Managing for Results
in America's Great City Schools
2022

RESULTS FROM FISCAL YEAR 2020-21

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2022

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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.

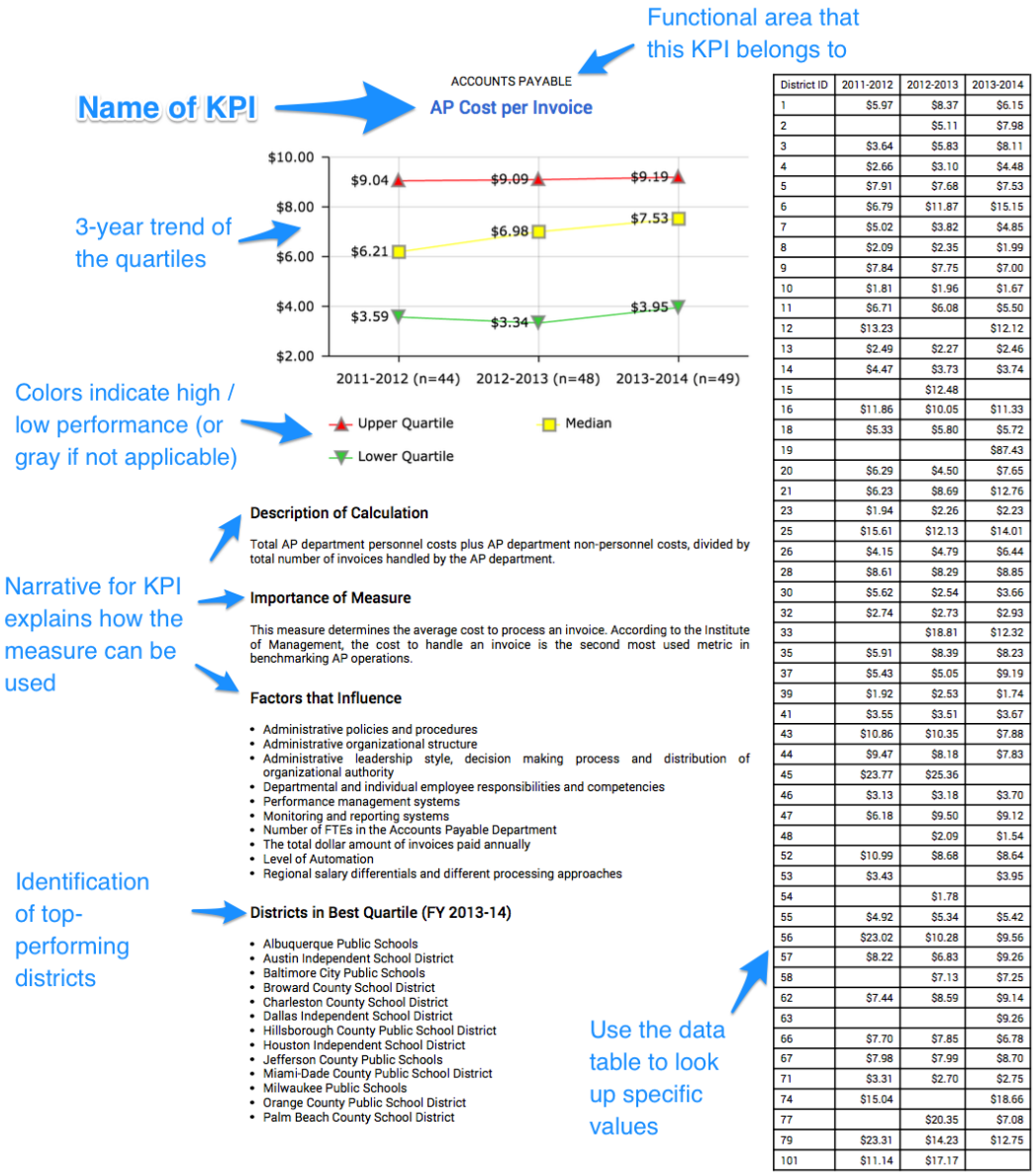
This division is more or less hierarchical, and while it is just one way of many to organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

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.

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 email kpi@cgcs.org to 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 email kpi@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

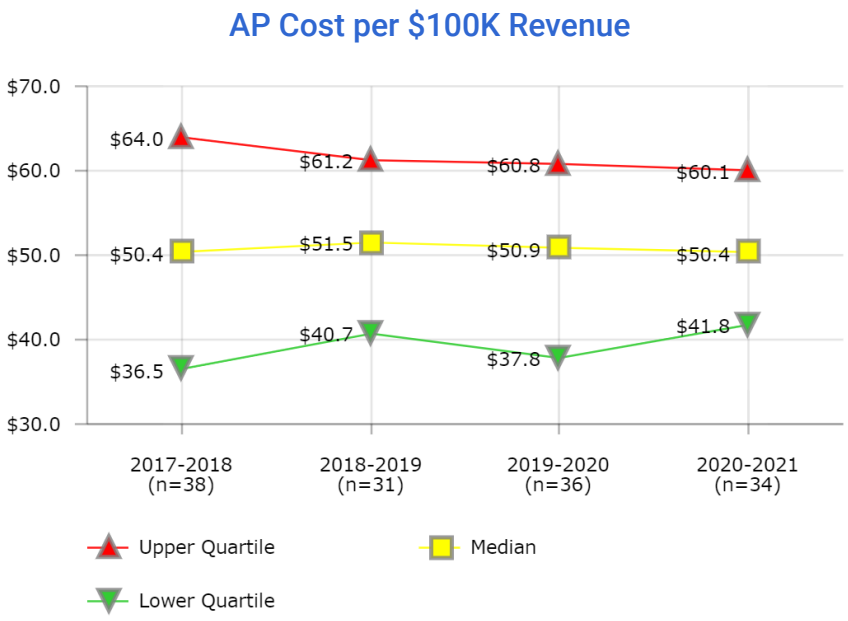
Performance metrics in Accounts Payable (AP) focus on the cost efficiency, productivity, and service quality of invoice processing. Cost efficiency is measured most broadly with **AP Costs per $100K Revenue**, which evaluates the entire cost of the AP department against the total revenue of the district. 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



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

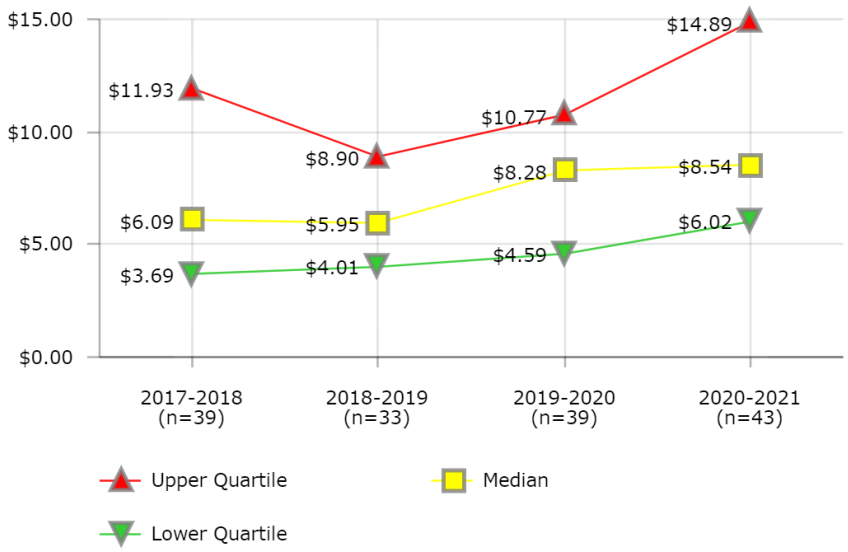
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring 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 (2020-2021)

- Broward County Public Schools
- Cincinnati Public Schools
- Clark County School District
- Dallas Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$44.4		
2	$133.3			
3		$51.2		
4	$35.2	$57.3	$47.3	$86.3
5			$60.5	$59.6
7	$43.8	$43.9	$64.7	
8	$26.1	$29.7	$29.1	$24.8
9	$36.5	$33.4	$32.5	$30.5
10	$29.9			
12	$149.3	$160.6	$153.8	$122.4
13	$34.7	$33.3	$31.9	$27.8
14	$60.5	$57.5	$53.3	$49.9
15	$124.0			$127.8
18	$56.3	$53.9	$65.7	$60.5
20	$47.5	$51.5	$38.0	$37.4
23	$50.2	$40.8	$40.3	$42.8
24				$43.5
25	$35.5	$141.9	$37.6	
27		$39.6	$39.3	
28	$64.0	$54.5	$73.0	
30	$30.7	$32.9	$36.8	$29.1
32	$31.8	$32.3	$28.6	$26.4
34			$90.3	$98.4
35	$68.8	$65.0	$81.0	$49.5
39			$19.2	$21.4
40	$50.4		$57.9	$38.4
41	$46.0	$47.8	$34.5	$41.8
43	$57.6	$55.1		
44	$67.5	$61.7	$56.6	$50.9
46	$22.9	$30.1	$34.1	
47	$40.7		$49.5	$45.6
48	$50.4	$51.4	$51.7	$49.2
49			$59.3	$54.9
50	$56.9	$61.2	$53.2	$58.8
51	$168.6	$151.4	$149.4	
52			$50.1	$54.0
53	$55.6	$55.3	$57.7	$60.1
54	$15.1			
55	$45.3		$44.9	$44.4
57	$50.5	$46.4	$48.8	$58.1
63	$40.4	$40.7		$49.0
66			$61.0	$99.7
67	$58.2	$58.2	$60.6	$53.3
68				$62.6
71	$40.3		$39.9	
79	$105.3	$83.5	$83.9	$84.6
91	$63.9			
97	$113.1			
431	$83.6	$89.8		
3249				$54.8

ACCOUNTS PAYABLE



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

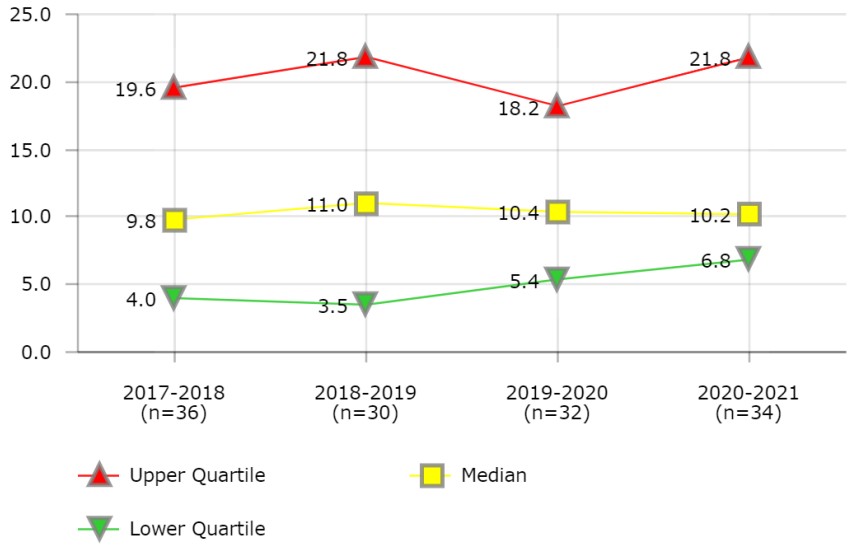
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Arlington Independent School District
- Broward County Public Schools
- Charleston County School District
- Dallas Independent School District
- Fort Worth Independent School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$6.01		$8.81
2	$12.01			$18.79
3	$4.80	$2.73	$4.28	$5.41
4	$7.07	$10.61	$10.77	$20.66
5	$24.23		$22.51	$38.57
7	$3.58	$4.28	$9.11	
8	$1.71	$1.86	$2.13	$2.74
9			$9.36	$10.83
10	$2.87		$3.87	$3.38
11				$6.44
12	$13.11	$12.66	$14.44	$14.77
13	$2.58	$2.56	$3.27	$3.67
14	$5.20	$5.41	$5.25	$6.02
15	$12.10			$16.04
16	$9.93			
18	$6.37	$5.95	$8.31	$10.34
20	$30.92	$36.77	$30.56	$10.55
23		$2.62	$3.01	$3.22
24				$7.24
25	$12.95	$13.90	$16.07	$14.86
27		$8.90	$8.28	
28	$6.26	$7.13	$21.14	$23.86
29			$54.60	
30	$3.69	$3.25	$4.61	$6.23
32	$2.02	$3.18	$3.33	$3.97
35	$7.74	$7.36	$9.93	$10.79
39			$3.34	$9.76
40	$1.73	$3.77	$8.73	$5.53
41	$4.92	$5.60	$4.76	$5.90
43	$13.96	$10.54		
44	$10.55	$5.88	$10.60	$16.33
45		$28.88	$38.02	$52.18
46	$3.68	$4.01	$3.70	$7.45
47	$4.14	$4.53	$15.11	$7.57
48	$2.05	$2.15	$2.54	$2.51
49			$8.95	$8.27
50	$12.23	$16.98	$16.87	$17.09
51	$11.93	$11.27	$10.72	$13.88
52			$8.35	$14.89
53	$5.18	$5.58	$7.08	$11.31
54	$4.22			
55	$6.09		$7.27	$7.66
57	$6.58	$7.87	$8.03	$19.55
63	$6.06	$5.59		$7.35
66		$6.70	$4.59	$28.15
67	$5.82	$6.09	$8.00	$8.54
68				$3.53
71	$3.39		$4.89	$7.38
74	$70.98			
91	$6.25			
97	$7.46			
431	$4.94	$5.99	$8.28	
3249				$6.78

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

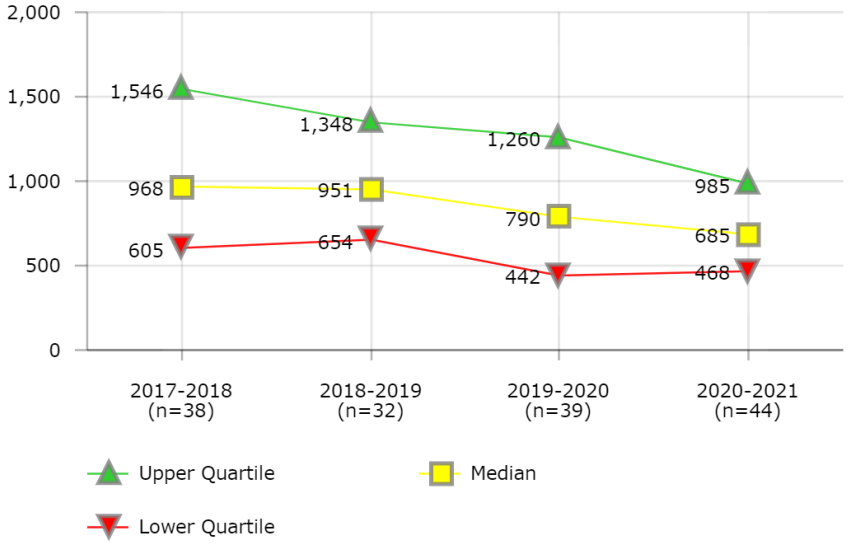
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Broward County Public Schools
- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- East Baton Rouge Parish School System
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- San Diego Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		25.2		30.7
3	12.4	11.7	12.4	7.5
4	20.0	15.9	16.3	12.9
5	0.0			11.4
7	5.1		14.1	
8	6.7	6.8	6.2	8.0
9	7.7	7.8	8.6	8.8
10	5.5		7.0	5.8
11				24.5
12	9.6	10.4	8.7	10.4
13	2.0	2.0	2.4	2.6
14	0.0	0.0	5.9	6.1
15	5.2			14.7
16	6.0			5.0
18	4.0	3.5	3.3	20.0
20	34.1	79.6	25.4	21.8
23	10.0	10.0	10.0	10.0
24				0.0
25	60.2	36.3	55.3	51.4
27		23.3	22.5	
28	10.1	12.4		
29			0.0	
30	10.0	10.0		10.0
32			2.6	0.0
35	27.3	24.7	26.9	28.3
39			32.8	
40	0.0	0.0	7.0	7.0
41	21.4	21.9	8.6	9.1
45		0.0	0.0	0.0
46	53.6	41.9	29.5	
47	14.0	21.8	20.1	12.6
48	15.0	14.9	14.6	15.5
50	5.2	0.0	20.6	22.7
51	1.0	7.7	10.8	23.8
53	4.0	4.2	4.9	6.8
54	3.4			
55	3.5	3.4	4.0	2.6
63	32.3	14.5		9.2
66		1.5	0.4	
67	31.2	13.3	15.5	11.1
71	10.7		14.1	24.5
74	30.0			
91	19.2			
97	0.0			
431	14.5	14.0	12.6	
3249				33.3

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

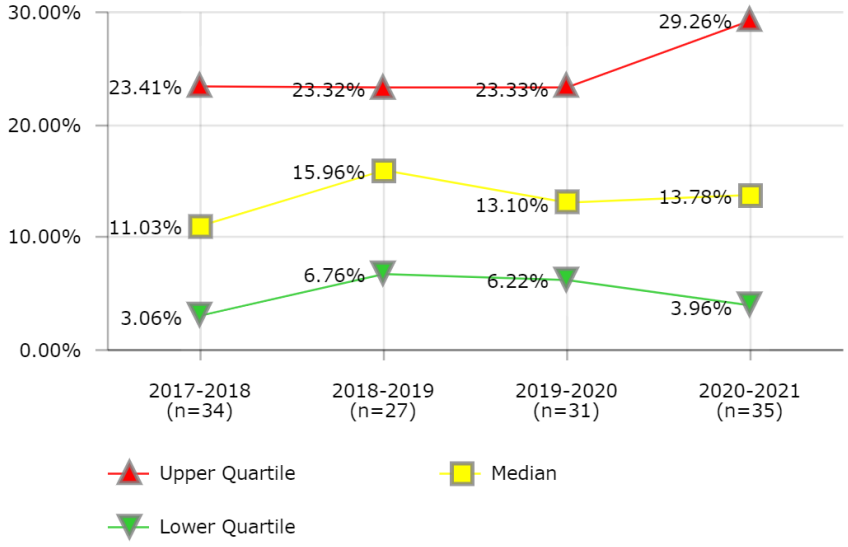
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Charleston County School District
- Guilford County School District
- Hillsborough County 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	2017-2018	2018-2019	2019-2020	2020-2021
1		709		669
2	603			370
3	1,132	2,382	1,547	1,037
4	799	784	696	525
5	258		252	163
7	1,506	1,299	913	
8	2,745	2,937	2,671	2,173
9	752	752	628	565
10	1,626		1,213	1,305
11				898
12	469	466	442	422
13	1,651	1,716	1,363	1,231
14	605	579	611	502
15	345			297
16	421			528
18	1,229	1,275	871	711
20			190	558
23		1,922	1,717	1,672
24				578
25	327	326	298	264
27		516	401	
28	1,176	1,088	357	317
29			85	
30	1,822	2,211	1,742	1,215
32	2,722	1,660	1,720	1,264
35	1,047	1,091	867	701
39			1,260	433
40	2,043	1,099	610	934
41	956	770	836	836
43	477	620		
44	401	630	384	306
45			184	136
46	1,717	1,397	1,761	1,105
47	1,124	1,123	391	865
48	2,665	2,719	2,343	2,321
49			991	1,052
50	635	525	517	505
51		650	724	572
52			868	735
53	950	898	749	532
54	2,151			
55	861		790	770
57	1,128	857	729	390
63	1,049	1,169		892
66		866	1,475	175
67	979	1,004	812	836
68				1,184
71	1,546		1,144	645
74	286			
91	679			
97	755			
431	768	658	543	
3249				884

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

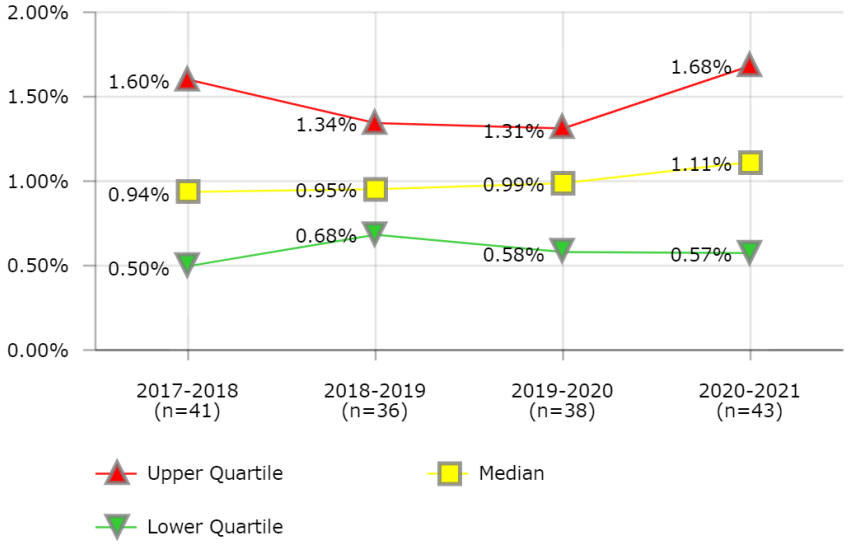
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- East Baton Rouge Parish School System
- Fort Worth Independent School District
- Fresno Unified School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		24.39%		12.05%
2	1.85%			
3	6.47%	7.29%	6.91%	7.51%
4	19.65%	12.39%	13.05%	10.22%
7	2.55%		1.46%	
8	4.73%	2.11%	2.55%	3.70%
9	20.46%	21.70%	18.84%	8.29%
10	5.15%		6.62%	5.86%
11				27.05%
12	1.31%	5.25%	6.22%	6.31%
14	1.53%	20.49%	5.06%	4.92%
15	30.53%			20.53%
16	39.87%			15.39%
18	3.06%	2.61%	2.41%	0.10%
20	24.12%		29.86%	
23	0.49%		0.09%	0.13%
24				0.02%
25		69.68%	74.13%	74.10%
27		18.35%	17.18%	
28	12.13%	19.25%		
29			14.53%	
32	1.34%	6.76%	13.10%	10.45%
35	24.54%	23.32%	24.55%	26.46%
39			25.54%	40.70%
40	0.10%	15.00%	1.15%	0.59%
41	25.51%	14.16%	14.10%	0.43%
45		57.19%	60.00%	60.00%
46	52.42%	54.31%	47.29%	48.09%
47	65.39%	50.40%	52.57%	40.15%
48	0.42%		0.41%	0.44%
50	4.22%	6.56%	13.46%	29.61%
51	25.17%	24.77%	17.44%	22.04%
52	9.92%		7.89%	13.78%
53	14.74%	15.96%	18.21%	38.23%
54	8.34%			
55	7.49%	5.18%	6.70%	3.96%
57	14.65%	17.83%		17.15%
63	13.26%	10.00%		31.87%
66		2.00%		29.26%
67	14.20%	11.00%	6.93%	3.47%
71	8.86%		9.99%	19.20%
91	13.92%			
431	23.41%	23.30%	23.33%	
3249				18.61%

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 (2020-2021)

- Des Moines Public Schools
- Duval County Public Schools
- East Baton Rouge Parish School System
- Guilford County School District
- Houston Independent School District
- Los Angeles Unified School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		1.38%		0.87%
2	2.78%			3.07%
3	0.78%	1.06%	1.05%	1.16%
4	0.50%	1.19%	1.51%	0.49%
5			0.62%	
7	0.34%	0.26%	2.55%	
8	0.32%	0.43%	0.58%	1.11%
9	0.63%	0.72%	0.80%	0.68%
10	0.78%		0.29%	1.50%
11				0.32%
12	0.25%	0.30%	0.24%	0.52%
13	0.90%	0.63%	1.31%	0.93%
14	0.10%	0.16%	1.17%	1.68%
15	0.99%			1.47%
16	1.71%			0.67%
18	1.15%	1.19%	1.55%	1.22%
19	1.60%	1.88%	1.51%	1.52%
20	1.51%	1.28%	1.31%	1.21%
23	0.96%	1.18%	1.00%	1.30%
24				0.53%
25	1.83%	1.20%	1.00%	0.96%
27		0.56%	0.80%	
28	1.74%	0.85%		
29			0.07%	
30	0.34%	0.83%		0.18%
32	2.22%	1.38%	0.57%	0.99%
34			0.70%	4.13%
35	0.81%	0.74%	0.67%	0.97%
39			1.54%	0.17%
40	0.13%	0.09%	2.65%	2.26%
41	2.31%	1.70%	1.27%	2.43%
43	0.74%	1.43%		
44	0.97%	0.83%	0.68%	0.31%
46	1.05%	1.44%	1.20%	
47	0.06%	0.05%	0.28%	0.22%
48		3.11%	3.21%	4.28%
49	0.94%	0.84%	0.36%	0.57%
50	1.03%	1.13%	1.07%	0.94%
51		4.81%	2.67%	3.12%
52	0.19%		0.28%	0.50%
53	0.78%	0.82%	1.30%	3.77%
54	0.52%			
55	1.67%	1.84%	1.09%	2.98%
57	7.46%	0.70%		2.94%
63	0.95%	0.75%		0.67%
66		1.31%	0.64%	1.89%
67	1.69%	1.18%	0.98%	1.27%
68				1.24%
71			0.17%	1.39%
74	1.01%			
79	0.03%		0.38%	0.20%
91	0.39%			
97	1.76%			
431	0.66%	0.67%	0.73%	
3249				0.62%

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**.

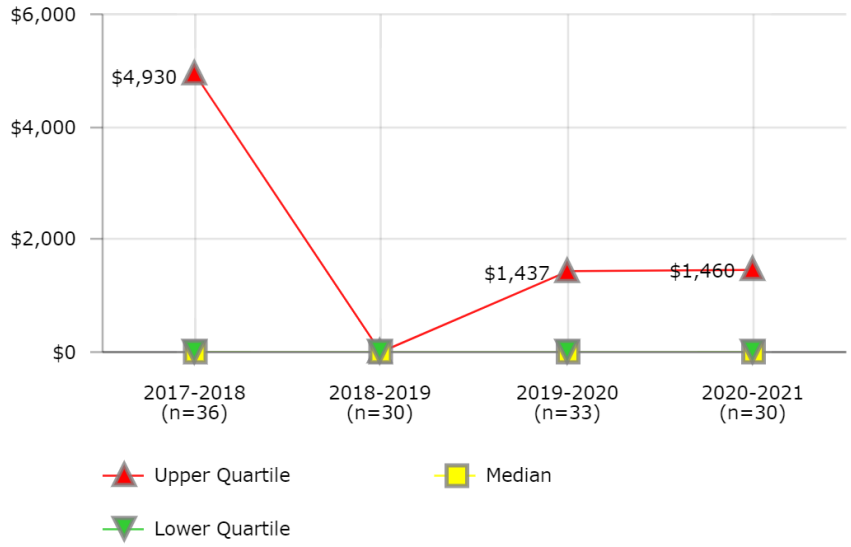
Measures that look at *investment yield* include **Investment Earnings per $100K Revenue** and **Investment Earnings as Percent of Cash/Investment Equity**.

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.

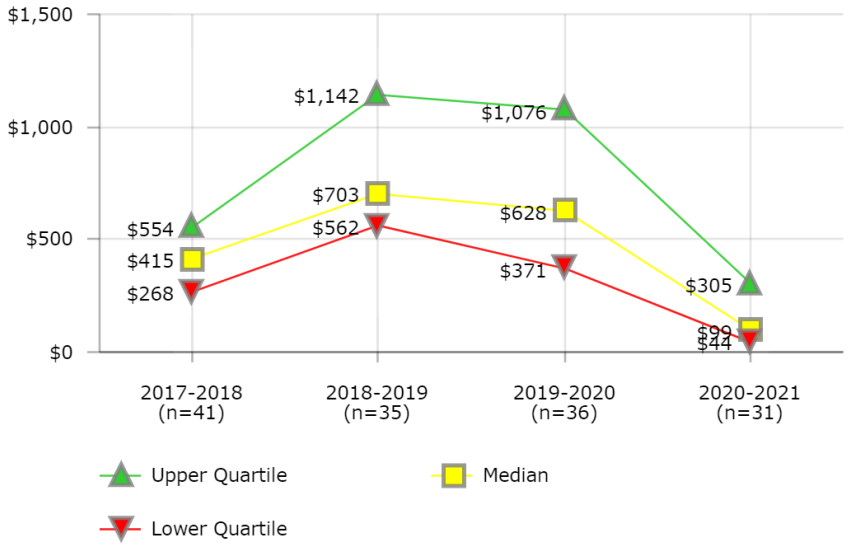
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1		$0		
2	$0			
3		$0		
4	$0	$0	$0	$0
7	$0	$0	$0	
8	$5,425	$5,456	$4,995	$4,533
9	$0	$0	$0	$0
10	$0		$0	
12	$0	$0	$0	$0
13	$4,435	$5,702		
14	$0	$0		
15	$8,297			$8,188
18			$0	
20	$0	$0	$0	$0
21			$5,334	
23		$10,086	$3,251	$3,684
25	$2,124	$7,830	$1,669	$0
27		$0	$0	
28	$7,102	$2,717	$5,143	
30	$20,982	$21,141	$28,292	$20,523
32	$7,453	$9,319	$10,251	$11,119
34				$0
35	$0	$0	$0	$2,542
39			$0	$5,933
40				$0
41	$0	$0	$1,437	$1,460
43	$0	$0		
44	$8,530	$0	$0	$0
46	$0	$0	$0	
47	$0		$0	$0
48	$0	$0	$0	$0
49			$0	$0
50	$0	$0	$0	$0
51	$0	$0	$0	$0
52			$0	$0
53	$0	$0	$1,482	$0
54	$16,876			
55	$0		$0	$0
57	$0	$0	$0	$0
58	$10,221			
63	$0	$0		$0
66			$0	$0
67	$0	$0	$0	$0
68				$0
71	$1,879		$777	
79	$0	$0	$0	$0
91	$0			
97	$11,072			
431	$0	$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

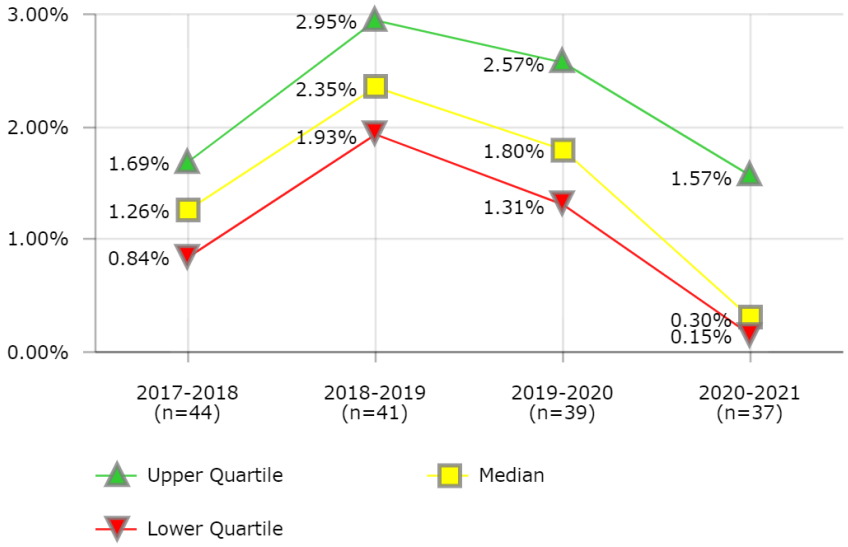
Districts in Best Quartile (2020-2021)

- Dallas Independent School District
- Duval County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Portland Public Schools
- Shelby County School District
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$411		
2	$5			
3		$464		
4	$343	$703	$593	$74
5			$1,244	$305
7	$52	$567	$386	
8	$540	$1,074	$788	$99
9	$455	$1,142	$1,227	$36
10	$350			
11		$1,261		
12	$476	$1,232	$817	
13	$364	$266		
14	$411	$1,267	$646	$49
15	$24			$121
16		$1,929		
18	$635		$682	$573
20	$239	$589	$609	$258
21			$22	
23	$587	$367	$259	$44
24				$63
25	$61	$659	$122	
27		$33	$31	
28	$193	$1,510	$2,248	
30	$484	$463	$443	$351
32	$554	$1,064	$557	$16
34			$1,071	$76
35	$487	$1,843	$2,222	$68
39			$1,082	$104
40	$1,045		$1,194	$102
41	$1,136	$1,590	$1,398	$1,476
44	$412	$593	$496	$316
46	$284	$611	$502	
47			$55	$124
48	$2,132		$2,674	$1,239
49			$116	$23
50	$120	$154	$191	
51	$675	$1,125	$690	$47
52			$1,455	
53	$197	$562	$356	$22
54	$268			
55	$123		$169	$32
56	$898	$985		
57	$277	$673	$453	$44
58	$150			
61	$323	$496		
62		$1,080		
63	$437	$1,030		$349
66			$459	$66
67	$666	$766	$775	$700
68				$136
71	$474		$845	
77	$461	$631		
79	$415	$770	$708	$273
91	$1,026			
97	$284			
101	$417	$626		
431	$1,258	$2,054		
3249				$22

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

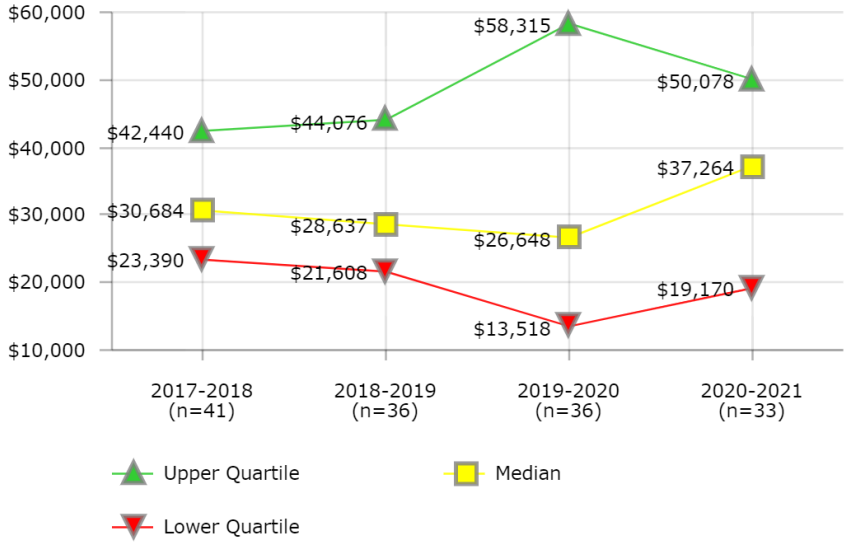
Districts in Best Quartile (2020-2021)

- Baltimore City Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Fresno Unified School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Richmond City School District
- San Diego Unified School District
- Shelby County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		2.00%		0.66%
2	1.07%			2.70%
3		2.58%	1.27%	2.32%
4	1.36%	2.30%	1.79%	0.19%
5	0.52%		1.42%	0.30%
7	0.29%	3.86%	2.89%	
8	1.48%	2.53%	1.80%	0.22%
9	1.38%	2.98%	2.71%	0.09%
10	1.73%		2.12%	0.16%
11		2.22%		0.10%
12	1.93%	5.00%	2.57%	
13	1.38%	0.91%		
14	0.61%	2.13%	1.13%	
15	0.08%			0.98%
16	1.65%	2.42%		1.57%
18	2.72%		3.68%	3.45%
19	1.15%	2.57%	1.58%	0.33%
20	0.84%	1.93%	2.18%	0.92%
21			0.16%	
23		1.47%	0.94%	0.17%
24				0.31%
25	1.49%	2.54%	2.46%	
27		0.34%	0.23%	
28	0.79%	6.25%	8.78%	0.05%
30	3.68%	3.46%	3.88%	2.61%
32	1.88%	3.72%	2.30%	0.06%
34			2.21%	0.14%
35	1.06%	3.86%	3.27%	0.14%
39			1.47%	
40	1.33%	2.35%		0.20%
41	1.59%	2.53%	1.82%	1.58%
44	5.49%	4.00%	3.00%	1.65%
45		0.43%	0.32%	0.15%
46				5.32%
47	2.68%	0.32%	1.31%	4.66%
48	1.89%	2.68%	2.31%	1.13%
49	0.74%	1.51%	1.42%	0.29%
50	0.56%	0.80%	0.95%	
51	1.10%	1.93%	0.95%	
52			2.02%	
53	0.64%	2.32%	1.54%	0.10%
54	1.05%		3.76%	0.24%
55	1.44%		1.45%	0.21%
56		2.13%		
57	0.88%	3.08%	1.83%	0.15%
58	0.66%			
61	0.80%	1.95%		
62	2.05%	2.98%		
63	1.03%	2.25%		0.63%
66		1.87%	0.77%	
67	1.83%	2.67%	3.21%	1.75%
68				0.11%
71	0.89%		1.36%	
76		2.40%		
77	1.45%	2.95%		
79	1.04%	1.94%	1.79%	0.73%
91	1.61%			
97	0.84%			
101	1.19%	1.50%		
431	1.75%			

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

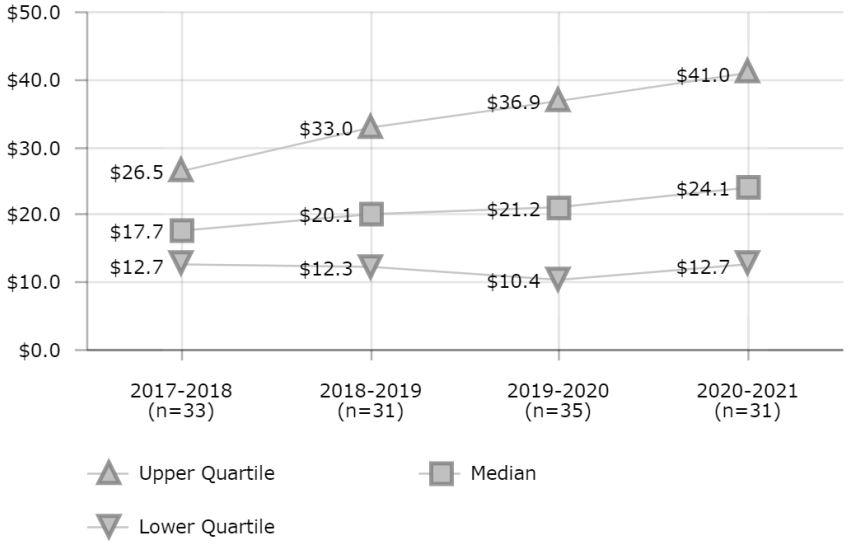
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Arlington Independent School District
- Dallas Independent School District
- Fort Worth Independent School District
- Kansas City School District (MO)
- Oklahoma City Public Schools
- Orange County Public School District
- Portland Public Schools
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$20,570		
2	$440			
3		$17,994		
4	$25,127	$30,591	$33,165	$38,020
5			$87,873	$100,601
7	$17,504	$14,694	$13,338	
8	$36,467	$42,446	$43,841	$45,257
9	$33,034	$38,319	$45,268	$38,132
10	$20,231			
11		$56,672		
12	$24,609	$24,651	$31,786	$40,848
13	$26,450	$29,088		
14	$67,330	$59,579	$57,310	$61,053
15	$29,338			$12,344
16		$79,710		
18	$23,390	$951	$18,524	$16,618
20	$28,427	$30,501	$27,976	$28,217
21			$13,699	
23	$19,249	$24,968	$27,689	$26,149
24				$19,912
25	$4,067	$25,974	$4,965	$847
27		$9,635	$13,151	
28	$24,452	$24,145	$25,607	
30	$13,155	$13,385	$11,436	$13,424
32	$29,440	$28,583	$24,230	$26,243
34			$48,398	$55,810
35	$45,945	$47,772	$67,853	$48,150
39			$73,416	$173
40	$78,436		$69	$50,078
41	$71,339	$62,784	$76,798	$93,503
43	$29,384	$24,405		
44	$7,506	$14,799	$16,520	$19,170
46			$32	
47			$4,221	$2,654
48	$113,052		$115,647	$109,459
49			$8,200	$8,073
50	$21,177	$19,302	$20,110	$21,788
51	$61,140	$58,390	$72,778	$66,712
52			$72,011	
53	$30,684	$24,224	$23,139	$21,288
54	$25,589			
55	$8,528		$11,724	$14,702
56	$60,303	$46,189		
57	$31,404	$21,805	$24,747	$28,591
58	$22,722			
61	$40,442	$25,408		
62		$36,299		
63	$42,440	$45,707		$55,068
66			$59,320	$49,958
67	$36,311	$28,691	$24,166	$40,000
68				$123,114
71	$53,552		$61,946	
77	$31,706	$21,411		
79	$39,867	$39,594	$39,467	$37,264
91	$63,595			
97	$33,691			
101	$34,948	$41,828		
431	$71,714	$107,466		

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	2017-2018	2018-2019	2019-2020	2020-2021
1		$24.7		
3		$19.1		
4	$19.9	$20.1	$21.2	$19.4
5			$36.9	$38.4
7	$32.3	$34.4	$39.3	
8	$14.9	$15.5	$14.5	$13.8
9	$14.7	$10.2	$8.8	$8.5
10	$11.9			
12	$135.6	$147.4	$144.3	$128.3
13	$22.3	$12.4		
14	$4.2	$4.6	$4.6	$4.6
15				$147.4
18	$14.0	$13.0	$13.4	$12.7
20		$345.0	$401.8	$27.0
21			$50.1	
23	$17.7	$17.5	$17.6	$19.2
25	$29.3	$107.6	$28.1	
27		$5.0	$4.8	
28	$2.5	$10.7	$10.2	
30	$8.2	$8.5	$8.7	$6.0
32	$23.5	$24.6	$20.3	$20.2
34			$30.6	$32.5
35	$12.7	$12.3	$14.8	$279.4
39			$16.6	$10.7
40	$16.2		$15.5	$14.9
41	$38.2	$33.2	$35.4	$36.5
43	$33.6	$33.0		
44	$25.3	$30.4	$30.6	$27.3
46	$14.1	$11.2	$4.6	
48	$15.9	$14.3	$10.4	$9.6
49			$6.1	$7.0
50	$36.4	$34.6	$47.1	$69.2
51		$126.9	$136.8	$138.7
52			$71.5	
53		$4.8	$45.5	$41.0
54	$9.2			
55	$5.8		$8.0	$8.3
57	$30.6	$24.0	$27.1	$20.8
58	$9.1			
63	$26.2	$26.1		$41.0
66			$24.2	$29.5
67	$15.7	$16.3	$17.3	$15.0
68				$100.8
71	$26.9		$25.9	
79	$20.6	$31.3	$24.0	$24.1
91	$2.4			
97	$26.5			
431	$25.6	$23.9		
3249				$48.4

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:

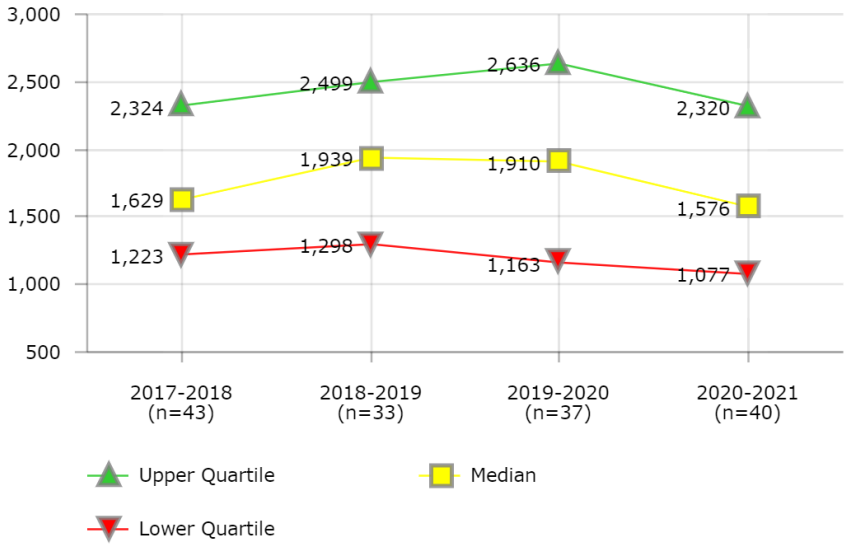
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained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

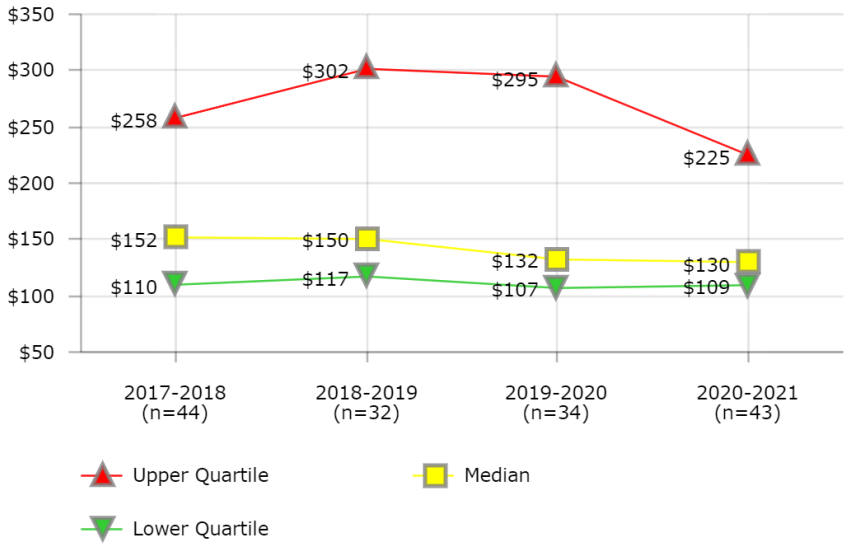
Districts in Best Quartile (2020-2021)

- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1			654	483
2	1,430			1,424
3	1,250	1,510	1,359	
4	1,503	1,548	1,525	1,606
5	1,031		995	929
7	1,259	1,215	1,163	
8	2,996	3,007	2,873	2,586
9	2,317	2,499	2,443	2,263
10	2,324			
11				1,706
12	749	717	684	658
13	5,048			
14	1,468	2,130	2,211	2,112
15	652			1,560
16	1,028			973
18	2,504	2,631	3,250	2,911
19			849	
20	1,649	1,298	1,458	1,411
23	1,629	973	1,059	1,203
24				1,380
25	2,105	2,343	2,231	2,377
27	2,166	1,846	1,783	
28	1,852	1,996	2,039	1,900
30	3,514	3,493	3,392	3,130
32	4,800	4,497	4,670	4,618
35	1,197	1,369	1,374	1,452
37	922			
39			4,970	
40	1,188	1,170	961	763
41	1,594	1,709	1,723	1,707
43	2,167	2,109		
44	1,103	1,070	918	873
45		2,003	2,318	1,859
46	2,688	2,720	2,723	2,401
48	2,562	2,524	2,636	2,500
49		2,429	2,569	1,318
50	1,491	1,825	2,016	2,062
51	1,950	1,939	1,910	1,591
52			3,672	4,710
53	2,128	2,154	1,877	1,799
54	3,320			
55	2,778		2,446	3,044
57	1,564	1,661	1,832	1,403
62	980			
63	1,234	1,022		1,186
66		2,800	3,510	2,956
67	1,362	1,189	1,123	993
68				1,077
71	1,223			1,078
74	848			
79		1,125	833	879
91	2,037			
97	3,427			
431	2,121	2,511	3,877	
3249				909

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

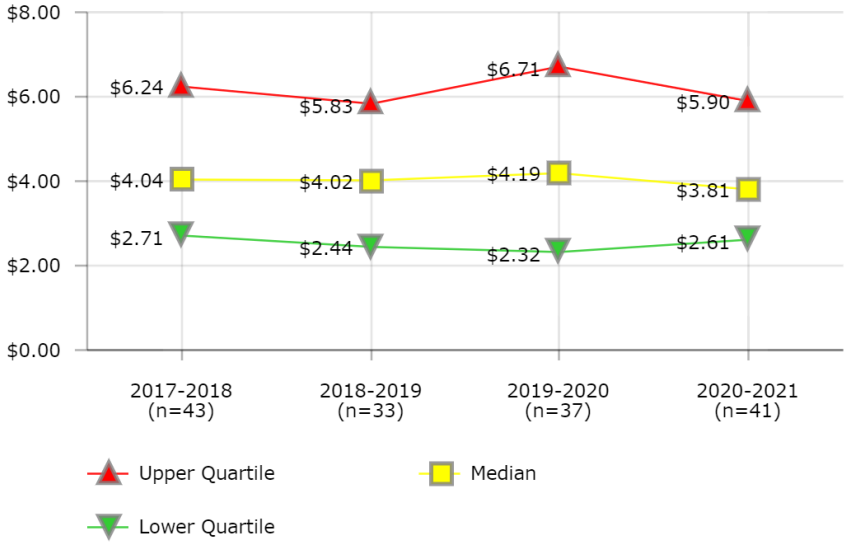
Districts in Best Quartile (2020-2021)

