87	1.89	1.89	1.85
74	0.48	0.55	0.56	
79	1.78			
97			2.05	2.31
101	2.81			
431				4.53

INFORMATION TECHNOLOGY

IT Spending Percent of District Budget



Description of Calculation

Total IT staffing costs plus total IT hardware, systems and services costs, divided by total district operating expenditures.

Importance of Measure

The measure provides a tool for districts to compare their IT spending per student with other districts. Because each district defines IT slightly differently, it is important to define what is included in the IT budget calculation regardless of the department in which the budget resides.

Keeping IT costs as low as possible and maintaining proper support of academic and operational needs of the district is important in all educational institutions. This measure must be viewed in relationship to other KPIs to strike the correct balance between the district's efficiency and its effective use of technology. If other KPIs such as customer satisfaction, security practices, and ticket resolution are not performing at high levels, low costs associated with IT Spending per Student may indicate an under-resourced operation.

Factors that Influence

- Budget development and staffing
- IT expenditures can be impacted by new enterprise implementations
- The commitment of community for support technology investments in education
- IT Department standards and support model
- Age of technology and application portfolio
- IT maturity of district

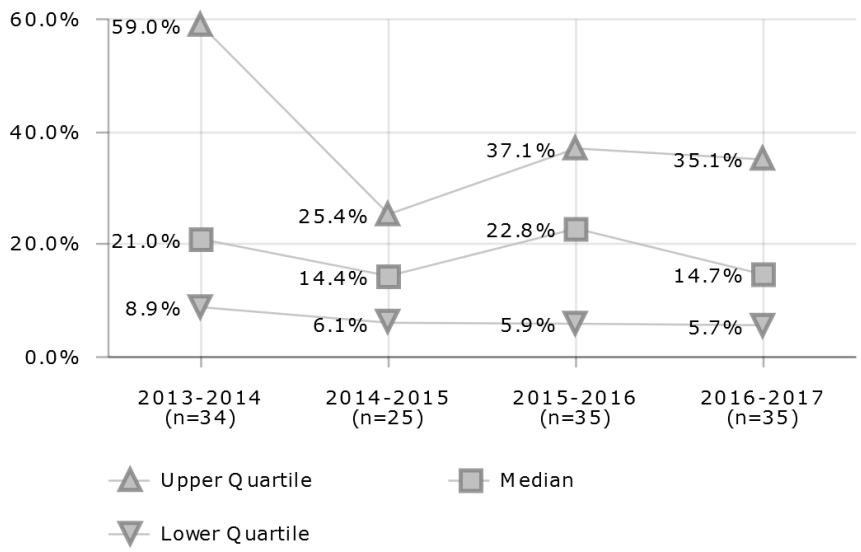
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Duval County Public Schools
- Guilford County School District
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Oklahoma City Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	1.72%			
2			1.94%	1.87%
3			1.04%	1.53%
4	2.11%	2.39%	2.56%	2.52%
5	2.05%			
6	2.86%			
7	2.40%	1.24%	2.32%	2.65%
8	1.65%	1.59%	1.52%	1.66%
9	1.32%	1.69%	1.30%	1.41%
10	0.65%		1.08%	2.05%
11	2.92%		0.97%	1.03%
12	2.46%	3.94%	3.15%	2.63%
13	2.20%	2.80%	2.90%	
14	4.64%		4.18%	3.23%
16	1.86%	1.62%	1.87%	
18		1.52%		2.18%
19	2.53%			
20	3.34%	3.60%	3.54%	3.85%
21	2.14%	2.25%		
23	1.66%			
26	0.61%			
28		0.13%	1.60%	1.37%
30	3.11%	2.47%	2.26%	2.21%
32	2.01%	2.23%	2.20%	3.32%
34		2.98%	2.96%	
35		1.34%	0.96%	0.90%
37	2.15%		2.23%	2.40%
39	5.20%	4.33%	3.41%	3.20%
40	1.90%			2.28%
41	3.16%	3.93%	3.46%	3.31%
43	1.70%		1.46%	1.66%
44	1.39%	1.64%	3.19%	2.72%
45	1.49%			
46	1.20%	1.46%	1.67%	1.79%
47	2.06%	3.00%	2.10%	2.84%
48	1.86%	1.96%	2.00%	1.52%
49	2.30%		3.42%	6.49%
50				3.06%
51		3.20%	4.43%	2.89%
52	2.21%			
53				1.12%
54			1.92%	
55	1.81%	0.51%	2.39%	1.88%
56			2.35%	
57	1.72%			1.91%
58	0.60%	0.59%	0.62%	
61			2.18%	
62	1.03%		1.49%	
63		2.04%	3.07%	1.92%
67	1.98%		1.35%	2.13%
71	1.80%	1.75%	1.71%	1.80%
74	1.09%			
77			1.71%	
79	3.20%			2.03%
97			1.60%	2.03%
101	1.63%			
431				1.47%

INFORMATION TECHNOLOGY

IT Spending - Capital Investments



Description of Calculation

Total amount of capital spending in IT as a ratio of (divided by) total IT personnel spending and total IT hardware, systems and services spending.