- Austin Independent School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Clark County School District
- Dallas Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Orange County Public School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	$202			$183
3	$241			
4	$319	$312	$312	$193
5	$119		$107	$121
7	$133	$139	$140	
8	$124	$113	$123	$125
9	$108	$123	$89	$94
10	$114		$106	$113
11				$104
12	$317	$348	$348	$320
13	$64			$62
14	$161	$158	$182	$180
15	$323			$284
16	$111			$112
18	$124	$125	$122	$123
19	$282	$310	$395	
20	$335	$357	$321	$225
23	$211	$354	$353	$345
24				$136
25	$114	$111	$105	$89
27	$274	$321	$326	
28	$208	$153	$131	$122
30	$137	$134	$128	$119
32	$47	$47	$40	$36
34				$265
35	$305	$317	$298	$279
37	$142			
39			$62	$57
40	$277	$155	$155	$179
41	$104	$87	$86	$86
43	$106	$105		
44	$237	$240	$229	$167
45		$93	$85	$111
46	$104	$121	$134	$129
48	$195	$123	$116	$109
49	$204	$205	$194	$164
50	$197	$141	$147	$150
51	$308	$281	$260	$310
52			$72	$76
53	$102	$109	$110	$110
54	$74			
55				$81
57	$361	$293	$295	$307
63	$209	$348		$314
66			$130	$132
67	$126	$148	$129	$130
68				$133
71	$108			$84
74	$242			
79	$309	$246	$367	$376
91	$77			
97	$128			
431	$91	$87		
3249				$351

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

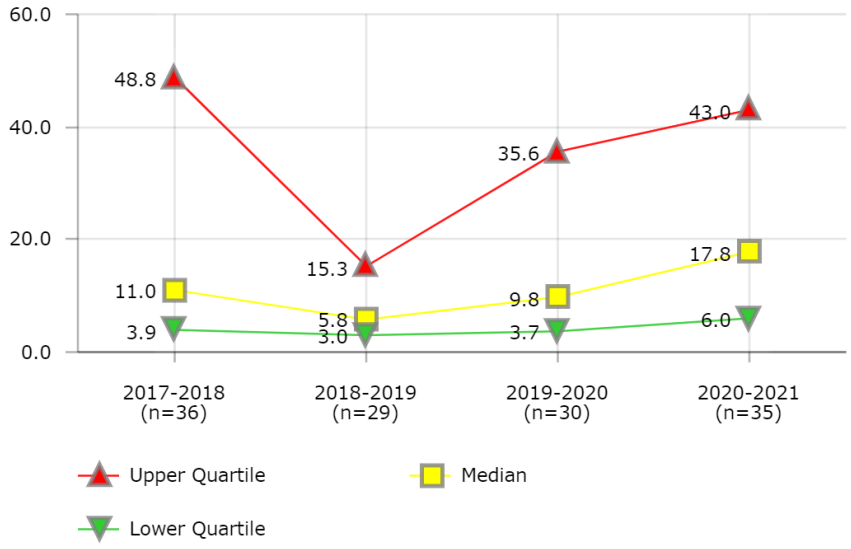
Districts in Best Quartile (2020-2021)

- Charlotte-Mecklenburg Schools
- East Baton Rouge Parish School System
- Kansas City School District (MO)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1			$8.90	$11.01
2	$4.98			$5.69
3	$7.94	$6.79	$5.30	
4	$7.27	$7.04	$7.38	$4.80
5	$6.66		$6.75	$8.18
7	$5.36	$5.83	$6.13	
8	$2.05	$1.90	$2.32	$2.56
9	$3.11	$3.32	$2.59	$2.94
10	$2.48			
11				$3.64
12	$10.09	$11.29	$11.65	$12.76
13	$0.94			
14	$3.32	$2.35	$3.10	$3.18
15	$6.24			$3.13
16	$5.46			$7.03
18	$3.11	$2.50	$2.02	$2.20
19			$10.85	
20	$6.63	$7.51	$6.85	$5.09
23	$3.70	$6.30	$6.57	$5.58
24				$2.61
25	$2.79	$2.44	$2.61	$2.47
27	$3.29	$4.02	$4.76	
28	$4.72	$4.67	$4.19	$4.27
30	$2.10	$2.00	$2.02	$2.09
32	$1.17	$1.19	$1.11	$1.07
34				$0.00
35	$6.43	$6.91	$6.71	$6.60
37	$5.01			
39			$0.98	
40	$7.73	$4.93	$6.91	$9.18
41	$4.20	$3.39	$3.61	$3.81
43	$4.77	$5.02		
44	$3.04	$4.29	$4.19	$3.12
45		$2.05	$2.04	$2.65
46	$2.66	$3.17	$3.56	$3.59
48	$3.66	$2.40	$2.28	$2.17
49		$2.42	$2.66	$4.65
50	$5.25	$3.88	$4.37	$4.54
51	$4.64	$4.81	$4.77	$5.90
52			$1.64	$1.60
53	$2.90	$3.13	$3.34	$3.48
54	$1.87			
55	$1.87		$1.64	$2.33
57	$6.95	$4.84	$4.91	$5.86
62	$2.71			
63	$5.99	$10.08		$11.07
66		$2.98	$2.36	$2.46
67	$6.34	$8.18	$8.80	$10.40
68				$4.83
71	$4.04			$3.59
74	$6.67			
79		$4.67	$7.26	$7.60
91	$2.78			
97	$1.70			
431	$1.95	$1.83	$1.13	
3249				$7.38

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

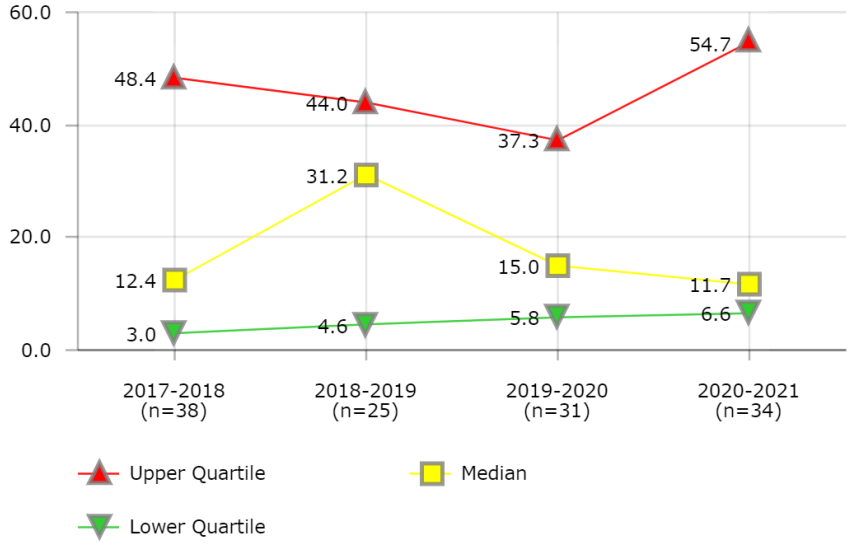
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1			45.0	31.6
3	5.3	3.5		
4	6.4	2.0	1.6	0.8
5	13.6		17.0	17.8
7	2.6	1.4	2.5	
8	3.6	3.7	3.3	8.9
9	0.9	0.8	52.1	20.8
11				0.8
12	31.6	4.7	5.7	1.8
13	79.6	77.5		84.4
14	90.1	17.8	12.9	7.3
15	40.8			8.0
16	91.9			42.5
18	10.9	10.6	60.6	10.9
19			8.7	
20	56.8	82.7	254.1	60.8
23		75.0	50.1	35.3
24				192.4
25	96.8		15.6	
27	1.6	5.2	3.3	
28	2.8	1.6	60.1	35.9
30	9.9	9.6	9.4	8.9
32	2.5	1.9	1.9	2.2
35				132.5
37	762.2			
40	68.0	13.9	7.2	6.1
41	0.4			
43	6.9	5.5		
44	6.0	6.0	6.0	6.0
46	17.1	16.9	19.6	22.8
48	11.2	9.7	10.3	8.8
49				67.4
50	14.0	11.4	33.9	103.4
51	63.3	22.9	10.1	
52	0.9		5.7	2.6
53	1.7	3.3	1.9	2.2
55				224.6
57	6.3	5.8	4.1	2.5
62	21.3			
63	25.6	15.3		25.3
66		21.1	35.6	20.5
67	4.3	3.0	3.7	4.8
68				73.7
71	18.7			11.2
79		1.3	0.7	
97	66.3			
431	6.1	2.6	41.2	
3249				43.0

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 absence 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

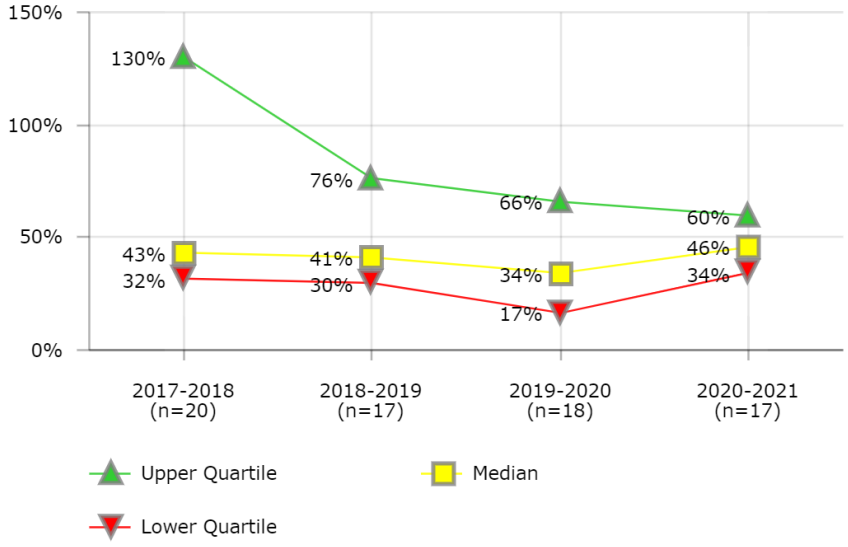
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Houston Independent School District
- Jackson Public School District (MS)
- Richmond City School District
- San Diego Unified School District
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	13.6			4.1
3	17.2	29.4	12.5	
4	49.5	54.9	17.4	32.2
5	0.1			
7	12.1	14.0	9.8	
8	0.1	1.7	4.0	7.0
9	0.5	0.6	76.7	9.8
10	9.0		4.4	
11				95.6
12			11.2	11.8
13				539.1
14	38.8	31.1	14.9	2.1
15	6.4			3.0
16	5.3			2.6
18	49.4	25.2	3.1	
19	11.9	53.6	15.0	
20	85.8	44.0	28.0	21.4
23	65.4	4.6	5.8	6.6
25	104.2	88.0	92.4	142.3
27	23.5	35.6	49.9	
28	40.4	38.3	21.0	6.7
30	3.0	3.3	2.1	8.9
32	2.5	0.9	3.8	
35				22.7
37	37.6			
39			8.3	1.8
40	83.0	135.9	79.7	54.7
43	2.9			
44	12.8		7.1	6.3
45		33.1	34.5	25.1
46		67.1	72.9	96.7
48	1.8		2.0	6.7
49	0.9			
50	47.8	43.8	24.3	11.5
51	7.2	31.2	18.0	15.3
52			3.0	9.8
53	48.4	39.4	37.3	19.6
54	261.7			
55	19.1		622.5	3.8
57	334.9	230.8	233.4	202.8
62	7.5			
63	1.1	2.2		1.6
66		4.3	9.6	11.5
67	5.4	6.7	25.0	26.1
68				95.4
71	115.7			138.8
91	5.3			
431	2.0			
3249				89.9

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2017-2018	2018-2019	2019-2020	2020-2021
3	7%	7%	8%	
4	51%	50%	46%	66%
5	104%		43%	75%
8	178%	174%	158%	128%
9			99%	116%
12		52%		47%
13	43%	108%		
14		30%	11%	13%
20			69%	49%
23	3%	37%	34%	37%
25		41%		
27		14%	13%	
28	39%	76%		
30	43%	30%	21%	54%
32	43%	43%	34%	20%
39			7%	
40			51%	46%
41	27%	14%	17%	14%
44	43%	34%	30%	34%
46	27%	15%	19%	
50				43%
51	218%	259%		
52	37%		66%	35%
54	134%			
55	158%			
57	172%			
67	76%	104%	85%	60%
91	126%			
97	19%			
3249				26%

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

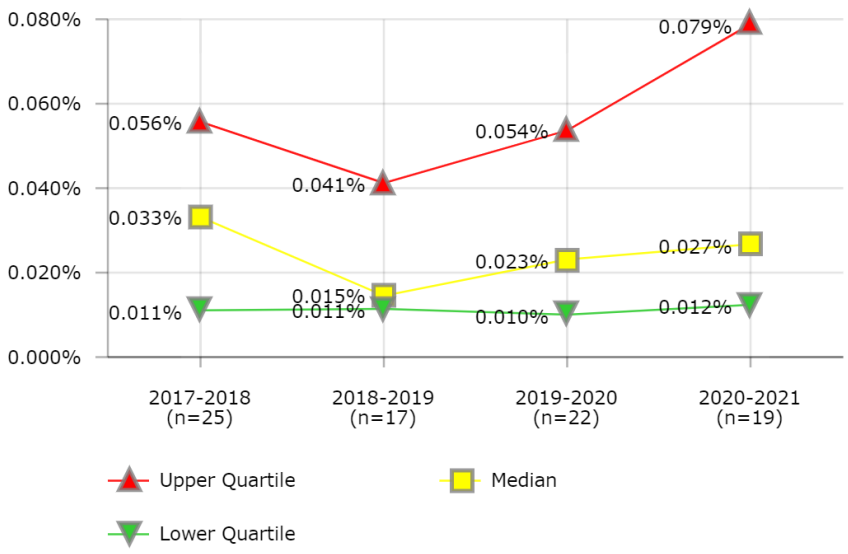
- Software used may not provided employee self-service
- Employee self-service modules of the software may not be in use
- Implementation of these modules may be too costly
- Support/help desk services for the employee self-serve modules may not be available

Districts in Best Quartile (2020-2021)

- Clark County School District
- Fresno Unified School District
- Palm Beach County School District
- Portland Public Schools
- Wichita Unified 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

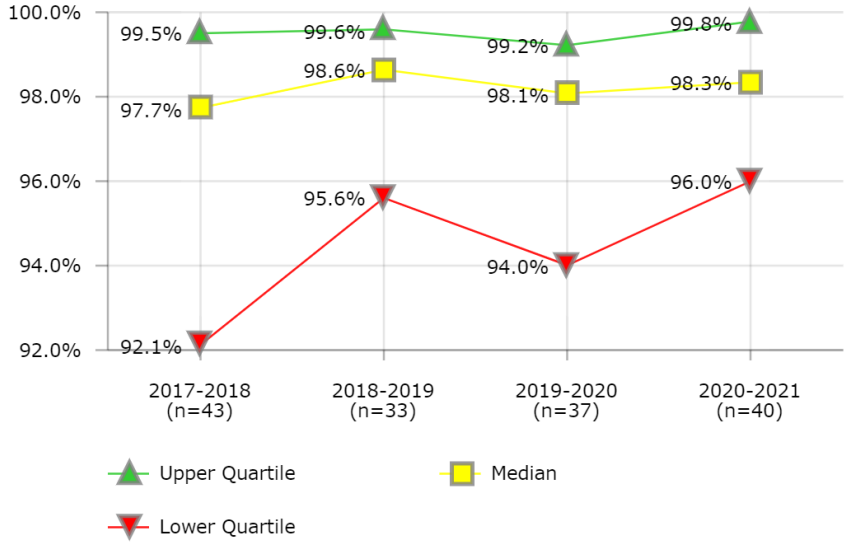
Districts in Best Quartile (2020-2021)

- Atlanta Public Schools
- Charleston County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	0.035%	0.011%	0.023%	
4			0.049%	
5			0.023%	0.011%
7		0.030%	0.024%	
8	0.010%	0.006%	0.010%	
9	0.007%	0.020%	0.054%	0.843%
10	100.000%		0.016%	
13	0.008%			
14	0.006%	0.013%		
18	0.075%	0.062%	0.025%	0.041%
20	0.055%	0.041%	2.075%	0.013%
23		0.153%	0.155%	0.012%
24				0.140%
25	0.011%	0.168%		
27		0.013%		
28		0.011%	0.012%	0.012%
30	0.029%	0.015%	0.007%	0.016%
32	0.006%	0.006%	0.004%	0.004%
35				97.112%
37	0.056%			
39			0.316%	
41	0.015%	0.007%	0.008%	0.027%
43	0.057%	0.019%		
44	0.344%			0.021%
45			0.192%	
46	0.033%		0.025%	
48	0.014%	0.014%	0.022%	0.082%
49				0.079%
50	0.041%			
51		100.000%	1.804%	
53	0.005%		0.005%	0.005%
54	0.022%			
55	0.041%		0.017%	0.013%
57	0.048%			
66			0.010%	0.049%
68				0.028%
71	0.058%			0.061%
91	0.066%			
97	0.011%			

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 (2020-2021)

- Arlington Independent School District
- Atlanta Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Miami-Dade County Public Schools
- Richmond City School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1			94.0%	95.2%
2	91.3%			100.0%
3	97.0%	90.5%	97.8%	
4	97.5%	95.6%	98.3%	98.1%
5	83.0%		86.4%	89.5%
7	90.5%	92.4%	93.7%	
8	98.0%	97.9%	98.3%	98.4%
9	90.5%	91.1%	92.5%	96.0%
10	98.4%			
11				89.2%
12	97.7%	98.7%	99.2%	100.0%
13	99.0%	99.2%		99.4%
14	99.1%	99.2%	99.0%	99.4%
15	89.2%			43.0%
16	89.5%			93.6%
18	99.9%	99.8%	99.9%	
19			95.6%	
20	97.0%	99.5%	99.1%	98.0%
23	97.3%	97.0%	96.9%	97.1%
24				97.8%
25	96.0%		94.2%	96.0%
27	98.2%	98.3%	98.7%	
28	100.0%	100.0%	100.0%	100.0%
30	86.6%	95.6%	97.2%	97.8%
32	99.8%	99.9%	99.9%	99.8%
34				100.0%
35	96.8%	98.6%	98.8%	98.5%
37	100.0%			
39			98.1%	
40	99.8%	99.9%	99.8%	99.7%
41	99.2%	98.3%	98.8%	99.2%
43	100.0%	100.0%		
44	97.9%	98.4%	98.2%	98.3%
45		88.3%	89.9%	95.9%
46	92.1%	92.5%	93.3%	94.7%
48	99.5%	99.6%	99.7%	99.7%
49		97.0%	97.7%	97.7%
50	96.6%	98.7%	97.0%	96.1%
51	99.4%	100.0%	100.0%	
52	97.0%		98.0%	98.5%
53	100.0%	100.0%	100.0%	100.0%
54	96.8%			
55			91.4%	99.8%
57	100.0%	100.0%	100.0%	100.0%
62	90.6%			
63	99.4%	99.5%		99.7%
66		96.9%	92.6%	94.4%
67	87.6%	90.5%	93.5%	97.7%
68				100.0%
71	99.8%			100.0%
74	86.6%			
79		0.0%	99.8%	92.6%
91	92.7%			
97	104.9%			
431	99.2%	99.5%	50.0%	
3249				98.4%

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:

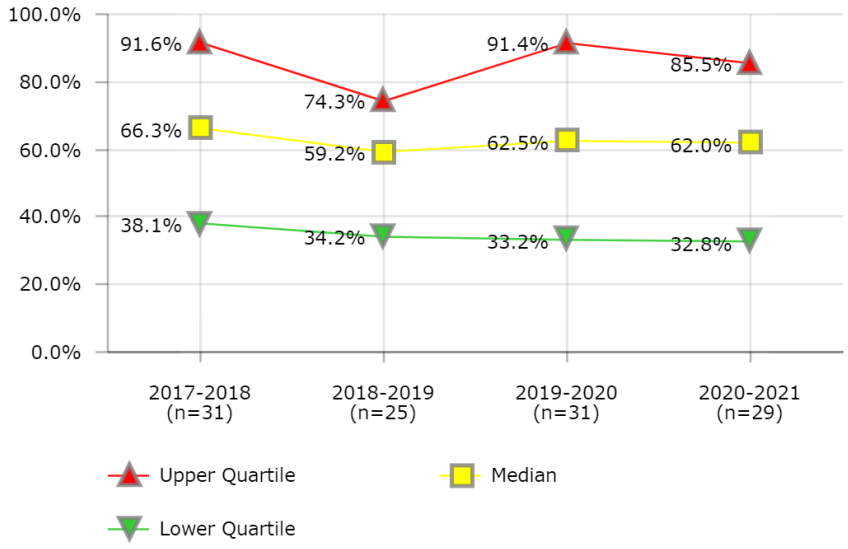
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

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

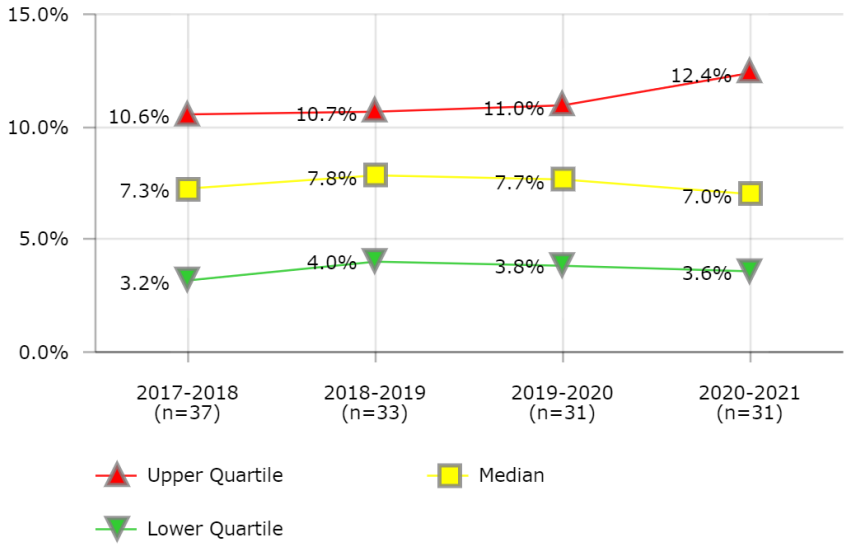
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- East Baton Rouge Parish School System
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		2.4%		
3		65.0%		
4	59.8%	60.5%	51.7%	44.9%
5			156.5%	
7	76.2%	66.2%	62.5%	
8	78.1%	72.3%	67.9%	65.0%
9	91.6%	91.4%	94.5%	90.3%
10	48.1%			
12	35.9%	32.6%	29.1%	23.0%
13	72.2%	74.3%	76.1%	85.5%
14	89.1%	78.7%	64.6%	62.9%
15				62.0%
20	61.5%	59.2%	55.6%	51.7%
21			72.5%	
23	103.1%	89.8%	80.1%	79.6%
24				2.0%
28	9.6%	8.7%	8.0%	
30	35.6%	34.2%	32.5%	32.8%
32	116.2%	111.0%	99.1%	86.4%
34			33.3%	33.1%
35	45.6%	39.7%	49.8%	32.8%
39			123.1%	0.4%
40	127.3%		0.1%	129.0%
41	164.8%	137.9%	139.5%	154.4%
43	42.5%	41.0%		
44	38.1%	35.7%	33.4%	30.8%
46			0.0%	
47	82.6%		91.5%	80.6%
48	66.3%		57.0%	
51	51.6%	40.7%	50.0%	44.7%
52			145.7%	105.3%
53	32.8%	32.0%	33.2%	31.8%
54	149.3%			
57	26.8%	25.8%	30.8%	27.3%
58	90.0%			
63	78.3%	70.8%		52.4%
66			91.4%	118.9%
67	58.5%	57.5%	69.7%	75.5%
68				169.1%
71			83.1%	
79	25.1%	25.0%	23.0%	19.9%
91	123.7%			
97	7.7%			
431	110.2%	135.5%		
3249				73.3%

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

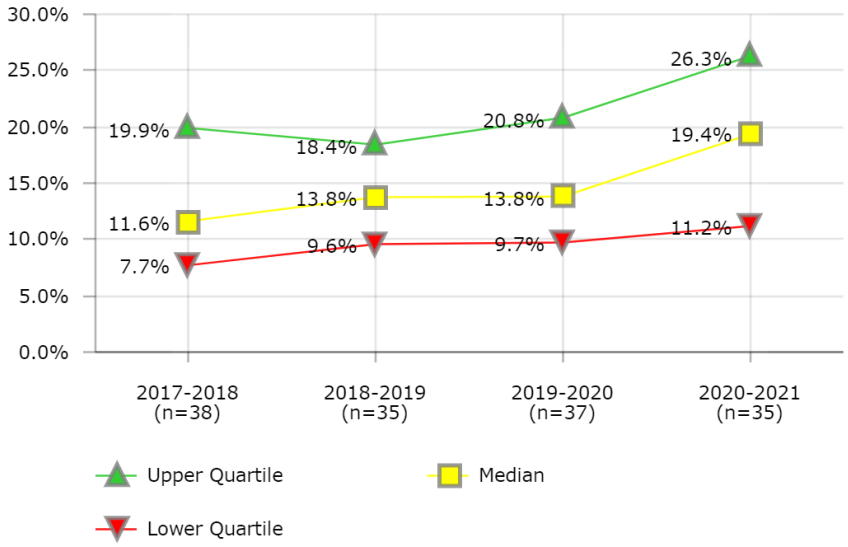
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- East Baton Rouge Parish School System
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Milwaukee Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		0.3%		
3		6.1%		
4	7.1%	8.9%	6.6%	6.7%
5			23.6%	24.5%
7	12.0%	11.0%	10.9%	
8	11.5%	8.5%	7.7%	7.0%
9	15.5%	14.4%	13.1%	13.2%
10	10.2%			
11		12.1%		
12	3.2%	4.0%	3.8%	3.4%
13	7.3%	7.8%	9.3%	7.8%
14	10.7%	9.9%	11.4%	12.4%
15				8.9%
16		14.8%		
20	7.0%	6.8%	6.6%	5.7%
21			11.9%	
23	10.2%	21.9%	10.1%	22.7%
24				0.4%
28	0.8%	0.6%	0.6%	
30	3.0%	3.3%	3.3%	2.9%
32	10.6%	9.3%	8.9%	8.3%
34			3.4%	3.6%
35	2.3%	4.6%	5.2%	3.8%
39			15.2%	14.2%
40	12.9%		12.8%	12.7%
41	14.3%	10.7%	8.0%	8.3%
43	7.2%	6.4%		
44	2.3%	2.7%	2.2%	2.0%
46			0.0%	
47	9.9%		11.0%	24.1%
48	5.1%	4.7%	4.7%	6.2%
51	10.2%	12.8%	9.2%	11.7%
52			14.6%	8.6%
53	3.7%	3.7%	3.6%	3.5%
54	10.8%			
55	0.0%			
56	7.2%	10.3%		
57	2.1%	1.8%	3.9%	2.2%
58	7.9%			
61	14.0%	13.6%		
62		9.8%		
63	8.0%	8.5%		8.7%
66			5.5%	6.2%
67	4.4%	4.5%	5.0%	4.6%
68				14.5%
71	0.0%		9.1%	
77	14.4%	11.9%		
79	2.3%	2.5%	2.5%	2.2%
91	10.1%			
97	0.6%			
101	4.3%	4.0%		
431	7.6%	7.2%		
3249				6.2%

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

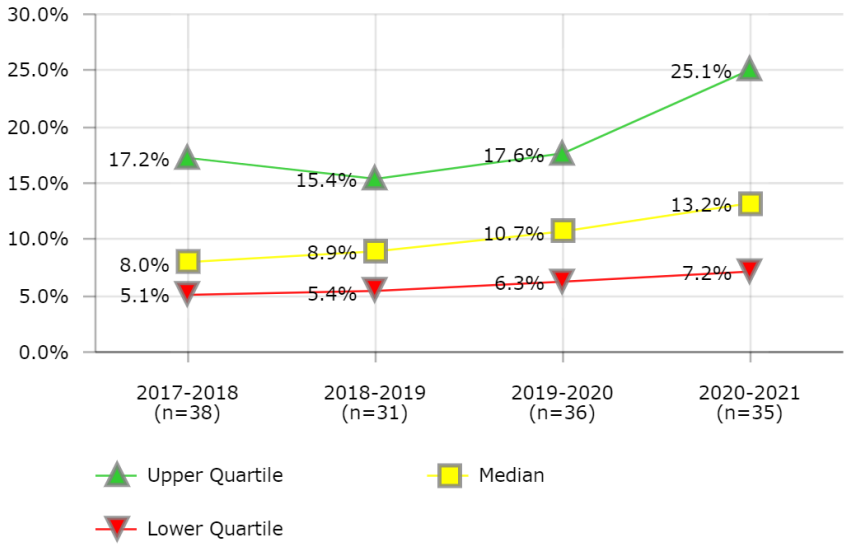
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Jackson Public School District (MS)
- Kansas City School District (MO)
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		17.1%		
3		15.4%		
4	8.3%	9.6%	13.8%	15.3%
5			15.7%	16.7%
7	18.1%	18.4%	11.4%	
8	8.6%	9.8%	10.4%	14.9%
9		7.5%	11.4%	13.4%
10	7.7%			
11		23.1%		
12	14.8%	17.0%	21.5%	29.6%
13	6.7%	6.4%	7.6%	7.5%
14	10.0%	9.6%	9.7%	10.1%
15				130.0%
16		7.9%		
18	17.9%	13.8%	13.7%	20.3%
19	28.6%			
20	34.1%	27.1%	15.3%	26.3%
21			10.7%	
23	12.6%	17.1%	22.6%	22.1%
24				16.3%
25	8.1%	10.1%	7.9%	8.3%
27		7.7%	11.0%	
28	10.4%	10.9%	15.5%	
30	3.4%	3.6%	3.5%	5.4%
32	7.7%	7.3%	7.0%	10.9%
34			31.7%	32.2%
35	41.1%	45.7%	33.9%	48.4%
39			42.4%	48.6%
40			24.5%	31.8%
41	23.6%		49.3%	
43	19.5%	16.2%		
44	5.5%	7.6%	10.1%	9.6%
46			0.0%	
47	7.2%		4.3%	11.2%
48	21.8%		17.1%	24.2%
49			4.1%	3.4%
50	20.3%	18.2%	15.8%	25.7%
51	19.9%	15.7%	17.0%	15.4%
52			20.0%	21.1%
53	17.0%	10.5%	8.5%	16.3%
54	6.1%			
55	5.1%		6.2%	7.3%
56		29.7%		
57	6.5%	2.4%	171.2%	25.5%
58	2.2%			
61	9.4%	12.2%		
62		11.1%		
63	37.5%	40.0%		40.4%
66			23.5%	18.7%
67	14.8%	14.6%	13.8%	20.1%
68				52.3%
71	19.1%		17.4%	
77	10.6%	10.6%		
79	21.5%	24.7%	20.8%	19.4%
91	7.9%			
97	7.9%			
101	14.7%	20.9%		
431	21.8%	26.0%		
3249				24.1%

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

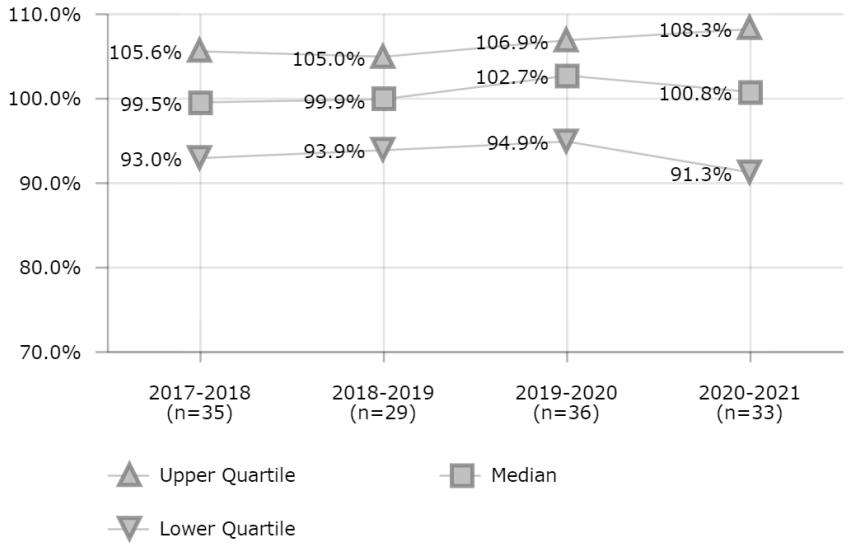
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Jackson Public School District (MS)
- Kansas City School District (MO)
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		16.0%		
3		8.4%		
4	5.1%	6.2%	7.8%	9.4%
5			11.4%	12.4%
7	13.8%	14.1%	6.0%	
8	6.8%	7.9%	8.2%	10.8%
9	1.3%	3.5%	4.5%	4.5%
10	5.8%			
11		1.8%		
12	11.4%	13.5%	17.9%	26.7%
13	5.5%	5.2%	6.2%	6.0%
14	7.6%	7.2%	6.5%	6.4%
15				49.8%
18	14.0%	9.8%	10.0%	12.8%
19	26.7%			
20	24.6%	22.7%	12.6%	23.7%
21			9.1%	
23	11.3%	15.6%	20.9%	20.6%
24				7.2%
25	3.9%	5.6%	5.9%	4.8%
27		4.3%	8.4%	
28	8.4%	9.9%	15.2%	
30	2.6%	2.8%	2.8%	4.4%
32	7.1%	6.6%	6.3%	10.2%
34			25.5%	32.0%
35	35.1%	39.8%	28.9%	41.1%
39			41.8%	34.2%
40			23.8%	31.3%
41	22.7%		47.9%	
43	18.0%	14.7%		
44	3.8%	5.4%	7.3%	7.2%
46	0.0%	0.0%	0.0%	
47			3.8%	11.0%
48	20.5%		16.0%	22.9%
49			2.1%	1.1%
50	16.8%	14.9%	14.1%	25.1%
51	16.7%	15.4%	16.6%	14.8%
52			16.7%	17.4%
53	10.9%	8.9%	6.3%	9.7%
54	4.9%			
55	2.0%		2.3%	2.6%
56	5.9%	6.5%		
57	4.5%	0.4%		6.2%
58	2.0%			
63	20.1%	25.9%		34.2%
66			18.5%	17.2%
67	12.9%	13.0%	13.0%	17.2%
68				42.1%
71	19.1%		17.4%	
79	21.5%	23.1%	17.9%	14.8%
91	7.4%			
97	5.7%			
101	5.9%			
431	17.2%	21.6%		
3249				13.2%

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.

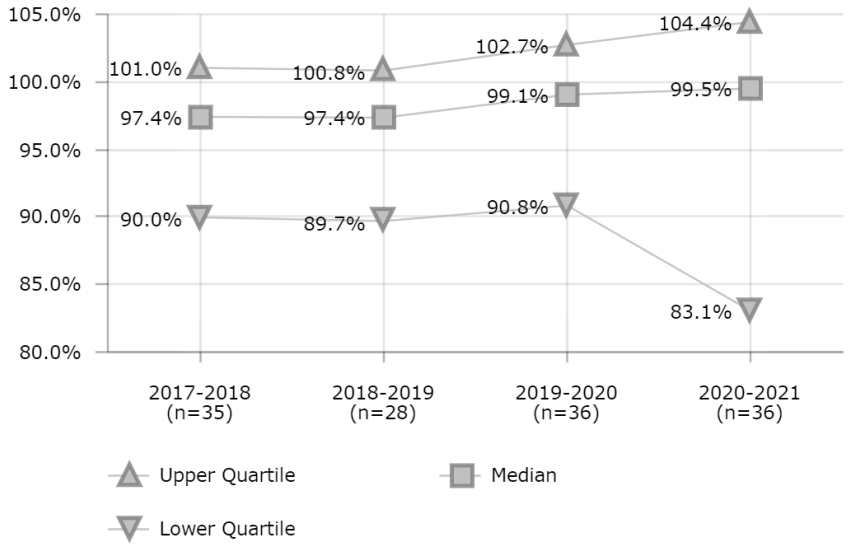
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1		105.5%		
3		92.4%		
4	91.1%	109.3%	104.1%	98.0%
5			183.3%	
7	96.2%	95.1%	107.8%	
8	104.9%	105.1%	106.9%	111.1%
9	103.0%	101.4%	104.7%	108.3%
10	99.5%			
12	80.7%	82.2%	77.8%	69.8%
13	98.7%	98.7%	101.5%	103.3%
14	107.2%	105.2%	107.4%	113.8%
18	102.3%	102.5%	104.0%	114.1%
19	113.1%			
20	102.9%	78.5%	81.2%	105.0%
21			117.5%	
23	95.4%	92.4%	96.6%	92.5%
24				62.4%
25	93.0%	93.9%	92.6%	84.1%
26			100.6%	
27		102.4%	105.9%	
28	102.3%	99.9%	93.5%	
30	96.8%	96.6%	98.7%	104.7%
32	105.6%	105.0%	105.4%	106.1%
34				114.7%
35	108.2%	107.8%	110.1%	111.2%
39			84.3%	67.6%
40			95.4%	93.7%
41	96.2%		96.2%	86.3%
43	87.5%	88.6%		
44	105.9%	106.9%	111.2%	115.9%
46			0.1%	
47	106.0%		106.0%	83.5%
48	93.6%	94.9%	95.2%	100.2%
49			98.6%	100.8%
50	85.8%	80.4%	78.1%	90.8%
51	107.8%	103.1%	99.6%	98.5%
52			109.5%	94.6%
53	97.3%	103.4%	107.8%	91.3%
54	103.1%			
55	100.5%		104.1%	104.6%
57	79.5%	79.5%	104.3%	135.8%
63	102.0%	98.9%		103.3%
66				70.6%
67	91.8%	94.5%	94.6%	91.8%
71	92.4%		92.4%	
79	81.1%	101.5%	106.9%	102.8%
91	106.2%			
97	97.0%			
431	111.8%	109.4%		
3249				130.2%

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.

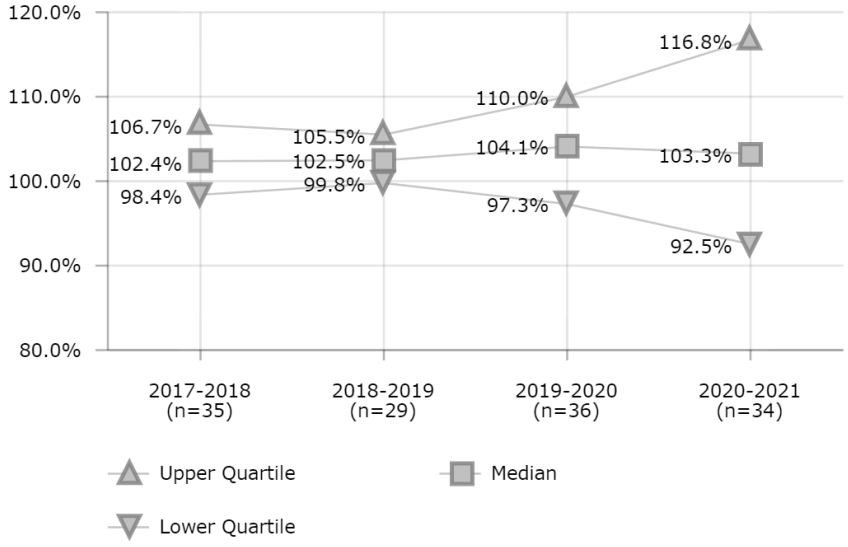
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1		100.2%		
3		92.2%		
4	90.5%	106.0%	99.4%	94.4%
5			127.6%	133.0%
7	96.0%	93.8%	93.9%	
8	97.8%	97.5%	98.9%	99.2%
9	100.7%	97.2%	99.1%	99.7%
10	100.2%			
12	79.8%	81.1%	76.0%	66.4%
13	100.3%	98.5%	100.9%	104.1%
14	98.1%	97.6%	99.2%	104.3%
15				114.9%
18	100.5%	101.3%	102.8%	110.2%
20	108.5%	77.3%	74.6%	135.4%
21			97.4%	
23	94.0%	88.8%	93.0%	102.4%
24				89.5%
25	89.6%		89.3%	9.0%
26			100.6%	
27		100.5%	101.9%	
28	100.5%	98.4%	88.9%	
30	97.2%	96.6%	99.0%	100.0%
32	101.2%	101.1%	101.7%	99.3%
34				103.9%
35	113.6%	114.9%	113.0%	82.7%
39			80.5%	69.3%
40	97.4%		89.5%	80.9%
41	90.8%		90.2%	95.8%
43	86.7%	86.7%		
44	103.9%	102.0%	104.1%	104.5%
46			0.1%	
47	103.7%		105.1%	77.0%
48	90.0%	90.9%	94.3%	93.5%
49			98.0%	101.3%
50	80.8%	81.7%	74.4%	86.7%
51	114.0%	107.8%	105.4%	113.8%
52			103.7%	82.3%
53	94.8%	98.2%	109.4%	80.8%
54	93.4%			
55	101.0%		102.7%	104.4%
57	81.8%	85.0%	102.8%	108.4%
63	97.8%	94.8%		100.6%
66				81.8%
67	89.1%	90.6%	91.4%	84.1%
68				83.4%
71	89.7%		93.9%	
79	77.7%	12.1%	99.5%	110.8%
91	103.1%			
97	96.3%			
431	113.6%	104.7%		
3249				114.5%

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.

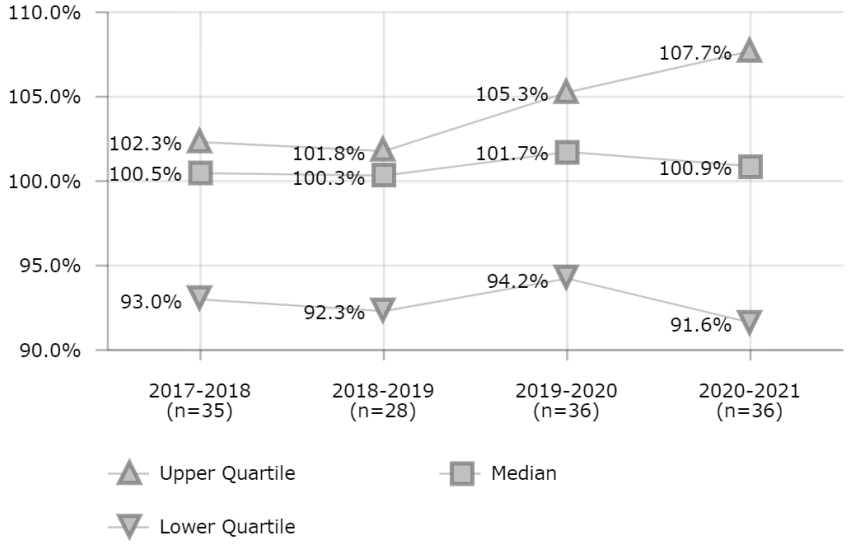
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1		105.5%		
3		100.3%		
4	91.1%	109.3%	103.6%	95.5%
5			262.0%	
7	99.1%	102.0%	112.4%	
8	107.3%	107.8%	110.7%	116.8%
9	102.1%	106.0%	109.4%	108.5%
10	104.2%			
12	82.4%	82.9%	77.8%	70.1%
13	101.5%	100.8%	101.9%	103.1%
14	111.3%	110.7%	114.0%	123.6%
18	106.7%	105.1%	105.8%	105.1%
19	109.1%			
20	106.8%	81.6%	84.8%	113.9%
21			121.6%	
23	100.5%	97.5%	99.7%	92.5%
24				64.3%
25	100.0%	101.6%	97.8%	83.0%
26			100.6%	
27		102.4%	105.9%	
28	104.1%	102.5%	95.0%	
30	101.7%	103.9%	108.6%	136.9%
32	103.2%	104.0%	102.9%	109.5%
34				128.0%
35	107.3%	101.5%	110.0%	130.9%
39			90.0%	78.9%
40			92.1%	92.5%
41	102.0%		103.0%	106.3%
43	87.5%	88.6%		
44	106.5%	108.9%	112.8%	118.9%
46			0.1%	
47	106.0%		106.0%	83.5%
48	102.7%	104.4%	110.0%	110.6%
49			100.6%	99.5%
50	77.3%	83.3%	74.6%	99.2%
51	107.8%	103.1%	99.6%	98.5%
52			106.9%	94.4%
53	97.2%	104.9%	111.4%	91.1%
54	103.1%			
55	101.9%		107.0%	129.2%
57	80.1%	79.6%	104.6%	139.5%
63	104.7%	99.8%		103.3%
66				70.6%
67	98.4%	96.2%	96.8%	103.2%
68				94.8%
71	94.4%		93.6%	
79	83.6%	106.2%	114.0%	116.2%
91	107.0%			
97	102.4%			
431	108.8%	117.4%		
3249				124.8%

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	2017-2018	2018-2019	2019-2020	2020-2021
1		100.2%		
3		98.8%		
4	90.5%	106.0%	99.0%	91.9%
5			130.2%	133.5%
7	98.5%	100.8%	110.2%	
8	101.6%	101.1%	103.5%	104.0%
9	100.5%	101.6%	102.6%	99.3%
10	101.8%			
12	80.4%	81.7%	76.4%	66.4%
13	101.0%	100.2%	101.6%	102.5%
14	101.8%	101.8%	105.2%	114.2%
15				91.9%
18	102.0%	101.7%	102.5%	104.8%
20	115.7%	81.4%	79.3%	107.3%
21			100.7%	
23	98.9%	91.1%	92.2%	102.5%
24				92.8%
25	100.0%		94.6%	8.7%
26			100.6%	
27		100.5%	101.9%	
28	102.3%	100.9%	90.4%	
30	98.1%	100.4%	101.9%	122.0%
32	102.0%	102.0%	102.5%	108.1%
34				113.9%
35	114.7%	122.8%	123.1%	101.2%
39			82.4%	75.0%
40	99.3%		86.9%	80.9%
41	94.0%		95.0%	95.3%
43	86.7%	86.7%		
44	103.4%	104.3%	105.3%	107.1%
46			0.1%	
47	103.7%		105.1%	77.0%
48	98.8%	100.2%	107.5%	103.2%
49			100.0%	100.0%
50	81.4%	83.1%	75.7%	105.0%
51	114.0%	107.8%	105.4%	113.8%
52			100.2%	84.8%
53	94.8%	90.3%	113.3%	80.0%
54	92.5%			
55	102.4%		105.5%	128.9%
57	81.1%	86.8%	104.9%	110.8%
63	101.3%	94.8%		100.6%
66				81.8%
67	92.5%	93.5%	93.9%	99.2%
68				91.4%
71	93.0%		95.0%	
79	79.4%	99.6%	106.4%	94.6%
91	102.6%			
97	101.3%			
431	103.8%	103.9%		
3249				109.8%

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:

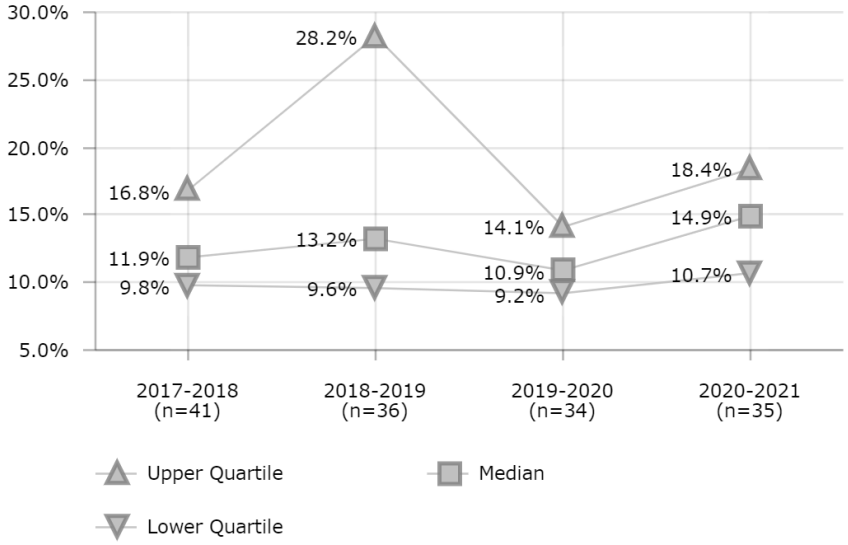
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

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.

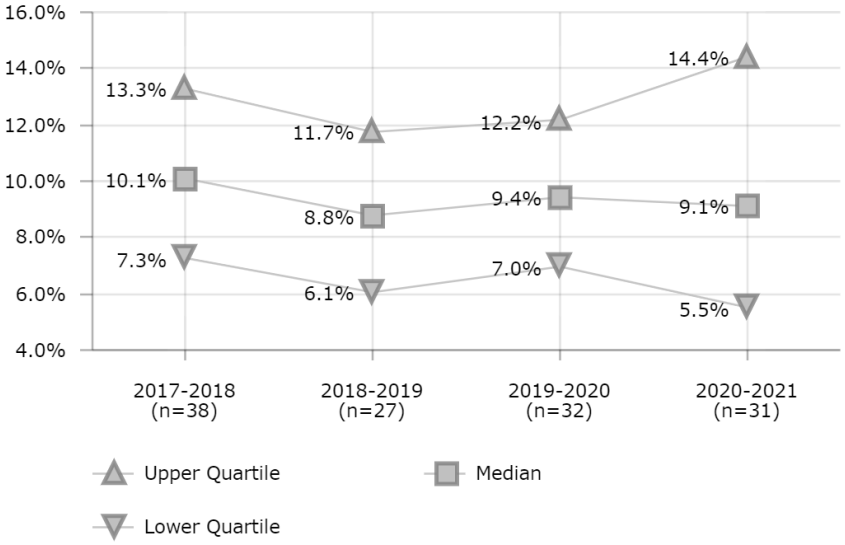
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		9.4%		
2	15.4%			
3		8.3%		
4	11.2%	12.8%	10.5%	13.2%
5			10.4%	10.7%
7			73.3%	
8	13.3%	13.6%	10.6%	15.0%
9	14.6%	15.7%	15.8%	20.0%
10	11.9%			
11		50.9%		
12	8.8%	9.1%	9.2%	16.4%
13	9.6%	9.8%		10.8%
14	11.1%	12.8%	11.9%	
15	19.9%			26.7%
16		44.5%		
18	15.1%	13.9%	12.4%	21.1%
20	6.8%	6.8%	6.7%	11.0%
21			12.8%	
23	20.7%	17.8%	16.9%	18.4%
24				14.0%
25	13.6%	51.2%	13.2%	1.5%
27		9.8%	9.2%	
28	10.1%	10.3%	9.4%	
30	19.2%	19.1%	19.1%	20.0%
32	10.8%	10.6%	0.4%	16.0%
34			14.1%	20.5%
35	7.3%	7.6%	10.8%	9.9%
39			12.9%	12.3%
40	11.1%		11.0%	16.2%
41				10.1%
43	9.3%	9.8%		
44	9.8%	10.0%	10.3%	13.5%
46	8.0%	8.2%	11.1%	
47	10.4%		15.4%	14.9%
48	8.5%	8.5%	8.2%	14.0%
49			0.3%	0.4%
50	20.7%	23.1%	19.8%	35.9%
51	18.3%	20.9%	17.9%	27.0%
52			8.0%	9.6%
53	10.1%	8.1%	8.4%	12.4%
54	16.7%			
55	7.6%		7.1%	10.3%
56	34.9%	34.9%		
57	9.9%	10.3%	12.0%	17.2%
58	12.8%			
61	38.4%	44.2%		
62		40.2%		
63	16.8%	15.2%		16.7%
66			10.5%	18.1%
67	33.5%	34.1%	35.3%	39.2%
68				10.5%
71	8.1%			
77	43.5%	47.3%		
79	8.6%	9.0%	9.0%	16.0%
91	11.4%			
97	13.6%			
101	43.2%	33.4%		
431	14.9%	15.0%		
3249				8.9%

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.

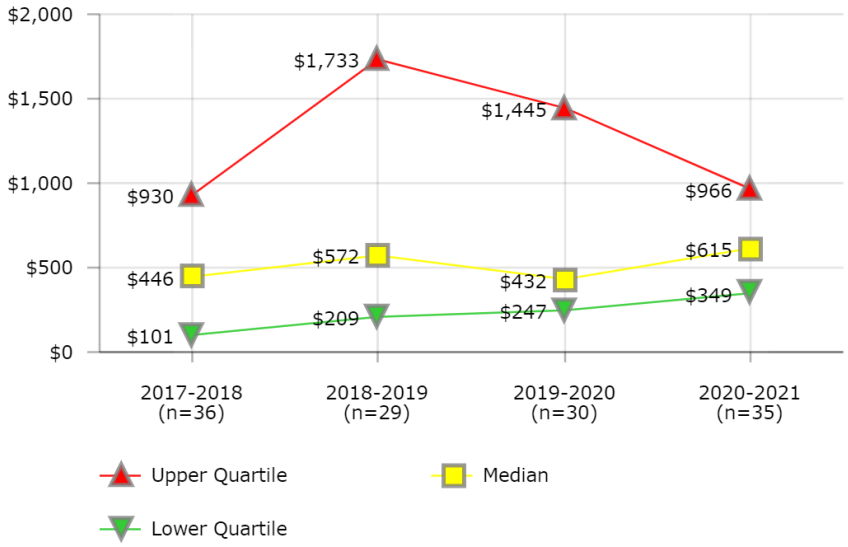
Factors that Influence

- Amount of grant funding

District	2017-2018	2018-2019	2019-2020	2020-2021
3	6.2%	8.1%	8.6%	
4	10.3%	4.8%	5.7%	5.7%
5	17.6%		9.9%	5.1%
7	7.0%	6.2%	6.4%	
8	8.2%	8.2%	7.9%	8.1%
9	8.3%	10.4%	8.8%	6.7%
10	9.9%		12.5%	
12	8.6%	8.8%	9.2%	9.3%
13	9.0%	8.9%		
14	8.5%	9.1%	9.5%	
15				17.4%
18	13.1%	13.0%	12.6%	21.6%
20	6.7%		5.3%	4.3%
21			12.6%	
23	17.3%	10.0%	10.0%	5.5%
24				19.0%
25	0.6%	0.5%		0.6%
27		8.8%	9.3%	
28	22.8%	0.6%		
30	14.7%	15.0%	15.1%	15.2%
32	11.1%	10.9%	9.6%	21.6%
35	4.5%	3.8%	6.6%	11.3%
39			5.5%	8.5%
40	12.5%		10.0%	17.0%
41				7.2%
43	13.3%	29.6%		
45			11.7%	
46	7.2%	7.7%	11.9%	
47	8.4%			
48	7.4%	7.5%	7.7%	10.4%
49	0.2%		0.1%	0.0%
50	25.4%	27.0%	27.0%	31.8%
51	12.1%	13.3%	10.9%	13.5%
52	8.5%	8.4%	7.7%	9.6%
53	19.8%	20.7%	18.1%	
54	18.1%			
55	7.3%		7.3%	7.4%
57	11.0%	3.8%	4.5%	1.4%
63	13.1%			13.2%
66			16.0%	14.4%
67	49.0%	1.7%	1.2%	0.9%
68				3.0%
71	12.4%			9.1%
79	10.9%	11.7%	13.6%	11.9%
91	16.1%			
97	6.3%			
431	6.5%	6.1%		
3249				7.2%

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
- 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

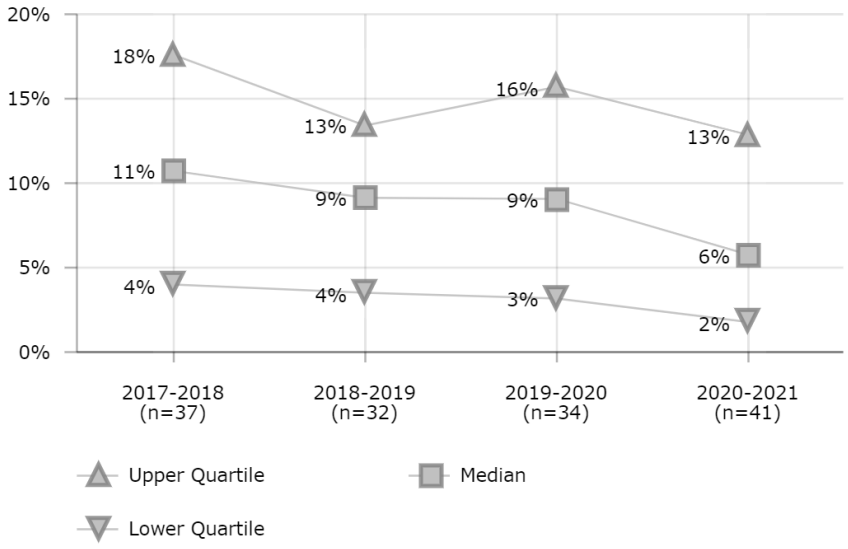
Districts in Best Quartile (2020-2021)

- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- District ID #3249
- East Baton Rouge Parish School System
- Los Angeles Unified School District
- Milwaukee Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$572	$421	$380
3		$15,809	$495	$11,399
4	$226	$19	$19	$8
5	$125			$615
7	$121	$600	$56	
8	$283	$209	$321	$1,455
9	$218	$113	$2	$316
10	$56		$325	$861
11				$262
12	$1,469	$1,299	$2,337	$873
13	$944	$524		$836
14	$1,493	$3,842	$1,291	
15	$1,065			$353
18	$444	$638	$755	
19	$7,154	$13,399	$1,445	$6,878
20	$742	$1,593	$251	$394
21			$4,986	
23	$448	$559	$416	$1,025
24				$54
25	$1,221	$66	$86	$722
27		$195	$50,096	
28	$4	$9	$257	$1,004
30	$52	$0		$70
32	$230	$456	$18,163	$489
35	$1,147	$3,092	$247	$2,126
37	$472			
39			$444	$699
40	$2,359	$2,326	$867	$740
41				$39
43	$521	$1,733		
44			$365	
45		$13,157	$18,962	$23,967
46	$81	$84	$247	$426
48	$603		$1,829	$737
50		$434	$557	$275
52	$652	$1,842	$1,048	$966
53	$441	$656	$1,643	$455
54	$41			
57	$916			
58	$170			
63	$912	$1,047		$647
67	$4			
68				$475
71	$45			$25
79	$47	$406	$27	$511
91	$1,043			$4,342
97	$761			
431	$70	$300	$92	
3249				$349

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.

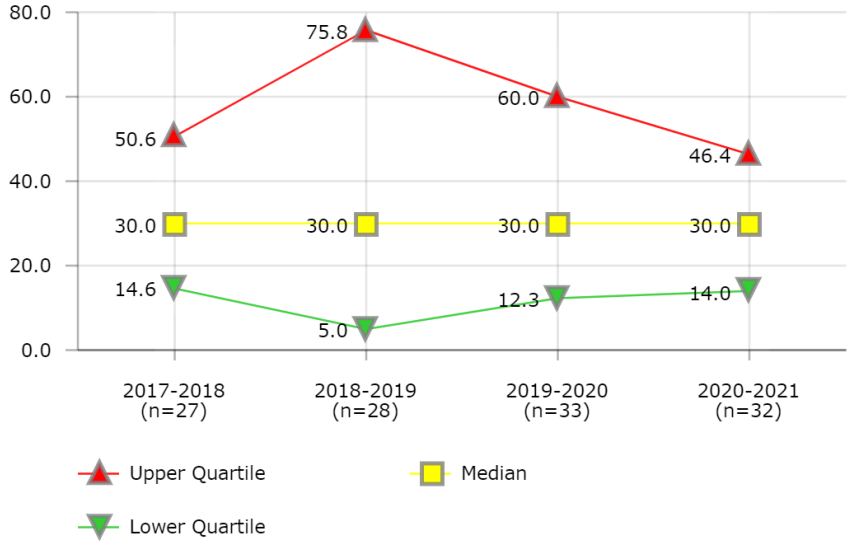
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		11%	9%	8%
3		21%	16%	11%
4	3%	2%	2%	1%
5	35%		36%	20%
7	1%	1%	1%	
8	11%	12%	11%	7%
9	17%	17%	10%	14%
10	7%		3%	3%
11				4%
12	9%	14%	9%	6%
13	11%	9%		4%
14	6%	3%	4%	
15	2%			2%
18	28%	31%	22%	6%
19	12%	11%	9%	9%
20	15%	15%	12%	10%
21			60%	
23	13%	15%	15%	2%
24				2%
25	5%	4%	5%	5%
30	11%	7%	8%	19%
32	31%	23%		6%
35	8%	9%	9%	10%
37	32%			
39			14%	13%
40	20%	11%	16%	8%
41				1%
43	3%	5%		
44	7%	10%	3%	2%
45				40%
46	18%	13%	15%	13%
47		0%	1%	
48	3%	1%	0%	
49	11%		100%	100%
50	0%	3%	3%	3%
51				96%
52	30%	28%	25%	25%
53	15%	7%	36%	4%
54	6%			
55	3%		1%	1%
57		8%	8%	0%
58	20%			
62	3%			
63	6%	6%		0%
66		12%	10%	22%
67		3%	1%	0%
68				2%
71				2%
79	62%	2%	16%	6%
91	36%			34%
97	2%			
431	4%	4%	8%	
3249				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
- 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

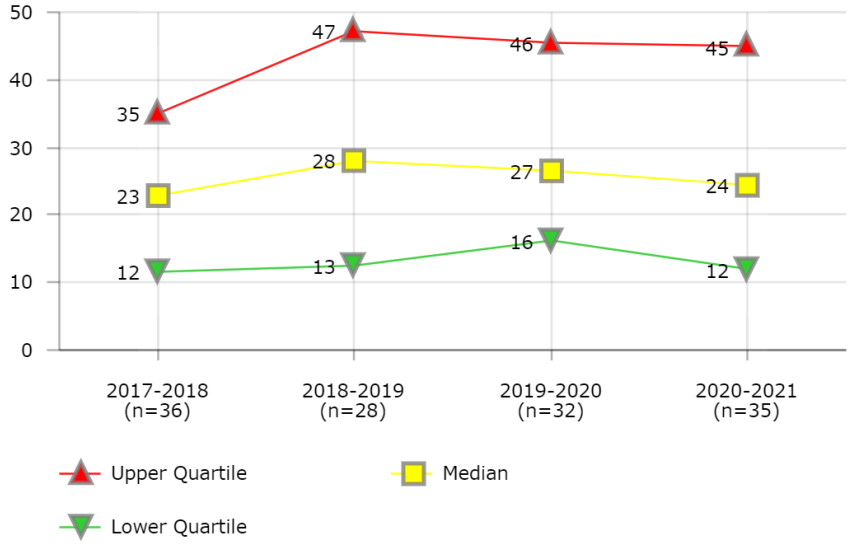
Districts in Best Quartile (2020-2021)

- Baltimore City Public Schools
- Buffalo Public Schools
- Clark County School District
- Dayton Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		95.7	55.5	44.3
2				72.9
3		154.3	113.5	
4	59.0	79.5	209.8	63.8
5	30.0		30.0	30.0
8	5.0	5.0	5.0	5.0
9	10.2	10.0	10.0	10.0
10	30.0		30.0	30.0
11				165.3
12	56.7	51.9	53.1	85.8
13	30.0	30.0		30.0
14			42.5	
15	112.5			36.0
18	90.0	235.4	45.0	30.0
19	22.2	57.4	30.0	7.0
20		30.0	63.6	75.0
23	8.0	62.7	87.6	31.3
25		169.9	54.4	149.0
27		1.4	231.3	
28		72.0		
29			60.0	
30	45.0	45.0	45.0	
32	45.0	45.0	30.0	45.0
35	30.0	30.0	30.0	30.0
39			17.0	22.0
40	24.7	18.3	20.0	14.0
43	4.7	4.4		
45		5.0	6.5	1.7
46		0.2	0.2	0.1
47	30.0	0.5	0.4	0.7
48	14.6		12.3	14.0
49			150.0	50.0
50	6.5	13.6	3.3	1.9
51			86.0	
53	20.0	20.0	20.0	18.5
55	30.0		30.0	30.0
62	30.0			
63	60.0	100.0		16.7
66		4.7	5.1	
68				30.0
79	50.6	0.5	0.8	47.7
91	3.5			
97	30.7			
431	59.1	162.9	115.9	
3249				35.7

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 (2020-2021)

- Broward County Public Schools
- Columbus Public Schools
- Detroit Public Schools
- East Baton Rouge Parish School System
- Omaha Public School District
- Orange County Public School District
- Richmond City School District
- St. Paul Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2				0
3			0	0
4	62	61	61	61
5	23		90	44
7	69	21	17	
8	43	48	44	39
9	25	25	25	25
10	25		25	25
11				23
12	46	42	51	52
13	12	12		12
14	20	70	28	
18	29	37	37	54
19	13	13	8	22
20	14	14	16	14
21			63	
23		31	31	31
24				0
25	33	65	109	51
27		52	38	
29			59	
30	35	35	35	35
32	45	45	45	45
35	12	12	12	8
37	32			
39			21	22
40	11	11	15	17
41				60
43	7	11		
46	61	60	55	53
47	2			
48	13	18	21	11
50	10	7	4	4
51	7	81	25	60
52	35	38	23	25
53	17	17	35	20
54	15			
55	45		46	51
57	10			
62	60			
63	26	21		24
66		47	19	3
68				13
71	10			13
79	6	7	7	6
91	26			
97	23			
431	5	8	8	
3249				31

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.

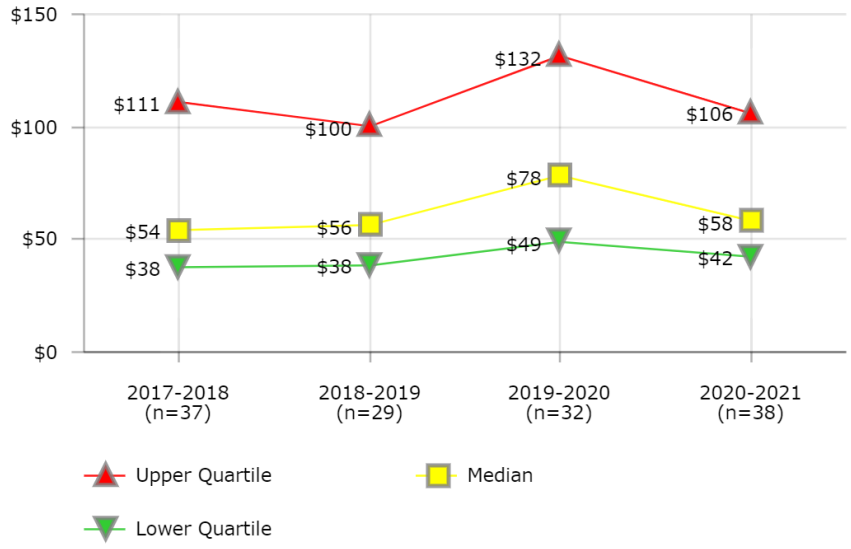
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

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

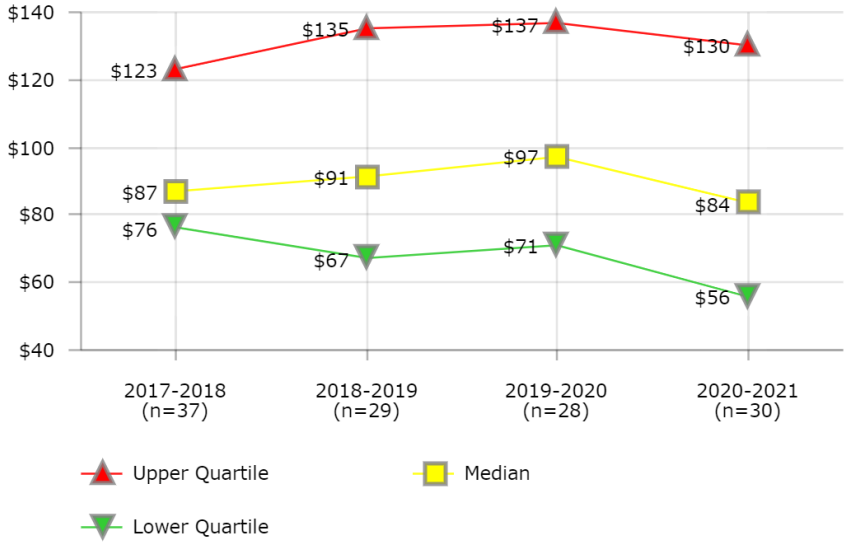
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Arlington Independent School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$36		$46
3		$217	$250	
4	$109	$106	$129	$125
5			$367	$328
7	$131	$124	$134	
8	$47	$46	$50	$59
9	$53	$56	$71	$96
10	$40		$48	$57
11				$223
12	$100	$108	$257	
13	$40	$53		$37
14		$23	$23	$25
15				$21
16	$101			$215
18		$55		$42
19	$116			$69
20	$55			$151
23			$278	$255
25	$96	$66		$106
27	$419	$428	$396	
28	$127		$184	
30	$194	$40	$34	$39
32	$54	$60	$95	$107
34			$73	
35	$111	$104	$96	$143
39			$104	$31
40	$27	$33	$50	$47
41	$31	$30	$52	
43	$24			
44	$85	$72	$84	$72
45		$58	$89	$103
46	$44	$44		$80
47	$38	$38	$55	
48	$49	$45	$56	$61
49				$90
50	$45	$57	$69	$49
51	$28	$32	$42	$57
52			$46	
53	$20		$18	$26
54	$22		$41	$43
55		$25	$31	$41
57	$28	$84	$98	$22
62	$229			
63	$33	$110		$57
66	$82			$58
67	$112	$100	$93	$86
68				$37
71	$142		$304	$339
74	$62			
76				$53
91	$149			
97	$35			
431	$38	$32		

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

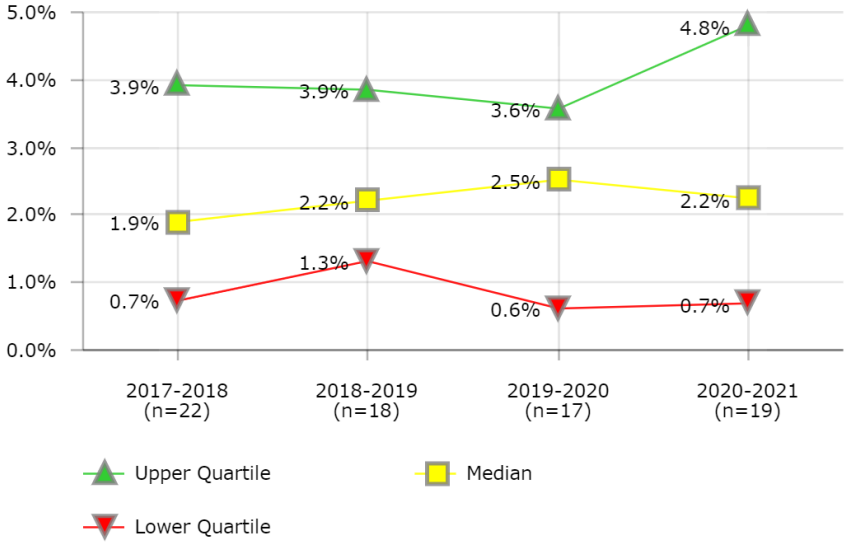
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Detroit Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$79		
2	$319			
3		$69		
4	$101	$111	$104	$130
5			$165	$161
7	$124	$131	$124	
8	$99	$102	$91	$83
9	$103	$104	$103	$104
10	$80			
12	$61	$56	$97	
13	$89	$101		$49
14	$58	$61	$61	$54
15				$42
18		$146		$75
20	$77	$83		$182
23	$191		$149	$189
24				$63
25	$113	$362		
27		$248	$231	
28	$82	$59	$98	
30	$79	$66	$56	$56
32	$36	$33	$38	$35
34			$207	$227
35	$188	$176	$167	$173
39			$111	$102
40	$123		$147	$121
41	$78	$67	$72	
43	$22			
44	$76	$79	$75	$66
46	$89	$91		
47	$87		$91	
48	$109	$91	$96	$97
49				$78
50	$84	$73	$70	$43
51	$141	$138	$133	$145
52			$70	$84
53	$86		$60	$55
54	$34			
55	$40		$53	$52
57	$58	$64	$75	$72
63	$73	$106		$122
66				$100
67	$199	$176	$140	$147
68				$65
71	$80		$111	
77	$64	$55		
91	$128			
97	$99			
101	$269	$271		
431	$162	$135		

PROCUREMENT

Procurement Savings Ratio



District	2017-2018	2018-2019	2019-2020	2020-2021
1		2.2%		
2	2.7%	2.2%		
3	0.8%	2.7%		
4	1.3%	0.2%	0.2%	
5			5.6%	5.1%
7	4.7%	4.4%	5.3%	
8	1.1%	0.9%	1.0%	3.2%
9	11.5%	10.7%	11.9%	10.1%
10	4.0%		0.4%	0.4%
11				2.2%
13	3.8%	1.9%		7.4%
16	3.7%			2.6%
19	0.7%			1.3%
20	0.6%			0.7%
23			0.6%	6.0%
27	0.4%	3.1%	3.2%	
30				1.3%
32		0.2%	3.6%	0.5%
35	0.9%	3.2%	2.5%	
40	0.3%			0.7%
46	1.0%	1.3%	0.4%	0.2%
47	2.7%	3.9%	3.0%	
48	12.2%	10.0%	9.0%	4.3%
51	0.4%	0.5%	1.1%	
55	4.7%	1.3%	3.2%	4.8%
67	3.9%	3.9%	0.3%	2.4%
71			0.8%	0.2%
76				0.8%
91	0.6%			
431	2.5%	2.1%		

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

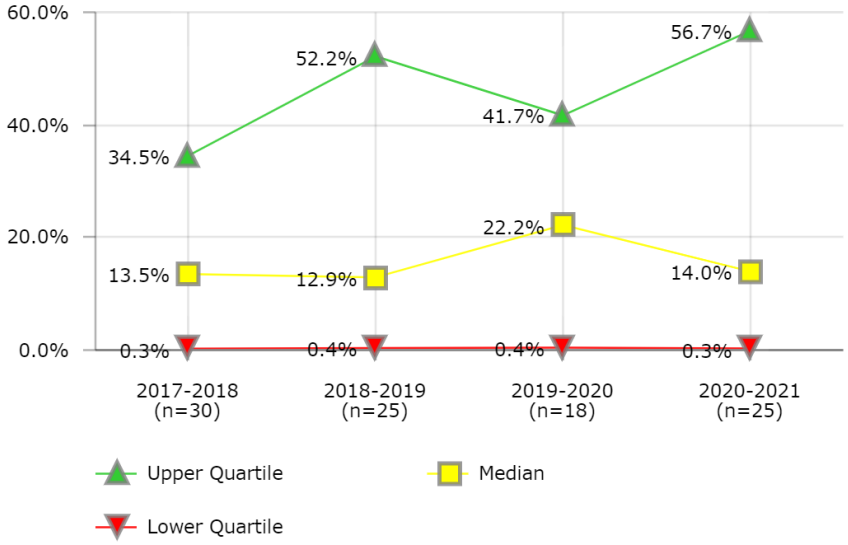
- Procurement policies, e.g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of 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 (2020-2021)

- Broward County Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Clark County School District
- Portland Public Schools

PROCUREMENT

Strategic Sourcing Ratio



District	2017-2018	2018-2019	2019-2020	2020-2021
1		11.0%		
2	0.0%	0.0%		
3		33.3%		
4	19.7%	5.1%	5.8%	1.8%
7	33.0%	30.0%		
8	57.5%	8.9%	10.3%	16.0%
9	87.3%	87.8%	89.1%	90.6%
10	76.9%		81.3%	82.0%
12	0.0%	0.0%		
13	78.8%	74.7%		80.1%
14		79.4%		96.0%
15				0.0%
16	0.7%			87.1%
19	12.7%			32.1%
20	4.5%	1.0%		9.1%
23	14.2%		0.0%	0.0%
24				14.0%
25	0.0%	46.7%		
27	11.1%	73.2%	62.2%	
30			25.8%	
32	34.5%	52.2%	40.2%	59.9%
35	0.0%	0.0%	0.0%	
40				15.5%
46	21.2%	19.8%	41.7%	11.9%
47	15.6%	10.0%	33.3%	
48	75.0%	83.4%	76.1%	56.7%
51	0.0%	0.0%	0.0%	0.0%
53	0.6%	0.4%	0.4%	0.3%
54	40.8%		39.4%	40.5%
55	16.6%	14.5%	12.1%	10.0%
57	0.3%	0.3%	0.3%	0.3%
63	0.0%	0.0%		0.2%
66	27.4%			
67	3.5%	53.8%		
68				0.0%
71	34.6%		18.6%	
74	0.0%			
76				37.0%
431	12.8%	12.9%		
3249				0.0%

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

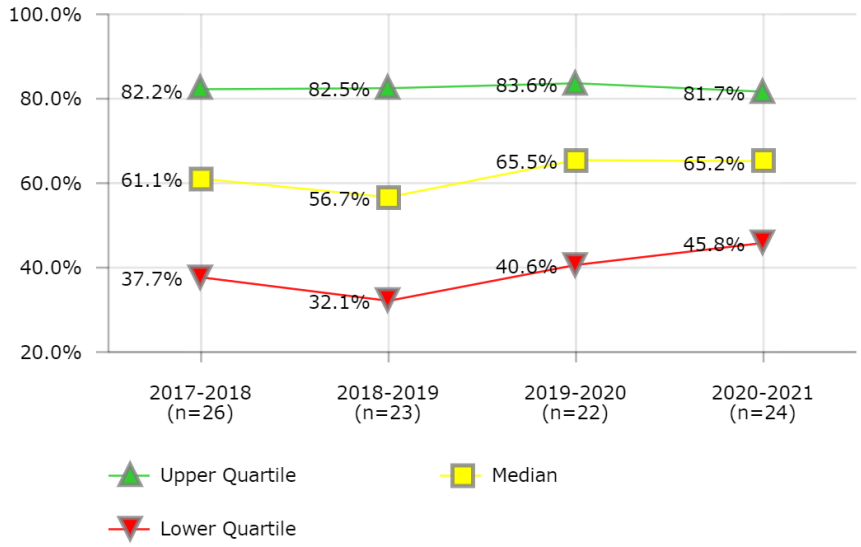
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Broward County Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- San Diego Unified School District

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 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 that may determine magnitude of competition
- Professional services competition that 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

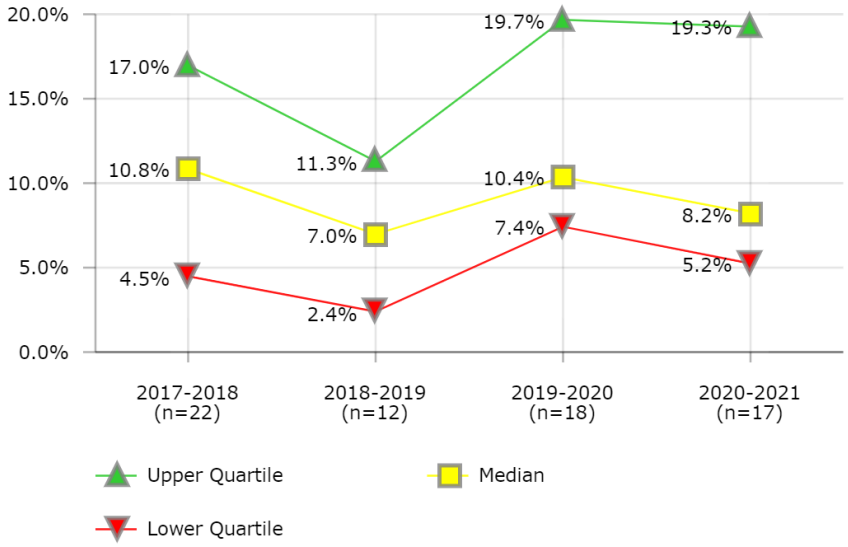
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Broward County Public Schools
- Clark County School District
- Houston Independent School District
- Palm Beach County School District
- San Antonio Independent School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		36.1%		
2	49.3%			
3	4.6%	6.6%	84.5%	
4		31.7%	26.9%	26.4%
5			72.7%	71.4%
7	67.5%	56.7%	64.4%	
8	96.4%	95.2%	98.4%	98.3%
9	85.3%	90.0%	90.2%	87.6%
10	83.2%			
12	60.1%	36.1%	19.4%	71.3%
13	77.8%	85.7%		92.5%
14	60.3%	60.4%		79.4%
15				0.2%
16	4.5%			53.3%
19				63.3%
20		22.5%		80.1%
23	37.7%		55.2%	4.3%
27	14.4%	77.1%	80.9%	
28	43.0%		3.1%	
30			3.8%	63.5%
32	97.2%	97.0%	78.8%	37.9%
35	67.9%	32.1%	50.4%	
39				96.2%
40	75.3%	64.9%		14.0%
41		30.1%	42.2%	
44	88.5%	90.1%		66.9%
46	82.2%	75.9%	83.6%	75.9%
47	32.5%	38.4%	75.7%	
48		82.5%	84.5%	
50	92.8%	72.2%	66.5%	50.2%
51	19.2%	21.5%	15.6%	47.8%
54	38.0%		44.2%	47.4%
55	46.8%	46.3%	40.6%	44.2%
68				83.2%
71	61.8%		89.6%	
76				97.5%
91	7.3%			
431	73.9%	35.5%		

PROCUREMENT

Cooperative Purchasing Ratio



District	2017-2018	2018-2019	2019-2020	2020-2021
2	12.5%			
4	45.3%	10.0%	9.2%	20.6%
7	6.7%	10.1%	10.3%	
8	17.0%	27.5%	30.1%	27.5%
9	4.5%	2.3%	4.6%	3.0%
10	7.0%		12.0%	5.2%
12			19.7%	21.6%
14	2.9%			
16	21.8%			8.0%
19	12.7%			29.0%
20		2.1%		
24				0.0%
25	0.8%			
27	20.1%	2.5%	7.4%	
30			71.9%	
32				7.8%
34			37.8%	
35	1.2%	0.6%	1.6%	
40			22.1%	4.7%
46	10.4%	9.2%	11.7%	9.7%
47	11.3%	12.5%	7.9%	
48	8.8%			
49	4.7%	4.2%	5.7%	8.2%
53	12.6%		16.3%	19.3%
54	2.0%		1.5%	1.1%
55	4.4%	4.8%	8.0%	6.4%
62	63.0%			
67	16.4%	34.8%		17.9%
68				9.0%
71	29.4%		10.4%	

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

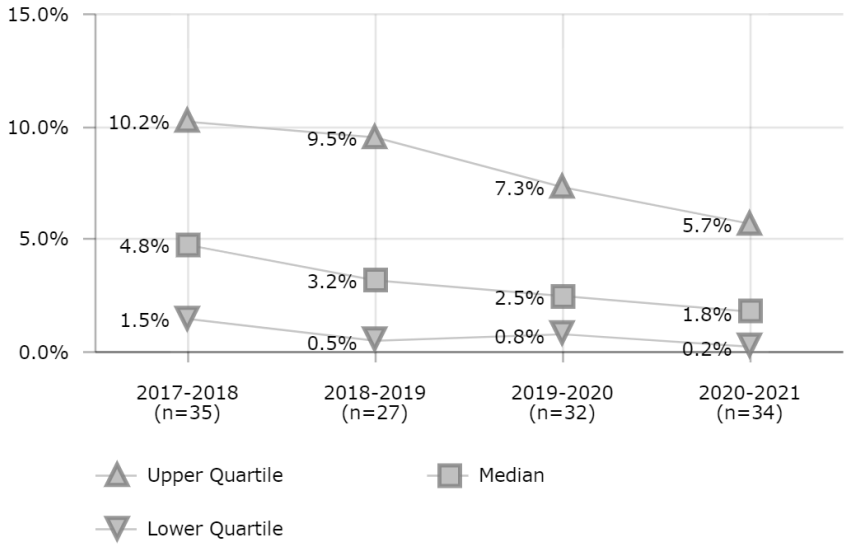
- Procurement laws and policies
- Commodity (some goods and services lend themselves to leveraging volume more than others)
- Degree of item standardization with other entities
- Number of available and eligible cooperative agreements
- Market environment (cooperative contracts may not remain competitive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

Districts in Best Quartile (2020-2021)

- Dayton Public Schools
- Des Moines Public Schools
- Jefferson County Public Schools (KY)
- Palm Beach County 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.

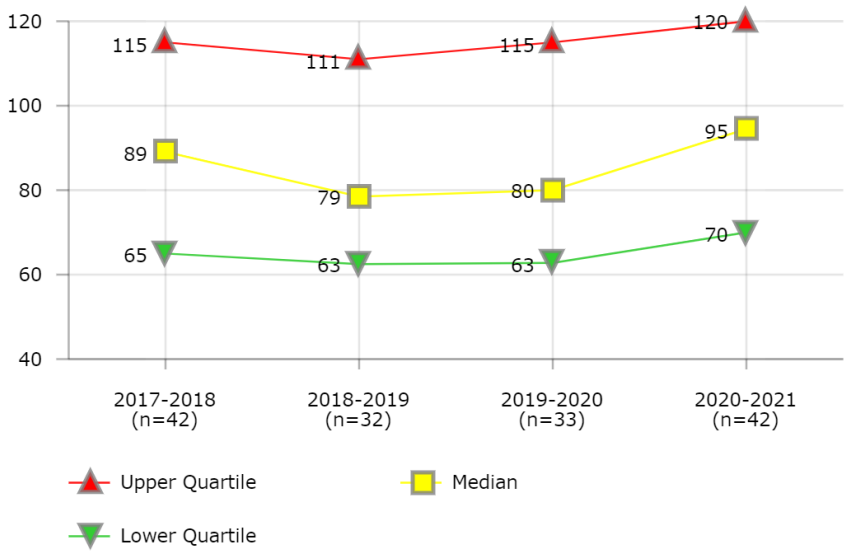
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1		8.0%		6.6%
3	5.4%	7.7%	7.4%	2.0%
4	7.0%	1.7%	1.7%	6.3%
5	7.9%		9.3%	8.3%
7	12.3%	17.2%	9.2%	
8	3.9%	5.3%	2.3%	2.6%
9	10.3%	9.5%	8.5%	6.3%
10	7.6%		7.2%	6.9%
11				4.1%
12	13.8%	16.5%	6.6%	5.2%
13	10.2%	9.7%		5.7%
14	0.5%	0.8%	0.9%	0.2%
16	3.2%			3.0%
19	1.5%			0.3%
20	1.0%	1.7%		2.0%
23	13.7%		15.5%	13.1%
27	4.8%	15.8%	14.1%	
28	4.8%		3.0%	
30			49.6%	1.7%
32	3.0%	3.2%	2.9%	0.0%
34			0.7%	
39			4.6%	1.9%
40	5.4%	5.5%	4.6%	0.5%
43	15.1%	22.5%		
44	2.4%	2.3%	2.3%	1.7%
45		0.1%	0.0%	0.0%
46		0.0%	0.0%	0.0%
47	0.8%	0.5%	0.9%	
48	3.0%	2.9%	2.7%	1.7%
49	12.2%	20.6%	28.3%	28.3%
50	0.3%	0.1%	0.1%	0.1%
51	0.2%	0.3%	0.2%	0.1%
52			1.2%	
53	4.8%	6.9%	0.0%	7.4%
54	2.2%		1.6%	1.8%
55	3.2%	3.2%	1.6%	1.4%
57	0.3%	0.3%	0.2%	0.1%
62	7.1%			
63	0.0%	0.5%		0.1%
66	10.3%			0.9%
67	0.1%	0.1%	0.0%	0.1%
68				0.7%
71	11.7%		3.2%	
91	2.3%			

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

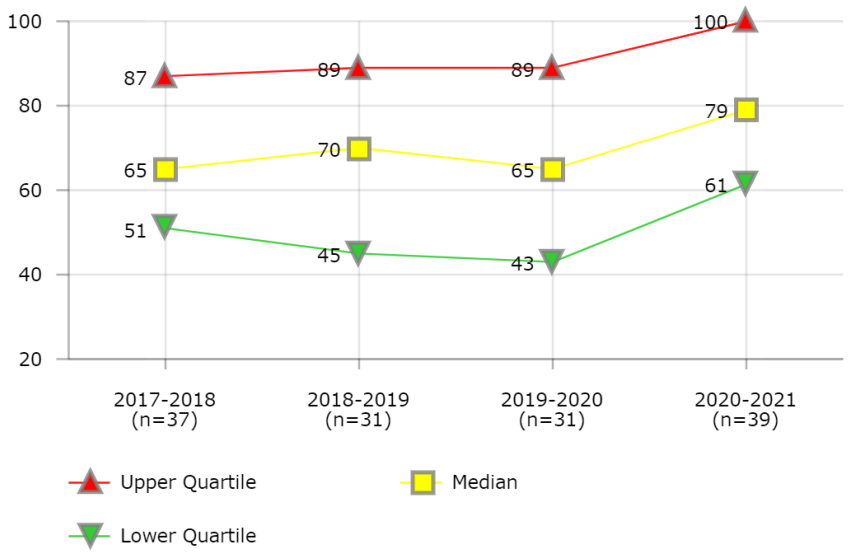
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Buffalo Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- East Baton Rouge Parish School System
- Guilford County School District
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		102		102
2	50	50		
3	115	115	107	
4	77	77	77	74
5	88		63	108
7	135	177	132	
8	113	143	143	153
9	127	107	110	119
10	67		80	127
11				209
12	45	55	55	55
13	169	92		89
14	80	80	80	80
15				80
16	90			95
18		73		73
19	65			126
20	120	60		64
23	56		56	56
24				70
25	75	65		72
27	124	65	74	
28	194		194	194
30			126	126
32	140	227	272	272
34			70	
35	101	84	86	110
39			100	115
40	109	47	47	110
41	123	123	123	
44	70	70	85	85
45		54	54	64
46	100	100	100	100
47	105	106	67	
48	113	80	115	133
49	60	45	45	62
50	69	70	142	133
51	65	65	65	65
52			35	
53	49	49	49	56
55	27	27	27	27
57	122	122	122	120
62	59			
63	105	125		125
66	57			111
67	75	75	75	75
68				51
71	94		94	94
74	90			
76				93
79	58			58
91	62			
97	85			
431	131	127		
3249				105

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

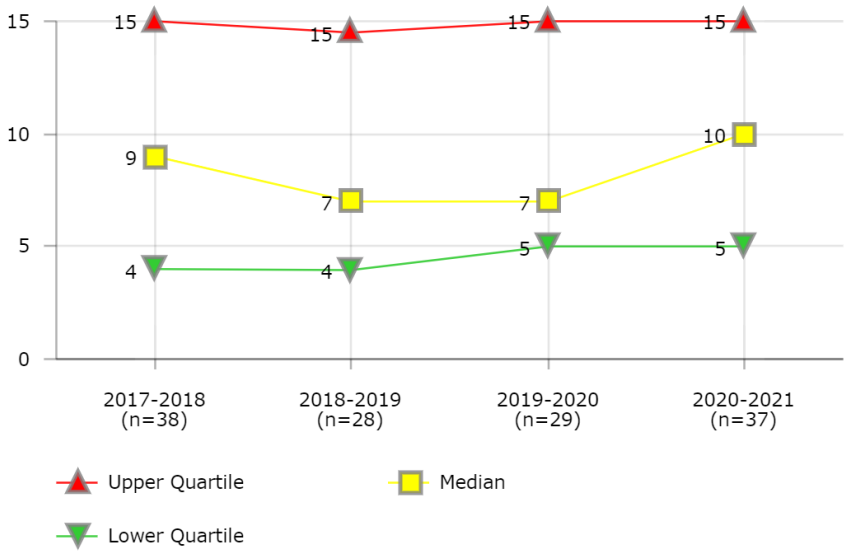
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Guilford County School District
- Portland Public Schools
- Shelby County School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		72		72
2	30	30		
3	64	64	12	
4	33	33	33	33
5	51		48	61
7	71	70	134	
8	45	65	65	75
9	91	100	90	100
10	88		64	157
12	29	30	30	25
13	88	80		95
14	70	70	65	65
15				78
16	60			65
18		45		45
19	65			126
20		58		58
23	56		56	56
25	65	58		65
27	78	52	55	
28			138	138
30			81	96
32	165	268	226	226
34			56	
35	29	39	38	38
39			75	115
40				83
41	97	97	97	
43	51	51		
44	71	71	76	66
45		54	54	64
46	89	89	89	89
47	41	44	43	
48	77	86	89	220
49	32	27	27	29
51	85	85	85	85
52			35	
53	87	87	87	87
55	27	27	27	27
57	122	120	120	120
62	59			
63	105	125		125
66	51			100
67		105	105	105
68				51
71	59		78	79
76				86
79	81			81
91	56			
97	65			
431	131	145		
3249				72

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

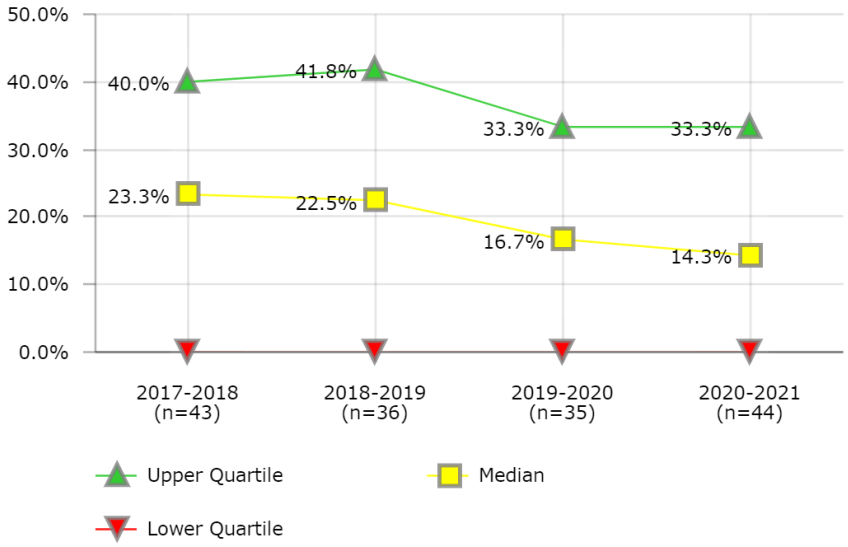
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Arlington Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Clark County School District
- Columbus Public Schools
- District ID #3249
- Duval County Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Omaha Public School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	50	50		
3	14	14	14	
4	58	58	58	14
7	18	18	17	
8	5	5	5	15
9	5	5	5	5
10	15		15	28
12	10	25	25	25
13	4	4		3
14	3	3	3	3
15				5
16	7			10
18		5		3
19	14			60
20	3	15		15
23	4		17	17
24				30
25	4	4		7
27	20	17	30	
28	10		10	10
30			5	5
32	10	10	10	10
34			5	
35	5	5	5	5
39			5	5
40		7	7	5
43	7	7		
44	2	2	2	3
45		10	10	10
46	3	3	3	3
47	4	4	6	
48	32			
49	7	7	7	18
50	25		78	54
51	7	7	7	7
52			2	
53	3	3	3	5
55	7	7	7	7
57	30	30	30	30
62	10			
63	90	3		10
66	4			5
68				5
71	8		14	14
76				10
79	30			30
91	10			
97	10			
431	12	14		
3249				5

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

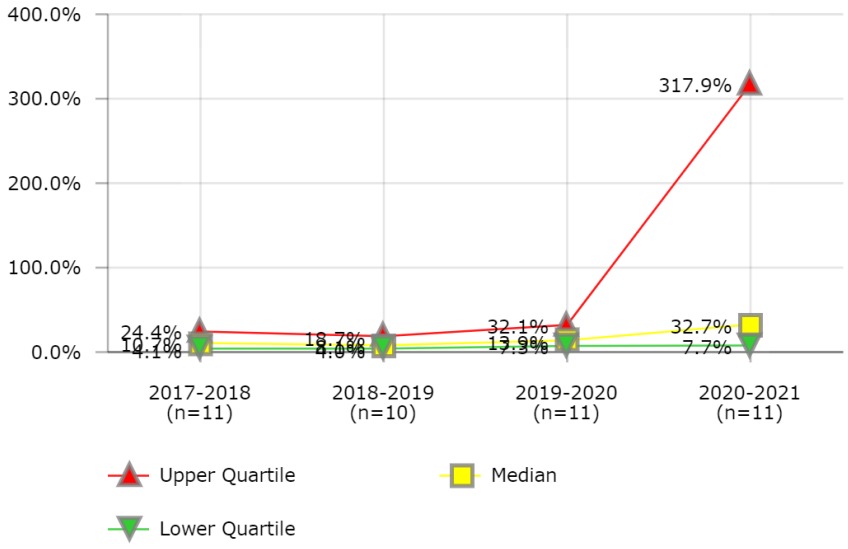
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Atlanta Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Dayton Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Los Angeles Unified School District
- Oklahoma City Public Schools
- Seattle Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		55.6%		55.6%
2	66.7%	66.7%		
3	0.0%	0.0%	0.0%	
4	0.0%	0.0%	0.0%	0.0%
5	30.8%		16.7%	16.7%
7	0.0%	0.0%	0.0%	
8	24.5%	23.5%	23.5%	19.6%
9	28.2%	25.6%	25.6%	21.7%
10	13.0%		13.6%	9.5%
11				34.9%
12	25.0%	25.0%	20.0%	20.0%
13	23.3%	30.0%		33.3%
14	8.3%	15.4%	20.0%	33.3%
15				0.0%
16	21.4%			8.3%
18		11.8%		7.7%
19	0.0%	0.0%		125.0%
20	16.7%	20.0%		16.7%
23	46.2%		46.2%	53.8%
24				15.8%
25	22.2%	20.0%		27.3%
27	62.5%	100.0%	62.5%	
28	57.1%	50.0%	37.5%	44.4%
30	0.0%	0.0%	0.0%	0.0%
32	33.3%	33.3%	29.4%	10.5%
34			0.0%	0.0%
35	40.0%	50.0%	33.3%	14.3%
39			11.1%	11.9%
40	33.3%	30.4%	22.2%	37.5%
41	62.5%	55.0%	50.0%	
43	0.0%	0.0%		
44	18.2%	9.1%	9.1%	9.1%
45		0.0%	0.0%	0.0%
46	46.2%	46.2%	46.2%	38.5%
47	20.0%	20.0%	10.0%	
48	25.0%	16.7%	16.7%	20.0%
49	42.9%	21.4%	37.5%	42.9%
50	66.7%	33.3%	16.7%	0.0%
51	57.1%	50.0%	33.3%	50.0%
52			0.0%	
53	0.0%	0.0%	0.0%	0.0%
54	8.0%		8.0%	7.2%
55	37.5%	37.5%	37.5%	50.0%
57	25.0%	25.0%	28.6%	14.3%
62	33.3%			
63	0.0%	0.0%		0.0%
66				0.0%
67	0.0%	0.0%	0.0%	0.0%
68				18.2%
71	0.0%		0.0%	0.0%
74	0.0%			
76			13.3%	13.3%
79				0.0%
91	20.0%			
97	15.4%			
431	54.5%	75.0%		
3249				0.0%

PROCUREMENT

Warehouse Operating Expense Ratio



District	2017-2018	2018-2019	2019-2020	2020-2021
5	86.6%		32.1%	32.7%
7	17.6%	15.5%	18.3%	
8	7.4%		7.1%	6.0%
12		35.0%	331.9%	232.0%
15				34.8%
16	13.6%			16.4%
18		259.1%		317.9%
23			112.2%	
24				369.1%
27		5.2%		
32	25.7%	5.9%	20.6%	13.4%
35	0.8%	2.8%	13.9%	
39			7.3%	2.1%
41		3.2%	4.5%	
47	10.3%	10.3%	13.4%	
55	4.0%	4.0%	9.1%	7.7%
62	24.4%			
71	10.7%			
431	4.1%	18.7%		
3249				1134.2%

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

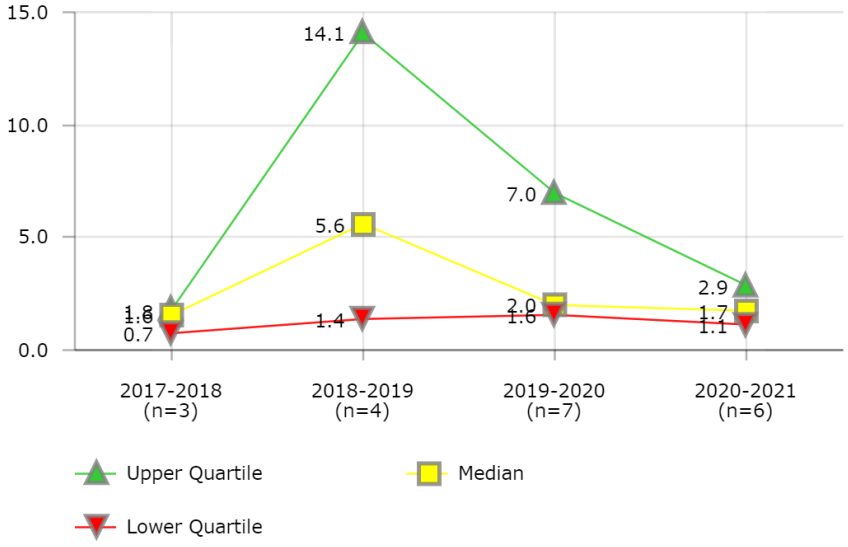
The operational cost of maintaining an intermediate storage/distribution point (warehouse) should be constantly evaluated against other alternatives as the market and other supply chain factors change in the district.