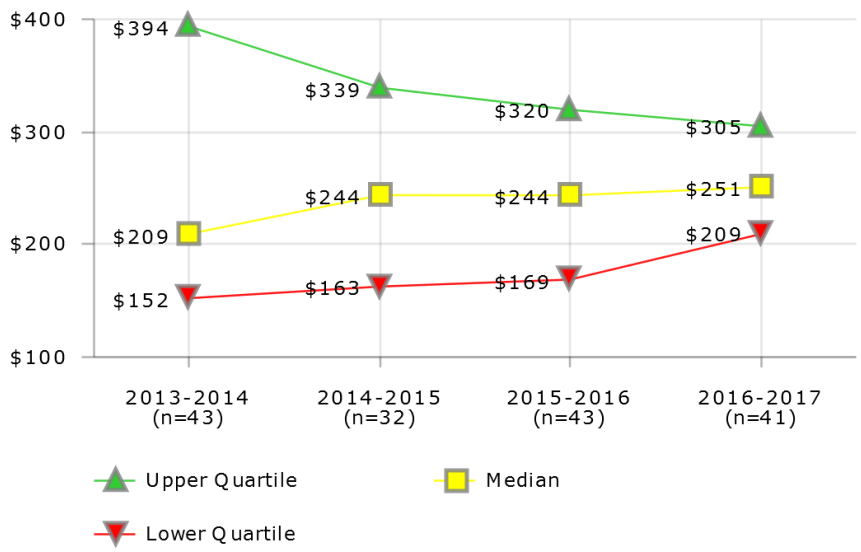
Importance of Measure

This can help evaluate the level of spending by cost category.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	132.3%			28.4%
3				13.3%
5	17.0%	32.1%	30.9%	
7	5.7%	13.1%	1.4%	44.3%
8	8.9%	25.4%	4.7%	27.5%
9	19.1%	16.4%	5.4%	30.0%
10	10.5%			
11	126.9%		148.9%	
12	19.9%	10.5%	39.0%	10.2%
13	22.8%	7.1%	30.7%	56.7%
14	11.6%		12.3%	5.7%
16	28.0%	15.2%	3.4%	3.0%
18		5.4%		
19	3.0%	16.6%	40.7%	
21	18.5%	13.3%	22.7%	6.9%
26	27.1%		37.1%	54.8%
27				26.7%
28			26.9%	68.1%
30			38.8%	3.7%
32	80.9%	3.1%	28.8%	16.8%
34	0.3%	2.4%	3.8%	
35			68.5%	72.3%
37	18.0%		7.8%	7.0%
39	59.0%	6.1%	35.0%	35.1%
40	102.2%			
41	46.0%	25.7%	22.8%	10.9%
43			24.7%	
44	65.5%		66.9%	53.9%
45				4.6%
46		44.9%		
47	59.0%	39.3%	25.0%	24.1%
48	3.8%	3.6%	5.9%	1.8%
49	16.1%	14.4%	9.4%	14.7%
50	70.2%			3.7%
51		1.7%	1.5%	
52	32.0%	24.1%	9.9%	
53				1.3%
54			13.0%	38.5%
55	22.0%		6.0%	2.3%
57	0.7%	10.1%		20.8%
58	31.8%	18.8%	57.2%	
63		96.2%	4.2%	
66				16.2%
67	0.6%		57.8%	
71	2.2%	2.3%	2.2%	2.7%
74	64.9%	79.3%	22.2%	46.0%
79	39.5%			5.8%
97			25.3%	9.6%
101	4.2%			
431				8.2%

INFORMATION TECHNOLOGY

IT Spending per Student



Description of Calculation

Total IT staffing costs plus total IT hardware, systems and services costs, divided by total student enrollment.

Importance of Measure

The measure provides a tool for districts to compare their IT spending per student with other districts. Because each district defines IT slightly differently, it is important to define what is included in the IT budget calculation regardless of the department in which the budget resides.

Keeping IT costs as low as possible and maintaining proper support of academic and operational needs of the district is important in all educational institutions. This measure must be viewed in relationship to other KPIs to strike the correct balance between the district's efficiency and its effective use of technology. If other KPIs such as customer satisfaction, security practices, and ticket resolution are not performing at high levels, low costs associated with IT Spending per Student may indicate an under-resourced operation.

Factors that Influence

- Budget development and staffing
- IT expenditures can be impacted by new enterprise implementations
- The commitment of community for support technology investments in education
- IT Department standards and support model
- Age of technology and application portfolio
- IT maturity of district

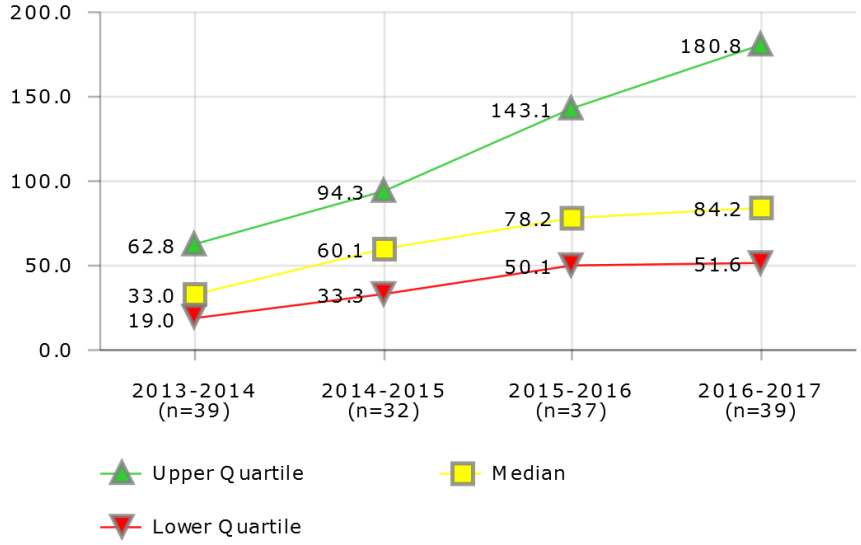
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Norfolk School District
- Oklahoma City Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$156			
2			$273	$230
3	$886		$279	$251
4	$272	$294	$306	$305
5	$183	$205		
6	$291			
7	$286	$260	$253	$291
8	$128	$123	$118	$128
9	$96	$125	$103	$118
10	$62		$102	$209
11	$227			
12	$394	$683	$559	$520
13	$158	$203	$253	$193
14	$417		$391	$301
16	$143	$125	$132	
18		$177	$244	$268
19	$532	$625	$728	
20	$692	$846	$923	$997
21	$481	$527		
23	$170			
26	$85			$98
27			$214	$320
28			$249	$215
30	$419	$341	$320	$303
32	$161	$168	$169	$257
34		$463	$445	
35		$250	$184	$183
37	$198		$196	$242
39	$461	$385	$315	$303
40	$176			$213
41	$274	$381	$360	$340
43	$424		$435	$465
44	$121	$138	$277	$242
45	$352			
46	$190	$216	$222	$246
47	$229	$316		$292
48	$152	$182	$175	$136
49	$209	$238	$366	$232
50				$376
51		$292	$428	$322
52	$304	$268		
53		$338	$300	$144
54			$230	$236
55	$153	$45	$216	$177
56			$197	
57	$355		$318	$409
58	$95	$90	$101	
61			$161	
62	$125		$153	
63		$301	$483	$297
66				$369
67	$178		$153	$246
71	$217	$216	$242	$274
74	$148	$158	$169	
77			$134	
79	$508			$403
97			$163	$193
101	$98			
431	$398	$112		$136