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

PROCUREMENT

Warehouse Stock Turn Ratio



District	2017-2018	2018-2019	2019-2020	2020-2021
5			1.6	1.4
8			3.5	4.8
15				2.9
16	1.6			
18		9.3		
23			2.0	
24				1.1
27		18.8		
35		0.8	0.5	
39			12.3	
41			7.0	
55	1.8	1.9	1.8	2.1
431	0.7			
3249				0.9

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

Risk Management

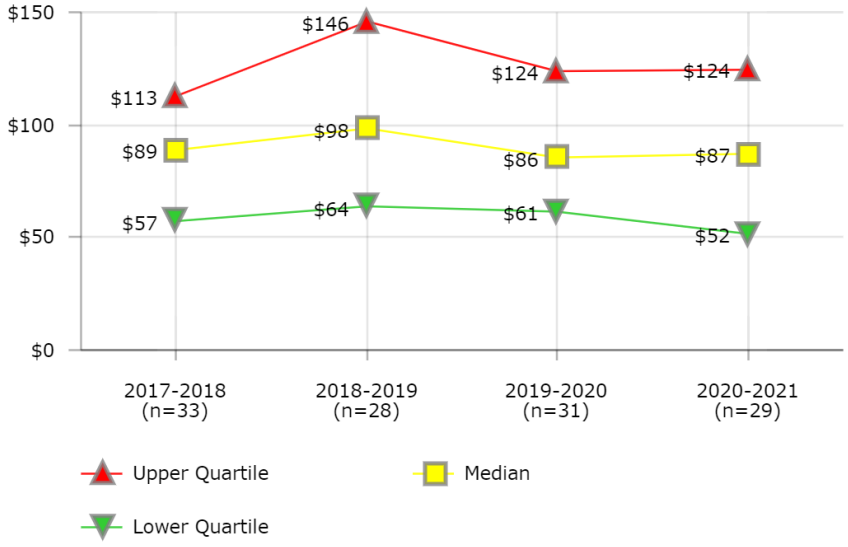
Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the district, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or per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

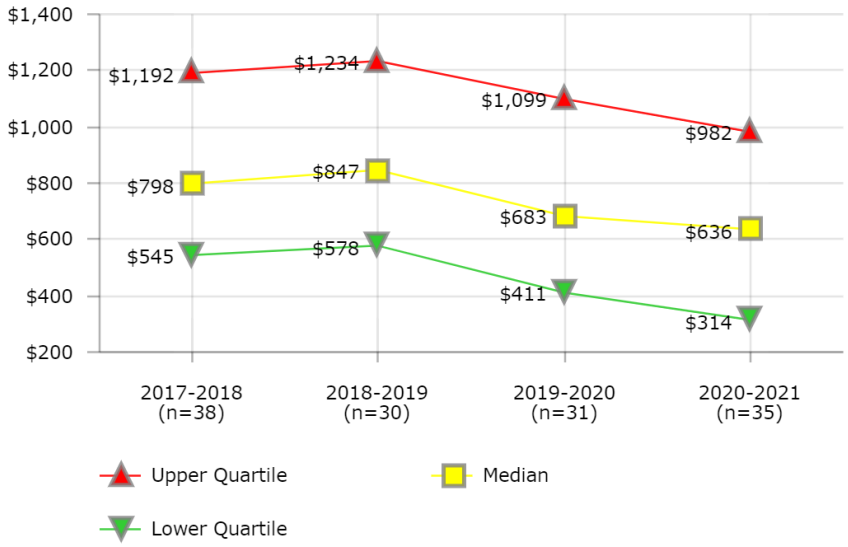
Districts in Best Quartile (2020-2021)

- Clark County School District
- Detroit Public Schools
- District ID #91
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3			$114	$86
4	$109	$141	$150	$186
5	$73		$51	$44
7	$89	$85	$86	
8	$39	$41	$32	$35
9	$44	$60	$61	$50
10	$38			
12	$224	$203	$169	$124
13	$89	$97		$87
14	$113	$142	$143	
15				$233
16	$162			
18	$27	$15	$15	
19	$213			
20	$66	$64	$74	
21			$261	
23	$105	$87	$94	$96
24				$311
25		$227	$161	$171
27		$76		
28	$77	$84	$77	
30	$85	$72	$73	$52
32	$94	$113	$124	$113
34		$315		
35	$183	$209	$131	$168
39			$29	$27
40	$106		$101	$144
43	$193	$171		
44	$66	$45		
47	$83		$24	$17
48	$57	$64	$71	$57
49	$46	$43	$37	$52
50	$92	$57	$83	$47
51	$235	$103	$126	
52			$91	$119
53	$110	$100	$78	$63
54	$79		$94	
55	$32			
57	$162	$150		$177
58		$175		
66			$79	$76
67		$112	$116	$119
71	$47		$39	
77				$117
79	$116	$102	$116	$108
91	$42			$34
3249				$85

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

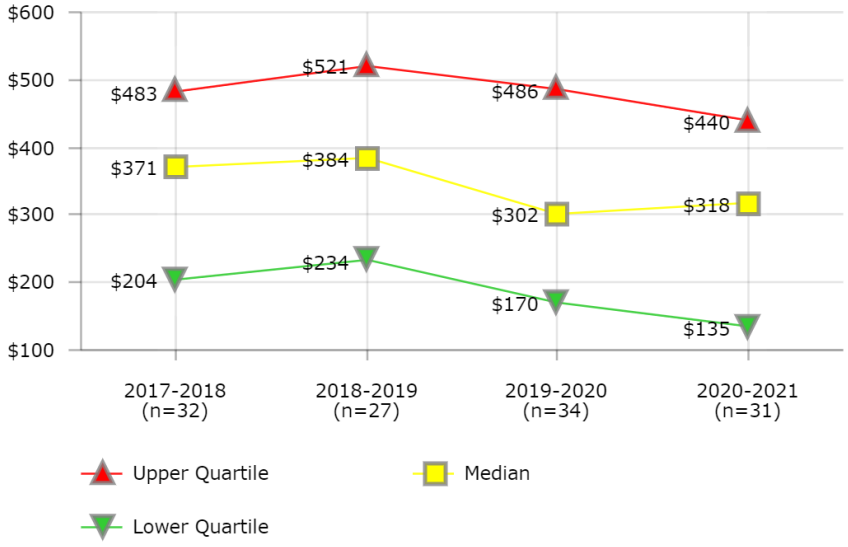
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Austin Independent School District
- Baltimore City Public Schools
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$552			
4	$752	$1,052	$683	$707
5	$352		$234	$123
7	$702	$649	$582	
8	$543	$578	$379	$428
9	$381	$443	$491	$300
10	$378		$411	
11				$1,298
12	$1,255	$1,218	$1,009	$538
13	$999			$782
14	$1,179	$1,290	$1,110	
16	$1,127			$678
18	$176	$195	$165	
19	$1,536	$1,594	$1,234	
20	$744	$652	$683	
23	$987	$743	$719	$1,016
25	$2,034	$1,786	$1,163	$1,085
27		$828	$546	
28	$1,066	$866	$735	$563
30	$1,066	$1,058	$1,079	$636
32	$1,108	$1,234	$1,146	$1,123
35	$1,839	$2,064	$1,177	$1,383
39			$427	$319
40	$1,574	$2,232	$1,099	$1,427
41	$236	$211	$155	$175
43	$583	$511		
44	$1,904	$879		$812
45			$1,588	$457
46				$231
48	$434	$455	$302	$298
49	$565	$386	$299	$323
50	$571	$243	$238	$160
51	$4,248	$1,598	$1,739	$1,473
52	$647		$648	$823
53	$545	$594	$411	$225
54	$845			
55				$317
57	$1,142	$1,005		$982
63	$1,562	$1,814		$1,264
66			$900	$813
67		$687	$679	$579
68				$314
71	$353			$262
74	$688			
79	$1,192	$1,032	$1,098	$911
91	$346			
97	$1,230			
431		$826		
3249				$752

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 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

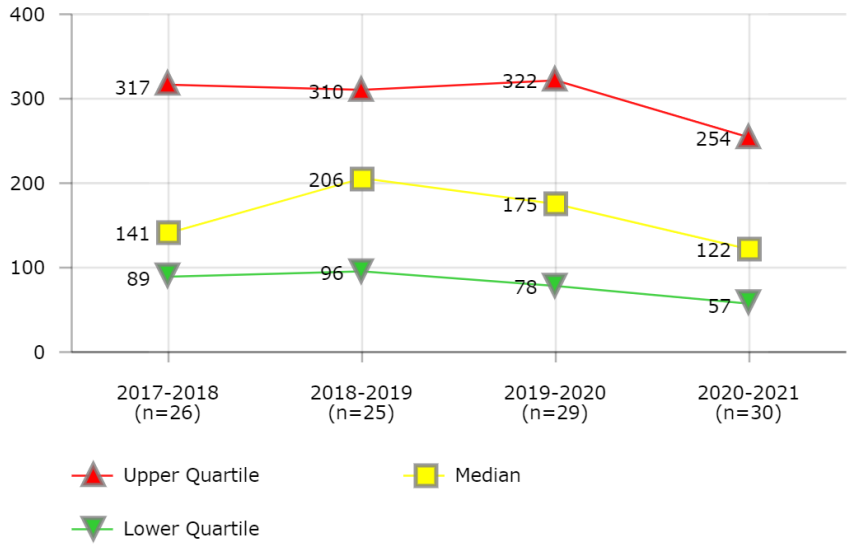
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$341	$404	$337	
4	$262	$386	$261	$279
5			$156	$77
7	$395	$366	$384	
8	$195	$208	$162	$186
9	$213	$234	$305	$192
10	$186		$216	
12	$801	$767	$701	$425
13	$378			
14	$360	$409	$442	
18	$90	$80	$67	
20	$280	$264	$298	
21			$766	
23	$364	$276	$285	$382
25	$1,020	$868		$614
27		$208	$175	
28	$449	$497	$486	$370
30	$401	$384	$404	$276
32	$574	$645	$640	$665
35	$844	$957	$597	$698
39			$152	$135
40			$554	$750
41	$111	$101	$82	$97
43	$520	$468		
44	$486	$311		$329
45			$815	
47	$393			
48	$165	$178	$128	$120
49			$99	$114
50	$332	$149	$170	$118
51		$521	$616	$564
52			$285	$373
53	$335	$375	$286	$160
54	$414		$406	
55	$168		$210	$128
57	$540	$509		$521
63	$850	$998		$740
66			$335	$318
67		$363	$436	$403
68				$132
71	$151		$120	$137
77				$329
79	$480	$603	$492	$440
91	$172			
97	$410			
3249				$292

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

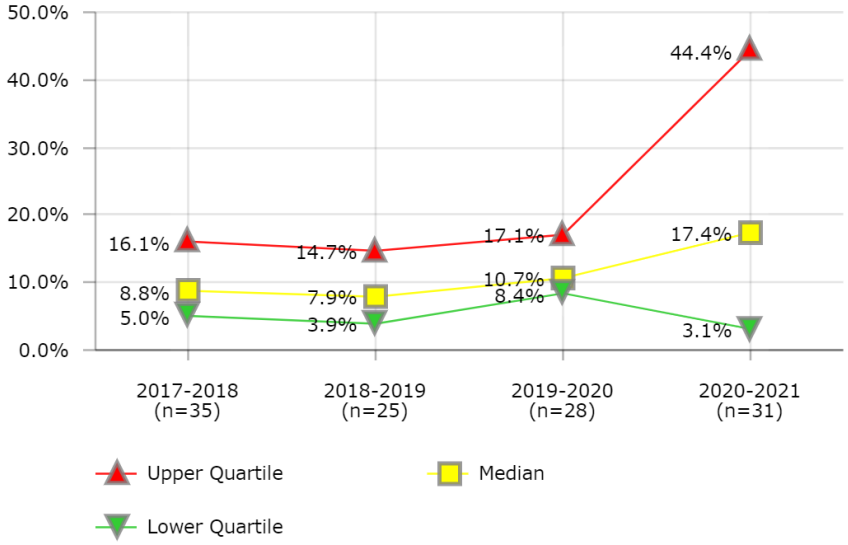
Districts in Best Quartile (2020-2021)

- Atlanta Public Schools
- District ID #3249
- Guilford County School District
- Jackson Public School District (MS)
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3		540	402	
4	142	206	110	222
5			264	187
7	167	310	357	
8	45	65	34	36
9	313	308	331	267
10	39			
13	49			
14	560	589	335	
15				54
18	120	96	25	56
20	94	205	175	
21			617	
23		90	66	83
24				160
25		153		509
27		121	260	
28	89	78	45	29
30	291	249	35	136
32	127	102	115	118
35	842	10	701	642
39			83	63
40			322	382
41			23	
43	684	457		
44	103	277	237	191
48	81	76	52	48
49			85	43
50	284	274	317	110
51	140	56	78	25
52			1,265	
53	475	695	184	81
55	317			122
57	135	130		360
63	155	206		121
66			119	328
67		536	304	197
68				254
77				375
79	388	482	168	69
91	51			
97	78			
431	318			
3249				57

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

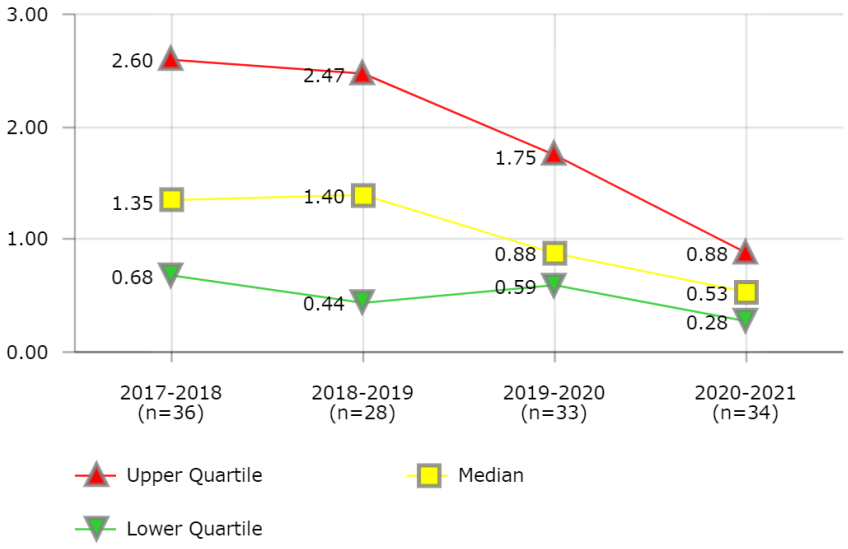
Districts in Best Quartile (2020-2021)

- Austin Independent School District
- Clark County School District
- Columbus Public Schools
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1				70.6%
3				3.1%
4	6.3%	1.8%		
5	27.4%		34.8%	23.1%
7	24.0%	26.3%	10.0%	
8	11.3%	3.9%	4.8%	1.6%
9	1.9%	1.8%	1.4%	3.1%
10	5.0%		10.3%	
11				46.1%
12	25.8%	15.4%	35.0%	44.4%
13	2.1%	3.9%	9.0%	15.6%
14	64.9%	7.8%	8.1%	
15				11.5%
16	8.3%			63.2%
18	2.2%	8.0%		7.9%
19	14.3%	3.7%		
20	100.0%			
21			56.4%	
23	27.3%	25.0%	13.2%	25.0%
24				10.8%
25	11.1%	25.9%	38.5%	48.0%
30	6.3%		50.0%	
32	0.5%	3.6%	3.3%	1.5%
34	15.4%	2.4%		
35	2.7%	9.5%	2.1%	2.5%
43	11.1%	100.0%		
44	6.6%	10.4%	7.2%	32.9%
46	16.2%			21.9%
47	2.0%	7.9%	9.3%	17.4%
48	11.9%	9.8%	10.5%	45.9%
49	9.4%	14.7%	5.1%	16.7%
50	8.3%	53.8%	12.5%	
51	8.8%	5.6%	17.7%	2.0%
52	2.2%	5.1%	12.5%	42.9%
53	30.0%	11.6%	10.8%	52.0%
54	16.1%		16.1%	
55	2.5%	4.0%	8.7%	6.0%
58		3.0%		
62				5.3%
66			16.4%	2.5%
67			20.0%	
68				50.0%
71	7.4%		16.4%	2.4%
77				25.0%
79	5.4%		9.8%	
91	11.5%			
97	7.4%			
3249				30.0%

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

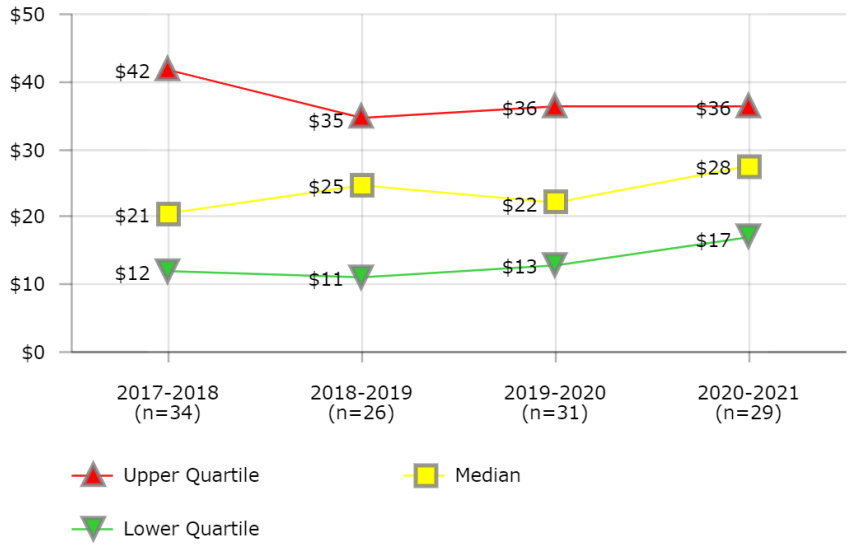
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Charleston County School District
- Detroit Public Schools
- District ID #3249
- Fresno Unified School District
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	2.58	2.69	2.25	0.92
4	0.95	1.15	0.88	0.65
5	1.87		0.47	0.28
7	0.52	0.41	0.43	
8	1.69	1.18	1.06	1.01
9	2.40	2.40	2.03	0.52
10	1.64		0.90	
12	0.98	0.77	0.59	0.28
13	3.57	3.53		1.53
14	0.69	0.96	0.77	
15				2.52
16	2.61			
18	1.94	1.90	1.30	0.57
19	5.30			
21			1.48	
23	0.69	0.40	0.76	0.23
24				2.96
25	0.49	0.71	0.67	0.68
27		1.61	0.03	
30	0.19	0.29	0.22	0.06
32	3.66	3.85	2.39	2.05
34		2.71		
35	2.94	2.36	1.94	0.88
39			0.03	0.05
40	0.68		0.85	0.50
43	0.39	0.39		
44	0.82	0.88	0.74	0.54
46	1.23			0.41
47	3.45		1.75	1.13
48	2.88	3.00	2.73	0.62
49	0.44	0.47	0.81	0.17
50	0.69	0.25	0.16	0.16
51	1.47	1.89	2.67	
52			1.70	0.67
53	1.02	2.55	2.07	0.52
54	0.55		0.56	
55	0.79		0.67	
57	2.00	1.88		1.91
58		2.20		
62				0.47
66			1.25	0.77
67		0.27	0.14	0.06
68				0.07
71	2.64		1.51	
77				0.53
79	3.21	2.59	2.67	0.54
91	0.41			0.44
97	1.86			
431	0.21	0.33		
3249				0.24

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

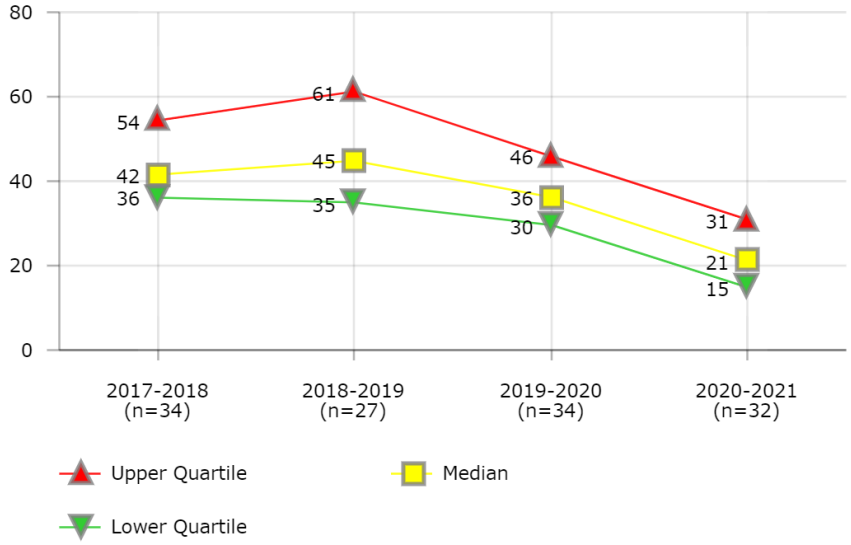
Districts in Best Quartile (2020-2021)

- Fort Worth Independent School District
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Omaha Public School District
- Palm Beach County School District
- Shelby County School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3			$32	$34
4	$56	$60	$95	
5	$32		$23	$29
7	$7	$8	$15	
8	$7	$7	$8	$7
9	$14	$26	$22	$25
10	$8			
12	$49	$46	$38	$42
13	$26	$28		$32
14	$44	$61	$66	
15				$69
16	$39			
18	$15	$4	$6	$3
19	$29			
20	$9	$10	$14	
21			$36	
23	$47	$43	$50	$36
24				$89
25	$79	$22	$21	$31
27		$26		
30	$19	$7	$5	$5
32	$18	$26	$36	$24
34		$49		
35	$16	$14	$14	$17
39			$6	$7
40	$4		$5	$4
43	$74	$63		
44	$6	$8	$4	
47	$22		$24	$17
48	$35		$53	$41
49	$12	$20	$18	$32
50	$45	$34	$56	$28
51	$42	$18	$24	
52			$13	$17
53	$41	$24	$23	$33
54	$24		$37	
55	$5			
57	$42	$35		$67
58		$21		
66			$15	$14
67		$28	$28	$40
71	$15		$15	
77				$50
79	$12	$11	$11	$11
91	$13			$25
431	$3			
3249				$24

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

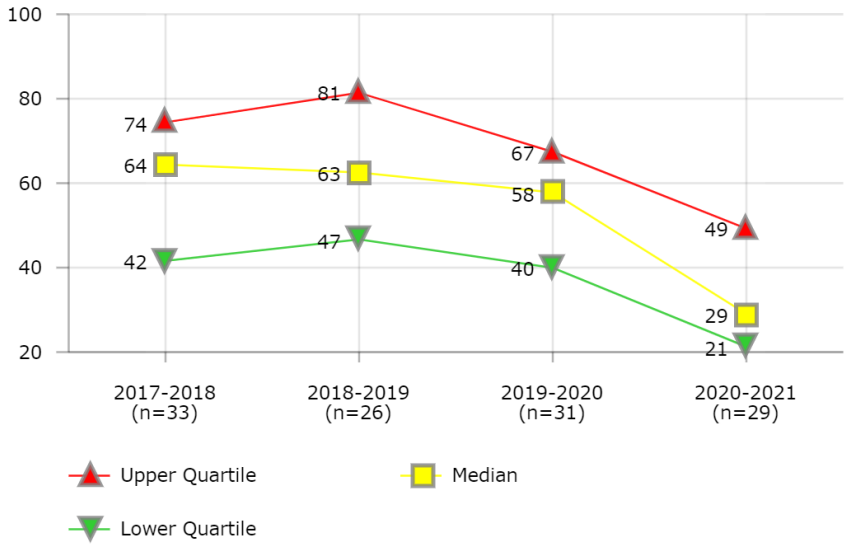
Districts in Best Quartile (2020-2021)

- Atlanta Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Detroit Public Schools
- Guilford County School District
- Milwaukee Public Schools
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	37	31	21	
4	66	66	32	25
5			36	9
7	72	67	60	
8	51	51	46	37
9	31	32	30	12
10	42		25	
12	97	109	91	45
13	54			
14	35	44	40	
15				29
18	28	31	52	29
20	20	21	18	
21			74	
23	40	47	26	20
24				21
25	73	71		17
27		31	25	
28	38	41	30	9
30	51	44	35	10
32	53	53	43	35
35	31	33	27	14
39			36	24
40			37	28
41	72	72	60	46
43	56	52		
44	47	45	33	35
45			63	
47	33			
48	37	45	41	33
49			9	7
50	46	49	38	10
51	41	35	32	21
52			35	
53	117	120	98	33
54	18			
55	36		40	21
57	41	36		10
63	60	59		28
66			61	67
67		37	32	15
68				24
71	37		28	18
79	42	61	42	17
91	29			
97	45			
431	36			
3249				16

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 (2020-2021)

- Atlanta Public Schools
- East Baton Rouge Parish School System
- Houston Independent School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Portland Public Schools
- San Francisco Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	74	97	96	
4	66	66	75	55
5			36	9
7	72	67	60	
8	82	82	67	53
9	56	59	52	50
10	42			
12	9			
13	88			
14	38	41	40	
15				33
18	74	81	62	29
20	42	51	46	
21			91	
23	40	47	37	27
24				21
25	73	71		17
27		37	31	
28	38	41	41	9
30	89	84	65	16
32	53	54	81	50
35	33	59	61	26
39			18	11
40			56	43
41	72	72	60	46
43	97	95		
44	66	66	49	55
45			63	
47	68			
48	49	52	46	38
49			9	29
50	50	5	3	
51	90	84	72	54
52			94	19
53	120	26	23	34
54	18			
55	36		40	
57	41	40		22
63	82	59		28
66			61	67
67		68	58	24
68				49
77				5
79	42	143	78	42
91	54			
97	95			
431	64			

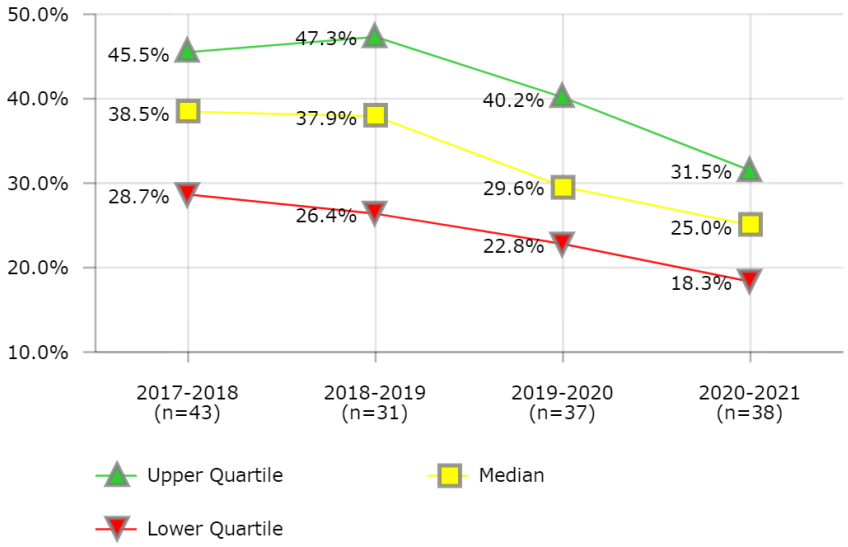
Food Services

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

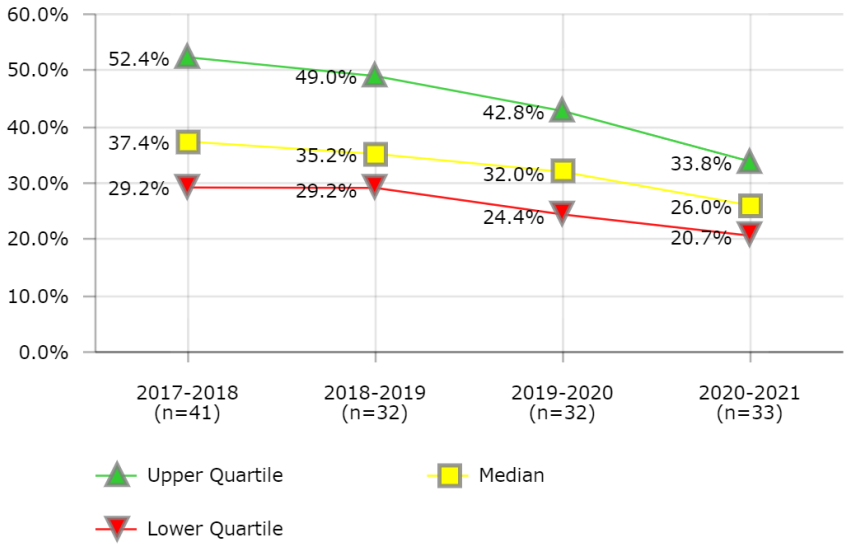
Districts in Best Quartile (2020-2021)

- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Minneapolis Public Schools
- Orange County Public School District
- Sacramento City Unified School District
- Shelby County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	55.4%			
3	55.9%	54.2%	36.8%	63.0%
4	25.9%	30.4%	23.6%	
5	20.7%		15.1%	20.2%
7	36.5%	25.5%	17.9%	
8	24.8%	26.2%	22.8%	22.7%
9	27.6%	26.4%	21.8%	16.9%
10	36.5%		29.4%	25.5%
12	42.0%	42.5%	44.6%	34.4%
13	24.1%	24.3%		12.9%
14	28.0%	26.0%	32.1%	19.8%
15				47.4%
16	36.2%			
18	48.5%	49.5%		32.3%
20	52.5%	49.1%		40.3%
21			34.8%	
23	28.3%	28.9%	22.4%	21.9%
24				28.4%
25	59.3%	59.6%		17.5%
26			28.2%	28.7%
27	45.5%	44.5%	58.4%	
28	38.5%	39.5%	35.5%	
30	46.6%	44.1%	32.3%	7.3%
32	22.9%	26.2%	22.2%	24.1%
35	51.0%	49.6%	41.1%	27.6%
37	38.1%			
39	44.7%		32.3%	16.1%
40			28.3%	24.5%
41	60.1%		49.0%	32.2%
43	40.6%	45.8%		
44	38.5%	37.9%	26.9%	29.6%
45			60.5%	
46	28.7%		21.3%	8.9%
47	48.9%		29.7%	28.0%
48	30.8%	31.6%	21.5%	31.5%
49	39.9%	41.0%	29.6%	27.8%
50		60.7%	43.9%	15.0%
51	39.4%	47.3%	44.8%	
52	34.4%	32.7%	23.2%	37.2%
53	41.1%	42.1%	36.4%	18.3%
54	36.2%			
55	27.0%			
56		17.4%		
57	44.9%	5.0%	40.2%	18.1%
58	39.5%			
62				36.5%
63	54.4%			26.2%
66			46.7%	22.7%
67		29.5%	20.6%	95.0%
71	28.2%		22.1%	
76		76.1%	55.5%	
79	30.5%	32.2%	24.5%	20.6%
91	33.9%			20.0%
97	35.0%	36.0%	25.4%	25.7%
431	41.6%			
3249				7.5%

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 to ensuring students are 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

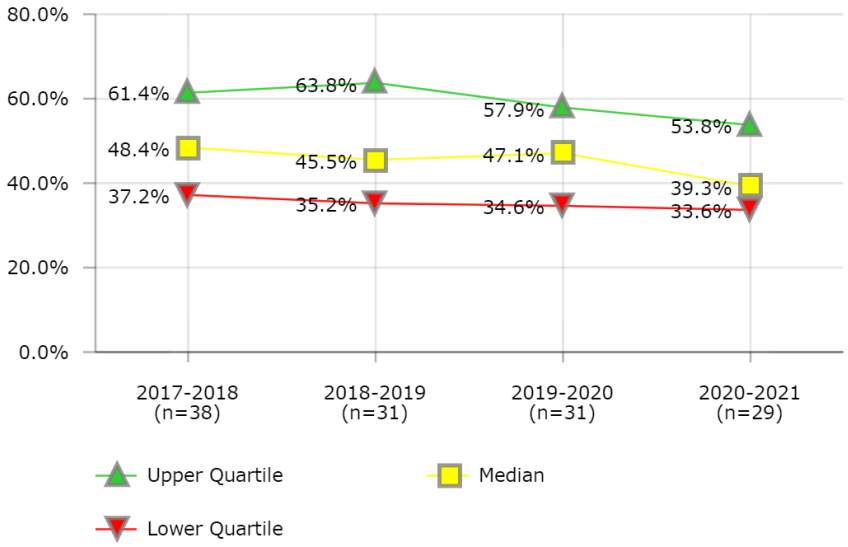
Districts in Best Quartile (2020-2021)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Jackson Public School District (MS)
- Minneapolis Public Schools
- Sacramento City Unified School District
- Shelby County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	57.0%			
3	57.0%	55.2%	39.3%	68.7%
4	26.7%	32.0%		
5			14.8%	22.0%
7	21.2%	21.7%	14.4%	
8	24.4%	25.6%	21.8%	20.1%
9	29.8%	29.0%	23.4%	19.7%
10				27.8%
11		77.8%		
12	40.9%	46.0%	48.6%	34.1%
13	23.3%	23.5%		13.6%
14	29.4%	26.2%	33.2%	21.4%
15				57.3%
16	60.3%	43.9%		
18	52.4%	54.0%		33.8%
20	53.8%	48.3%	38.8%	42.8%
21			41.2%	
23	31.3%	31.0%	24.7%	23.8%
28	37.4%	38.3%	34.1%	
30	52.8%	51.6%	35.8%	8.7%
32	20.6%	29.3%	25.4%	27.2%
35	54.2%	54.9%	44.5%	34.9%
37	40.8%			
39	49.0%		36.2%	0.0%
41	66.1%		54.6%	36.1%
43	49.0%			
44	35.1%	36.4%	25.4%	26.0%
45			19642.1%	
46	35.0%		25.3%	8.0%
47	44.3%		30.9%	28.7%
48	30.3%	30.3%	21.1%	29.3%
50	81.5%	67.4%	79.2%	16.1%
51	43.1%	42.3%	49.4%	
52			24.4%	41.4%
53	43.9%	43.9%	38.6%	21.1%
54	38.5%			
55	28.4%			
56	19.5%	18.5%		
57	53.8%	49.8%	45.8%	20.7%
58	41.8%			
61	27.8%	29.8%		
62		27.6%		128.7%
63	63.2%			27.4%
66			51.4%	25.7%
67		33.3%	23.2%	31.8%
71	31.1%		24.5%	
76		87.7%	0.4%	
77	15.9%	14.8%		
79	33.5%	34.0%	26.2%	22.3%
91	25.1%			22.7%
97	29.2%	32.3%	25.3%	27.6%
101	36.3%	37.2%		
3249				7.7%

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

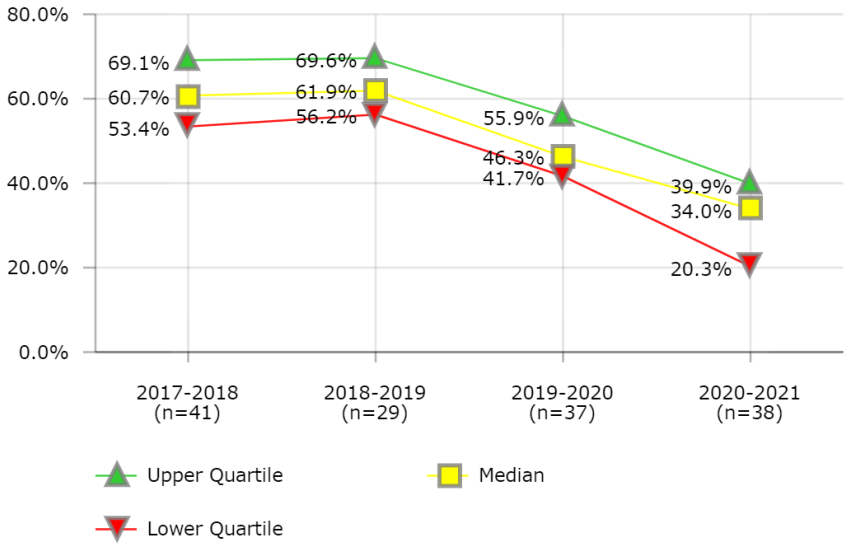
Districts in Best Quartile (2020-2021)

- Cincinnati Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	69.2%			
3	70.5%	73.6%		162.4%
4	37.2%	38.4%		
5			47.4%	76.0%
7	33.0%	36.5%	32.0%	
8	34.0%	34.9%	30.8%	35.4%
9	40.8%	37.7%	34.2%	30.1%
10				39.0%
11		86.0%		
12	48.5%	63.8%	61.0%	45.5%
13	31.9%	31.1%		
14	41.1%	40.0%	61.3%	33.6%
15				59.2%
16		70.7%		
18				34.5%
20	61.4%	63.7%	42.6%	53.8%
21			53.1%	
23	51.7%	86.9%	99.9%	
27			8545.3%	
28	48.4%	50.4%	36.8%	
30	58.5%	56.5%	42.4%	10.3%
32	28.3%	29.1%	35.4%	40.5%
35	66.6%	54.6%	47.1%	38.2%
37	50.3%			
39	60.6%		37.0%	
41	65.9%		54.3%	36.2%
44	51.9%	51.2%	34.6%	44.2%
45			8402.4%	
46	29.4%			7.4%
47	93.6%		64.9%	80.5%
48	43.9%	45.5%	42.9%	53.7%
50	121.1%	81.2%	57.9%	20.8%
51	53.2%	41.6%	49.6%	
52			55.9%	85.5%
53	67.3%	67.4%	59.7%	77.4%
54	39.0%			
55	44.6%			
56	26.6%	25.0%		
57	26.6%	25.3%	22.4%	11.9%
58	44.3%			
61	32.3%	35.2%		
62		36.9%		61.9%
63	64.7%			
66			49.5%	39.3%
67		32.0%	32.5%	34.6%
71	48.8%		51.5%	
76		98.0%	0.4%	
77	29.5%	26.7%		
79	39.1%	39.9%	29.9%	24.0%
91	53.5%			48.3%
97	67.4%	51.5%	46.6%	45.6%
101	47.0%	45.8%		
3249				17.7%

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

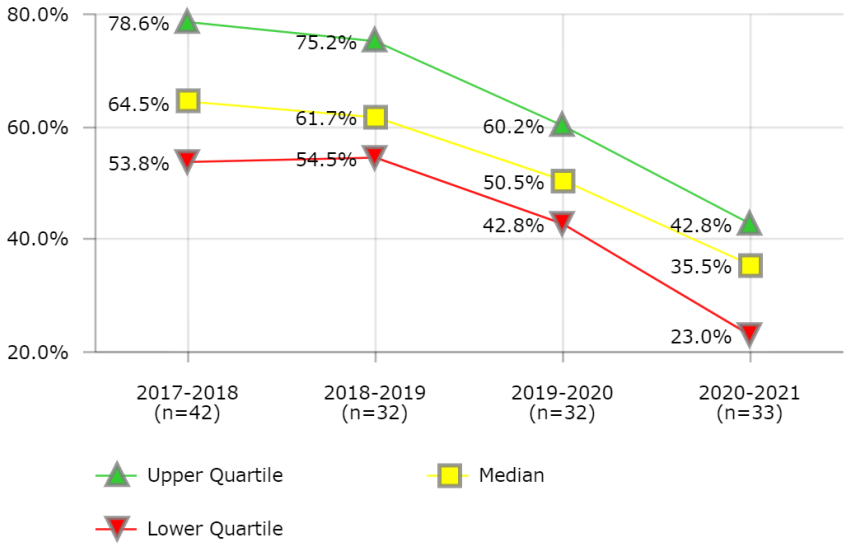
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Cincinnati Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Jackson Public School District (MS)
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Pinellas County Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	71.2%			
3	74.3%	72.6%	49.2%	66.1%
4	63.6%	48.0%	39.6%	
5	39.3%		28.9%	20.3%
7		41.3%	29.9%	
8	55.5%	56.2%	42.7%	38.1%
9	44.8%	44.3%	36.8%	17.1%
10	58.0%		43.0%	42.4%
12	66.4%	65.8%	62.9%	38.7%
13	57.1%	56.3%		21.9%
14	49.4%	50.9%	48.3%	21.5%
15				48.8%
16	49.7%			
18	69.1%	71.2%		33.9%
20		69.6%		42.7%
21			41.7%	
23	51.5%	55.8%	41.4%	40.3%
24				35.0%
25	64.8%	66.9%		17.3%
26			44.7%	30.7%
27	73.2%	61.9%	77.1%	
28	59.0%	60.1%	53.9%	
30	69.5%	67.4%	49.5%	8.5%
32	51.1%	57.0%	42.3%	37.8%
35	71.2%	69.1%	56.7%	29.4%
37	50.0%			
39	52.4%		39.1%	20.1%
40			47.1%	32.3%
41	74.2%		68.6%	39.0%
43	70.0%	69.9%		
44	58.3%	57.1%	40.7%	41.7%
45			65.3%	
46	65.9%		46.3%	9.3%
47	71.1%		42.3%	40.3%
48	59.8%		46.2%	42.7%
49	55.4%	55.6%	41.4%	39.0%
50		77.1%	55.9%	16.3%
51	77.4%	93.5%	71.6%	
52	59.1%	56.7%	42.3%	38.2%
53	66.3%	66.7%	55.7%	18.8%
54	61.1%			
55	53.4%			
56		46.4%		
57	68.3%		57.3%	20.2%
58	63.2%			
62				36.6%
63	76.9%			28.9%
66			76.3%	34.0%
67		72.8%	51.1%	103.9%
71	49.2%		37.2%	
76		78.5%	61.6%	
79	60.1%	61.9%	47.5%	25.7%
91	38.6%			30.5%
97	63.5%	60.9%	41.9%	39.9%
431	60.7%			
3249				12.4%

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

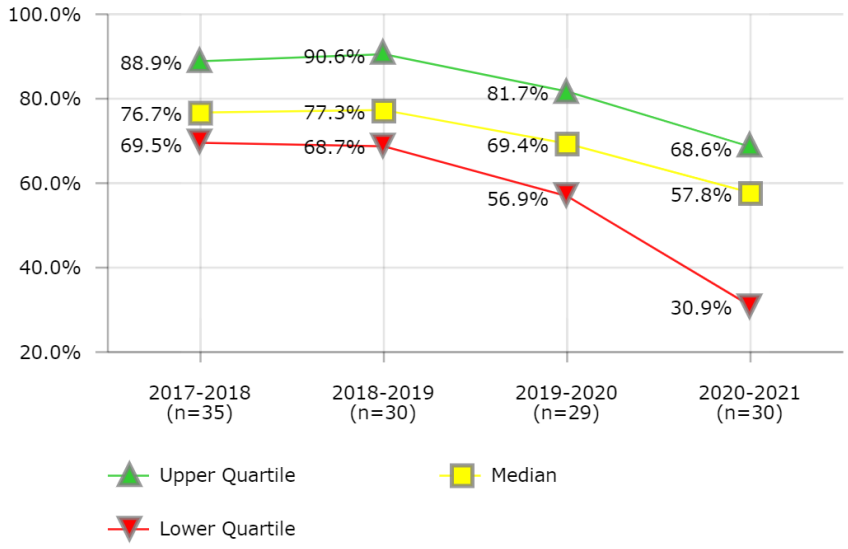
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Cincinnati Public Schools
- Dallas Independent School District
- Hillsborough County Public Schools
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Orange County Public School District
- Sacramento City Unified School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	73.2%			
3	75.7%	73.9%	52.5%	72.0%
4	65.7%	50.6%		
5			28.9%	22.0%
7	38.9%	41.0%	29.0%	
8	54.7%	55.1%	40.7%	33.6%
9	48.5%	48.8%	39.6%	19.9%
10				46.2%
11	64.4%	67.6%		
12	64.6%	71.2%	68.5%	38.4%
13	55.0%	54.4%		23.1%
14	51.8%	51.4%	50.3%	23.3%
15				59.0%
16	83.3%	58.5%		
18	74.6%	77.7%		35.5%
20	80.5%	68.4%	53.8%	45.3%
21			49.3%	
23	56.9%	59.7%	45.7%	43.7%
28	57.4%	58.2%	51.7%	
30	78.6%	79.0%	54.8%	10.2%
32	45.9%	63.6%	48.3%	42.8%
35	75.6%	76.5%	61.4%	37.2%
37	53.6%			
39	57.4%		43.8%	0.0%
41	81.6%		76.4%	43.7%
43	84.6%			
44	53.2%	54.8%	38.3%	36.7%
45			21174.7%	
46	80.4%		54.9%	8.4%
47	64.4%		43.9%	41.2%
48	58.8%	59.8%	45.4%	45.5%
50	97.5%	85.5%	100.9%	17.6%
51	84.7%	83.6%	79.1%	
52			44.4%	42.6%
53	70.8%	69.7%	59.0%	21.6%
54	64.9%			
55	56.4%			
56	53.8%	53.0%		
57	81.7%	58.6%	65.4%	23.0%
58	66.8%			
61	52.7%	50.7%		
62		68.6%		129.0%
63	89.3%			30.2%
66			84.0%	38.5%
67		82.1%	57.4%	34.7%
71	54.2%		41.2%	
76		90.5%	0.4%	
77	38.9%	38.7%		
79	66.0%	65.2%	50.7%	27.9%
91	42.1%			34.6%
97	53.1%	54.6%	41.7%	42.4%
101	82.0%	79.8%		
3249				12.8%