INFORMATION TECHNOLOGY

Network - Bandwidth per Student



Description of Calculation

Total standard available bandwidth (in Mbit/s), divided by total student enrollment.

Importance of Measure

This measure compares similarly situated districts and provides a quantifiable measure toward the goal of providing adequate bandwidth to support the teaching and learning environment. Bandwidth per Student provides a relative measure of the capacity of the district to support computing applications in a manner conducive to teaching, learning and district operations. Some district and student systems are very sensitive to capacity constraints and will not perform well. Students and staff have come to expect certain performance levels based on their experience with network connectivity at home and other places in the community, and schools if they are to maintain their effectiveness utilizing technology must provide performance on a par with that available elsewhere.

Factors that Influence

- The number of enterprise network based applications
- The capacity demands of enterprise network based applications
- Fund availability to support network bandwidth costs
- Capacity triggers that provide enough time for proper build out and network upgrades
- Network monitoring systems and tools that allow traffic shaping, prioritization, and application restriction

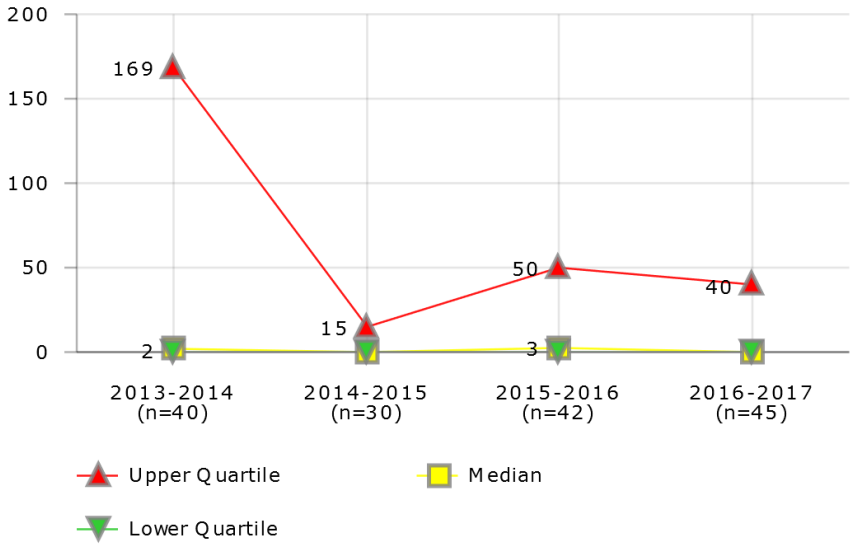
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- Richmond City School District
- Shelby County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	57.6			
2		41.7	334.1	287.8
3	105.8		266.1	289.8
4	23.5	77.9	78.2	79.1
5	41.6	82.5		
7	18.7	20.7	31.0	30.8
8	21.7	42.7	42.0	
9	62.8	62.9	62.6	62.4
10	24.8		51.7	51.6
11	54.8			
12		745.8	732.3	189.6
13	7.6	30.1	44.3	45.3
14	33.9		47.7	47.7
16	30.9	31.0	30.9	
18		85.4	0.1	180.8
19	69.6	703.6	143.1	
20	154.2	149.9	146.6	290.9
21	33.0	33.3		
23	75.3			
26	17.5			176.0
27			58.0	59.6
28		99.6	194.2	192.6
30	101.9	129.2	132.5	
32	28.7	28.1	56.1	84.2
34	63.0	65.5	160.5	
35		28.1	50.1	79.2
37	4.4		57.7	140.2
39	19.0	27.9	46.5	92.7
40	14.8			22.9
41	50.2	125.0	126.4	127.0
43	30.9		253.8	243.4
44	81.4	89.0	78.4	77.7
46	17.7	17.7	17.9	48.6
47	48.6	47.3		66.8
48	21.1	33.3	60.1	98.3
49	27.8	54.3	68.2	82.0
50				40.4
51		267.6	269.1	274.2
52	55.1	57.3		
53			98.8	148.5
54			42.0	42.7
55	24.5	70.9		274.9
57	52.7			51.9
58	80.4	142.5	142.4	
62	2.3			
63		38.3	81.5	41.8
66				458.9
67	142.7		141.4	141.4
71	44.5	65.5	90.3	108.7
74	16.7	42.9	207.5	
79				43.8
97			57.9	78.2
101	18.6			
431				134.9

INFORMATION TECHNOLOGY

Network - Days Usage Exceeded 75% of Capacity



Description of Calculation

The number of days that peak daily internet usage reaches more than 75% of the standard available bandwidth for five (5) minutes or longer.

Importance of Measure

Staying below the metric threshold is critical to application performance and user satisfaction. This metric may also provide justification for network expansion and capacity planning.

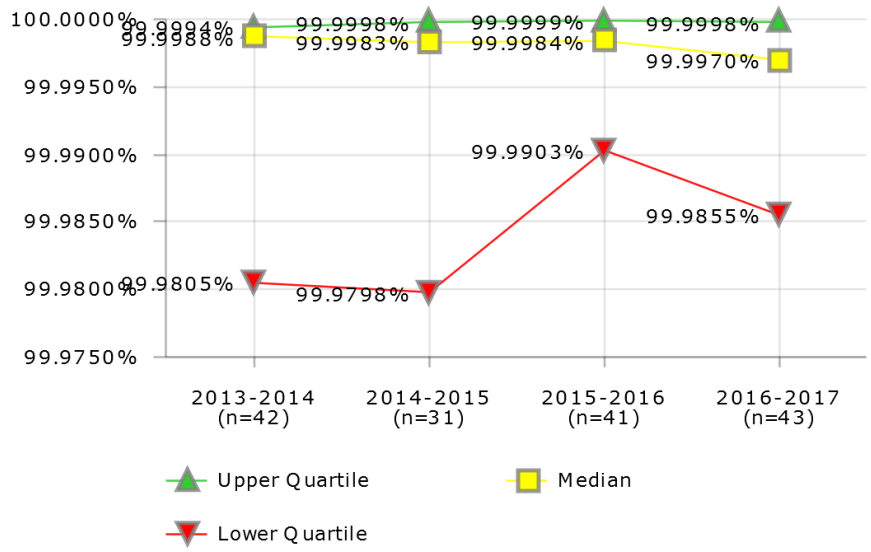
Factors that Influence

The number of online applications sensitive to latency, digital video, and voice will all impact the amount of bandwidth a district needs. Also, school districts may experience short periods of time with exceptional network demand and large portions of time with plenty of excess capacity.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0			
2	0	0	0	0
3	160		0	0
4	173	1	0	0
5	190	0	26	
7	180	180	180	180
8	180	0	25	
9	0	0	144	172
10	0			11
11	0		0	0
12				180
13	180	159	162	54
14	200		260	180
16	0			0
18		0	5	0
19	0	0	0	
20	0	0	12	6
21	210	210	210	210
23	135			
26	180		0	0
27			0	0
28		0	0	0
30	0	0	10	0
32	0	0	0	0
33				0
34	1	5	25	
35		150	210	175
37	20		20	40
39			260	0
40	15		15	0
41	0	0	0	0
43	0		0	0
44	98	83	0	30
45	0			160
46	180		0	0
47	0	100	175	
48	73	213	201	5
49	180	15	30	12
50	0			0
51		1	0	7
52	0	0	0	0
53		0	150	175
54			0	36
55	58	15	0	0
57	0	4		146
58	3	0	0	
63		0	0	0
66				0
67	0		0	10
71	5	5	5	5
74		0	0	0
79	0			5
97			50	90
101	164			

INFORMATION TECHNOLOGY

Network - WAN Availability



Description of Calculation

Total minutes of all outages on WAN circuits, divided by the total number of WAN circuits.

Importance of Measure

The number of online applications sensitive to latency, digital video, and voice will all impact the amount of bandwidth a district needs.