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

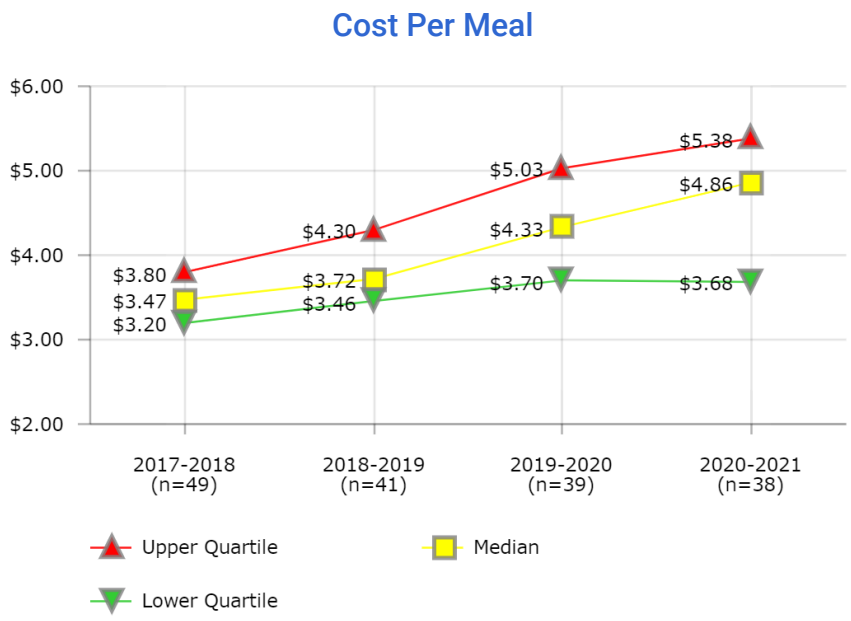
- Menu selections
- Clean, attractive dining areas with adequate seating capacity
- Provision II and III and Universal Free
- Food preparation methods
- Adequate time to eat

Districts in Best Quartile (2020-2021)

- District ID #91
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Pinellas County Schools
- Portland Public Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	88.9%			
3	102.2%	101.1%		168.0%
4	84.4%	75.1%		
5			66.1%	76.2%
7	55.4%	62.1%	50.2%	
8	74.4%	73.7%	58.3%	58.3%
9	70.5%	61.8%	52.4%	30.9%
10				58.7%
11		78.6%		
12	75.5%	97.6%	84.4%	50.7%
13	72.8%	68.7%		
14	67.6%	62.8%	86.5%	35.7%
15				61.4%
16		86.6%		
18				36.2%
20	91.4%	82.5%	58.2%	57.3%
21			115.3%	
23	76.9%			
28	70.2%	72.3%	54.7%	
30	87.4%	86.6%	63.1%	11.8%
32	65.2%	64.4%	69.4%	61.6%
35	79.4%	76.0%	64.2%	41.1%
37	68.3%			
39	69.5%		44.7%	0.0%
41	81.5%		76.0%	43.7%
44	76.1%	75.4%	47.1%	61.3%
45			10005.7%	
46	66.8%			7.7%
47			90.7%	121.9%
48	79.2%	80.2%	81.7%	83.4%
50	145.3%	103.2%	73.9%	23.0%
51	104.8%	82.3%	81.2%	
52			76.3%	87.2%
53	105.6%	104.7%	88.6%	118.2%
55	87.4%			
56	69.3%	68.9%		
57		30.0%	32.7%	14.0%
58	70.6%			
61	61.4%	59.8%		
62		90.6%		62.1%
63	91.8%			
66			94.4%	60.2%
67		80.4%	66.2%	37.6%
71	76.7%		72.1%	
76		101.4%	0.5%	
77	68.0%	65.3%		
79	75.5%	75.2%	56.9%	30.0%
91	82.3%			73.5%
97	125.6%	90.6%	73.5%	68.6%
101	106.3%	98.4%		
3249				28.0%

FOOD SERVICES



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

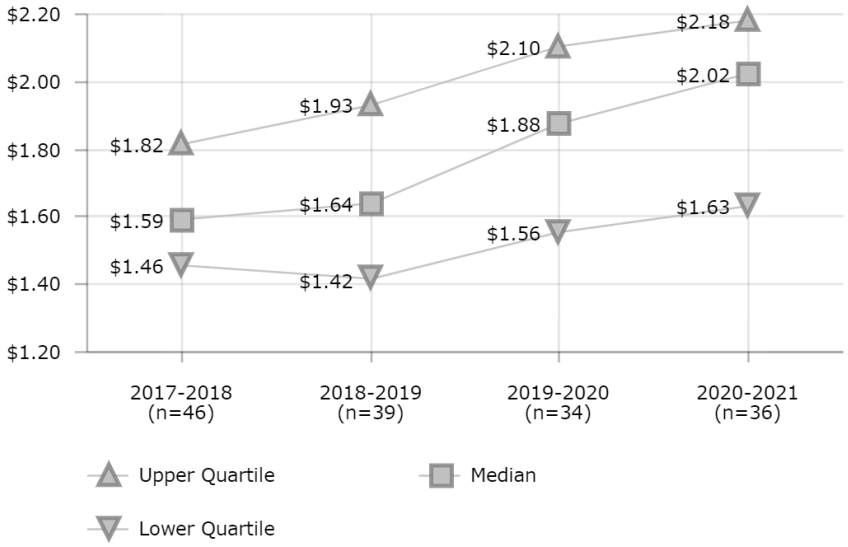
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- District ID #91
- Duval County Public Schools
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District
- Seattle Public Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1				$2.67
3	$3.20	$3.50	$3.52	$3.58
4	$3.72	$4.56	$5.50	$4.85
5	$2.66		$3.66	$3.20
7	$4.42		$4.94	
8	$3.28	$3.46	$3.40	$3.29
9	$3.27	$3.42	$3.70	$5.00
10	$4.09		$4.23	$5.38
11		$3.00		
12	$4.12	$4.47	$4.93	$5.89
13	$3.09	$3.22		$4.22
14	$3.39	$3.97	$6.02	$4.98
15				$4.78
16	$2.47	$2.88		$2.83
18	$4.11	$4.28		$5.98
20	$3.03	$3.46	$4.56	$5.30
21			$5.15	
23	$3.94	$4.49	$5.35	$5.21
24				$4.66
25	$2.67	$2.94	$4.33	
26	$2.73		$3.47	$4.97
27	$3.22	$3.53	$5.03	$5.34
28		$5.77	$0.19	
30	$3.58	$3.88	$5.07	
32	$3.64	$3.53	$3.99	$3.98
35	$3.67	$3.72	$4.99	
37	$3.44			
39	$3.79	$3.52		
40			$5.03	$6.09
41	$3.58		$3.94	$5.04
43	$3.15	$4.33		
44	$3.56	$3.59	$3.91	$3.52
45			$2.63	
46	$3.41		$4.00	$6.38
47	$4.04	$4.39	$5.36	$2.26
48	$3.44	$4.02	$5.48	$4.15
49	$4.52	$4.64	$4.33	$4.36
50	$3.43	$4.64	$5.88	
51	$4.93	$4.68	$4.60	
52	$3.72	$3.94	$3.88	$3.69
53	$3.77	$3.58	$4.27	$7.23
54	$3.20		$2.96	
55	$3.29			$4.26
56	$2.84	$2.81		
57	$15.36	$4.96	$2.92	$3.68
58	$3.46			
61	$2.80	$2.60		
62	$3.02	$3.65		$1.16
63	$3.95	$4.04		$6.73
66	$3.47	$3.58	$2.99	$5.60
67		$3.26	$4.13	$5.50
71	$3.93	$3.96	$4.53	
76		$4.13	$4.79	$6.78
77	$2.71	$2.79		
79	$3.77	$4.30	$5.61	$4.87
91	$3.58			$2.25
97	$4.53	$3.89	$4.52	$4.87
101	$3.04	$3.05		
431	$3.80			

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.

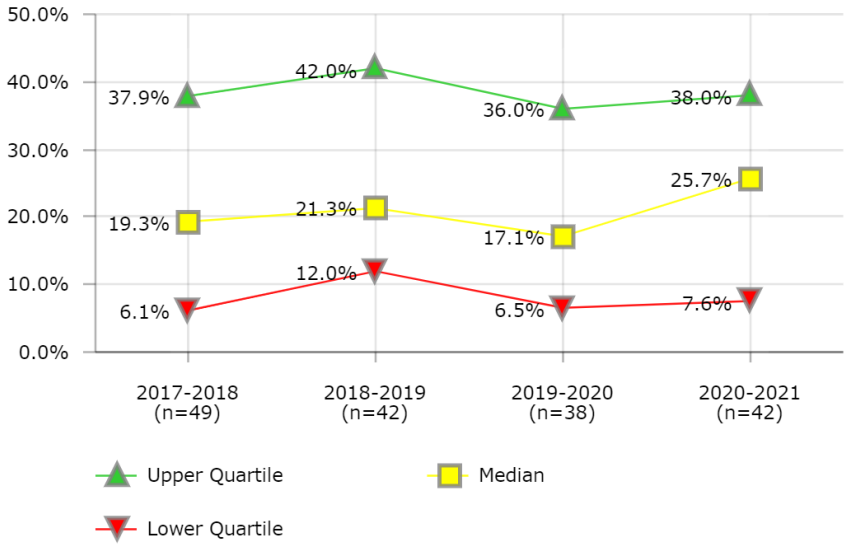
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1				$1.16
3	$1.44	$1.49	$1.51	$1.76
4	$1.89	$2.41	$2.82	$2.31
5	$1.24		$1.55	$1.32
7	$1.87	$1.62	$1.86	
8	$1.38	$1.59	$1.48	$1.45
9	$1.90	$2.00	$2.02	$2.07
10	$1.65		$1.62	$1.80
11		$1.30		
12	$1.93	$2.07	$2.10	$2.48
13	$1.37	$1.41		$1.45
14	$1.57	$1.82		$2.05
15				$1.76
16	$0.89	$1.07		$1.00
18	$2.03	$1.96		$2.30
20	$1.17	$1.41	$1.71	$1.99
21			$1.97	
23	$1.82	$1.93	$2.15	$2.19
24				$1.15
25	$1.39	$1.49	$2.03	$2.14
26	$1.48		$1.54	$2.34
27	$1.61	$1.75	$2.36	$2.06
30	$1.82	$1.98	$2.30	$4.15
32	$1.57	$1.53	$1.58	$1.54
35	$1.41	$1.61	$2.09	
37	$1.56			
39	$1.78	$1.80		
41	$1.74		$1.70	$1.95
43	$0.47	$1.52		
45			$1.47	
46	$1.52		$0.91	$2.21
47	$1.66	$1.93	$2.21	$1.12
48	$1.52	$1.75	$1.92	$2.12
49	$2.16	$2.37	$2.14	$1.88
50	$2.01	$2.74	$2.62	
51	$1.83	$1.72	$1.65	
52	$1.81	$1.85	$1.77	$1.72
53	$1.51	$1.37	$1.56	$2.15
55	$1.50			$1.46
56	$0.95	$0.88		
57	$1.66	$2.27	$2.06	$2.16
58	$1.88			
61	$1.24	$1.04		
62	$1.53	$1.64		
66	$1.71	$1.78	$1.16	$2.01
67		$1.41	$1.89	$2.03
71	$1.46	$1.39	$1.39	
76		$2.08	$2.17	$2.62
77	$1.47	$1.42		
79	$1.58	$1.82	$2.09	$2.02
91	$1.68			
97	$2.04	$1.57	$1.74	$2.18
101	$1.63	$1.56		
431	$1.78			
3249				$4.02

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

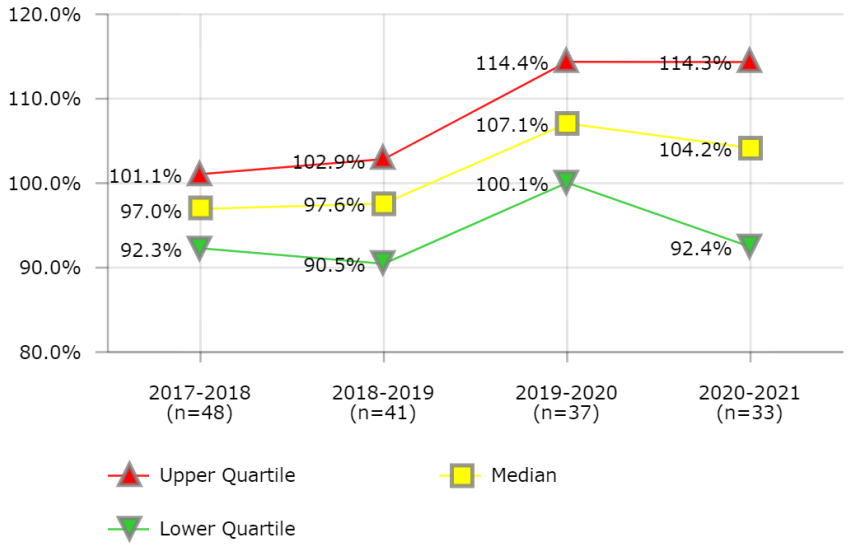
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Clark County School District
- Duval County Public Schools
- Guilford County School District
- Norfolk School District
- Sacramento City Unified School District
- Shelby County School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1				6.8%
3	24.0%	21.6%	20.5%	29.9%
4	37.9%	35.8%	42.0%	53.2%
5	32.2%		10.2%	7.6%
7	1.5%	-2.0%	-2.0%	
8	24.5%	17.7%	14.6%	25.9%
9	48.2%	55.9%	64.9%	93.7%
10	23.2%		35.3%	36.3%
11		26.9%		
12	25.1%	24.6%	19.4%	12.8%
13	44.2%	41.6%		49.9%
14	71.5%	67.1%	37.4%	100.0%
15				22.7%
16	12.7%	18.8%		32.8%
18	44.5%	45.1%		88.6%
20	72.3%	76.3%	79.1%	69.8%
21			9.9%	
23	29.7%	20.9%	8.6%	4.5%
24				3.5%
25	0.0%	0.0%	0.0%	
26	0.1%		0.0%	3.7%
27	50.9%	56.0%	57.2%	58.0%
28	37.8%	31.7%	37.1%	66.4%
30	38.9%	43.8%	36.0%	0.0%
32	24.0%	20.5%	10.8%	16.5%
35	46.1%	44.6%	59.4%	34.3%
37	5.2%			
39	19.3%	19.1%		
40			-7.4%	16.2%
41	18.4%		7.4%	10.8%
44	17.5%	19.7%	19.7%	41.7%
45			58.3%	
46	11.2%		14.9%	8.1%
47	26.9%	12.1%	0.0%	35.3%
48	32.8%	34.3%	22.3%	32.1%
49	14.8%	12.6%	36.8%	38.0%
50	50.1%	54.0%	32.2%	0.0%
51	6.1%	11.2%	6.5%	21.7%
52	14.3%	11.6%	13.9%	25.5%
53	40.1%	42.0%	34.2%	
54	0.0%		0.0%	32.5%
55	2.3%			
56	7.1%	9.0%		
57	12.6%	11.6%	0.3%	0.0%
58	22.7%			
61	0.9%	0.9%		
62	43.4%	43.9%		41.9%
63	0.9%	21.0%		0.7%
66	3.4%	4.5%		7.0%
67		37.4%	30.7%	32.5%
68				33.6%
71	12.5%	12.0%	12.5%	
76		25.0%	19.7%	2.8%
77	0.5%	0.7%		
79	15.7%	16.4%	3.7%	12.0%
91	-2.1%			
97	1.4%	4.3%	0.9%	10.7%
101	48.6%	53.3%		
431	18.8%	30.7%		

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

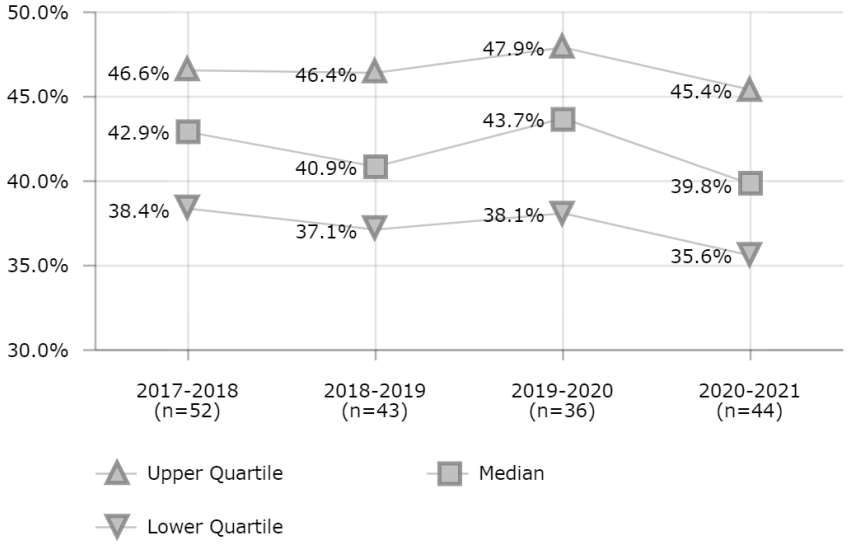
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District
- Seattle Public Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1				88.6%
3	97.4%	103.0%	96.7%	83.4%
4	92.0%	92.4%	101.5%	98.4%
5	104.8%		114.4%	92.4%
7	98.5%		103.6%	
8	103.0%	105.8%	105.3%	88.0%
9	91.6%	90.7%	91.5%	105.2%
10	99.5%		98.9%	105.5%
11		87.1%		
12	102.8%	102.2%	107.5%	113.3%
13	99.9%	101.8%		95.8%
14	95.3%	114.4%	92.8%	113.3%
16	96.3%	81.8%		81.8%
18	86.6%	94.2%		125.1%
20	95.0%	91.9%	106.8%	118.7%
21			112.4%	
23	93.2%	107.1%	115.9%	104.2%
24				112.2%
25	99.8%	110.6%	130.5%	
26	97.5%			
27	91.0%	88.4%	121.8%	
28				97.4%
30	90.3%	95.6%	114.7%	
32	94.0%	106.2%	113.6%	94.0%
35	82.1%	86.7%	104.3%	
37	104.8%			
39	90.5%	73.0%		
40			108.2%	109.9%
41	99.0%		107.1%	128.2%
43	67.1%	99.1%		
44	86.5%	85.6%	90.4%	
45			96.5%	
46	101.2%		111.1%	118.3%
47	102.4%	112.8%	131.0%	
48	84.0%	106.7%	126.1%	94.5%
49	103.1%	114.5%	95.2%	107.9%
50	83.8%	95.0%	136.9%	
51	121.5%	89.7%	105.5%	89.6%
52	99.7%	102.6%	95.4%	90.2%
53	95.5%	96.9%	103.5%	
54	104.1%		118.9%	
55	95.1%			125.1%
56	97.1%	98.1%		
57		102.9%	71.7%	86.9%
58	95.1%			
61	98.9%	98.7%		
62	107.2%	85.8%		84.4%
63	43.1%	86.6%		
66	94.0%	93.2%	106.2%	
67		89.0%	107.1%	114.3%
68				142.9%
71	100.9%	100.3%	100.1%	
76		93.6%	110.6%	125.6%
77	111.7%	111.0%		
79	94.9%	102.0%	119.6%	93.9%
91	97.6%			
97	111.5%	99.0%	110.8%	94.5%
101	92.6%	90.5%		
431	96.8%	97.6%		
3249				181.6%

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.

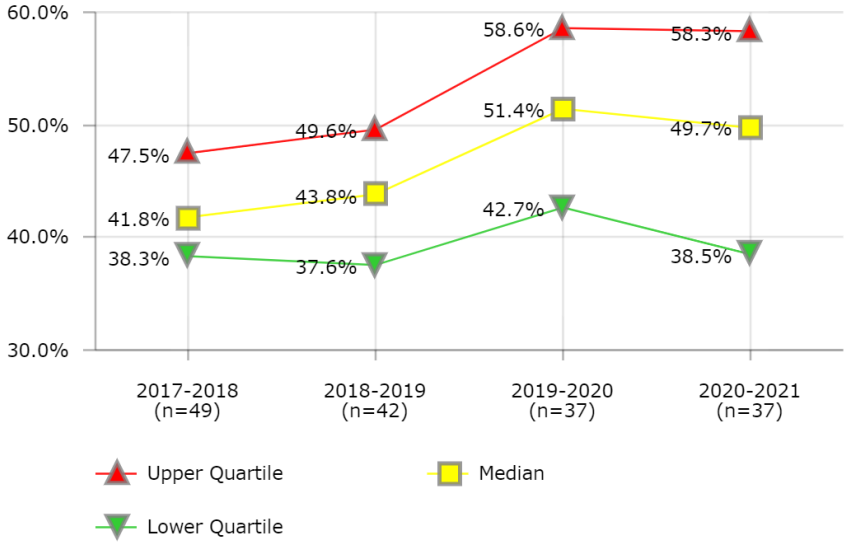
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1				38.6%
3	39.7%	39.5%	37.3%	37.7%
4	43.0%	44.2%	46.3%	41.2%
5	46.4%		45.2%	36.1%
7	39.6%	37.9%	37.9%	
8	42.2%	47.4%	44.6%	37.9%
9	51.4%	51.1%	47.5%	41.9%
10	37.0%		36.1%	33.7%
11	40.6%	37.7%		
12	44.5%	43.7%	42.3%	44.0%
13	43.1%	43.1%		32.0%
14	40.9%	49.0%	69.2%	42.2%
15				16.8%
16	32.1%	30.4%		28.1%
18	39.5%	40.8%		45.3%
20	34.9%	35.6%	38.2%	42.7%
21			42.3%	
23	40.7%	43.7%	43.8%	41.6%
24				27.2%
25	52.0%	55.9%	61.0%	48.5%
26	52.8%		641.8%	70.5%
27	43.3%	40.9%	53.4%	51.8%
28	47.7%	41.3%		39.3%
30	43.9%	46.9%	50.4%	54.8%
32	38.9%	44.7%	43.5%	35.1%
35	31.6%	37.4%	43.0%	74.2%
37	46.4%			
39	38.6%	37.1%		
40				11.7%
41	46.7%		45.1%	46.6%
43	10.0%	34.2%		
44	5.1%	6.1%	6.8%	6.3%
45	50.7%		47.4%	
46	44.7%		25.2%	39.9%
47	41.2%	48.8%	53.1%	27.9%
48	36.1%	40.7%	38.0%	42.7%
49	45.7%	51.8%	43.6%	42.7%
50	46.7%	53.9%	58.4%	51.3%
51	44.6%	32.6%	37.7%	27.5%
52	46.8%	46.8%	41.6%	39.8%
53	35.0%	34.1%	34.2%	
54	6.2%			47.1%
55	38.2%			39.4%
56	32.5%	30.5%		
57	42.8%	46.4%	49.9%	45.5%
58	49.7%			
61	43.7%	39.5%		
62	51.6%	38.5%		36.6%
63	16.9%	35.7%		
66	43.9%	44.0%	38.8%	20.2%
67		38.7%	45.5%	38.7%
68				46.8%
71	36.3%	33.7%	29.4%	
76		45.5%	48.3%	46.5%
77	60.8%	56.5%		
79	39.4%	42.8%	44.4%	38.7%
91	44.6%			
97	48.4%	36.3%	41.1%	37.5%
101	49.7%	46.2%		
431	41.2%	40.5%		
3249				42.3%

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

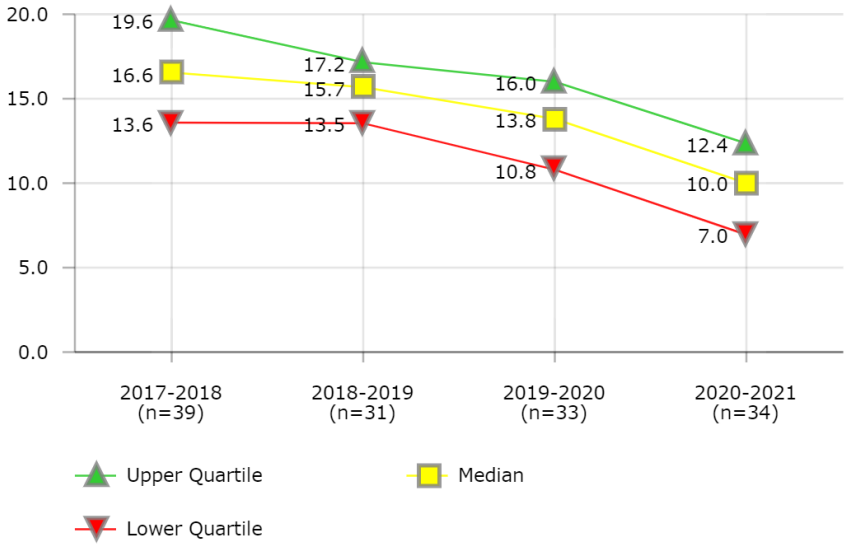
Districts in Best Quartile (2020-2021)

- Atlanta Public Schools
- Cleveland Metropolitan School District
- Jackson Public School District (MS)
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Orange County Public School District
- Pinellas County Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	37.4%	40.9%	36.8%	25.3%
4	34.2%	31.8%	37.4%	40.8%
5	44.6%		53.4%	46.0%
7	47.8%	57.0%	57.0%	
8	45.8%	45.4%	48.4%	41.1%
9	30.3%	30.2%	33.4%	52.5%
10	45.1%		51.0%	58.3%
11		48.2%		
12	47.4%	47.3%	53.0%	57.5%
13	39.7%	41.1%		50.4%
14	40.4%	47.1%	17.5%	57.0%
15				24.6%
16	51.3%	50.0%		48.9%
18	34.0%	37.2%		61.9%
20	45.3%		55.5%	63.0%
21			64.3%	
23	42.6%	50.7%	59.1%	48.8%
24				49.8%
25	39.1%	47.3%	63.0%	
26	37.8%			70.4%
27	34.1%	33.1%	45.2%	71.8%
28	45.3%	37.6%		35.6%
30	31.3%	36.0%	51.4%	
32	41.1%	46.6%	55.2%	46.7%
35	39.9%	43.8%	53.8%	
37	47.5%			
39	40.2%	33.8%		
40			47.4%	54.4%
41	40.1%		49.7%	64.9%
43	46.7%	49.6%		
44	3.5%	3.2%	3.4%	
45			31.2%	
46	51.7%		79.2%	72.9%
47	48.1%	50.3%	65.0%	18.8%
48	38.3%	41.7%	58.6%	35.9%
49	42.6%	43.6%	39.3%	49.7%
50	30.2%	32.3%	52.7%	
51	58.9%	49.7%	59.9%	56.7%
52	41.8%	47.6%	41.8%	38.5%
53	40.7%	43.9%	49.2%	
54	51.1%		60.2%	
55	41.6%			70.3%
56	61.1%	60.8%		
57		47.5%	14.4%	24.2%
58	40.1%			
61	49.7%	54.9%		
62	45.2%	43.4%		40.8%
63	19.6%	43.7%		2.1%
66	35.2%	34.1%	48.5%	29.4%
67		44.9%	47.7%	59.7%
68				75.6%
71	56.2%	56.4%	62.3%	
76		33.8%	42.7%	51.9%
77	50.2%	54.0%		
79	49.2%	52.2%	63.9%	46.3%
91	44.6%			
97	49.8%	43.1%	51.4%	35.1%
101	41.3%	42.8%		
431	37.5%	39.2%		

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* 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

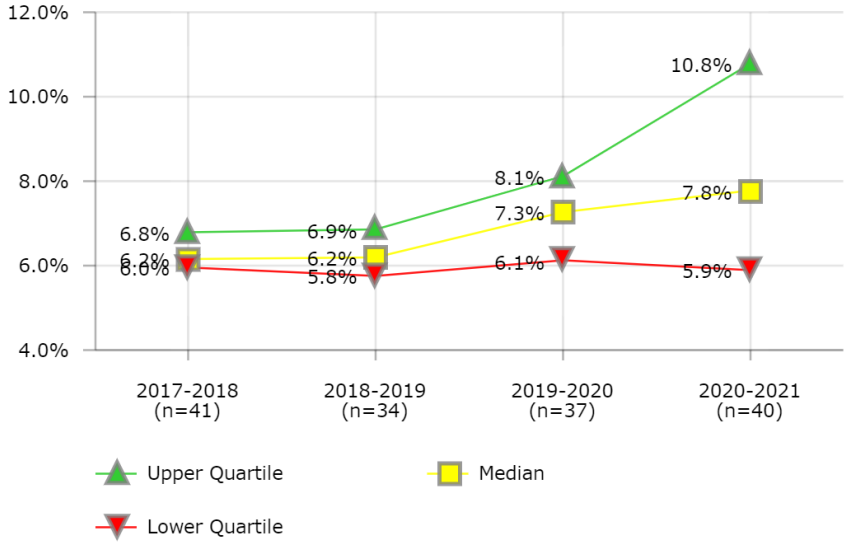
Districts in Best Quartile (2020-2021)

- Clark County School District
- Columbus Public Schools
- East Baton Rouge Parish School System
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	15.8			
3	18.8	17.6	19.3	25.2
4	17.6	15.7	13.8	15.5
5	21.8		13.4	17.5
7	12.8	12.9	15.8	
8	17.1	16.8	15.1	14.4
9	20.4	20.4	21.9	14.5
10	11.6		39.8	3.9
12	11.8	13.7		10.6
13	17.6	16.7		11.6
14	15.8	16.7	17.0	9.3
15				7.3
16	17.1			10.5
18	16.6	13.2		9.0
20	22.1	20.5	14.3	11.2
21			10.8	
23			6.8	10.9
24				16.8
25		14.8	9.4	5.8
26	19.7			
27	15.0	16.1	10.8	7.4
30	15.3	14.5	16.0	3.7
32	24.4	25.8	20.4	
35	20.8	22.1	15.2	12.4
37	12.7			
39	12.1	13.2		
41			16.5	
43	30.1	18.7		
44			0.0	
46	16.0		10.3	3.4
47	12.9	13.5	14.2	9.6
48	16.4	16.7	9.0	15.5
49		12.4	9.2	9.0
50	19.6	15.9	13.8	5.8
51	24.4	12.0	14.8	
52	16.6	16.5	14.2	19.0
53	15.4	15.6	13.1	7.0
55	13.5			7.2
56		17.2		
57	17.7	14.0	13.5	5.4
58	18.1			
62	25.1			
66	14.3	19.7	21.7	10.8
67			19.0	12.2
71	11.3	10.0	8.7	
76		14.4	13.0	10.4
79	13.6	12.0	11.3	5.4
91	14.7			
97	13.2	14.1	9.5	9.1
431	17.1			
3249				3.7

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

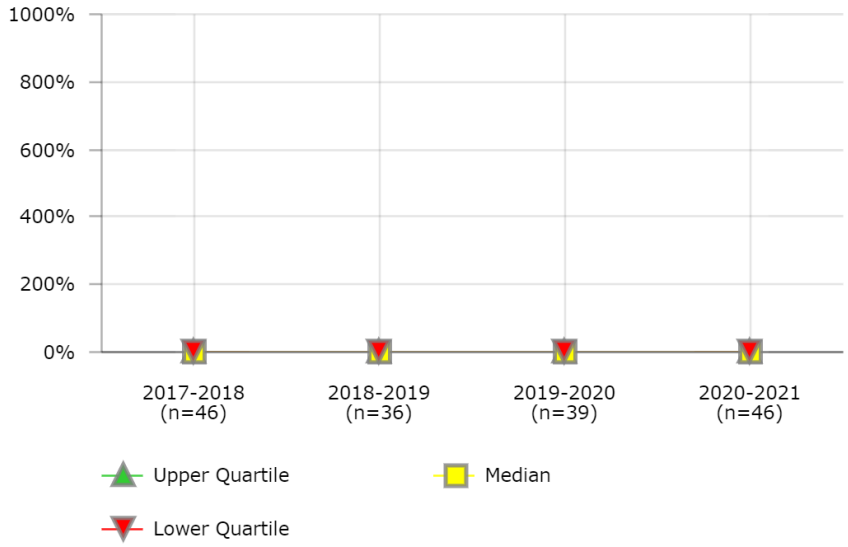
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Charleston County School District
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Milwaukee Public Schools
- Newark Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	5.9%	6.3%	5.0%	3.2%
5	6.5%		8.1%	7.1%
7	4.1%	5.3%	5.3%	
8	5.1%	5.5%	6.6%	5.6%
9	7.1%	8.1%	11.8%	13.6%
10	6.1%		7.2%	8.1%
12	6.2%	6.4%	7.0%	4.5%
13	7.2%	6.9%		8.9%
14	7.0%	7.2%	4.3%	12.1%
15				3.9%
16				4.1%
18	8.3%	6.0%		5.0%
20	6.0%	6.2%	8.3%	8.6%
21			5.6%	
23		5.4%	6.9%	11.4%
24				4.5%
25	7.0%	6.8%	9.4%	21.5%
26	5.3%			2.0%
27	5.1%	5.4%	7.3%	8.8%
28	7.0%	7.0%	7.3%	10.2%
30	6.3%	5.8%	8.0%	22.1%
32	6.0%	6.1%	8.1%	6.2%
35	6.5%	6.6%	7.6%	13.6%
37	6.0%			
39	5.5%	5.3%	100.0%	
40			8.9%	11.7%
41	6.2%		6.9%	7.7%
43	6.2%	4.1%		
44	6.0%	6.0%	7.8%	6.7%
45			5.9%	
46	5.8%		11.9%	7.2%
47	6.3%	7.2%	7.6%	8.6%
48	6.0%	6.5%	8.2%	6.2%
49	6.0%	5.8%	6.2%	8.7%
50	5.6%	3.4%	6.6%	15.3%
51	8.0%	6.1%	7.3%	6.6%
52	6.1%	6.0%	5.4%	6.5%
53	6.0%	5.9%	6.0%	
54	6.2%		5.6%	7.3%
55	6.6%			10.1%
56		7.2%		
57		6.9%	9.0%	16.9%
58	5.4%			
62	7.0%			
66	6.8%	6.9%		
67			7.9%	9.8%
68				3.7%
71	4.1%	3.7%	3.4%	
76		6.3%	6.1%	7.9%
79	6.6%	8.3%	9.2%	11.8%
91	7.3%			
97	7.9%	6.6%	7.3%	7.1%
431	6.4%	6.2%		
3249				5.2%

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.

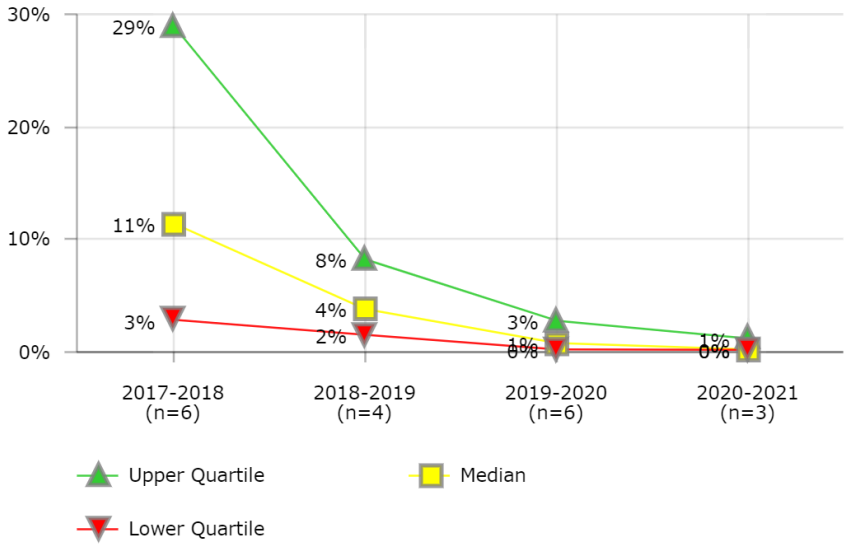
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
1		0%	0%	0%
2	0%			
3	43%	43%	65%	0%
4	0%	0%	0%	0%
5	30%		34%	0%
7	0%	0%	0%	
8	0%	0%	0%	0%
9	8%	8%	3%	0%
10	0%		0%	0%
12	0%	0%	0%	0%
13	0%	0%		0%
14	3%	3%	3%	0%
15				0%
16	50%			0%
18	0%	0%		0%
20	20%	22%		0%
21			0%	
23	0%	0%	0%	0%
24				0%
25	0%	0%		0%
26	0%		0%	0%
27	0%	0%	0%	0%
28	0%	0%	0%	0%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
35	0%	0%	0%	0%
37	0%			
39	0%	0%	0%	0%
40			0%	0%
41	0%		0%	0%
43	0%	0%		
44	0%	0%	0%	0%
45			0%	
46	0%		0%	0%
47	0%	0%	0%	0%
48	0%	0%	0%	0%
49	0%	0%	0%	0%
50		0%	0%	0%
51	0%	0%	0%	
52	29%	48%	31%	0%
53	0%	0%	0%	0%
54	0%		0%	0%
55	0%			0%
56		13%		
57	0%	0%	0%	0%
58	0%			
62	29%			0%
63	0%	0%		0%
66	100%		99%	
67		0%	1%	1%
68				0%
71	0%	0%	0%	
76		0%	0%	0%
79	0%	0%	0%	0%
91	27%			0%
97	0%	0%	0%	0%
431	0%			
3249				0%

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District	2017-2018	2018-2019	2019-2020	2020-2021
3			18%	
5			0%	
8	0%	0%	0%	0%
9	5%	5%	1%	0%
14	3%	3%	3%	
16	49%			
56		12%		
62	29%			
67			1%	1%
91	18%			

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.

Maintenance & Operations

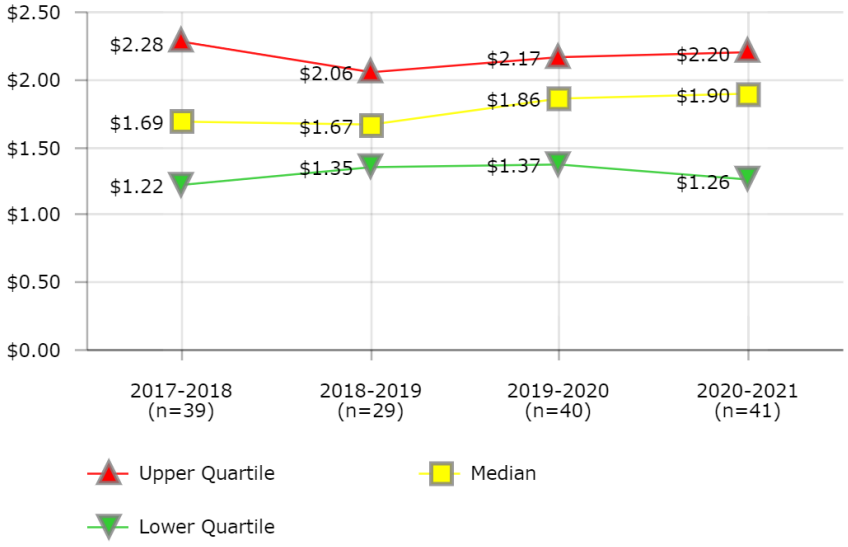
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work, maintenance work, renovations, construction, utility usage,* and *environmental stewardship* . The cost efficiency 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

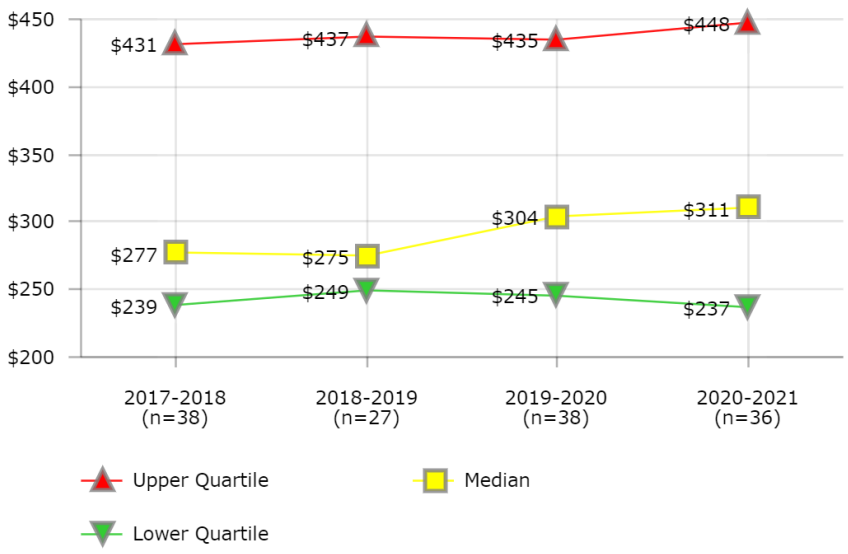
Districts in Best Quartile (2020-2021)

- Atlanta Public Schools
- Boston Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Sacramento City Unified School District
- San Antonio Independent School District
- San Diego Unified School District
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$1.82		
3	$2.11	$2.31	$2.17	$2.59
4	$1.69	$1.31	$1.50	$1.30
5	$1.58		$2.17	$2.38
7	$1.98	$1.84	$1.85	
8	$1.20	$1.26	$1.31	$1.32
9	$2.28	$2.32	$1.99	$2.20
10	$1.96	$1.96	$2.02	$2.09
12	$3.09	$0.53	$16.89	$2.55
13	$1.70	$1.67		$3.53
14	$1.16	$5.94	$1.97	$2.10
15				$0.99
16	$3.83			$1.22
18	$3.19	$1.96	$1.91	$1.99
20	$1.83	$1.86	$1.94	$2.45
21			$2.76	
23	$1.27	$1.34	$2.27	$2.03
24				$6.03
25	$1.73	$1.66	$1.77	$1.64
26			$0.15	$0.21
27			$3.61	
28	$1.11	$1.65	$0.72	$1.13
30	$1.52	$1.75	$1.83	$1.99
32	$3.46	$3.62	$3.47	$3.54
35		$2.56	$0.28	$0.19
37			$1.90	$1.98
39	$1.30		$1.57	$1.11
40			$1.88	$1.98
41	$1.14		$0.25	$0.26
43	$3.80			
44	$2.01	$2.06	$2.11	$1.90
46			$2.43	
47	$1.44	$1.51	$1.60	$1.89
48	$1.54	$1.59	$1.71	$1.46
49	$1.53	$1.37	$1.35	$1.40
50	$0.27	$1.67	$1.61	$1.62
51	$1.22	$1.35	$1.40	
52		$2.20	$2.38	$2.39
53	$0.43	$0.44	$0.37	$0.38
54	$0.57		$0.68	
55	$1.60		$1.97	$2.00
57	$1.11		$1.67	
62				$1.26
63	$1.50			$1.10
66	$1.99			
67	$4.16		$4.46	$26.12
68				$1.75
71	$2.40			
76		$0.64	$0.61	$0.60
79	$3.61	$1.22	$1.27	$1.30
91	$2.28			$2.09
97	$2.49	$2.49	$2.33	$2.72
431	$0.16			

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.