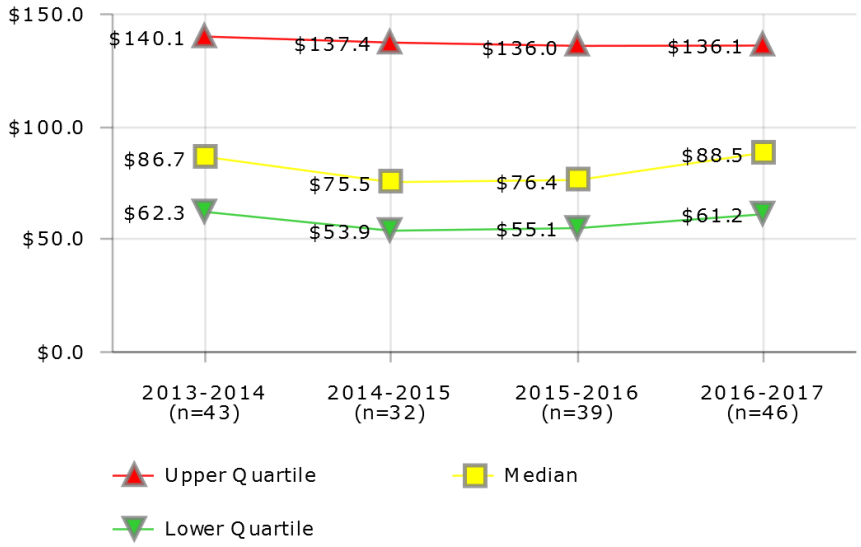
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Buffalo Public Schools
- Cleveland Metropolitan School District
- Fort Worth Independent School District
- Guilford County School District
- Miami-Dade County Public Schools
- Richmond City School District
- Rochester City School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	99.9990%			100.0000%
2	99.9994%	99.9986%	100.0000%	99.9998%
3	99.9998%		99.9945%	99.9815%
4	99.9955%	99.9957%	99.9966%	99.9947%
5	99.9978%	99.9991%	99.9994%	
7	99.9994%	99.9971%	99.9968%	99.9965%
8	99.9382%	99.9983%	99.9903%	99.9970%
9	99.8493%	99.8361%	99.8860%	99.7638%
10	99.9994%			99.8592%
11			99.9999%	99.9866%
13	99.9031%	99.9798%	99.9785%	99.9914%
14	99.9993%		99.9953%	99.9999%
16	99.9625%	99.9693%	99.9693%	99.9995%
18		99.9993%	99.9099%	99.9013%
19	100.0000%	100.0000%	100.0000%	
20	99.9990%	99.9980%	99.9974%	99.9941%
21	100.0000%	100.0000%	100.0000%	100.0000%
23	99.9988%			
26	99.9933%		99.9991%	99.9995%
28			99.8316%	99.9958%
30	99.9658%	99.9886%	99.9987%	99.9315%
32	100.0000%	100.0000%	99.9999%	100.0000%
33				99.9921%
34	99.9994%	99.9994%	99.9982%	
35		99.9071%	99.9986%	99.9986%
37	99.9872%		99.9998%	99.9997%
39	99.8549%	99.8576%	99.5455%	99.4299%
40	99.9982%		99.9982%	99.9999%
41	99.9998%	99.9997%	99.9997%	
43	99.9997%		99.9996%	99.9995%
44	99.9952%	99.9956%	99.9957%	99.9755%
45	99.9987%			100.0000%
46	100.0000%	100.0000%	99.9999%	100.0000%
47	99.9919%	99.9540%	99.8135%	99.8645%
48	99.9964%	99.9989%	99.9973%	99.9874%
49	99.9543%	99.9999%	99.9999%	100.0000%
50	99.9935%			99.6598%
51		99.9750%	100.0000%	99.9855%
52	99.9633%	99.9800%	99.9800%	99.9969%
53		99.9998%	99.9984%	99.9973%
54				99.9517%
55	99.9805%	99.9420%	99.9208%	99.9981%
57	99.9992%	99.9874%		99.9999%
58	99.9993%	99.9994%	99.9997%	
62	100.0000%			
63			100.0000%	
66				99.9995%
67	99.8975%		99.9652%	99.9980%
71	99.9999%	100.0000%	100.0000%	100.0000%
74	99.9997%	99.9999%	99.9997%	99.9978%
79	99.9990%			
97			99.9999%	99.9963%
101	99.9805%			

INFORMATION TECHNOLOGY

Support - Break/Fix Staffing Cost per Ticket



Description of Calculation

Total personnel costs of Break/Fix Support costs (including managers), divided by the total number of tickets/incidents.

Importance of Measure

This measure assesses staffing cost per incident which may indicate how responsive and how efficient the help desk is in making itself available to its customers. The goal is to improve customer satisfaction through resolving incidents quickly, effectively, and cost efficiently. There are various costs that could be included in this metric such as hardware, software, equipment, supplies, maintenance, training, etc. Staffing cost per ticket was selected because data is easily understood and accessed and salary costs are typically the biggest cost factor in a help desk budget.

Factors that Influence

- Software and systems that can collect and route contact information
- Knowledge management tools available to help desk staff and end users
- Budget development for staffing levels

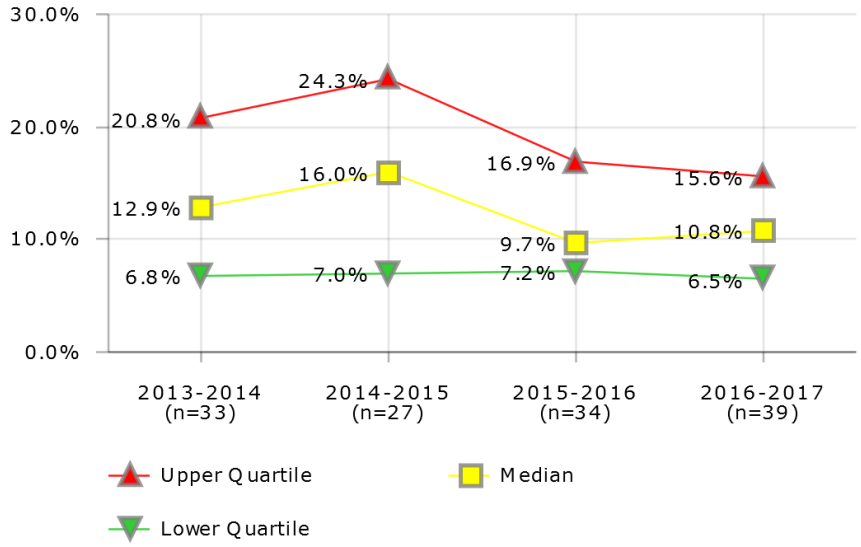
Districts in Best Quartile (2016-2017)

- Broward County Public Schools
- Buffalo Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Oklahoma City Public Schools
- Palm Beach County School District
- Pinellas County Schools
- Richmond City School District
- Shelby County School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$114.4			$250.4
2	$167.9	$61.2	$61.0	$61.2
3	$364.9		$319.8	$91.9
4	$95.1	$129.5	$105.0	$104.2
5		$49.6	$55.1	
7	$66.1	$79.0	$78.5	$110.1
8	$97.5	$92.3	$54.9	$57.7
9	$146.7	$220.0	$136.0	$136.1
10	$67.1		$63.8	$46.1
11	$39.5			$263.1
12	$89.7	$98.2	$52.4	$62.5
13	$55.6	$47.8	$93.1	$52.5
14	$135.4		$225.8	$94.7
16	$126.1	$59.8	$74.5	$98.1
18		$52.3	$66.7	$59.7
19	$47.3	$98.7	$92.3	
20	$899.0	$372.4		$995.8
21	$139.5	$238.8	$233.1	$199.6
23	$72.7			
26	$125.1			
27			$87.9	$115.9
28		$71.9	$112.2	$108.9
30	$357.3	$308.7	$385.1	$594.5
32	$159.0	$145.3	$153.6	$189.2
33				$207.2
34	$85.2			
35		$203.6	$72.6	$102.8
37	$50.2		$46.1	$85.1
39	$22.9	$32.9	$21.3	$35.6
40	$69.7		$67.9	$62.7
41	$33.4	$41.3	$51.6	$71.5
43	$423.1		$201.1	$78.1
44	$202.5	$33.3	$249.1	$426.3
45	$39.0			$35.0
46	$67.1	$53.7	$49.5	$83.0
47	$4.7		$3.7	
48	$64.9	$61.9	$77.3	$72.4
49	$71.7	$69.9	$70.5	$67.3
50				$151.9
51		$107.2	$435.1	$50.2
52	$62.3	$54.1	$76.4	$96.8
53	$102.7	$228.5	$76.8	$96.4
54			$132.9	$66.3
55	$76.9	$82.8	$19.4	$79.0
57	$86.7	$69.4		
58	$72.3	$88.8	$67.7	
62	$87.8			
63		$50.8	$52.9	$45.8
66				$509.4
67	$326.5		$61.2	$57.8
71	$52.6	$58.3		$65.6
74	$193.6	$191.4	$170.8	$144.7
79	$140.1			$95.4
97				$0.6
101	$26.6			
431				$54.0

INFORMATION TECHNOLOGY

Support - Help Desk Call Abandonment Rate



Description of Calculation

Number of abandoned calls to the Help Desk, divided by total number of calls to the Help Desk.

Importance of Measure

This measure assesses the percentage of telephone contacts that are not answered by the service desk staff before the caller disconnects. CAR is an indicator of the staffing level of the service desk relative to the demand for service. The CAR can be used as a management indicator to determine staffing levels to support seasonal needs or during times of system issues (application or network problems). On an annual basis, it is a measurement of the effectiveness of resource management. This measure should be used as a tool to help guide quality improvement processes.

Factors that Influence

- The Call Abandonment Rate will be influenced by effective supervision to ensure that service desk team members are online to take calls
- A high percentage could indicate low availability caused by inadequate staffing, long call handling times and/or insufficient processes
- Length of time the caller is on hold
- Capacity of the organization to respond to customer support requests
- Proper staffing when implementing district- wide applications, which significantly increase calls
- Automation tools like password reset can reduce number of calls to the help desk and reduce overall call volume
- Increased training of help desk can reduce long handling time freeing up staff to take more calls

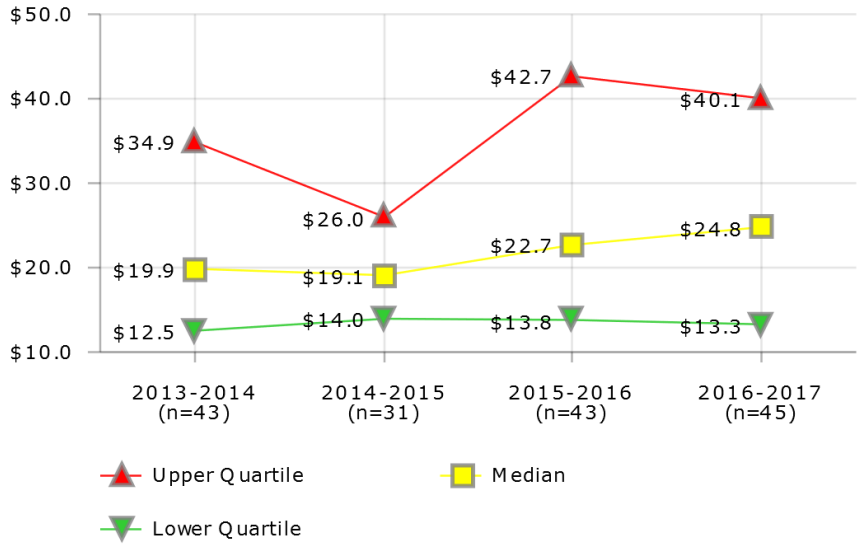
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Columbus Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- San Diego Unified School District
- Shelby County School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	14.5%			9.5%
2	20.4%	23.1%	23.7%	10.1%
3				18.4%
4	21.7%	24.3%	18.8%	17.1%
5	19.7%	18.8%	7.2%	
7	20.8%	27.2%	16.9%	15.3%
8	21.7%	25.5%	13.8%	10.8%
9	6.8%	18.0%	14.3%	12.4%
10	10.8%			15.1%
11	27.7%		100.0%	28.3%
13	4.9%	8.5%	8.5%	14.8%
14	3.3%		6.0%	5.7%
16	42.8%	10.9%	9.4%	6.5%
18		58.2%	2.6%	5.5%
20	26.3%	17.3%	8.7%	11.3%
21	23.4%	27.1%	14.0%	8.6%
23	9.0%			
26	12.9%		9.9%	62.5%
27			4.4%	
28		9.1%	12.6%	13.4%
30	5.8%	7.0%	3.1%	2.2%
33				40.2%
34			10.4%	
35		24.5%	12.8%	6.2%
37	15.7%		20.0%	15.6%
39	11.7%	17.9%	9.5%	8.9%
40	27.7%		29.4%	26.5%
41	12.4%	6.7%	8.8%	10.2%
43			29.7%	33.5%
44	15.0%	3.9%		0.1%
45				12.4%
46	14.3%	20.8%	8.9%	5.5%
47	5.9%	6.0%	9.9%	12.8%
48	8.2%	7.0%	6.8%	8.6%
50	5.6%			16.9%
51		16.0%	23.9%	20.0%
53		7.1%	8.0%	9.3%
54			8.1%	3.3%
55	7.1%	3.3%	4.1%	1.6%
57	75.6%	15.0%		13.4%
58	16.2%	26.8%	22.5%	
63		2.0%	1.4%	1.2%
67	2.1%			
71	7.2%	7.4%		9.0%
79	2.1%			
97			0.9%	9.8%
101	0.2%			

INFORMATION TECHNOLOGY

Support - Help Desk Staffing Cost per Ticket



Description of Calculation

Total personnel costs of the Help Desk (including managers), divided by the total number of support tickets/incidents.