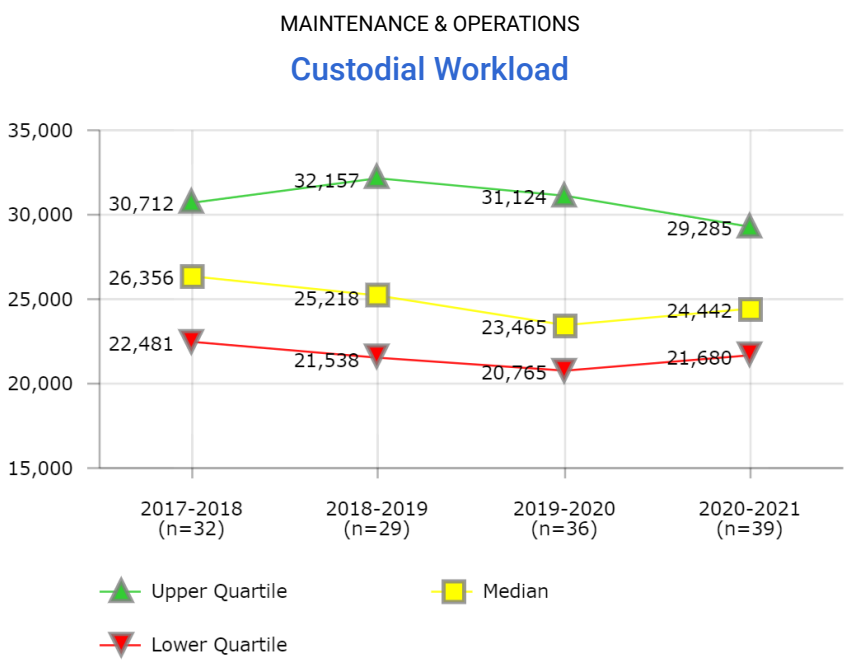
Factors that Influence

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

Districts in Best Quartile (2020-2021)

- Boston Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Palm Beach County School District
- Sacramento City Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$431	$484	$464	$572
4	$326	$267	$301	$270
5	$320		$393	$446
7	$329	$305	$307	
8	$182	$192	$195	$203
9	$254	$261	$232	$273
10	$277		$285	$313
12	$589	$95	$479	$485
13	$278	$275		$617
14	$230	$255	$405	$450
15				$225
16	$538			
18	$517	$332	$338	$357
20	$327	$342	$353	$462
21			$655	
23	$233	$244	$430	$383
25	$384	$361	$375	$372
26				$42
27		$612	$611	
28	$277	$410	$301	
30	$302	$355	$377	$460
32	$474	$471	$456	$483
35	$462	$466	$53	$36
37				$384
39	$263		$235	$338
40			$293	$331
41	$193		$44	$49
43	$1,065			
44	$262	$267	$272	$248
46			$437	
47	$251		$269	$280
48	$229	$235	$269	$217
49	$277	$249	$245	$263
50	$70	$437	$435	$443
51	$236	$262	$237	$270
52			$574	$606
53	$69	$72	$60	$62
54			$120	
55	$239		$288	
57	$268		$535	$65
62				$185
63	$479			
67	$427	$474	$483	
68				$308
71	$410			
76		$136	$127	
79	$751	$263	$276	$292
91	$266			$289
97	$454	$462	$417	$501
431	$26			



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 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

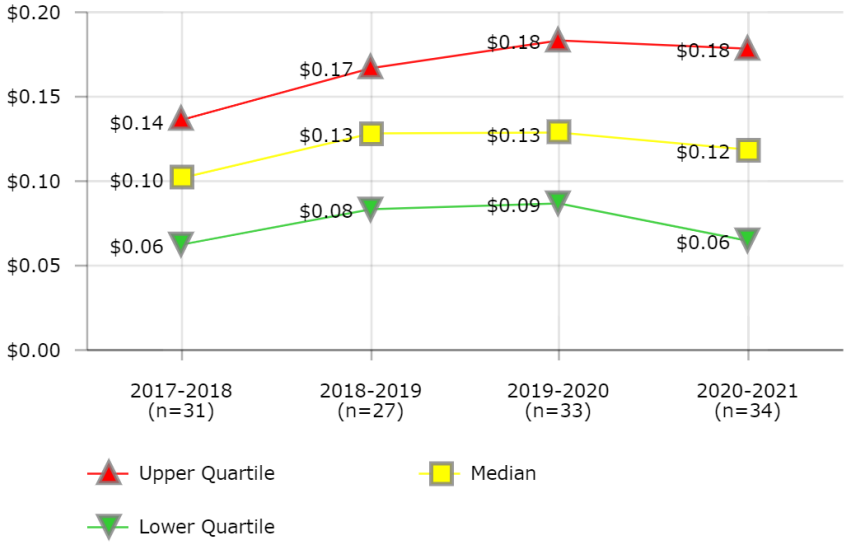
Districts in Best Quartile (2020-2021)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- District ID #91
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- San Diego Unified School District
- St. Louis Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		24,703		24,991
3	33,851	33,553	33,553	28,573
4	33,547	32,835	32,835	34,180
5	24,957		26,374	24,274
7	32,848	38,637	31,601	
8	23,471	23,697	23,687	23,830
9	25,582	25,218	22,831	24,442
10		18,440	19,003	19,601
12	22,446	25,680	26,350	26,604
13	26,277	27,614		27,288
14	26,435	25,993	26,610	21,564
15				27,510
16	25,426			29,285
20	30,552	30,862	30,648	30,517
21			23,242	
25	30,196	29,945	31,794	32,537
26			22,141	22,590
27		18,923	18,923	
30	31,688	32,157	32,332	37,737
32	24,023	23,430	23,840	24,029
35	24,783	22,609	22,039	21,680
37			22,763	22,763
39	18,702		14,461	12,097
40			20,381	19,942
41	31,681		28,695	28,267
43	26,822			
44	18,673	19,010	19,323	20,043
46			7,112	
48	29,418	27,953	27,880	28,081
49	22,515	24,279	23,153	20,193
50		21,150	21,150	21,150
51		42,865	42,865	
52		33,116	32,612	30,852
53	22,309	22,466	22,277	22,010
54			16,988	
55	28,931		28,660	
57	47,569	47,806	45,366	45,366
62				26,588
63	32,375			30,769
66	28,291			
67	16,724	16,724	16,724	17,297
68				22,164
71	20,292			23,141
76		19,244	19,004	18,492
79	30,873	40,228	40,228	40,228
91	27,524			29,713
97	17,834	20,905	22,593	22,317
431	21,538	21,538		
3249				26,557

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

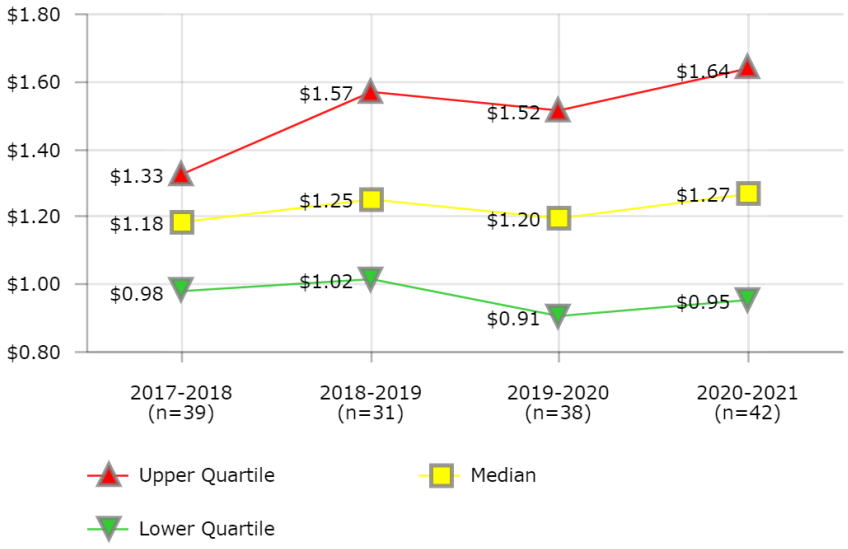
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Dallas Independent School District
- District ID #91
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools
- Sacramento City Unified School District
- San Diego Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$0.31		$0.45
3	$0.13	$0.15	$0.13	$0.20
4	$0.17	$0.16	$0.22	$0.13
5	$0.16		$0.27	$0.16
7	$0.10	$0.09	$0.07	
8	$0.07	$0.07	$0.07	$0.06
9	$0.18	$0.18	$0.18	$0.12
10	$0.12	$0.10	$0.12	$0.20
12	$0.06	$0.11	$0.07	
13	$0.08	$0.08		
14	$0.05	$0.05	$0.05	$0.05
15				$0.10
16	$0.10			$0.02
20		$0.23	$0.24	
21			$0.12	
25	$0.10	$0.09	$0.09	
26			$0.15	$0.19
27		$0.16	$0.16	
30	$0.04	$0.04	$0.05	$0.06
32		$0.02		$0.01
35	$0.17	$0.16	$0.31	$0.20
37			$0.13	$0.13
39	$0.13		$0.09	$0.11
40			$0.13	$0.12
41	$0.06		$0.06	$0.06
43	$0.11			
46			$0.39	
48	$0.14	$0.13	$0.15	$0.11
49	$0.06	$0.06	$0.05	$0.12
50		$0.26	$0.15	$0.20
51	$0.05	$0.13	$0.29	
52		$0.25	$0.38	
53	$0.15	$0.21	$0.10	$0.10
55	$0.10		$0.13	$0.09
57	$0.11		$0.22	$0.24
62				$0.06
63	$0.17			$0.16
66	$0.10			
67	$0.12	$0.13	$0.12	$0.07
68				$0.18
71	$0.16			$0.11
76		$0.17	$0.12	$0.12
79	$0.05	$0.14	$0.14	$0.15
91	$0.08			$0.06
97	$0.06	$0.05	$0.06	$0.06
431	$0.12	$0.12		
3249				$0.23

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

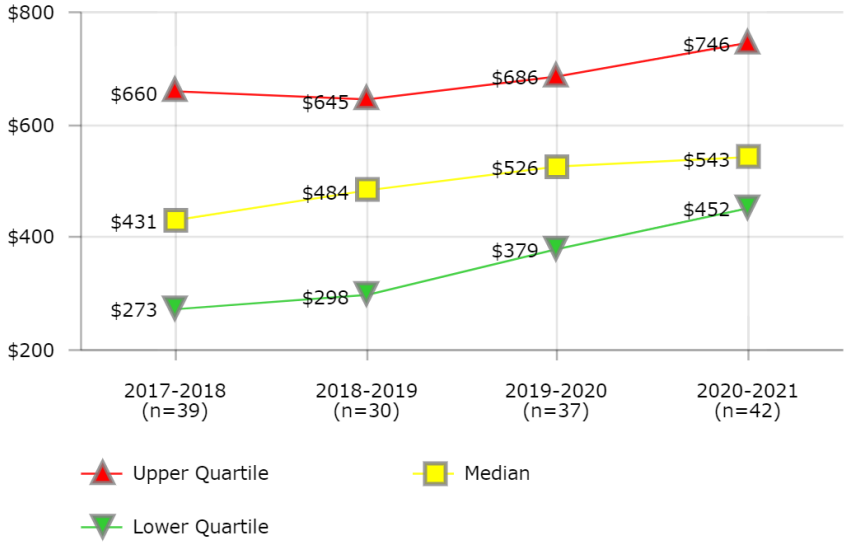
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Boston Public Schools
- Denver Public Schools
- District ID #91
- Guilford County School District
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$0.62		
3	$0.87	$0.68	$1.28	$1.36
4	$1.21	$1.02	$1.13	$1.25
5	$1.08		$0.98	$1.14
7	$1.42	$1.67	$1.51	
8	$1.32	$1.62	$1.06	$1.11
9	$1.24	$1.31	$1.20	$1.14
10	$1.08	$1.30	$1.17	$1.35
12	$1.14	$1.49	$8.09	$1.51
13	$0.93	$1.09		$1.13
14	$1.21		$1.30	$1.51
15				$0.53
16	$1.37			$1.25
18	$1.21	$1.57		$1.27
20	$1.46	$1.57	$1.52	$1.71
21			$0.91	
23	$1.18	$1.15	$0.66	$1.26
24				$1.34
25	$1.21	$1.23	$1.38	$2.84
26			$0.91	$0.92
27		$1.33	$1.30	
28	$1.12	$1.37	$0.85	$1.49
30	$1.10	$1.11	$1.19	$1.98
32	$1.08	$1.25	$0.80	$0.68
35		$1.57	$2.01	$1.86
37			$0.79	$0.78
39	$0.84		$1.87	$0.38
40			$4.52	$1.48
41	$0.99		$1.45	$1.82
43	$1.69	$1.75		
44	$1.72	$1.74	$1.36	$1.43
46	$0.98		$1.61	$1.64
47	$1.33	$1.18	$1.16	$1.48
48	$0.78	$0.90	$0.89	$6.29
49	$0.67	$0.57	$0.68	$0.51
50	$1.94	$1.96	$1.90	$1.89
51	$1.37	$1.35	$1.76	
52		$3.69	$3.71	$3.66
53	$0.64	$0.95	$0.90	$0.93
54	$0.62		$0.49	
55	$1.21		$1.04	$1.01
57	$1.29	$1.15	$0.93	
62				$1.75
63	$1.40			$0.88
66	$1.01			
67	$2.98		$3.43	$3.46
68				$0.48
71	$1.19			
76		$1.00	$1.24	$1.18
91	$0.85			$0.79
97	$1.06	$1.03	$1.01	$0.95
431	$0.84	$0.84		
3249				$1.24

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

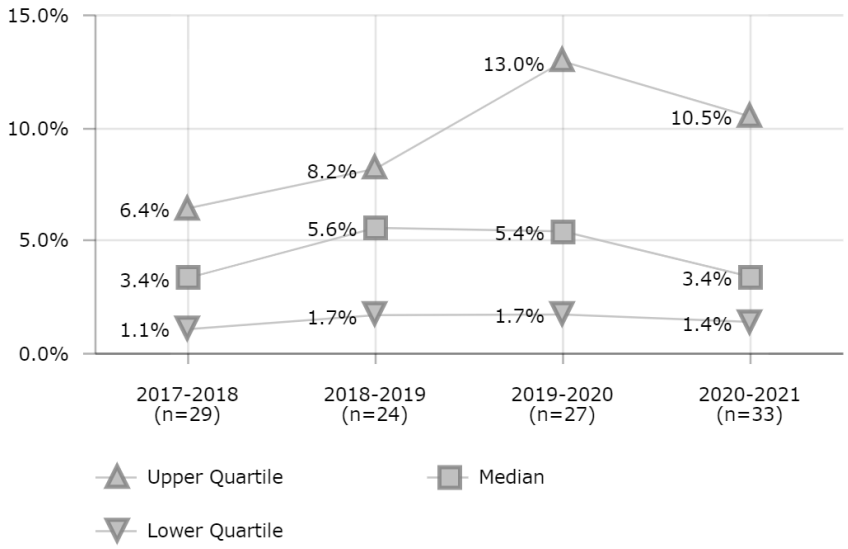
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Arlington Independent School District
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District
- Pinellas County Schools
- San Antonio Independent School District
- Seattle Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$179		$199
3	$535		$543	$561
4	$380	$265	$796	$947
5	$660		$646	$661
7	$431	$524	$479	
8	$339	$435	$341	$349
9	$533	$539	$582	$541
10	$248	$298	$275	$338
12	$577	$446	$411	$545
13	$421	$623		$705
14	$257	$299	$379	$369
15				$568
16	$183			$569
18	$695	$734		$462
20	$669	$862	$888	$938
21			$397	
23	$410	$316	$212	$586
24				$571
25	$1,194	$737	$1,794	
26			$3,946	
27		$46	$45	
28		$566	$489	$496
30	$730	$792	$1,229	$2,282
32	$944	$667	$686	$490
35	$764	$529	$600	$483
37			$419	$496
39	$387		$705	$424
40			$1,305	$518
41	$311		$622	$779
43	$589	$582		
44	$156	$228	$287	$380
46	$258		$539	$876
47	$434	$363	$474	$452
48	$273	$358	$382	$3,554
49	$262	$250	$316	$713
50	$1,842	$1,227	$531	$1,186
51	$515	$360	$609	$853
52		$1,579	$2,318	
53	$220	$645	$455	$746
54	$217		$31	
55	$344		$331	$333
57	$3,339			
62				$724
63	$685			$521
66	$473			
67	$393	$521	$711	$1,046
68				$123
71	$239			$489
76		$240	$345	$327
91	$451			$526
97	$477		$526	$419
431	$300	$297		
3249				$978

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.

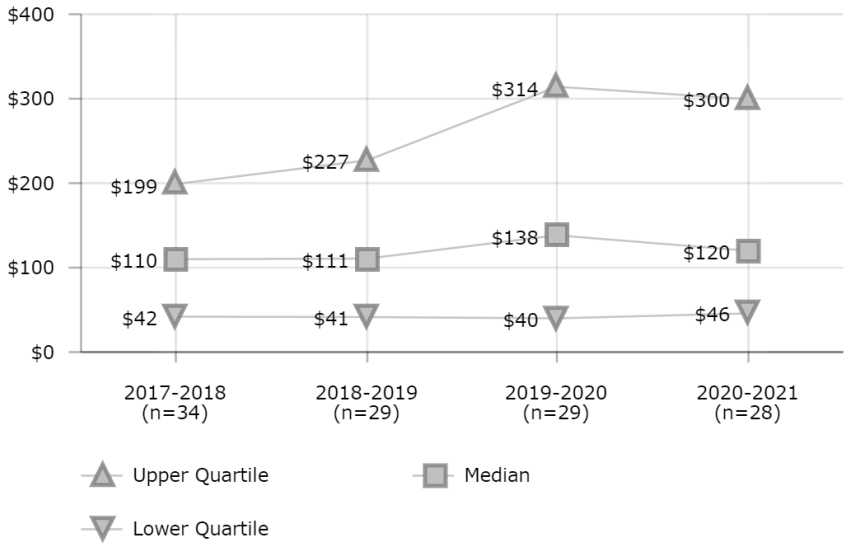
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		1.4%		1.3%
3	0.9%		0.8%	
4	0.2%	0.1%		
5				9.2%
7	0.3%	0.5%	0.7%	
9				0.2%
10	13.2%	13.9%	13.0%	19.7%
12	6.8%	10.4%	8.1%	7.5%
13	4.0%	1.9%		1.4%
14		23.0%	20.2%	25.0%
16	1.4%			1.9%
18	1.1%	2.1%		2.3%
20	4.7%	0.6%		0.3%
21			5.3%	
23	1.6%	6.4%	7.4%	3.1%
25	4.1%	6.0%	3.7%	44.2%
28		5.3%	0.9%	0.6%
30	2.7%	2.1%	6.2%	1.3%
32	3.4%	8.4%	1.9%	3.4%
35	12.8%	10.1%	11.5%	10.5%
37			1.5%	1.4%
39	0.7%		1.7%	49.5%
40			3.9%	
41	0.7%		0.6%	2.0%
43	11.4%	7.5%		
44	4.5%	7.6%	7.5%	12.8%
46	13.3%		18.8%	24.7%
47	2.1%	3.9%	5.5%	6.3%
48	13.9%		19.1%	9.8%
49	6.4%	8.0%	40.0%	
50		98.9%	99.6%	99.6%
51	4.3%	1.5%	1.8%	2.3%
52		5.9%	5.4%	
53			0.7%	0.1%
54			100.0%	
62				4.8%
63	0.8%			
66	5.0%			
67	3.0%	0.1%		0.2%
68				1.1%
71	0.2%			
76		2.4%	2.4%	4.3%
79	1.8%			
91				19.0%
97	11.0%			7.9%
3249				2.0%

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).

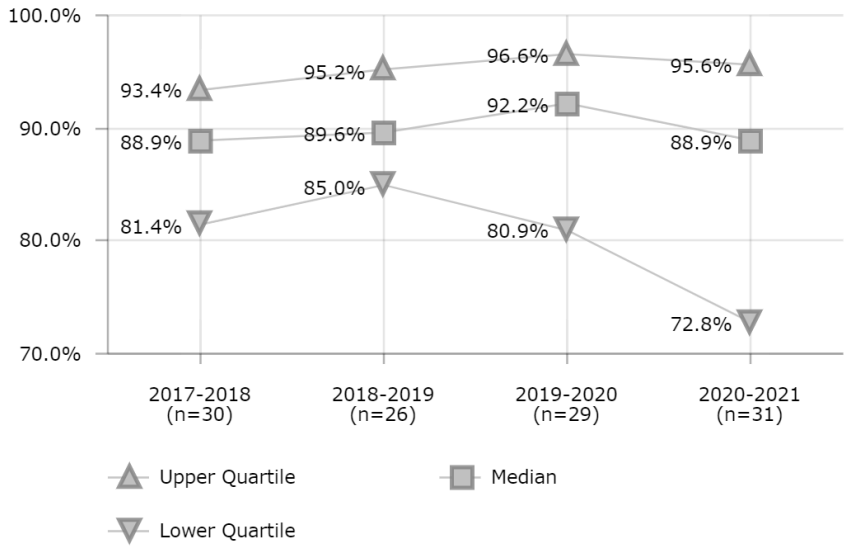
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$33	$119	$138	$315
4	$322	$151	$96	$126
5	$129		$314	$305
7	$662	$88	$488	$111
8	$116	$468	$625	$571
9	$42	$19	$182	$294
10	$70		$221	$256
12	$244	$322	$315	$383
13	$104	$87		$51
14	$29	$25	$47	$42
16	$172			
18	$8	$21		$26
20	$6	$19	$18	$26
21			$392	
23	$199	$227	$240	$245
24				$114
27		$140	$140	
28	$236	$258	$369	
30	$162	$53	$262	$153
32	$28	$41	$47	$52
35		$818	$690	$782
39	$64		$40	$8
41	$1,200			$50
43	$722	$892		
44	$118	$65	$30	$38
46			$41	$59
48	$64	$76	$62	$83
49	$62	$111	$136	$138
50	$156			
51	$101	$495	$702	$641
53	$38	$84	$24	$25
55	$29		$30	
57	$331	$161	$25	
61		$332		
62		$0		
63	$124			
67	$7	$8	$7	$9
71	$60			
76		$3	$18	
77	$97	$112		
91	$605			
97	$149	$178	$225	$347
3249				$156

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.

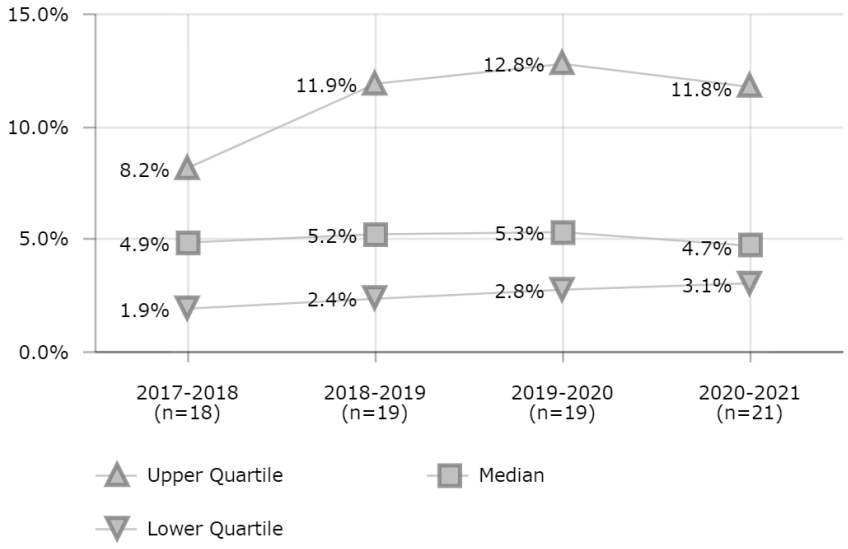
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		97.5%		95.3%
3		88.3%	78.5%	72.8%
4	91.8%	88.4%	66.8%	68.3%
5	48.8%		77.6%	72.5%
7	81.4%	95.2%	85.5%	100.0%
8	87.5%	85.0%	89.3%	88.9%
9	68.0%	80.4%	97.7%	98.3%
10	96.8%	95.6%	96.6%	95.6%
12	95.4%	97.1%	81.6%	85.4%
13	92.9%	92.4%		91.9%
14	49.0%	52.0%	67.0%	61.4%
15				96.5%
16	96.0%			76.4%
18				50.0%
20	87.8%	89.6%	80.9%	82.3%
21			94.5%	
23	81.6%	87.7%	85.4%	89.3%
24				45.0%
27		98.5%	98.5%	
28	91.1%	88.6%	87.7%	88.0%
30	93.4%	76.4%	95.8%	91.0%
32	79.8%	80.5%	88.1%	88.5%
35		94.0%	95.6%	95.3%
37			58.7%	
39	100.0%		100.0%	57.9%
41	85.2%			
43	78.8%	78.3%		
44	92.1%	86.3%	79.0%	88.4%
46			6.2%	12.7%
48	91.1%	92.6%	92.6%	91.9%
49	85.1%	91.2%	92.2%	87.4%
50	94.2%			
51	87.6%	95.6%	97.0%	94.3%
53	84.5%	84.4%	97.3%	97.3%
55	100.0%		100.0%	100.0%
57	95.5%	89.6%	95.8%	
63	54.8%			
66	79.5%			
76		100.0%	98.7%	
91	90.0%			
97	92.2%	93.2%	94.3%	95.8%
3249				97.6%

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.

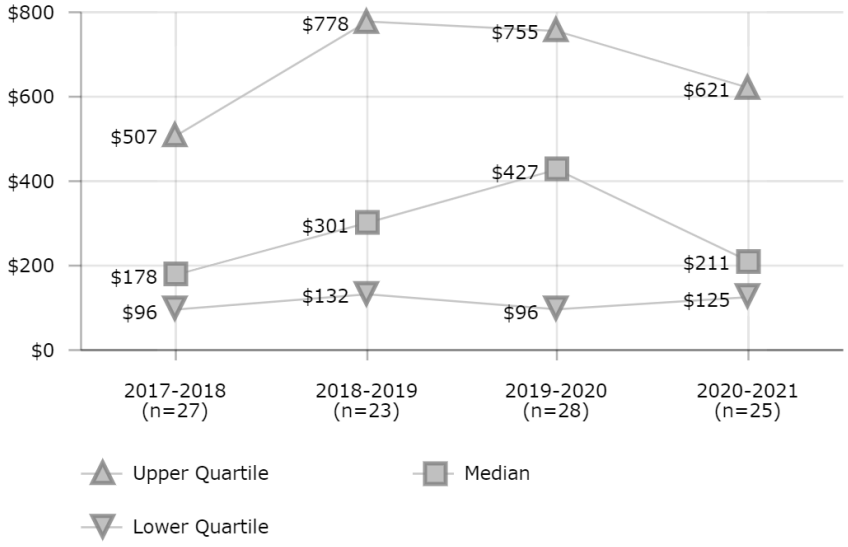
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1				0.8%
3		5.3%	5.3%	23.8%
4	2.9%	2.4%	23.2%	
5			25.0%	25.0%
7	11.4%		10.7%	
8	6.8%	15.9%	10.4%	10.6%
9		0.9%	1.1%	0.5%
10	1.1%	3.1%	2.8%	3.8%
12	4.8%	3.0%	22.5%	17.1%
13	0.2%			
14	1.1%	2.1%		0.3%
15				3.1%
16	3.5%			
20				4.7%
23		4.9%	9.1%	4.0%
24				20.4%
27		1.5%	1.5%	
28	8.2%	11.9%	12.8%	11.8%
30	6.0%	24.5%	3.1%	8.1%
32	11.7%	11.5%	8.4%	8.0%
35		5.5%	3.7%	4.2%
41	16.1%			
43	21.3%	23.7%		
44	1.9%	5.9%	20.3%	8.6%
46				341.2%
49	4.9%	3.1%	3.1%	4.0%
50	1.3%			
51		0.5%	0.3%	1.9%
53		15.4%		
57	3.1%	5.2%	3.1%	
76			1.3%	
91	5.3%			
3249				2.4%

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).

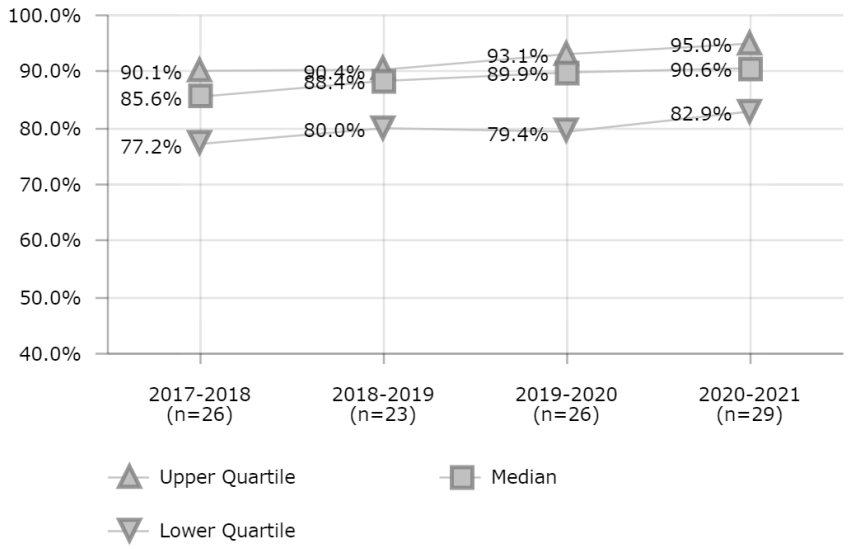
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
3		$1,528	$1,599	$1,881
4	$96	$132	$138	$152
5	$129			
7		$301	$600	
8	$5	$7	$15	
9	$254	$147	$456	$270
10	$113		$735	$616
12	$742	$700	$871	$1,770
13	$178	$301		$807
14	$283	$258	$199	$211
16	$685			
18	$471	$897	$161	$167
20	$82	$352	$399	$156
21			$28	
23	$386	$312	$494	$621
24				$249
25	$41	$55	$60	$63
28	$292	$1,137	$1,372	
30	$143	$143	$95	$143
32	$100	$110	$66	$58
35			$97	$508
37				$860
39	$2,089		$1,841	$72
41				$107
43	$430	$778		
44		$139	$98	$125
46	$158		$766	$784
48	$692	$383	$477	$158
49	$134	$45	$34	$17
51		$14	$15	$17
53	$692	$759	$745	$680
54	$81		$659	
55	$13		$167	
57	$11			
71	$649			
76		$1,140	$3,391	
97	$507	$835	$1,224	
3249				$264

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.

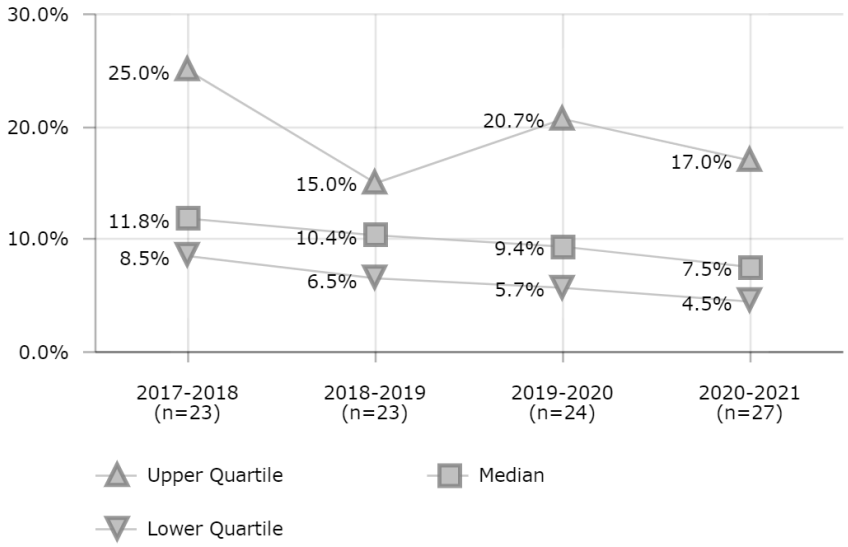
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		48.5%		80.1%
3	91.3%	91.3%	90.3%	91.1%
4	91.8%	88.6%	92.3%	91.2%
5	48.8%			
7		73.9%	85.3%	
8	60.3%			
9	77.5%	95.5%	91.0%	90.0%
10	85.6%	85.8%	91.4%	94.3%
12	87.7%	89.7%	93.0%	94.5%
13	56.5%	78.1%		95.2%
14	98.6%	98.5%	96.3%	96.9%
16	87.8%			82.8%
18	91.6%	89.4%	89.4%	89.1%
20	89.7%	83.7%	79.4%	96.0%
23	81.8%	89.2%	83.0%	94.7%
24				40.0%
25		49.0%	46.8%	46.8%
28		92.4%	94.4%	95.0%
30	80.4%	88.4%	86.9%	82.7%
32	85.6%	84.5%	77.5%	84.2%
35			74.4%	99.7%
37			95.0%	93.8%
39	99.3%		98.9%	80.3%
43	86.0%	90.4%		
44		86.0%	87.5%	84.2%
46	76.4%		93.1%	90.6%
48	90.1%	89.1%	91.6%	86.8%
49	91.1%	80.0%	50.6%	61.3%
52		93.4%		
53	88.8%	86.1%	98.2%	99.0%
54			33.3%	
55	77.2%		85.1%	89.9%
62	79.7%			
63				100.0%
66	75.2%			
71	81.9%			
76		65.2%	94.7%	82.9%
97	70.1%		50.9%	
3249				98.3%

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.

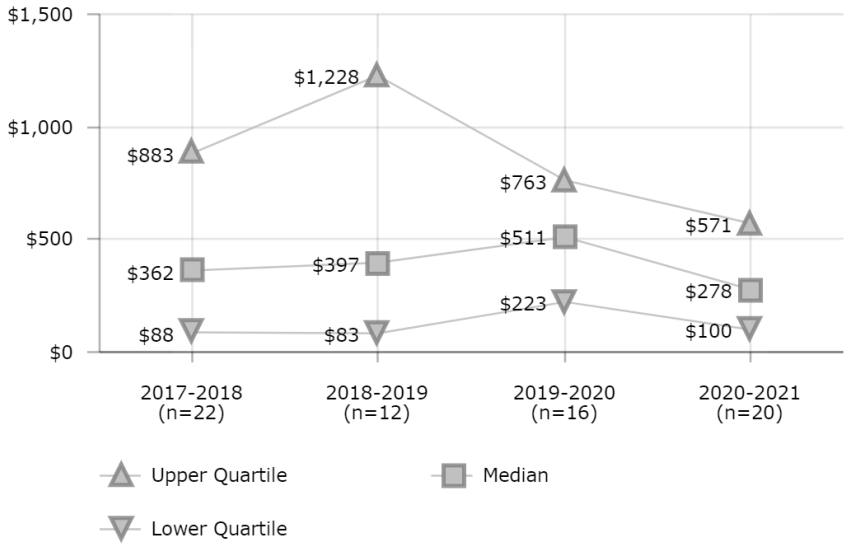
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		100.0%		17.6%
3	8.9%	8.3%	8.3%	7.5%
4	2.9%	9.0%	3.9%	5.4%
5	82.8%			
7		10.4%	11.0%	
9	25.0%	0.9%	7.2%	7.1%
10	11.8%	14.9%	8.7%	5.1%
12	11.5%	8.7%	5.4%	4.5%
13		23.9%		4.0%
14	1.0%	0.9%	2.8%	2.2%
16	12.4%			17.0%
18	8.5%	11.4%	9.9%	9.8%
20	1.1%	18.4%	24.7%	1.5%
23	19.4%	5.6%	16.7%	3.0%
24				25.0%
25		46.6%	44.8%	44.8%
28		7.6%	5.5%	4.6%
30	22.0%	11.2%	12.2%	19.4%
32	9.2%	11.2%	11.2%	6.0%
35			32.6%	0.3%
37			4.2%	5.0%
43	7.7%	6.5%		
44		11.1%	8.8%	12.2%
46	30.9%		6.0%	8.2%
48	9.5%	8.6%	6.8%	8.3%
49	7.3%	6.3%	32.5%	32.5%
52		5.3%		
53	10.6%	15.0%		
54			100.0%	
55	29.5%		12.6%	11.2%
62	20.0%			
66	33.0%			
71	16.5%			
76		48.2%	4.3%	20.6%
91				14.8%
97	39.1%		93.0%	
3249				1.7%

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).

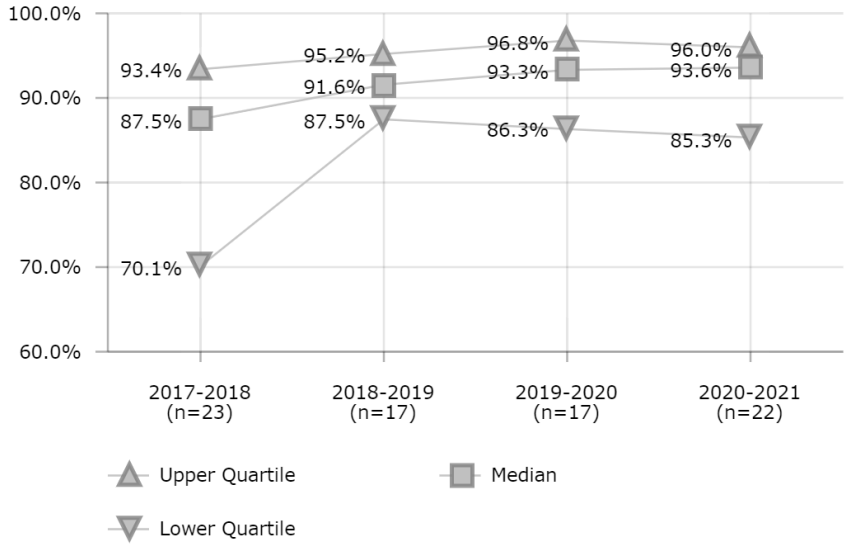
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
5	$125			
8	$8	$22	$238	$282
9	$1,032	$1,135	$1,003	$759
10	$88		$442	$274
13	$14	$24		$97
14	$1,524	$1,532	$536	$623
16	$604			
18	$60	$433	$323	$335
20		$152	$143	
23	$560			$1,332
24				$103
27		$1,812	$1,809	
28		$448	$486	
32	$94		$24	$61
37				$513
39			$95	$359
41	$25			
44		$34		$24
46	$95			$71
47	$1,029		$568	$41
48	$883		$698	$520
49	$349			$133
50	$188			
51	$375	$360	$207	
53				$125
55	$445		$827	
57	$6,819			
68				$4,952
71	$45			
76		$1,320	$5,009	
79				$155
91	$535			
97	$1,097	$132	$614	
3249				$989

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.

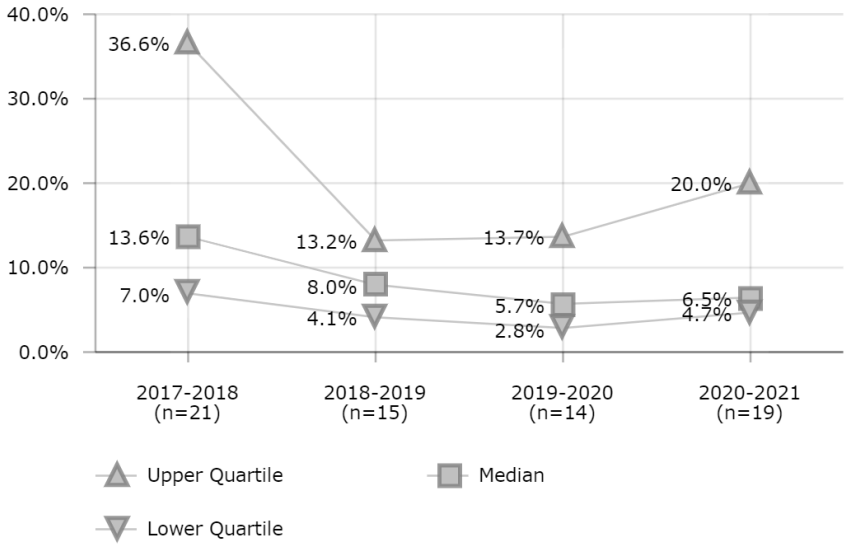
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1				96.0%
5	62.2%			
8	49.6%	40.5%	86.0%	84.9%
9	78.1%	91.6%	92.2%	92.0%
10	82.8%	87.9%	96.8%	91.6%
13	70.1%	61.7%		95.8%
14	92.2%	94.8%	96.3%	94.6%
16	87.5%			80.3%
18	90.8%	95.2%	95.8%	95.4%
20		87.5%	86.3%	
23				93.0%
24				94.0%
27		100.0%	100.0%	
28		97.7%	97.2%	100.0%
32	88.6%		72.0%	85.3%
37			96.5%	96.3%
39	99.4%		76.3%	96.0%
41	97.3%			
44		89.9%		
46	76.2%			
47	96.0%	91.2%	87.1%	
48	92.9%	95.6%	93.3%	93.1%
49	96.6%	78.7%		
50	100.0%			
51	84.9%	100.0%	100.0%	100.0%
53				94.4%
55	90.3%		85.1%	91.6%
57	93.4%	93.7%		
62	53.5%			
68				83.1%
71	69.0%			
76		68.5%	96.9%	83.1%
79				82.6%
91	63.5%			
97	86.2%	93.2%	89.8%	
3249				96.7%

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.

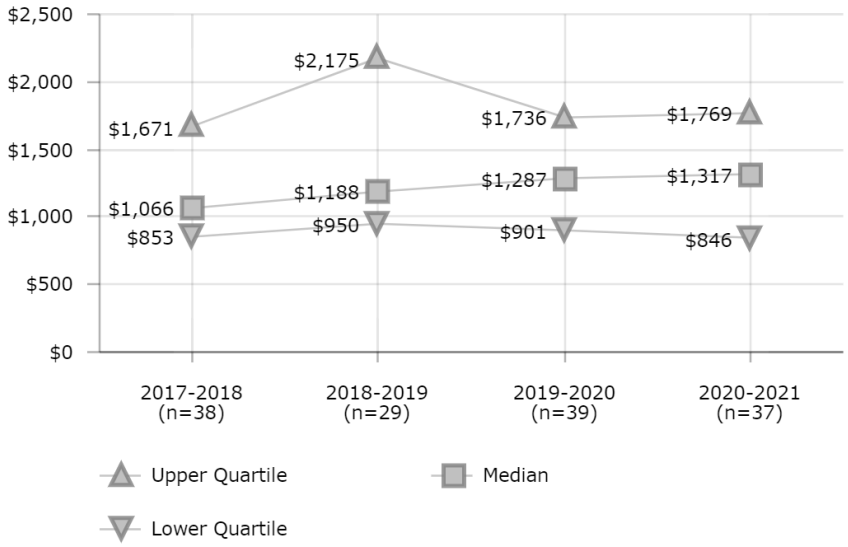
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1				2.1%
5	46.3%			
8	76.2%	110.3%	14.2%	15.9%
9	25.0%	7.7%	5.9%	4.8%
10	16.6%	12.3%	2.5%	6.9%
13	36.6%	54.6%		
14	7.1%	4.1%	2.8%	4.7%
16	13.0%			20.7%
18	8.0%	4.1%	4.0%	4.3%
20		13.2%	14.9%	
23				6.5%
24				6.4%
28		2.4%	2.8%	
32	4.9%		23.3%	6.1%
37			2.6%	2.2%
41	1.7%			
44		10.2%		
46	31.3%			
47	3.7%	8.3%	13.7%	30.7%
48	5.1%	4.0%	5.5%	5.8%
49	1.2%	8.0%		
51	13.6%			
55	10.7%		12.2%	9.2%
57	7.0%	6.5%		
62	78.5%			
68				20.0%
71	38.5%			
76		44.7%	2.9%	20.3%
79				21.1%
91	49.1%			
97	14.7%	4.1%	11.3%	11.1%
3249				3.4%

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.

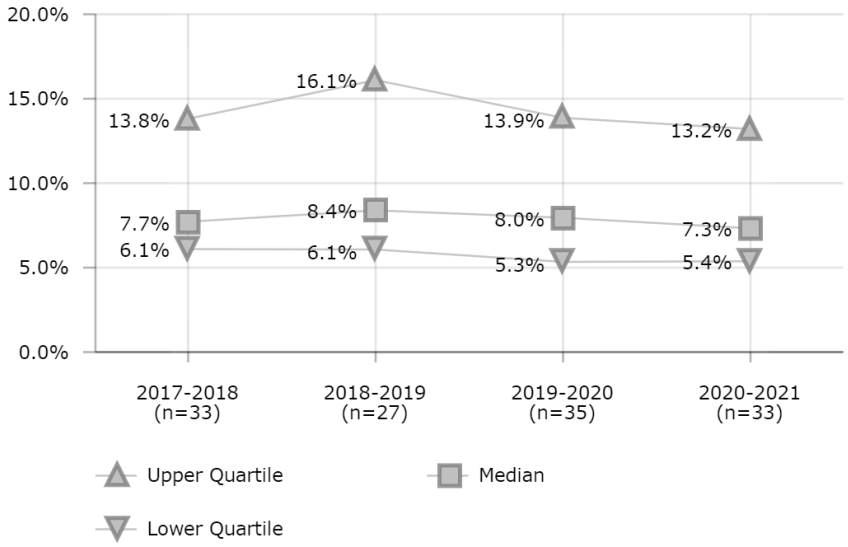
Importance of Measure

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	2017-2018	2018-2019	2019-2020	2020-2021
3		$2,307	$2,489	$3,120
4	$1,000	$809	$795	$846
5	$968		$901	$990
7	$1,309	$1,065	$1,736	
8	$540	$970	$1,259	$1,263
9	$1,749	$1,742	$2,044	$1,769
10	$753		$1,907	$1,737
12	$1,825	$1,412	$1,914	$2,952
13	$782	$896		$1,797
14	$2,349	$2,388	$1,507	$1,712
15				$1,746
16	$2,237			
18	$1,300	$1,992	$857	$1,147
20	$683	$1,165	$1,202	$983
21			$1,324	
23	$1,671	$1,082	$1,391	$2,924
24				$1,647
25	$853	$834	$958	$1,317
26			$221	
27		$2,788	$2,782	
28	$1,147	$2,655	$2,945	
30	$888	$841	$1,044	$1,302
32	$1,228	$1,188	$710	$757
35	$982	$1,592	$1,287	$1,730
37				$1,952
39	$5,217		$2,498	$908
40			$1,531	$642
41	$1,628		$492	$760
43	$2,769	$2,175		
44	$632	$760	$606	$672
46	$499		$1,556	$1,333
47	$1,553		$1,079	$595
48	$2,014	$2,798	$1,696	$1,956
49	$973	$560	$569	$687
50	$1,032	$1,058	$1,012	$961
51	$1,021	$1,448	$1,507	$1,436
52			$1,534	$1,613
53	$948	$1,107	$1,014	$1,084
54			$866	
55	$929		$1,496	
57	$7,774	$7,057	$907	$416
62				$530
63	$1,100			
67	$824	$950	$959	$3,369
68				$5,445
71	$1,404			
76		$2,845	$8,869	
79	$850		$379	$555
91	$1,560			
97	$2,437	$1,821	$2,701	
431	$192	$207		
3249				$1,941

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

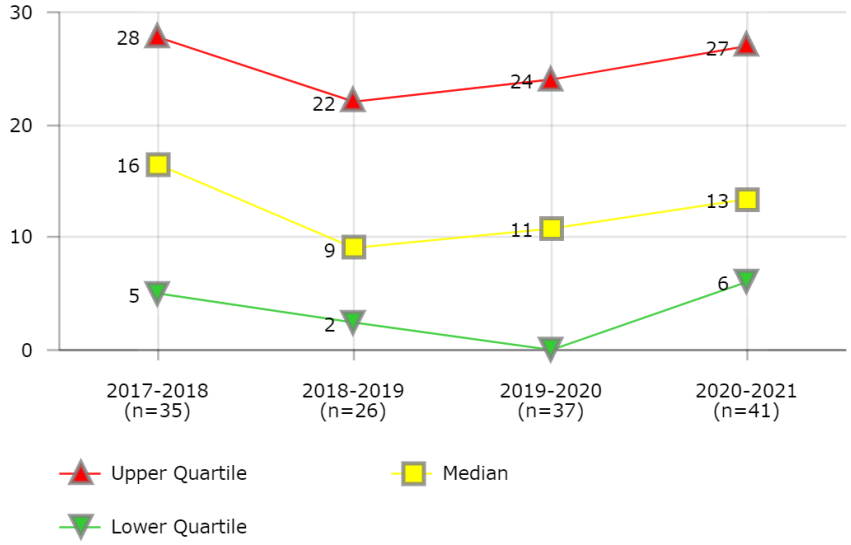
Importance of Measure

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	2017-2018	2018-2019	2019-2020	2020-2021
1		5.8%		
3		13.5%		
4	7.2%	6.1%	5.6%	5.5%
5			8.0%	7.7%
7	11.3%	8.4%	13.9%	
8	6.7%	11.6%	14.1%	13.7%
9	20.8%	19.7%	22.8%	18.0%
10	6.6%			
12		7.2%	10.2%	13.2%
13	8.2%	9.1%		17.0%
14	25.2%	22.6%	12.8%	13.8%
18	10.4%	15.3%	6.6%	8.3%
20	2.8%	4.4%	4.5%	3.4%
21			4.5%	
23	13.8%	8.0%	10.2%	21.3%
24				6.3%
25	3.4%	3.3%	3.6%	4.7%
26			1.5%	
27		23.8%	24.1%	
28	7.3%	16.1%	17.1%	
30	6.1%	5.6%	7.0%	7.3%
32	15.5%	14.2%	7.9%	7.9%
35	4.7%	7.5%	5.7%	6.7%
37				12.7%
39			21.8%	5.6%
40			13.6%	5.2%
41	16.3%		2.8%	4.3%
43	8.6%			
44	6.6%	8.0%	6.2%	6.6%
46			12.6%	
47	13.8%		8.9%	4.1%
48	21.5%	28.3%	15.8%	21.8%
49			5.1%	5.4%
50	6.0%	6.0%	5.3%	5.9%
51	10.3%	13.0%	12.6%	9.7%
52			9.1%	7.8%
53	6.8%	7.0%	6.2%	6.4%
54	2.7%			
55	9.6%		13.9%	18.3%
57	25.9%	21.0%	3.4%	
62				3.3%
63	6.5%			4.7%
67	6.0%	6.1%	6.0%	20.6%
71	7.7%			
79	3.6%		1.4%	1.9%
91	18.7%			
97	23.2%	17.2%	26.2%	
431	1.8%	1.8%		
3249				11.7%

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

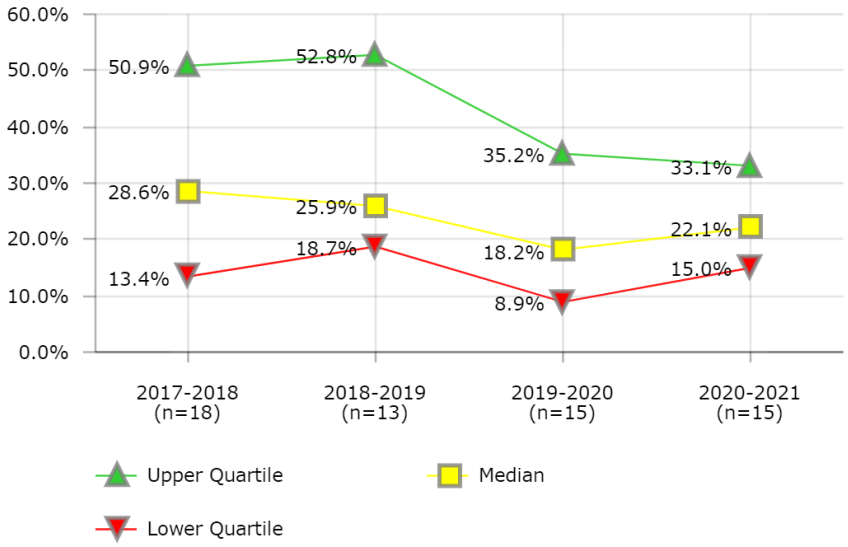
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Austin Independent School District
- Detroit Public Schools
- District ID #3249
- Portland Public Schools
- Sacramento City Unified School District
- Seattle Public Schools
- Shelby County School District
- St. Louis Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		1		0
3	28		0	6
4	15	14	13	5
5	34		0	0
7	33	35	47	64
8	45	45	45	45
9	26	2	3	28
10	18	13	12	13
12		16	46	8
13	25	21		20
14	5	6	7	6
16	4			67
18	0		11	1
20	9	6	15	13
21			20	
23	13	10	12	12
24				20
25	6	28	31	26
26			1	
27		7	7	
30	51	37	99	
32	48	72	129	137
35		20	0	55
37			24	18
39	36		3	28
40			10	12
41	19		37	39
43	51	51		
44	9	8	0	7
46	24		31	43
47	2	22	16	24
48	4	4	16	16
49	0	0	0	55
50	7	0	0	0
51	12	0	3	15
53	19	0	0	12
54			0	
55	16		35	27
62	1			0
63	17			0
66	41			
67	0	0	0	27
68				10
71				2
76			24	
79	0		0	0
91	17			17
97			0	9
431	5	5		
3249				0