Importance of Measure

This measure assesses staffing cost per incident which may indicate how responsive and how efficient the help desk is in making itself available to its customers. The goal is to improve customer satisfaction through resolving incidents quickly, effectively, and cost efficiently. There are various costs that could be included in this metric such as hardware, software, equipment, supplies, maintenance, training, etc. Staffing cost per ticket was selected because data is easily understood and accessed and salary costs are typically the biggest cost factor in a help desk budget.

Factors that Influence

- Software and systems that can collect and route contact information
- Automation tools for common help desk issues like password reset can improve performance and reduce costs these numbers hould be included in data collection
- Other duties performed by the help desk staff that restrict them from taking calls
- Knowledge management tools available to help desk staff and end users
- Budget development for staffing levels

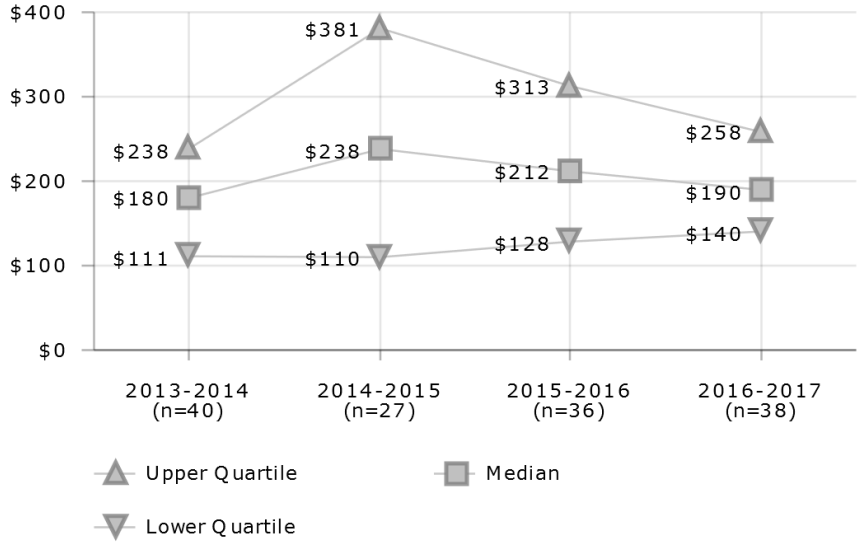
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Baltimore City Public Schools
- Boston Public Schools
- Buffalo Public Schools
- Chicago Public Schools
- Columbus Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- Richmond City School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$13.7			$9.3
2	$19.8	$12.0	$5.8	$13.2
3	$67.6		$24.0	$40.1
4	$23.8	$14.1	$12.4	$14.6
7	$9.6	$9.9	$11.3	$7.8
8	$16.2	$21.6	$26.4	$25.6
9	$12.5	$14.4	$13.0	$18.1
10	$6.9		$16.3	$19.9
11	$7.7			$31.3
12	$20.7	$26.0	$27.2	$28.5
13	$21.3	$25.8	$30.2	$49.4
14	$19.9		$21.5	$17.7
16	$27.9	$23.6	$22.8	$26.7
18		$16.7	$22.7	$26.9
19	$25.7	$46.7	$43.3	
20	$28.2	$28.5	$32.8	$24.6
21	$15.1	$19.1	$34.0	$29.7
23	$12.1			
26	$21.0		$55.2	$12.1
27			$116.1	
28			$15.9	$19.7
30	$29.7	$38.4	$42.7	$27.1
32	$9.9	$4.6	$4.9	$6.3
34	$614.5		$545.2	
35		$10.1	$10.5	$10.7
37	$5.7		$38.1	$24.8
39	$13.7	$15.2	$10.6	$9.4
40	$106.9		$109.3	$93.5
41	$18.1	$14.6	$17.6	$13.4
43	$199.9		$10.6	$3.7
44	$11.4	$25.7	$44.8	$47.1
45	$91.4			$11.6
46	$11.8	$9.5	$13.8	$13.3
47	$6.9	$8.1	$8.0	$51.2
48	$15.5	$18.5	$18.7	$46.1
49	$71.8	$94.5	$95.2	$91.0
50				$21.2
51		$21.8	$348.1	$34.0
52	$46.7	$56.7	$59.1	$59.7
53	$47.4	$25.2	$14.2	$8.5
54			$1.3	$1.3
55	$17.8	$58.9	$31.4	$32.9
57	$21.4	$24.1		$80.3
58	$12.3	$14.3	$24.9	
62	$34.9			
63		$13.0	$19.4	$18.5
66				$75.0
67	$17.1		$15.8	$21.4
71	$15.4	$14.0	$19.8	$38.0
74	$73.5	$118.8	$119.7	$107.9
79	$182.7			
97			$17.0	$40.2
101	$26.3			

INFORMATION TECHNOLOGY

Systems Cost - Business Systems Cost per Employee



Description of Calculation

Personnel costs of staff for administration, development and support of enterprise business systems, plus annual maintenance fees for all enterprise business systems, plus total outsourced services fees for enterprise business systems, all divided by total number of district FTEs.