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2017-2018	2018-2019	2019-2020	2020-2021
1		76.7%		31.6%
3	48.2%	42.0%	42.5%	22.5%
7		8.7%	8.9%	
8	18.0%	18.7%	16.7%	17.3%
9	58.2%	52.8%	18.2%	2.7%
12	18.6%	18.2%		
14	31.6%		2.9%	3.2%
16	33.0%			79.1%
21			10.1%	
23	13.4%		35.2%	
28	5.7%	7.6%	7.2%	15.0%
30	59.7%	68.1%		27.8%
37			22.8%	
40				22.1%
41	20.7%		28.9%	18.0%
43	13.4%			
44	25.6%	25.9%	25.9%	18.4%
48	55.2%		56.2%	41.1%
52		22.9%		
54	50.9%			
55	13.2%		36.4%	36.4%
66	9.3%			
67	32.5%	32.3%	1.6%	33.1%
76		19.2%	14.2%	14.2%
97	88.9%	97.7%		

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

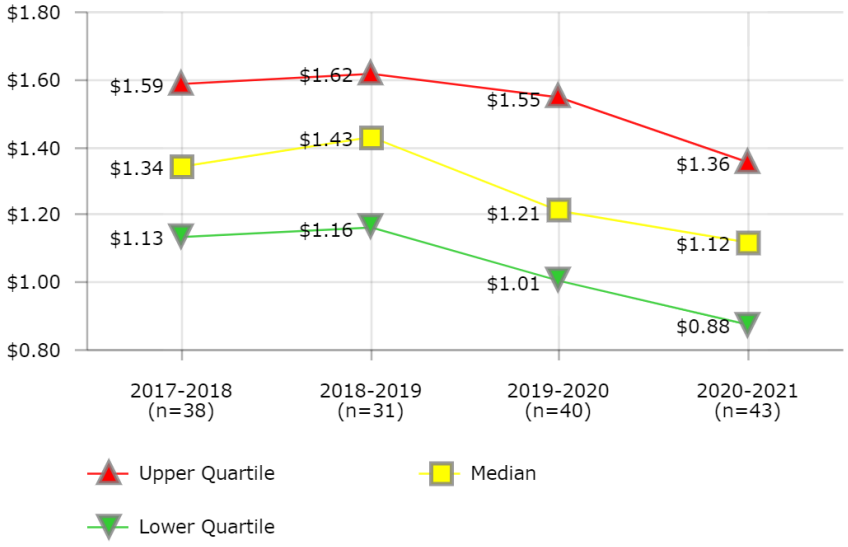
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2020-2021)

- Charlotte-Mecklenburg Schools
- Fresno Unified School District
- Orange County Public School District
- San Diego Unified School District

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

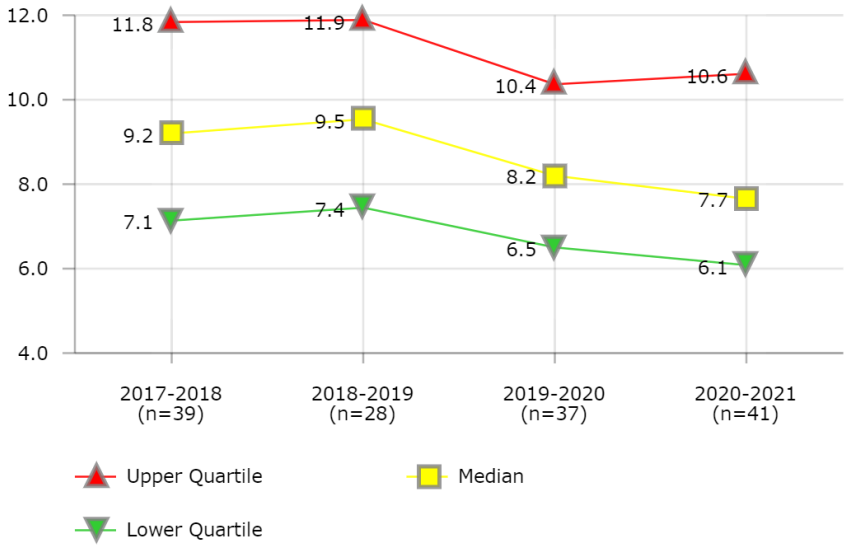
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Denver Public Schools
- District ID #91
- Hillsborough County Public Schools
- Houston Independent School District
- Portland Public Schools
- San Diego Unified School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		$0.44		
3	$1.03	$0.77	$0.92	$0.88
4	$1.14	$1.14	$0.97	$1.02
5	$0.81		$0.77	$0.71
7	$1.66	$1.73	$1.75	
8	$1.13	$1.12	$1.01	$0.96
9	$1.52	$2.03	$1.82	$1.88
10	$1.55	$1.47	$1.34	$0.00
12	$1.00	$0.84	$5.01	$1.14
13	$1.06			$1.10
14	$1.05		$1.05	$1.26
15				$1.34
16	$0.89			$0.80
18	$1.48	$1.60		$1.30
20	$1.68	$1.60	$1.54	$1.54
21			$1.00	
23	$1.59	$1.37	$1.14	$1.36
24				$1.40
25		$1.19	$1.32	$1.01
26			$1.06	$1.14
27		$1.62	$1.58	
28	$1.34	$1.26	$0.73	$1.05
30	$1.22	$1.22	$1.01	$0.95
32	$1.12	$1.60	$1.59	$1.46
35		$1.66	$1.14	$1.14
37			$0.72	$0.75
39	$1.10		$1.60	$0.69
40			$1.12	$1.12
41	$1.86		$1.10	$0.88
43	$1.26			
44	$1.16	$1.16	$1.15	$1.06
45		$0.53	$0.45	$0.46
46	$1.22	$1.26	$1.30	$1.10
47	$1.59	$1.70	$1.55	$1.64
48	$1.65	$1.76	$1.72	
49	$5.47	$1.68	$1.41	$1.48
50	$1.34	$1.43	$1.24	$1.35
51	$1.42	$1.47	$1.31	
52		$1.24	$0.98	$1.27
53	$1.58	$1.52	$1.44	$1.31
54			$0.90	$0.81
55	$1.24		$1.18	$0.83
57			$0.00	
62	$1.36			$0.92
63	$1.65			$1.69
66	$1.18			
67	$2.19	$2.32	$1.89	$1.88
68				$0.87
71	$1.36			
76		$1.54	$1.44	$1.42
79	$2.15		$2.15	
91	$0.87			$0.63
97	$1.45	$1.42	$1.55	$1.59
431	$1.15	$1.14		
3249				$1.30

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

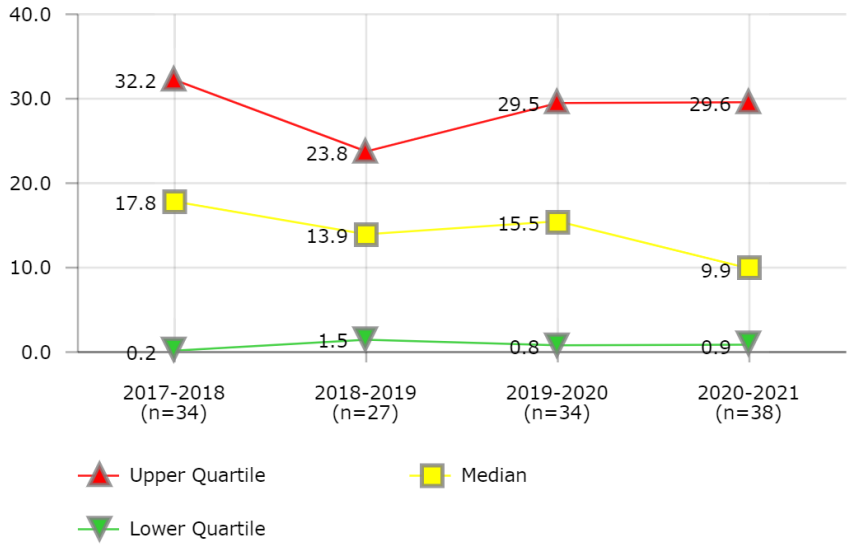
Districts in Best Quartile (2020-2021)

- Boston Public Schools
- Buffalo Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- District ID #91
- Fresno Unified School District
- Milwaukee Public Schools
- Portland Public Schools
- San Diego Unified School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1		5.0		
3	6.4	6.2	5.7	5.1
4	8.9	8.3	7.0	7.2
5	4.3		3.8	3.2
7	7.7	7.6	7.2	
8	18.9	11.9	10.6	10.7
9	13.8	13.9	12.0	11.7
10	12.2	11.8	9.6	13.0
12	8.8	8.6		8.3
13	13.8			12.1
14	6.1		6.3	6.2
16	4.3			3.4
18	9.1	10.3		7.7
20	12.8	12.9	11.5	10.9
21			7.7	
23	10.1	9.1	8.7	1.5
24				12.4
25				6.2
26			4.6	4.5
27		12.8	12.8	
28	11.7	11.8	6.6	9.5
30	6.6	6.3	5.4	5.3
32	15.2	16.4	14.2	14.4
35		10.9	9.3	9.1
37			6.0	5.4
39	12.3		15.7	7.7
40			9.5	8.9
41	16.2		13.3	11.9
43	7.1			
44	9.8	9.5	0.9	8.4
45			3.2	2.9
46	7.8	1.4	7.5	6.6
47	11.2	11.8	10.4	10.6
48	13.6	13.6	14.0	13.4
49	10.5	11.2	8.4	10.7
50	7.3	7.3	6.7	6.5
51	8.5	8.5	9.2	
53	10.0	1.4	8.2	7.5
54	8.2		8.2	7.1
55	9.5		8.9	6.0
57			6.5	
62	6.2			6.7
63	7.1			9.1
66	9.8			
67	9.2	9.0	8.0	6.1
68				7.4
71	11.8			
76		13.7	12.9	
79	5.0		4.8	
91	8.8			5.6
97	9.8	9.6	9.9	10.0
431	7.1	7.1		
3249				8.0

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.

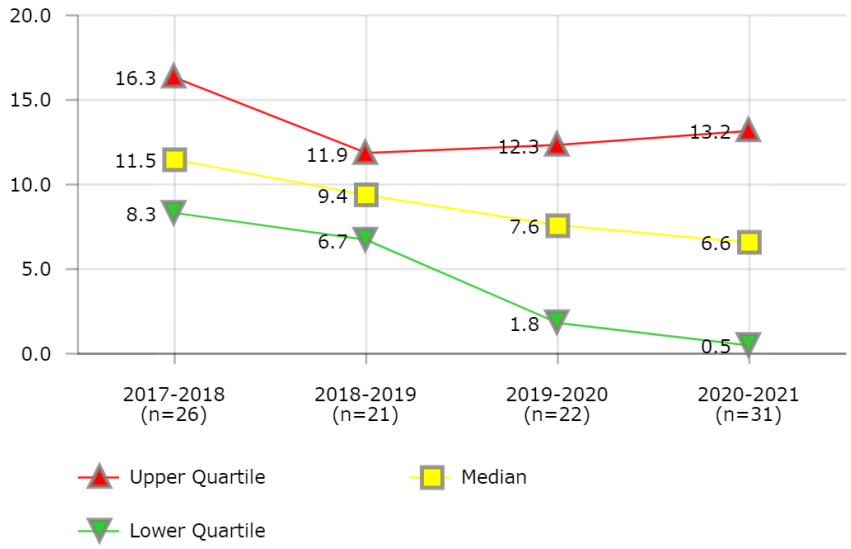
Districts in Best Quartile (2020-2021)

- Buffalo Public Schools
- Chicago Public Schools
- Columbus Public Schools
- Dallas Independent School District
- District ID #91
- Fresno Unified School District
- Houston Independent School District
- Newark Public Schools
- Palm Beach County School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		3.0		
3	48.3	49.8	47.3	46.0
4	31.3	30.9	25.5	29.6
5	43.4		43.3	40.5
7		64.2	71.2	
8	1.3	1.3	0.8	0.9
9	0.2	13.9	18.6	18.7
10	1.4	1.5		
12	20.4	21.1	1.2	21.7
14	0.0	0.2	36.6	36.8
16	4.5			5.5
18	18.0	19.3		0.5
20	35.7	34.4	27.9	37.0
21			0.6	
23		3.3	2.4	9.6
24				9.8
25				0.4
26			49.9	62.6
28	8.3	12.1	0.1	10.0
30	60.2	58.6	52.6	1.3
35		39.2	16.5	0.4
37			42.3	46.1
39	0.0		0.1	0.0
40			6.8	10.4
41	0.0		0.1	0.0
43	64.5			
44		1.1	1.1	1.1
45			0.0	0.0
46	41.1	7.8	29.5	27.2
47	17.7	15.9	15.5	17.1
48	1.9	2.5	2.4	1.5
49	30.0	21.5	0.2	46.8
50	0.0	0.5	43.8	43.4
51	22.1	0.0	24.8	
53	23.7	23.5	19.3	22.7
54	46.1		0.1	0.0
55	32.6		15.5	11.7
62	0.1			9.2
63	32.2			59.6
66	29.9			
67	0.0	23.8	21.7	0.1
71	12.7			
76		12.7	9.6	11.7
79	0.1		0.1	
91	27.9			0.2
97	0.0	0.0	2.9	3.0
431	15.3	15.3		
3249				8.1

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

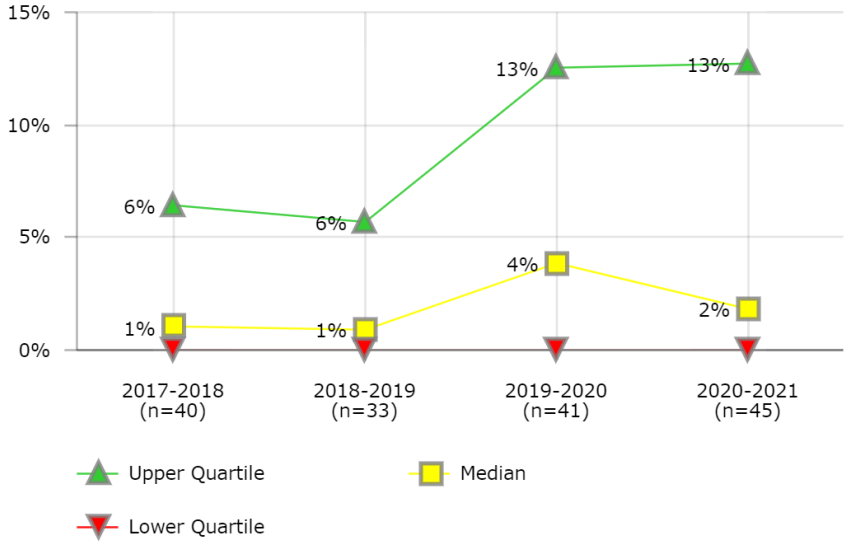
Districts in Best Quartile (2020-2021)

- Baltimore City Public Schools
- Buffalo Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- Pinellas County Schools
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		4.5		
3	8.7	8.0	6.3	3.6
4	7.0	6.7	0.0	
5	8.9		8.1	6.6
7	7.0	7.0	5.7	
10	12.3	11.2		
12	14.6			
13				14.9
14	16.0	85.2	12.3	14.2
16				7.2
18	0.0	0.0		0.1
20	9.9	9.7	9.2	8.5
23	11.1	9.9		3.4
24				18.4
26			7.1	4.8
27		3.3	3.3	
28	8.3	7.4	4.2	5.0
30	22.1	27.0		0.0
32		0.0	0.0	0.0
35		9.7		6.6
37				4.5
40			13.1	13.2
41	18.6		1.8	
43	8.4			
44				15.5
45				0.5
46	14.0	38.6	18.1	0.1
47	1.7		11.4	8.8
48		13.1	0.0	0.0
49	16.3		0.0	0.0
50	36.4	0.0	13.7	12.7
51	0.2	8.9	10.7	
53	21.0	21.1	30.6	11.3
55	11.8		9.8	9.1
62	137.3			13.7
63	0.1			14.8
66	12.7			
68				13.5
76		11.9	14.8	
91	19.9			10.8
97	9.8	9.4	0.1	0.1
3249				4.2

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 (2020-2021)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Detroit Public Schools
- District ID #91
- Fort Worth Independent School District
- Guilford County School District
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Orange County Public School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1		0%		
3	0%	0%	0%	0%
4	0%	0%	0%	0%
5	8%		13%	12%
7	4%	4%	4%	
8	5%	5%	5%	5%
9	5%	5%	5%	5%
10	1%	1%	1%	1%
12	0%	0%	0%	0%
13	5%	6%		59%
14	80%		80%	80%
15				0%
16	0%			0%
18	0%	0%	0%	0%
20		97%	98%	97%
21			0%	
23	1%	1%	0%	1%
24				0%
25		4%	4%	4%
26			0%	2%
27		10%	10%	
28	27%	27%	16%	0%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
35	0%	11%	10%	11%
37			0%	2%
39	0%		31%	28%
40			8%	22%
41	10%		0%	10%
43	0%	0%		
44	5%	5%	5%	5%
45		0%	0%	0%
46	5%	0%	13%	17%
47	8%	8%	8%	25%
48	28%		34%	36%
49	23%	21%	21%	21%
50	12%	0%	13%	13%
51	0%	0%	0%	
52		20%	20%	20%
53	0%	0%	0%	0%
54	0%		6%	0%
55	0%		1%	1%
57	54%	20%	14%	
62	0%			0%
63	0%			0%
66	4%			
67	0%	0%	0%	0%
68				9%
71	11%			
76		0%	0%	0%
79	0%		0%	0%
91	3%			33%
97	4%	1%	1%	2%
431	0%	0%		
3249				8%

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.**

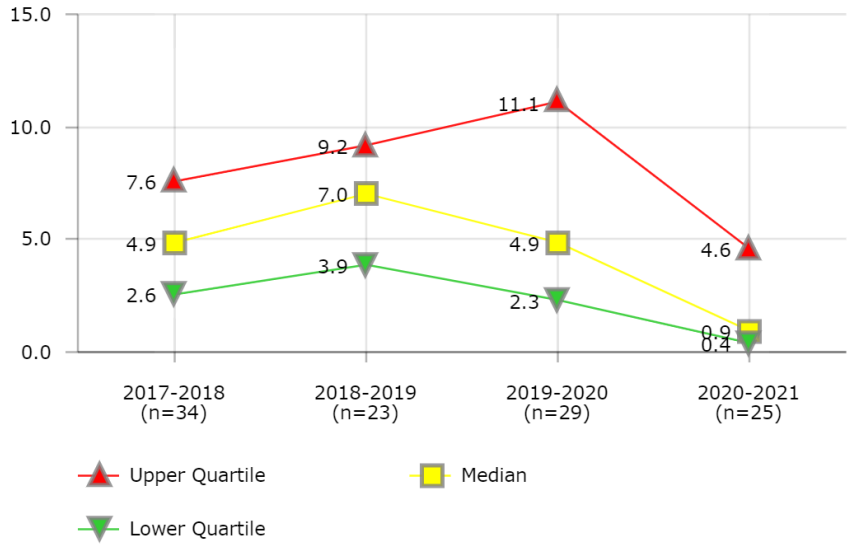
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

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

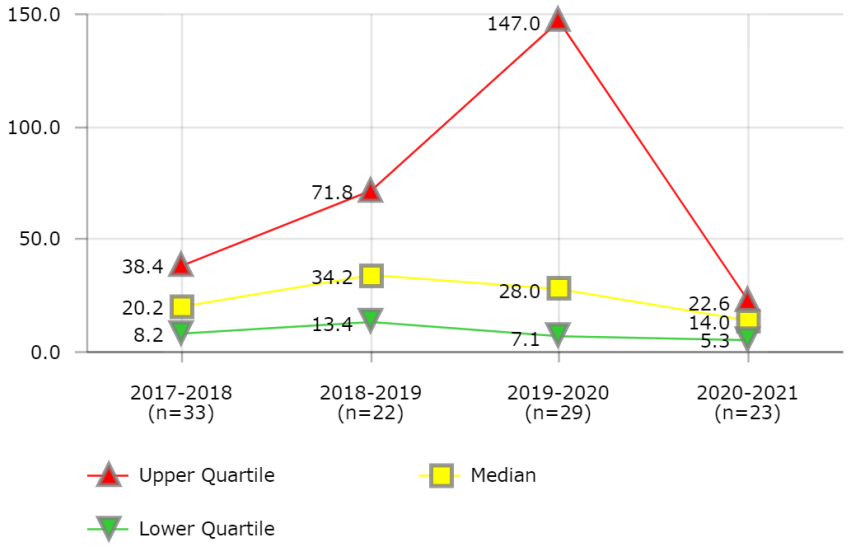
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Clark County School District
- Denver Public Schools
- Fort Worth Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	2.3	2.5	1.8	0.4
4	20.8	26.0	21.1	11.5
7	1.3	3.0	1.8	
8	3.5	2.7	1.7	0.6
9	6.0	9.2	4.9	0.3
12	0.3	8.2	0.4	0.7
14	5.1	4.2	3.8	0.4
15				0.3
16	2.6			
18	7.6	7.1	5.8	
19	5.0			
20	15.4		38.8	4.6
21			2.2	
25	2.6	15.1	15.3	
26			4.9	
27		2.7	2.3	
28	7.5	6.5	4.8	
32	1.4	1.7	1.4	0.5
35	4.5	7.0	105.8	
37	4.4			0.1
39	3.8		4.4	5.9
40			1.6	0.2
41	2.2		2.8	3.9
43	9.8	7.3		
44	1.8	6.9	14.0	17.0
46	1.7		2.7	
47	14.8		9.9	1.0
48	13.2	15.1	9.9	16.2
49	5.8	5.8	5.1	
50	7.1	6.1	5.6	5.7
51		53.0	43.0	
52			36.5	3.9
53	4.2	3.9	2.9	0.0
54	6.7			
55	2.8			
57	12.2	14.8	11.1	0.5
58	7.9			
63	0.5			
66				14.0
71	11.4			
79	4.7	7.6		0.9
91				4.1
97				1.3
431	6.0	7.5		
3249				0.7

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

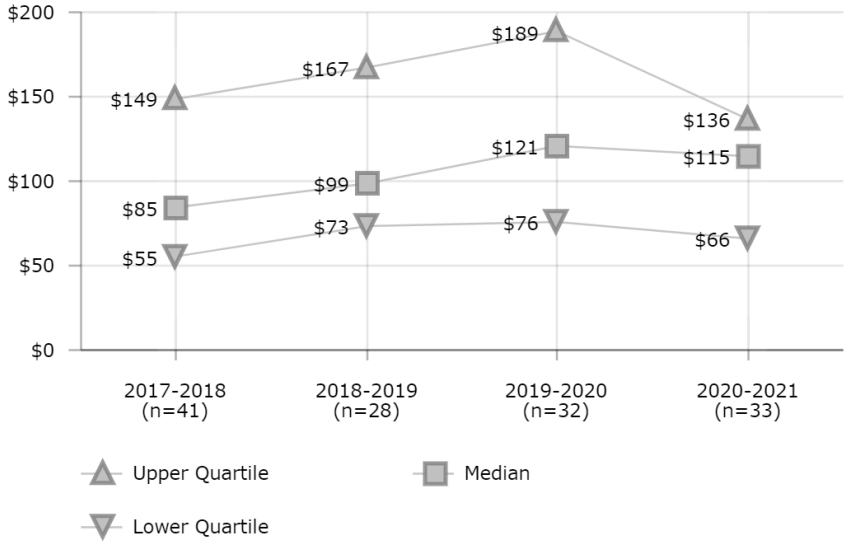
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Dallas Independent School District
- District ID #3249
- District ID #91
- Fort Worth Independent School District
- Jackson Public School District (MS)

District	2017-2018	2018-2019	2019-2020	2020-2021
3	104.3	71.8	22.1	12.9
4	65.2	64.7	56.5	34.0
7	16.0	64.3	28.0	
8	5.7	5.3	2.6	
9	25.0	228.1	192.0	254.9
12	47.0	20.5	20.4	18.9
14	34.5	34.6	15.6	7.6
15				0.3
16	39.2			
18	8.1	7.7	6.4	
19	5.0			
20	59.4		147.0	17.5
21			7.1	
25	11.3	36.5	37.5	
26			4.9	
27		9.5	223.8	
28	34.6	27.6	12.9	
32	2.5	2.7	2.0	
35	13.6	263.1	392.7	
37	38.4			
39	16.3		17.8	16.8
40			5.6	3.7
41	2.7		3.7	5.3
43	20.2	21.7		
44	7.9	108.0	110.4	17.0
46	4.0		5.4	
47	757.4		518.8	74.9
48	31.3	33.8	47.4	22.6
49	229.3	208.4	327.3	20.2
50	9.4	13.4	7.3	7.3
51		886.3	944.7	
52			66.5	43.1
53			902.2	9.1
54	238.1			
55	6.0			
57	33.0	43.7	35.3	2.2
58	21.0			
63	18.1			
66				14.0
71	17.4			
79	21.2	30.1		8.9
91				4.1
97				23.1
431	8.2	10.2		
3249				2.1

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

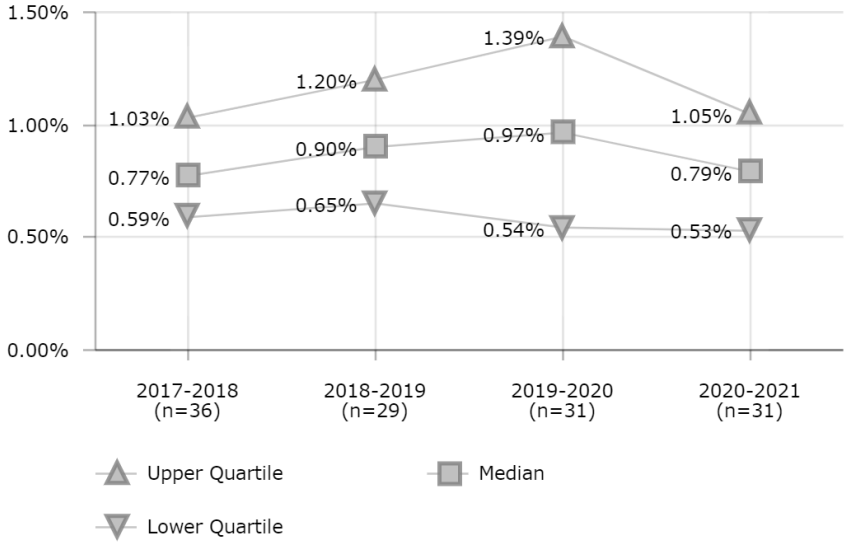
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$69	$72	$76	$80
4	$105	$101	$117	$123
5	$44		$52	$66
7	$75	$76	$76	
8	$46	$145	$135	$109
9	$61	$62	$48	$77
10				$57
12	$66	$75	$67	
14	$167	$178	$187	$194
15				$23
16	$49			
18	$211	$164	$157	$132
19	$206			
20	$149		$224	
21			$346	
23	$52		$129	$136
24				$63
25	$699	$703	$403	$330
26			$77	
27		$56	$103	
28	$194	$173	$187	
30	$128	$159	$288	$131
32	$55	$115	$171	$157
35	$117	$137	$190	$131
37	$63			$80
39	$120		$125	
40			$201	$235
41	$85		$104	$115
43	$294	$339		
44	$55	$94	$98	$97
46	$41			
47	$44		$42	$44
48	$47	$82	$90	$93
49	$49	$54	$65	$43
50	$355	$302	$264	$224
51	$94	$95	$126	$143
52			$80	$122
53	$26	$29	$27	$26
54	$141			
55	$88			
56	$92	$92		
57	$352	$370	$399	$348
58	$187			
61		$137		
62		$1		
63	$310			
66				$135
67			$46	$57
68				$59
71	$59			
77	$60	$72		
79	$145	$171		$181
91	$63			
97				$78
431	$70	$96		
3249				$125

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

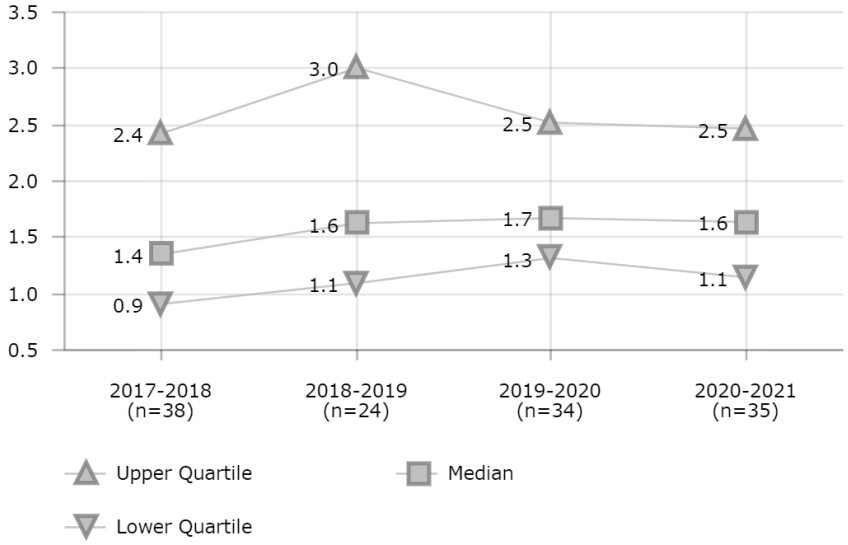
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1		0.53%		
3		0.43%		
4	0.77%	0.81%	0.85%	0.83%
5			0.47%	0.53%
7	0.68%	0.63%	0.63%	
8	0.58%	1.75%	1.53%	1.19%
9	0.74%	0.72%	0.54%	0.79%
12	0.33%	0.38%	0.36%	
14	1.82%	1.72%	1.64%	1.62%
15				0.71%
18	1.73%	1.28%	1.26%	0.97%
19	0.80%			
20	0.61%		0.84%	
21			1.21%	
23	0.43%		0.97%	1.01%
24				0.24%
25	2.83%	2.86%	1.54%	1.17%
26			0.54%	
27		0.48%	0.89%	
28	1.25%	1.06%	1.09%	
30	0.94%	1.14%	2.04%	0.79%
32	0.70%	1.39%	1.94%	1.66%
35	0.58%	0.65%	0.86%	0.52%
37				0.53%
39	1.08%		1.09%	
40			1.80%	1.94%
41	0.86%		0.97%	0.90%
43	0.93%	1.08%		
44	0.60%	1.02%	1.04%	1.02%
46	0.30%			
47	0.39%		0.35%	0.31%
48	0.51%	0.84%	0.85%	1.05%
49			0.60%	0.35%
50	2.18%	1.71%	1.39%	1.37%
51	0.99%	0.88%	1.08%	0.99%
52			0.48%	0.61%
53	0.19%	0.19%	0.17%	0.16%
54	1.19%			
55	0.91%			
56	0.98%	0.90%		
57	1.18%	1.15%	1.59%	1.30%
58	0.94%			
61		1.20%		
62		0.01%		
63	1.85%	1.60%		
66				0.71%
67			0.32%	0.35%
68				0.53%
71	0.33%			
77	0.72%	0.70%		
79	0.68%	0.88%		0.75%
91	0.78%			
97				0.68%
431	0.73%	0.93%		
3249				0.80%

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

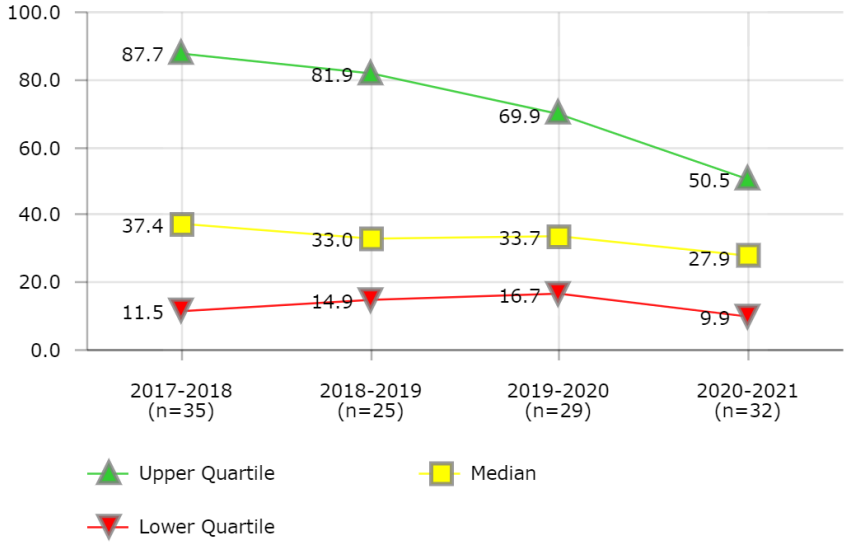
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
3	1.6	1.5	1.6	1.3
4	1.4	1.5	1.5	1.6
5	1.3		1.4	1.3
7	1.5	1.6	1.6	
8	1.1	1.9	1.9	1.8
9	0.6	0.6	0.7	0.6
10				2.5
12	0.6	0.6	0.6	0.7
13		0.9		
14	2.4	2.5	2.5	2.4
15				5.5
16	0.5			
18	2.0	1.3	1.8	2.0
19	2.4			
20	3.9		5.3	5.3
21			5.4	
23	1.1		1.7	1.9
25		9.6	6.2	
26			1.2	
27		1.9	2.0	
28	2.2	2.3	2.0	
30	6.5	3.7	3.6	1.1
32	3.2	4.1	5.1	4.9
35	1.5	1.5	2.1	1.9
37	1.4			1.5
39	1.2		1.2	1.3
40			3.0	3.2
41	1.3		1.4	1.6
43	4.4	4.0		
44	0.7	1.7	1.6	1.6
46	1.3		1.9	
47	1.3		1.3	1.4
48	0.9	1.2	1.4	1.4
49	0.6		0.5	0.6
50	4.2	3.5	1.9	3.2
51	0.6	1.8	1.4	1.0
52			1.1	1.1
53	0.6	0.6	0.3	0.3
54	3.6			
55	1.3			
57	5.4	4.9	4.9	5.2
58	3.0			
63	6.1			
66				3.3
67			3.5	2.0
68				2.6
71	1.3			
79	2.4	0.8	0.9	0.9
91	0.7			0.7
97				2.2
431	0.9	1.0		
3249				1.7

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

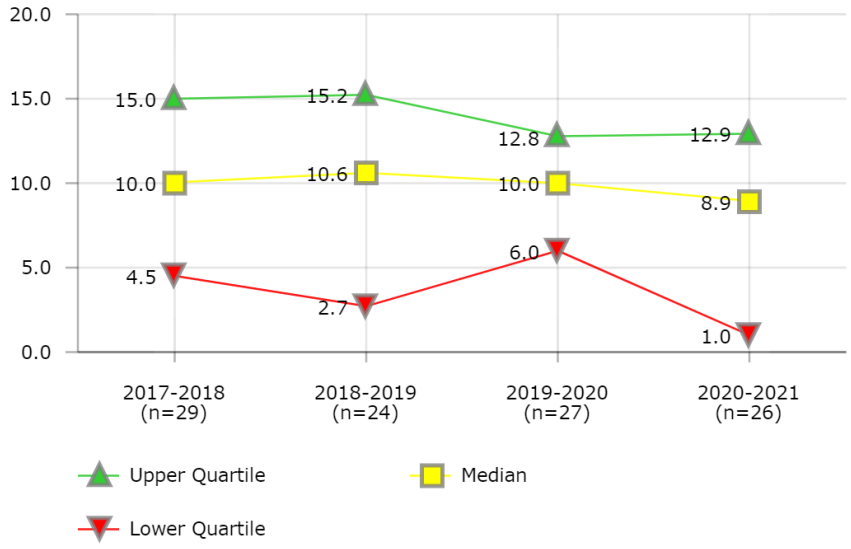
Districts in Best Quartile (2020-2021)

- District ID #3249
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Richmond City School District
- Seattle Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	230.0	164.3		100.0
2				153.3
3	66.9	104.8	70.3	48.6
4	36.1	35.8	29.6	27.3
5	1.2		13.3	2.1
7	9.2	10.4	5.2	
8	202.4	23.0	16.0	15.6
9			128,600.0	1.3
10				40.0
12	129.3	75.8	72.0	8.0
14	52.0	83.3	49.6	48.7
15				37.8
16	54.4			
18	37.4		30.5	28.5
19	6.3			
20	15.9			
24				4.0
25	17.7	8.6	94.1	
26	6.0	14.9	20.3	
27			24.8	
28	220.0	287.6	134.3	
30	11.5	7.5	27.1	
32	9.0	18.5	16.7	26.8
35	87.7	99.9	65.1	26.8
37	33.4		543.5	
39	37.6		4.4	47.4
40			33.7	17.3
41	40.6		31.6	44.5
43	6.6	13.6		
44	22.4	8.8	9.5	9.5
47	50.0	62.1	55.2	56.3
48	79.4	81.9	51.6	52.3
49	15.8	19.0		10.3
50	0.8	25.3		8.6
51		11.1	15.5	
52			156.4	162.0
53	31.6	33.0	69.9	53.1
54	91.5			
55	43.2			
57	137.4	97.6	67.5	46.7
63	157.4	78.4	34.3	25.4
67			1.6	2.1
68				1.0
71	117.8			
79	6.6	61.9		73.5
97				17.3
431	25.6	25.6		
3249				67.9

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

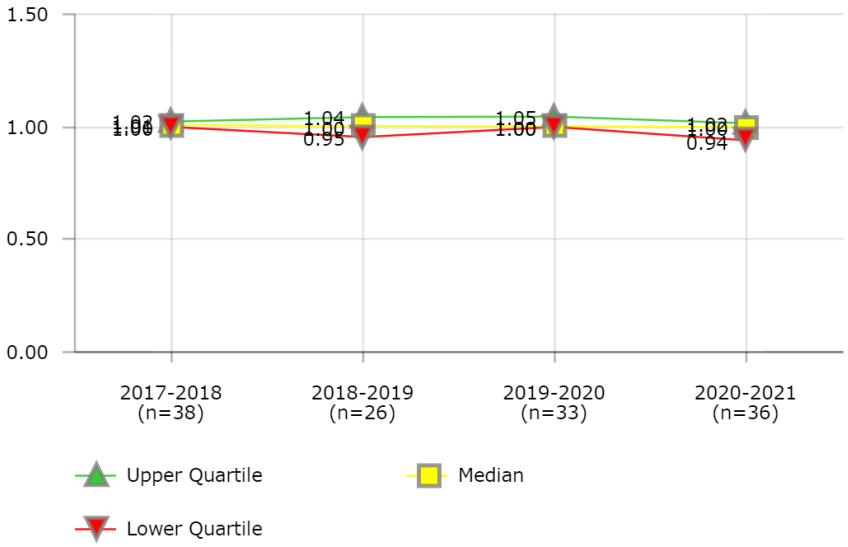
Districts in Best Quartile (2020-2021)

- Clark County School District
- Denver Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Newark Public Schools
- Orange County Public School District
- Pinellas County Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	9.0	9.0	21.3	2.1
3	11.2	11.2	11.2	3.8
4	4.9	15.1	6.0	8.5
5	33.6		9.1	
7	1.0	16.7	8.3	
8	2.5	2.4	10.0	
9	13.9		14.6	15.0
10				12.0
12	12.0	12.8	10.0	10.0
14	3.4	7.9	7.9	7.7
16	1.0			
18	16.0	0.1	0.1	0.1
19	1.0			
20	4.5		0.1	0.1
24				9.4
25	10.0	10.0	20.0	20.0
26	5.4	6.0	6.0	
27		15.3	30.9	
28	15.6	21.6	10.9	
30			1.0	1.0
32	0.0	0.0		0.0
35	29.3	25.9	18.7	3.5
37	16.5		12.8	12.9
41	4.5		12.0	7.0
43		1.0		
44	15.0	3.0	0.1	0.1
47		19.0	6.3	13.8
48	11.7		18.1	26.2
50	10.0	1.0	1.0	0.8
51		10.0	10.0	12.0
52	11.3	11.3	10.9	9.8
53	14.8	14.8	11.8	22.6
54	6.0			
57	8.0	15.0	8.0	1.0
63		0.5		
68				12.3
71	17.0			
97				21.9
431	16.0	16.9		

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

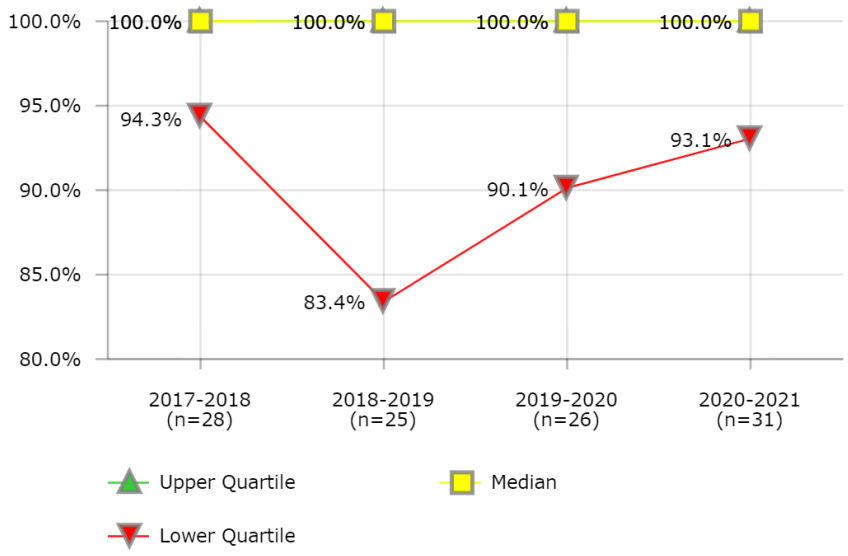
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Detroit Public Schools
- East Baton Rouge Parish School System
- Fort Worth Independent School District
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Richmond City School District
- St. Paul Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1	1.01	1.01	0.14	1.01
2				1.06
3	1.06	1.07	1.07	1.07
4	1.06	1.06	1.06	1.06
5	0.97		1.05	1.01
7	1.01	1.06	1.06	
8	1.01	1.01	1.11	0.88
9	1.01		1.00	1.00
10				1.01
12	1.11	1.11	1.00	1.00
14	1.00	1.00	1.00	1.00
15				1.00
16	0.98			
18	0.00	1.00	1.00	1.00
19	0.04			
20	1.05		0.17	0.17
21			1.02	
23	1.10		1.00	1.00
24				1.03
25	1.00	0.95	1.00	1.00
26	1.02	1.01	1.01	
27		1.04	1.00	
28	1.02			
30	1.00	1.00	1.00	1.00
32	1.00	0.97	0.89	1.00
35	1.00	1.00	1.01	1.01
37	1.01		1.02	1.00
39	0.07			
40			1.01	1.08
41	1.02		1.05	1.00
43		0.95		
44	0.02	0.02	0.79	0.80
46	1.02			
47	1.01	1.00	1.00	1.00
48	1.11	1.02	1.11	1.01
49	1.06	0.04	0.04	0.03
50	1.00	0.01	1.00	1.05
51		1.29	1.14	1.00
52	1.07	1.07	1.08	1.06
53	1.01	1.01	1.02	1.02
54	1.00			
55	1.01			
57	0.81	0.82	0.76	0.86
63	0.04	0.11	0.11	0.14
67			1.01	0.03
68				1.04
71	1.10			
91	1.01			
97				0.87
431	1.01	1.01		
3249				0.02

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.