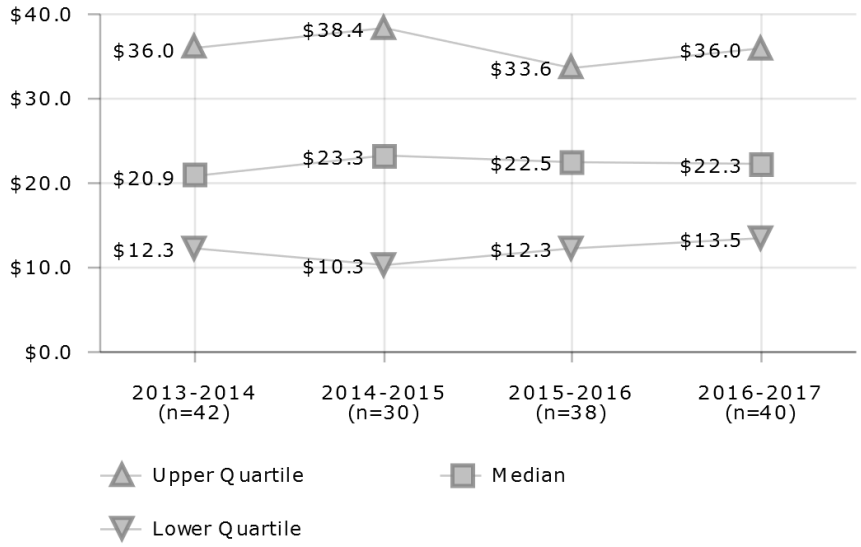
Importance of Measure

Can be used to evaluate total relative cost of systems. This includes recurring costs and maintenance fees only, it does not include capital costs or one-time implementation fees.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$185			$220
2		$81	$215	$58
3	$118		$375	
4	$508	$571	$663	$782
5	$200		$209	
6	$151			
7	$199	$181	$163	$180
8	$189	$199	$219	$223
9	$201	$230	$230	$215
10	$142		$46	$78
11	$238			
12	$239	$273	$218	$144
13	$400	$381	$332	
14	$148		$186	$121
16	$187	$202		
18		$131	$294	$143
19	$300	$291		
20	$170	$470	$472	$492
21	$342	$458		
23	$82			
26	$25			
28			$412	$258
30	$774	$862	$712	$702
32	$108	$107	$152	$140
34		$485	$123	
35			$166	$161
37	$118		$240	$380
39	$245	$254	$404	$322
40	$416			$230
41	$189	$430	$426	$389
43	$87		$107	$132
44	$99	$238	$177	$140
45	$731			
46	$189		$246	$238
47	$120	$102		$174
48	$78	$96	$94	$381
49	$97	$68	$70	$76
50				$424
51		$309	$691	$187
52	$250	$241	$106	$239
53		$262	$134	$180
54			$228	$221
55	$92		$117	$126
57				$390
58	$98	$109	$108	
62	$175			
63		$161	$196	$158
67	$207		$180	$118
71	$129	$110	$254	$192
79	$111			$192
97			$47	$75
101	$111			
431				$141

INFORMATION TECHNOLOGY

Systems Cost - Instructional Systems Cost per Student



Description of Calculation

Personnel costs of staff for administration, development and support of instructional systems plus annual maintenance fees for instructional systems plus total outsourced services fees for instructional systems all divided by total number of students in the district.

Importance of Measure

Can be used to evaluate total relative cost of systems. This includes recurring costs and maintenance fees only, it does not include capital costs or one-time implementation fees.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	$24.8			
2			$12.5	$13.9
3			$12.6	
4	$20.5	$28.6	$30.0	$27.7
5	$15.9	$14.8		
6	$51.1			
7	$43.9	$38.4	$34.6	$30.0
8	$9.9	$9.9	$10.9	$14.9
9	$11.7	$10.8	$12.2	$13.4
10	$8.8		$12.3	$54.5
11	$9.0			
12	$39.0	$65.1	$79.4	$95.8
13	$19.9	$21.1	$27.7	$24.3
14	$19.5			$12.2
16	$25.1	$19.9	$18.1	
18			$5.6	$13.9
19	$54.9	$56.3	$37.3	
20	$39.7	$56.3	$57.6	$66.2
21	$104.7	$98.7		
23	$4.1			
26	$10.4			$11.2
27			$25.2	$48.8
28		$8.8	$5.0	$7.5
30	$25.6	$26.4	$27.9	$14.1
32	$36.4	$35.1	$33.6	$41.0
34	$42.3	$28.2	$30.0	
35		$10.2	$12.7	$12.5
37	$17.5		$31.7	$20.6
39	$12.3	$29.4	$34.1	$34.9
40	$31.2			$37.4
41	$17.2	$31.9	$31.2	$37.0
43	$32.8		$68.8	$51.3
44	$18.3	$8.3	$8.1	$13.0
45	$72.1			
46	$21.2	$40.9	$43.0	$44.2
47	$4.9	$6.0		$6.4
48	$13.3	$15.6	$17.4	$33.0
49	$7.5	$10.3	$10.7	$10.9
50				$16.3
51		$15.0	$105.8	$82.2
52	$29.1	$8.5		
53		$63.5	$6.7	$13.6
54			$11.7	$9.8
55	$46.3		$11.6	$27.9
57	$36.0		$25.3	$26.4
58	$9.7	$9.9	$13.3	
62	$18.9			
63		$25.5	$29.1	$23.9
66				$25.3
67	$16.6		$19.8	$11.2
71	$23.0	$16.8	$17.6	$14.4
74	$25.7	$42.6	$37.3	
79	$23.2			$27.0
97			$17.2	$17.0
101	$4.5			
431				$15.7