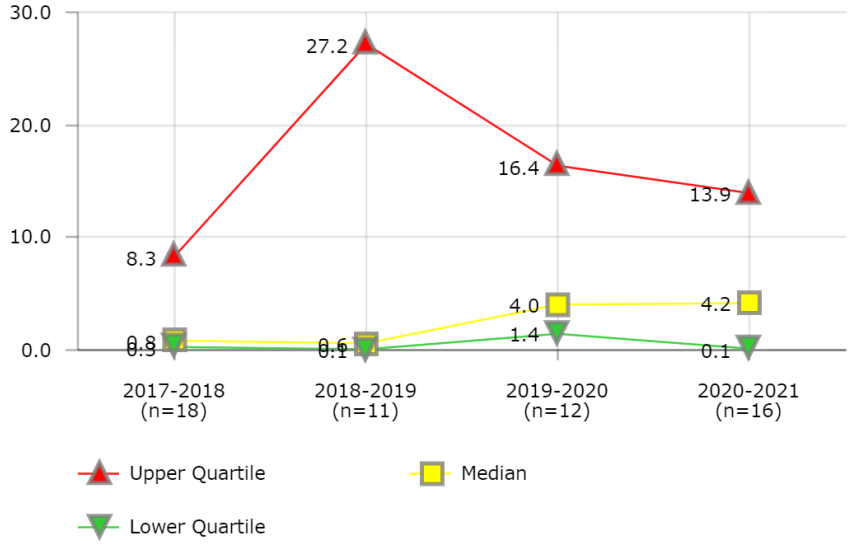
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Atlanta Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- District ID #3249
- East Baton Rouge Parish School System
- Fort Worth Independent School District
- Guilford County School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Orange County Public School District
- Pinellas County Schools
- Portland Public Schools
- Sacramento City Unified School District
- Seattle Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	100.0%	100.0%	100.0%	100.0%
3	51.4%	51.4%	51.4%	51.4%
4	6.1%	6.1%	37.8%	
5				100.0%
7	100.0%	100.0%	100.0%	
8	97.1%	97.1%	94.2%	82.5%
9			100.0%	51.3%
12	100.0%	100.0%	100.0%	102.9%
14	100.0%	100.0%	100.0%	100.0%
15				100.0%
16	100.0%			
18	98.7%	45.5%	105.5%	99.6%
20	100.0%		100.0%	100.0%
24				101.9%
25	100.0%	94.3%	97.1%	97.1%
26	100.0%	100.0%	100.0%	
27			107.7%	
28	92.3%	100.0%	100.0%	100.0%
32	85.4%	83.4%	90.1%	100.0%
35	100.0%	100.0%	100.0%	112.5%
39	100.0%		30.1%	
40			95.1%	100.0%
44	83.1%	75.8%	75.8%	83.9%
46	99.5%			
47	95.4%	94.8%	95.5%	95.3%
48	103.6%	104.5%	99.1%	102.6%
49	99.3%	130.2%		100.0%
50	112.8%	100.0%	100.0%	99.1%
51	21.7%	33.9%	16.7%	26.9%
52		91.1%	86.7%	83.1%
53	98.9%	101.1%	100.6%	
57	100.0%	80.6%		82.0%
62				100.0%
63	100.0%	101.3%	101.3%	93.1%
66				96.2%
68				94.9%
79	93.3%	183.6%		100.0%
97				100.0%
431	100.0%	100.0%		
3249				109.5%

SAFETY & SECURITY

Health/Safety Violations per Site



District	2017-2018	2018-2019	2019-2020	2020-2021
3	0.1	0.1	0.1	0.1
4	13.7	14.0	8.3	6.2
7		0.0	0.0	
8	7.2		70.9	65.6
9				6.0
12	0.3			0.0
13		40.4		
15				2.4
16	0.6			
24				0.9
26	0.2	0.2	0.2	
27		0.1	3.3	
28	0.5			
32	20.0	27.2	24.0	19.4
39	2.4		2.7	
47	8.3	9.0	4.8	8.5
48	45.7		34.7	297.5
49	2.9			
50	1.0			0.0
51	40.1	44.1	8.7	21.5
53	0.7	0.6	2.7	0.1
57	0.2			
62				0.0
68				6.0
79	0.4			0.4
431	0.0	0.0		

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

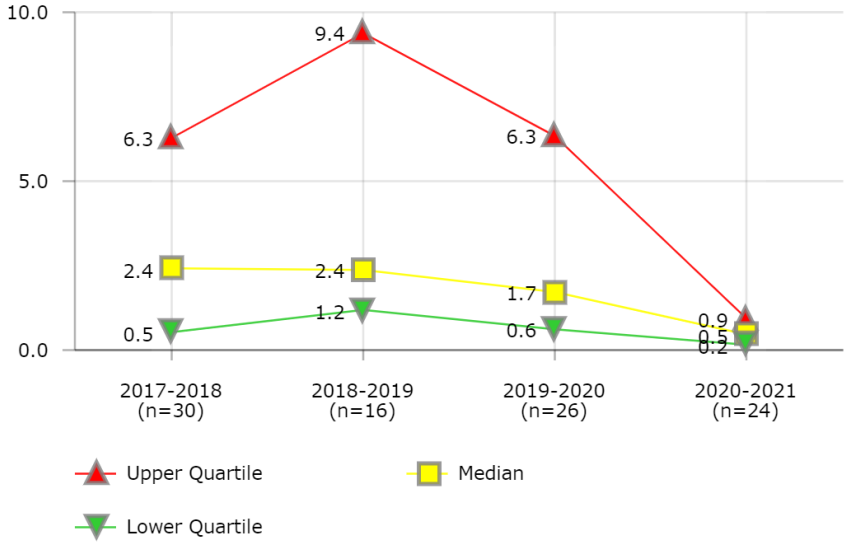
- Risk mitigation efforts
- Focus of leadership on health and safety

Districts in Best Quartile (2020-2021)

- Des Moines Public Schools
- Detroit Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

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
- Accuracy of reporting

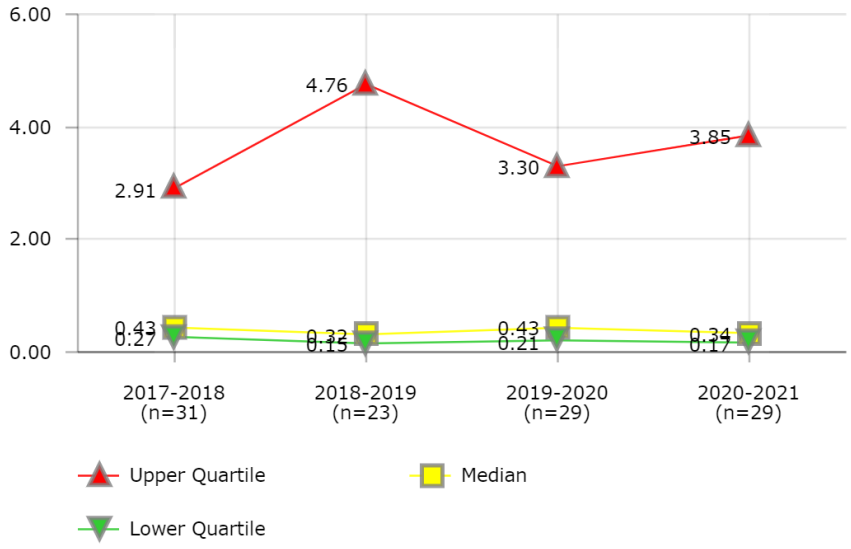
Districts in Best Quartile (2020-2021)

- Denver Public Schools
- Detroit Public Schools
- District ID #3249
- Palm Beach County School District
- San Francisco Unified School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	3.3	1.4	1.5	
4	18.7	13.2	13.6	4.5
7	15.6	10.9	8.4	
8	0.3	0.3	0.6	0.2
9	33.0			2.5
12	1.1			
14	6.3		6.6	0.5
16	0.5			
18	10.7	6.0	5.0	0.1
19	0.9			
20	16.9		8.8	1.8
21			0.5	
24				0.5
25	5.4		7.2	0.6
26			0.9	
27		2.1	2.2	
28	0.1	0.0	0.1	
32	1.1	1.3	1.4	0.4
37	0.0			0.0
39	0.2		0.9	
40			0.0	0.2
41			0.2	0.2
43	0.3			
44	1.8	2.6	1.3	1.1
46	6.6		2.0	
47	4.2		3.6	0.6
48	0.8	1.1	0.8	0.5
49	1.8	1.5	4.9	0.2
50	0.2		0.0	0.0
51		18.5	26.2	
52			3.8	
53	7.8	10.0	6.3	0.2
54	4.9			
55	4.4			
57	0.7	0.4	0.6	
58	0.3			
62				2.2
68				0.7
77				0.0
79	4.2	3.5		0.8
97				8.6
431	3.0	8.8		
3249				0.0

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



District	2017-2018	2018-2019	2019-2020	2020-2021
1	1.54	1.19	1.03	0.65
3	0.28	0.25	0.21	
4	0.06	0.09	0.04	0.06
5	0.44		12.36	0.25
7	53.40	50.00	50.01	
8	0.42	6.06	2.72	3.85
9	88.99	0.06	0.06	45.54
10				0.07
12	0.93	0.74	0.44	0.68
14	0.41	0.32	0.21	0.23
15				0.35
16	0.43			
18	0.27	0.25	0.25	0.17
19	8.42			
20			0.08	0.10
24				14.52
25	0.22	7.43	0.07	
26	0.27	0.30	0.04	
27			187.19	
28		1.38	0.23	0.23
32	4.52	0.14	0.24	0.20
35	0.13	2.28	2.44	3.89
37	0.69		5.46	7.01
39	0.29		0.58	20.45
40			0.04	0.21
41	8.10		0.43	0.34
44	0.39	0.30	0.30	0.17
46	0.91			
48	2.51		0.74	0.03
49	2.91	3.53	3.30	0.12
50	1.28	4.76		2.47
51		0.15	68.02	
53	0.07	0.12	0.34	
54	0.29			
55	0.35			
57	0.09	0.17	0.09	0.03
62				13.71
63	38.57	23.78	13.37	99.94
67			4.12	2.65
68				0.05
79	0.08	0.11		
97				0.67
431	11.59	11.59		

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

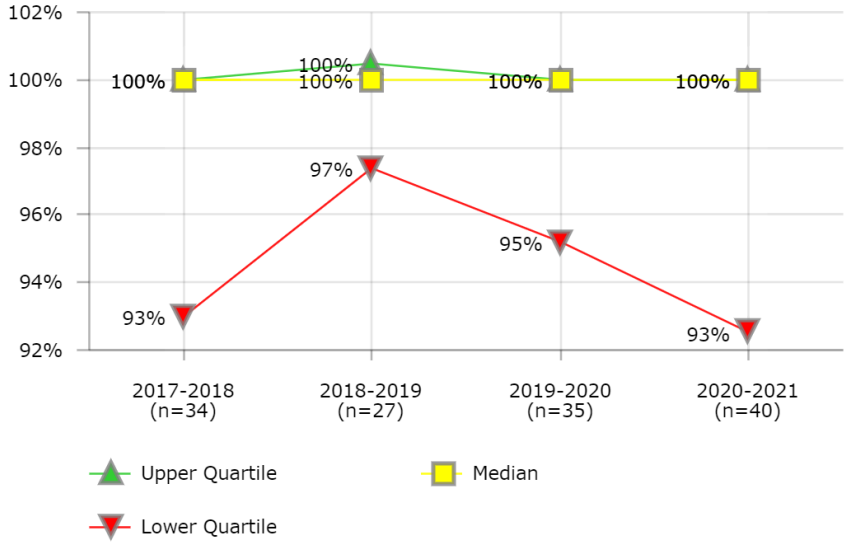
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Effectiveness of security alarm systems

Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Guilford County School District
- Hillsborough County Public Schools
- Orange County Public School District
- Shelby County School District
- Wichita Unified School District

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	2017-2018	2018-2019	2019-2020	2020-2021
1	94%	94%	94%	91%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
5	98%		99%	100%
7	100%	100%	100%	
8	94%	100%	96%	78%
9	100%		100%	92%
10				100%
12	100%	10%	10%	103%
14		114%	113%	92%
15				100%
16	100%			
18	75%	79%	80%	72%
19	89%			
20	100%		100%	100%
23	93%		88%	92%
24				102%
25	60%	79%	84%	93%
26	100%	100%	100%	
27		123%	100%	
28	100%	100%	100%	100%
30	100%	100%	100%	100%
32	100%	98%	105%	100%
35	100%	100%	100%	113%
37	100%		100%	99%
39			110%	106%
40			95%	100%
41	97%		137%	110%
44	85%	89%	83%	78%
46	34%			
47	100%	97%	97%	98%
48	96%	100%	95%	98%
49	92%	121%	121%	93%
50		109%	100%	110%
51	100%	139%	100%	100%
52	100%	100%	100%	92%
53	100%	100%	100%	98%
54	80%			
57	72%	73%	66%	76%
62				100%
63	100%	114%	146%	67%
66				99%
67			99%	99%
68				100%
79	98%	100%	100%	100%
97				100%
431	100%	100%		
3249				99%

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.**

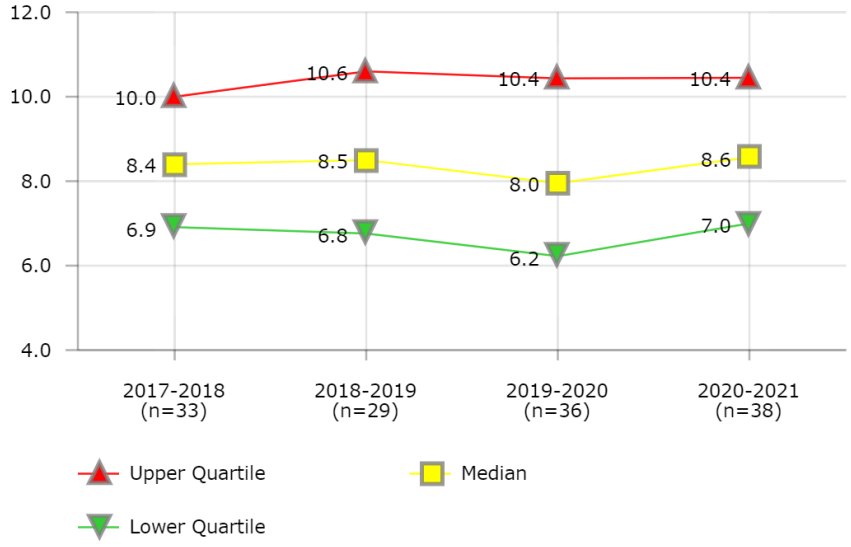
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

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

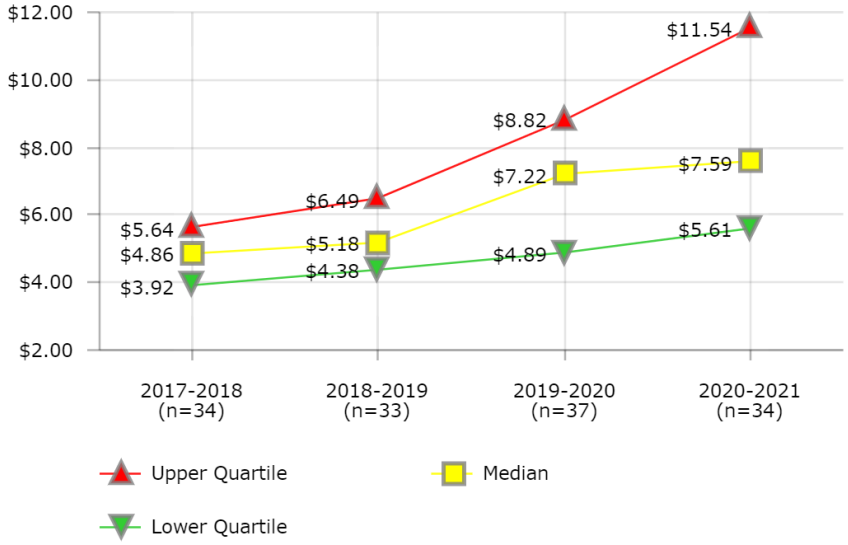
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Duval County Public Schools
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2				10.0
3	3.0	3.0	3.0	3.0
4				7.0
5	10.2	10.2	11.0	10.5
7	10.4	11.9	10.9	7.8
8	7.0	6.8	4.8	5.8
9	7.0	7.0	7.0	5.0
10	8.0	8.0	6.2	7.8
11		11.2	11.6	
12	9.8	8.5	8.0	8.0
13	10.2	10.6	12.0	10.1
14	11.0	11.0	9.0	9.0
15				14.0
16				17.6
21			3.9	
23		8.0	8.0	
24				13.0
25	9.0	10.0	7.9	
26	6.0		7.0	7.8
27	12.9	13.2	13.4	
28	8.4	9.3	9.0	9.0
32	9.7	10.7	11.7	12.8
35	10.9	10.0	10.9	11.1
37	11.0			
39	9.6		13.8	14.3
40			6.5	7.1
41			6.3	9.0
44	4.4	3.5	4.2	2.9
46	3.4		5.0	
47	6.7	7.8	7.5	7.0
48	6.8	6.0	6.3	4.6
49		11.6	11.6	11.0
51	6.5	4.5	4.8	
52		5.5	6.0	6.5
53	10.0	10.0	10.0	8.5
54	7.0		7.0	
55	8.2			7.1
57	6.9	7.9	8.4	8.8
62	16.0			
66	9.8	11.6	9.8	8.6
67		1.9		9.3
68				7.0
71	7.8		5.3	5.0
76		8.0	6.5	8.0
79	8.0	10.2	9.9	10.0
91	9.8			10.4
97	9.3		9.0	12.0
431	6.5	6.1		
3249				8.5

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

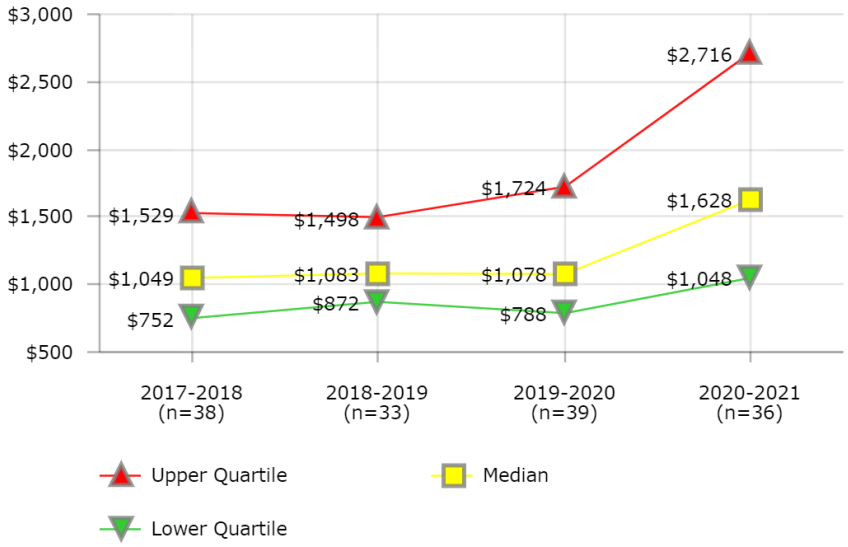
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- Pinellas County Schools
- San Diego Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2				$181.00
3	$4.82	$5.62	$8.28	
4	$3.05	$3.16	$4.40	$7.55
5	$5.42	$5.91	$7.22	$17.60
7	$5.86	$5.61	$6.36	
8	$4.18	$4.07	$5.25	$4.78
9	$5.01	$5.18	$5.35	$13.48
10	$4.88	$4.78	$5.69	$5.70
11		$7.05	$10.24	
12		$5.27	$8.35	$11.54
13	$4.56	$3.70	$13.86	$6.68
14	$3.63	$4.02	$3.66	$11.68
16				$5.09
18	$4.91	$5.03	$4.34	$9.10
21			$12.17	
23				$0.26
24				$8.11
25	$7.92	$2.11	$16.04	
26	$8.74		$8.33	
27	$5.51	$5.70	$9.26	
28	$5.59	$6.98	$8.36	
30	$4.74	$5.04	$8.85	
32	$4.58	$5.00	$3.99	$6.72
35	$3.16	$3.87	$7.20	
39	$4.84		$3.05	$3.90
40				$4.01
41				$8.28
44	$3.91	$4.85	$4.43	$5.05
47	$5.30	$5.29	$4.77	$8.59
48	$5.77	$7.82	$7.61	$5.61
49		$2.78	$4.17	
50	$1.87	$7.91	$7.13	$14.86
51	$3.06	$4.19	$5.24	
52		$6.94	$8.82	$6.18
53	$1.93	$4.38	$0.42	$15.09
54			$15.88	
55	$3.59			$3.79
57	$16.54	$7.64	$14.23	
62	$5.75			$10.82
63	$6.26	$6.49	$9.18	$19.01
66	$4.51	$4.94	$7.71	$7.60
67		$8.25		$12.28
68				$7.37
71	$4.93		$6.70	$7.97
76		$5.37	$7.99	$7.80
79	$7.20	$9.05	$8.04	
91	$3.92			$5.88
97	$4.01		$4.89	$3.70
431	$5.64	$4.96		
3249				$7.59

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

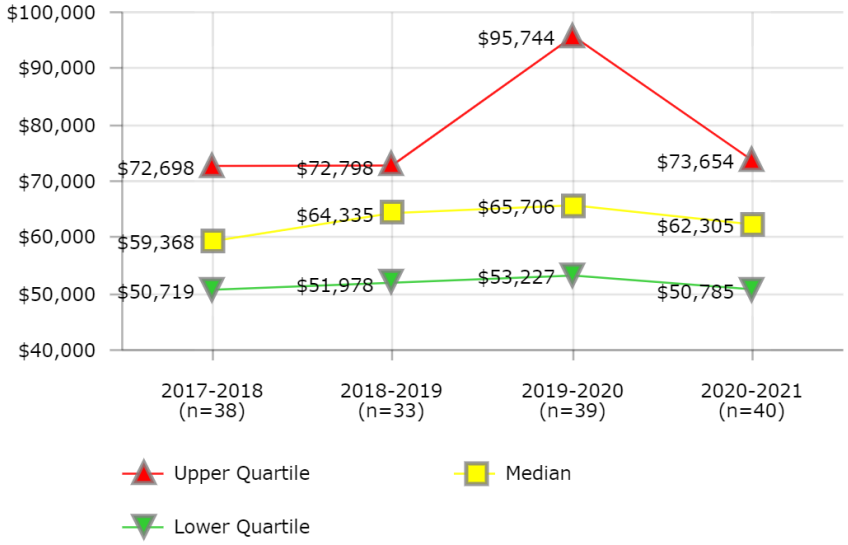
Districts in Best Quartile (2020-2021)

- Austin Independent School District
- Columbus Public Schools
- East Baton Rouge Parish School System
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Pinellas County Schools
- Shelby County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$793	$945	$942	$894
4	$1,601	$1,657	$1,662	$2,599
5	$818		$913	$2,071
7	$724	$757	$759	
8	$840	$872	$788	$2,091
9	$893	$906	$872	$1,209
10	$852	$834	$824	$1,238
11		$3,071	$3,792	
12	$406	$638	$726	$1,223
13	$775	$890	$1,800	$3,774
14	$449	$495	$462	
15				$1,779
16				$3,680
18	$977	$1,059	$785	$564
21			$1,722	
24				$392
25	$2,333	$441	$2,535	$485
26	$1,430		$1,399	
27	$1,036	$1,083	$734	
28	$720	$918	$1,078	$1,422
30	$1,189	$1,245	$2,271	$835
32	$1,061	$1,037	$956	$1,002
35	$1,197	$914	$1,043	$762
37	$575			
39	$1,982		$1,593	$4,173
40				$2,134
41			$2,755	$1,619
43	$1,529	$1,488		
44	$1,464	$1,528	$1,104	$2,338
46			$7,246	
47	$1,262	$1,112	$841	$1,389
48	$1,189	$1,498	$1,080	$1,511
49		$796	$824	$3,435
50	$353	$1,121	$607	$2,833
51	$474	$646	$518	
52		$1,357	$1,653	
53	$315	$740	$687	
54	$5,211		$4,879	
55	$530			
57	$1,729	$2,303	$2,055	$1,572
62	$4,015			$5,369
63	$1,603	$1,693	$1,425	$1,944
66	$1,929	$1,891	$1,724	$1,839
67		$1,447		$1,095
68				$3,950
71	$809		$785	$846
76		$1,521	$1,380	$4,556
79	$1,314	$2,194	$2,646	$5,669
91	$1,082			
97	$752		$895	$597
431	$1,582	$1,469		
3249				$1,637

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

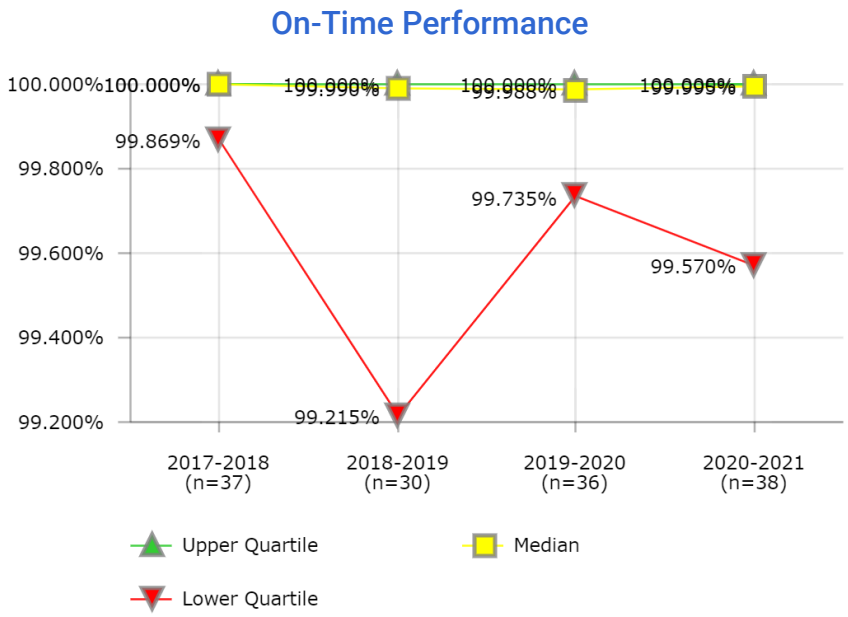
- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each 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 (2020-2021)

- Arlington Independent School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- East Baton Rouge Parish School System
- Fort Worth Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools
- Shelby County School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2				$72,467
3	$82,499	$96,172	$95,744	$66,910
4	$53,179	$41,331	$46,458	$44,028
5	$50,719	$71,454	$62,716	$58,610
7	$61,928	$52,776	$55,468	
8	$55,601	$60,267	$61,251	$50,939
9	$67,400	$65,386	$66,425	$70,866
10	$60,882	$59,611	$54,146	$60,043
11		$69,243	$78,936	
12	$72,698	$64,335	$73,726	$68,153
13	$59,352	$47,770	$101,162	$46,499
14	$38,636	$43,426	$43,926	
15				$63,819
16				$68,965
18	$76,707	$86,498	$63,416	$28,085
21			$59,888	
24				$44,187
25	$25,760	$7,860	$32,097	
26	$112,050		$98,860	
27	$48,683	$51,782	$40,144	
28	$53,696	$72,060	$86,249	$110,065
30	$58,100	$59,701	$109,485	
32	$41,944	$56,169	$50,429	$45,093
35	$59,384	$65,106	$74,339	$51,185
37	$32,411			
39	$83,239		$82,698	$60,791
40				$46,433
41			$87,048	$74,841
43	$45,377	$43,003		
44	$67,206	$72,619	$53,227	$70,026
46	$98,734		$107,750	
47	$65,103	$72,798	$58,281	$65,613
48			$96,343	$77,755
49		$45,771	$28,782	$81,430
50	$18,298	$81,631	$45,288	$78,219
51	$47,239	$63,443	$63,385	
52		$126,762	$248,502	$115,212
53	$27,863	$64,554	$65,706	$47,931
54	$79,444		$87,315	$125,421
55	$57,229			$31,390
57	$157,106	$164,153	$146,737	$106,549
62	$60,147			$69,568
63	$112,263	$112,391	$102,085	$103,140
66	$56,871	$59,258	$53,210	$57,370
67		$84,269		$70,111
68				$42,926
71	$63,652		$57,797	$57,616
76		$50,897	$48,863	$59,901
79	$86,334	$106,979	$99,166	$96,047
91	$59,414			$59,104
97	$58,040		$74,491	$50,632
431	$54,107	$51,978		
3249				$58,318

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.

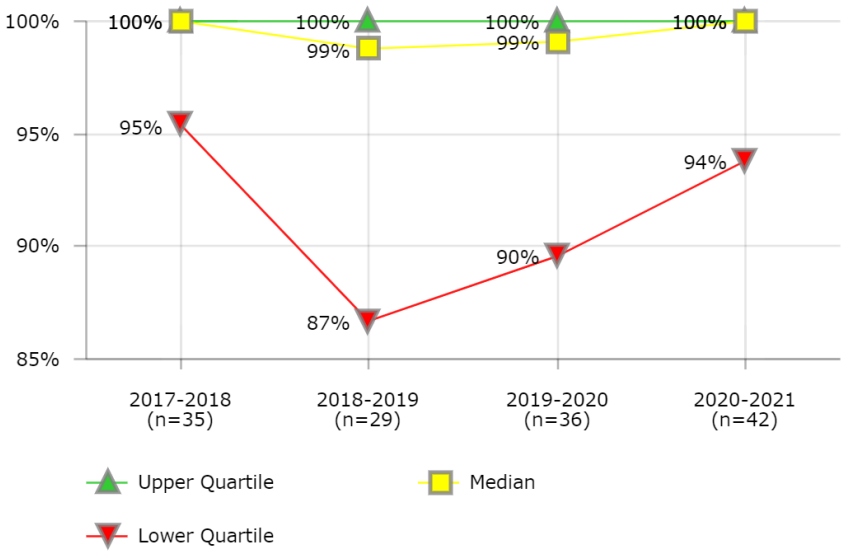
Factors that Influence

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

District	2017-2018	2018-2019	2019-2020	2020-2021
3	98.860%	98.827%	99.345%	99.114%
4	96.281%	96.811%	98.103%	97.392%
5	100.000%		100.000%	100.000%
7	99.229%	99.215%	98.794%	
8	97.980%	99.182%	98.576%	99.038%
9	100.000%	100.000%	95.645%	99.570%
10	100.000%		100.000%	100.000%
11		98.882%		
12	100.000%	100.000%	100.000%	100.000%
13	100.000%	100.000%		100.000%
14	99.869%	99.842%	99.873%	100.000%
15				99.937%
18	100.000%	100.000%	100.000%	100.000%
20		100.000%		100.000%
21			100.000%	
23	100.000%	100.000%	100.000%	94.755%
24				100.000%
25	100.000%	99.786%	99.974%	99.990%
26			88.448%	95.517%
27	100.000%	100.000%	100.000%	
28	100.000%	100.000%	100.000%	
30	99.798%	99.744%	99.872%	99.772%
32	99.993%	100.000%	100.000%	100.000%
35	100.000%	100.000%	99.960%	99.960%
37	99.999%			
39	100.000%		99.958%	99.666%
40			100.000%	100.000%
41			99.599%	97.869%
43	100.000%	100.000%		
44	98.041%	98.379%	99.468%	98.062%
46	100.000%		100.000%	
47	100.000%		100.000%	100.000%
48	99.981%	99.981%	99.964%	99.966%
49		99.944%	100.000%	100.000%
50	100.000%	100.000%	100.000%	97.728%
51	85.632%	88.032%	100.000%	
52				100.000%
53	100.000%	100.000%	100.000%	
54	99.945%			
55	97.977%			
57	100.000%	100.000%	100.000%	100.000%
62				100.000%
63	100.000%			100.000%
66			96.092%	97.913%
67		99.821%		100.000%
68				100.000%
71	100.000%		99.925%	
76		93.764%	100.000%	
77				99.916%
79	100.000%	99.972%	99.976%	99.976%
91	98.226%			
97	100.000%		99.947%	99.942%
431	100.000%	100.000%		
3249				100.000%

TRANSPORTATION

Bus Equipment - GPS Tracking



Description of Calculation

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

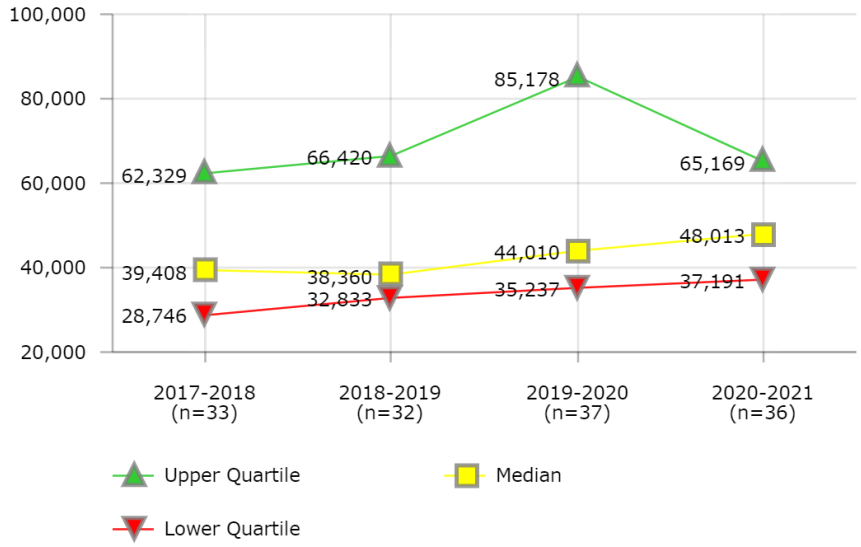
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
2				128%
3	100%	100%	100%	100%
4	100%	74%	100%	71%
5	95%			126%
7	100%	79%	100%	
8	94%	98%		100%
9	100%	98%	100%	
10	100%	100%	93%	100%
11		92%	70%	
12	100%	100%	100%	100%
13	100%	79%	92%	87%
14	100%	100%	100%	100%
15				90%
16				99%
18	100%	100%	100%	50%
20				100%
21			90%	
23	87%	86%	84%	91%
24				96%
25		67%	99%	47%
26			101%	100%
27			100%	
28	100%	100%	91%	97%
30	100%	100%	100%	100%
32	61%	94%	94%	94%
35			88%	102%
37	48%			
39	119%		89%	
40			86%	111%
41			100%	100%
43	53%	51%		
44	100%	100%	100%	101%
46	98%			
47	100%	105%	95%	100%
48	98%	99%	99%	98%
49		91%	54%	90%
50	90%	100%	100%	100%
52		46%		
53	92%	98%	100%	97%
54	100%		97%	97%
55	100%			59%
57	97%	87%	85%	88%
62	100%			101%
63	109%	109%	100%	100%
66	99%	100%	44%	47%
68				95%
71	100%		100%	100%
76		100%	100%	100%
77				100%
79	86%	106%	86%	100%
91	100%			100%
97	99%		96%	
431	104%			
3249				98%

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
- Preventive accident training programs
- Experience of driving force

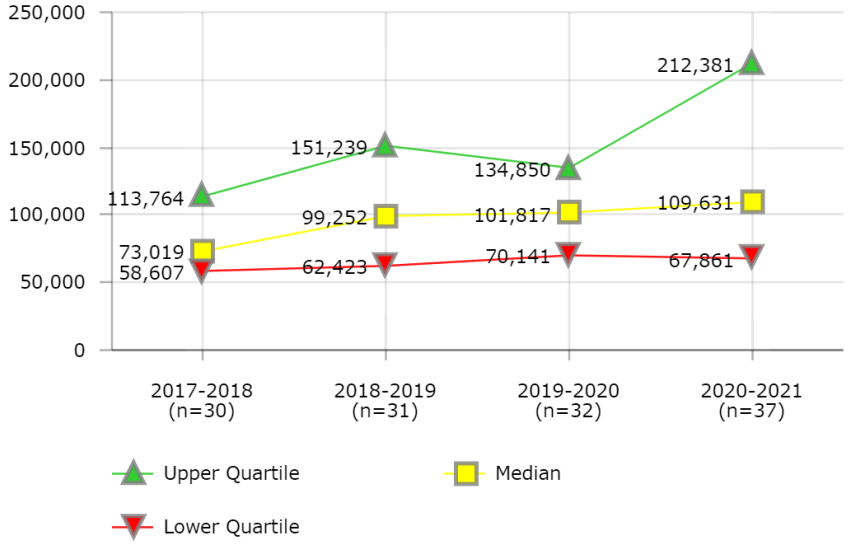
Districts in Best Quartile (2020-2021)

- Charlotte-Mecklenburg Schools
- East Baton Rouge Parish School System
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Orange County Public School District
- Shelby County School District
- St. Louis Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2				12,211
3	94,189	75,990	80,270	20,236
4	87,846	142,822	87,973	99,400
5	15,998	20,358	19,015	13,949
7	28,300	20,332	42,667	
8	33,478	37,791	39,627	41,195
9	28,746	36,040	40,208	47,827
10	38,929	38,929	43,755	47,691
11		32,745	35,510	
12		25,527	25,218	32,202
13	28,972	32,920	21,630	13,440
14	77,543	69,128	98,797	
16				49,534
18	52,190	43,009	85,178	115,574
20		30,706		
21			25,621	
23			102,392	53,576
24				115,644
25	45,062	336,018	116,550	
27	33,501	37,457	35,237	
28	41,556	34,631	56,224	58,007
30	51,763	47,839	60,442	
32	25,973	26,902	42,540	22,685
35	25,888	21,342	16,897	6,665
39	44,733		280,630	96,148
40			11,915	61,831
41				53,267
44	91,621	39,193	44,010	45,681
47	29,440	57,610	62,511	54,969
48	147,415	114,248	122,126	177,907
49		56,131	69,398	
51	105,509	96,793	74,456	
52			154,522	409,941
53	31,927	34,332	464,797	76,896
54	20,200		23,607	
55	40,499			148,043
57	25,743	54,196	44,785	56,533
62	100,951			35,992
63	91,720	63,711	70,218	68,508
66	54,027	33,145	20,880	38,389
67		195,323		48,199
68				60,228
71	30,328		31,265	40,522
76		86,045	191,025	
79	20,131	35,683	43,844	43,844
91	39,408			43,546
97	62,329		36,275	32,000
431	25,398	29,875		
3249				43,984

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
- Preventive accident training programs
- Experience of driving force

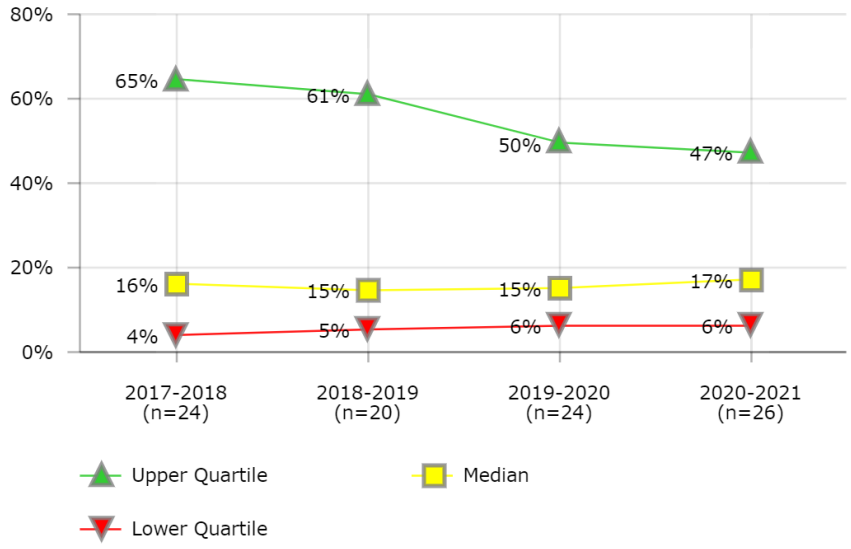
Districts in Best Quartile (2020-2021)

- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- San Antonio Independent School District
- Shelby County School District
- St. Paul Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2				24,422
3		1,013,200		445,183
4	198,165	238,037	168,813	233,883
5	35,687	39,059	35,946	18,219
7	47,307	33,952	83,147	
8	113,764	112,069	119,898	100,904
9	68,230	64,633	74,827	92,634
10	79,347	79,347	76,867	86,139
11		107,724	114,835	
12		37,711	75,652	54,496
13	89,843	111,525	80,742	66,944
14	171,128	126,159	193,934	
16				110,723
18	104,381	99,252	218,056	346,722
20		67,236		
21			48,938	
23		474,727	116,044	137,288
24				168,209
27	57,149	73,978	50,339	
28	89,576	71,609	106,825	174,020
32	43,259	39,961	78,824	37,412
35	61,414	41,636	34,146	8,907
39	78,176			410,232
40			93,278	113,635
41				109,631
44	217,177	153,207	128,285	654,762
47	69,802	174,006	252,062	212,381
48	235,504	209,897	231,396	261,628
49		130,278	141,414	
51	161,781	151,239	120,991	
52			252,114	491,929
53	64,220	62,423		153,792
54	74,312		100,330	
55	67,222			233,167
57	58,607	83,579	65,454	141,332
62	245,166			99,979
63	105,380	93,693	108,724	205,523
66	71,726	61,709	34,519	90,881
67		390,646		60,249
68				83,796
71	59,226		55,373	76,368
76		141,722	764,102	902,342
79	31,455	118,943	43,844	43,844
91	52,800			67,651
97	131,884		103,304	75,472
431	47,167	49,792		
3249				67,861

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.

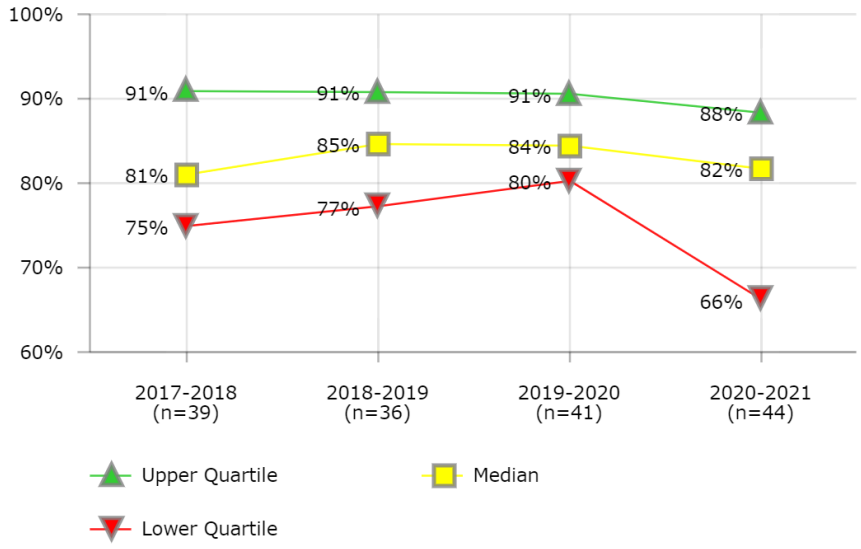
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Detroit Public Schools
- District ID #91
- Omaha Public School District
- Portland Public Schools
- Sacramento City Unified School District
- San Francisco Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	11%	14%	17%	19%
5	85%		97%	96%
9	100%	98%	100%	
10	8%	8%	8%	9%
11		77%	77%	
13	17%	13%	15%	15%
20		3%		
23	11%	1%	2%	1%
24				21%
26	40%		35%	35%
35	1%	1%	1%	1%
39	17%		13%	
40			12%	7%
41			8%	8%
44	3%	2%	3%	3%
47	0%	0%	0%	0%
48	100%	100%		
50	38%	45%	46%	47%
52		37%	101%	25%
53	98%	98%	100%	
54	5%		5%	6%
55	0%			4%
57	17%	15%	15%	15%
62	9%			78%
66	57%	37%	54%	56%
67		30%		
68				55%
71	1%		2%	2%
76		9%	22%	30%
77				100%
79	1%	8%	8%	11%
91	100%			99%
97	16%		23%	25%
431	73%	86%		

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

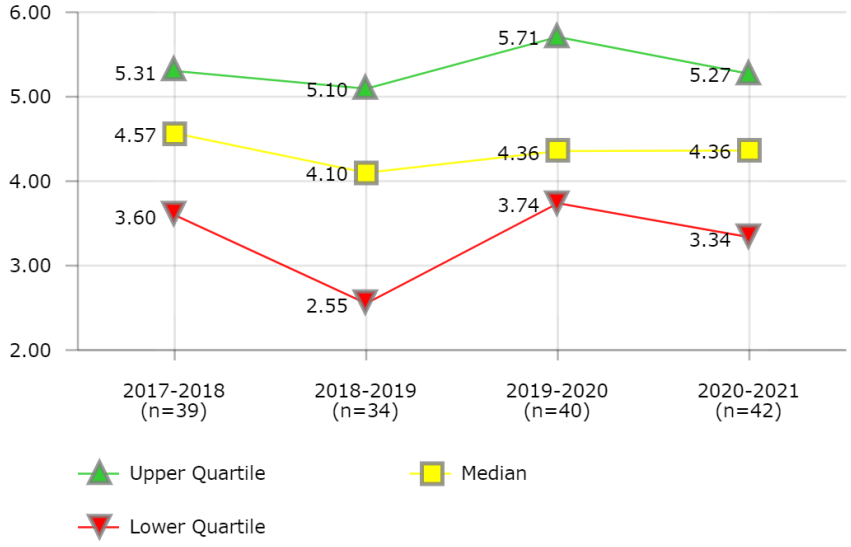
Districts in Best Quartile (2020-2021)

- Chicago Public Schools
- Clark County School District
- East Baton Rouge Parish School System
- Fort Worth Independent School District
- Guilford County School District
- Houston Independent School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Minneapolis Public Schools
- Portland Public Schools
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2				62%
3	85%	85%	85%	83%
4	90%	87%	90%	87%
5	95%	91%	91%	93%
7	79%	82%	82%	
8	78%	82%	80%	65%
9	82%	76%	89%	91%
10	75%	75%	70%	71%
11		86%	86%	
12	76%	72%	76%	55%
13	77%	80%	77%	75%
14	87%	87%	91%	78%
15				99%
16				64%
18	91%	91%	91%	46%
20		98%		87%
21			90%	
23	78%	78%	79%	87%
24				89%
25		97%	97%	
26	100%		89%	71%
27	64%	60%	55%	
28	70%	74%	78%	74%
30	91%	91%	91%	91%
32	67%	78%	81%	81%
35	96%	100%	83%	69%
37	81%			
39	100%		93%	90%
40			86%	100%
41			82%	83%
43	100%	100%		
44	87%	88%	88%	84%
46	99%		98%	
47	63%	69%	54%	52%
48	76%	81%	82%	72%
49		85%	93%	100%
50	91%	91%	91%	57%
51	71%	75%	81%	
52		99%	66%	92%
53	78%	78%	81%	79%
54	89%		99%	98%
55	87%			
57	81%	85%	83%	82%
62	68%			66%
63	100%	100%	91%	91%
66	83%	85%	84%	84%
67		81%		87%
68				61%
71	72%		84%	62%
76		63%	56%	60%
79	85%	85%	86%	86%
91	75%			66%
97	73%		71%	68%
431	63%	67%		
3249				83%

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

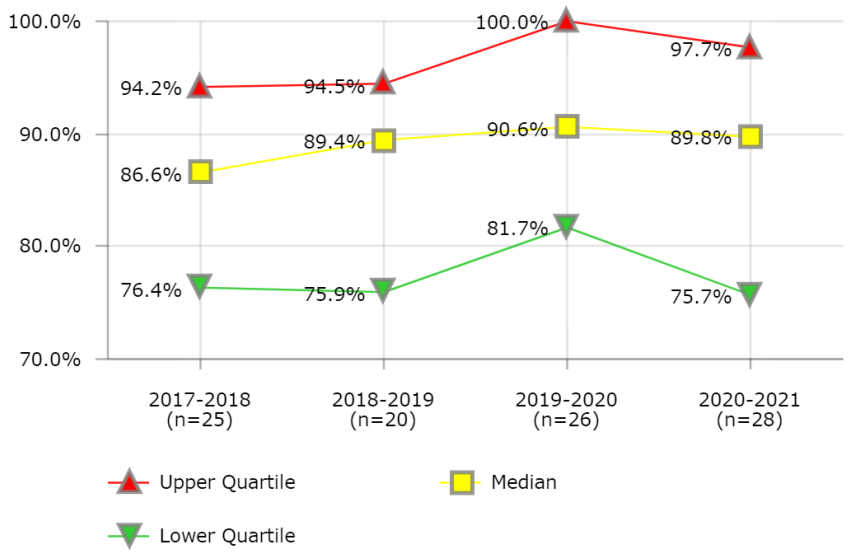
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Des Moines Public Schools
- District ID #3249
- Guilford County School District
- Hillsborough County Public Schools
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	5.85	6.02	6.75	5.62
4	4.77	4.79	5.33	5.41
5	3.28		4.20	4.48
7	6.08	6.32	7.05	
8	4.95	4.88	5.56	5.94
9	4.75	4.96	4.29	3.63
10	5.10	5.10	5.24	5.71
11		2.21	0.64	
12	7.07	6.28	6.52	5.44
13	5.20	4.22	5.11	4.12
14	3.60	3.95	4.05	4.05
15				3.00
16				4.92
18	5.05	4.99	5.02	5.07
20		1.03		3.46
21			1.90	
23	3.81	3.79	3.90	3.55
24				2.94
25		1.41	2.00	1.00
26	4.78		5.44	2.20
27	4.74	5.57	5.80	
28	4.41	5.10	2.41	2.04
30	3.74	3.76	7.67	4.39
32	7.44	1.60	1.60	1.60
35	4.07	3.96	4.14	4.46
37	3.88			
39	2.00		5.61	
40			3.72	1.00
41			4.42	4.74
43	2.47	1.52		
44	4.21	4.09	4.06	3.77
46	1.16		1.39	
47	5.46	3.59	6.21	6.04
48	6.77	6.69	8.23	5.44
49		4.17	5.85	5.31
50	3.45	3.70	3.71	4.59
51	2.46	2.46	2.95	
53	2.21	2.22	2.22	
54	3.20		3.75	3.34
55	5.31			5.24
57	7.28	6.31	6.31	5.27
62	4.45			3.83
63	5.55	5.47	6.22	6.22
66	4.25	4.11	4.26	3.68
67		1.00		1.00
68				1.27
71	4.57		4.14	4.34
76		4.00	4.00	4.00
77				3.00
79	4.58	4.91	4.58	4.58
91	5.84			
97	4.57		4.77	4.75
431	2.81	2.55		
3249				5.97

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.

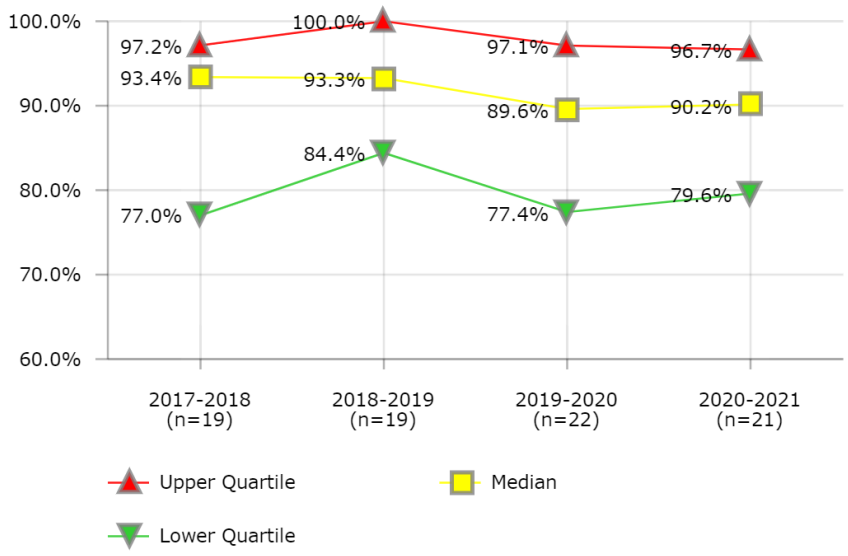
Districts in Best Quartile (2020-2021)

- Anchorage School District
- Arlington Independent School District
- Atlanta Public Schools
- Broward County Public Schools
- Columbus Public Schools
- Fresno Unified School District
- Sacramento City Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	90.7%	91.4%	92.0%	92.0%
4	77.7%	89.0%	88.7%	89.2%
7	77.3%	74.7%	73.9%	64.5%
8	63.1%	66.3%	65.6%	
9			100.0%	100.0%
10	76.4%	83.3%		
13		82.0%	80.5%	75.5%
14	97.3%	99.7%	98.8%	95.3%
18	73.0%	73.7%	82.3%	75.9%
21			98.9%	
24				100.0%
26	100.0%		100.0%	100.0%
27	100.0%			
28	77.0%			64.7%
32	94.2%	93.6%	92.9%	92.0%
35	76.9%	100.0%	100.0%	68.1%
37	98.6%			
39			53.8%	100.0%
41			100.0%	100.0%
44	93.8%	94.2%	92.9%	92.7%
46	75.6%		74.0%	
47	86.4%	86.4%	86.4%	85.4%
48	94.0%	94.7%	94.1%	92.0%
49		77.2%	100.0%	100.0%
51	90.3%	90.9%	100.0%	
55	67.8%		56.8%	
57	100.0%	100.0%	100.0%	100.0%
62				63.9%
66	74.8%	72.1%	81.7%	81.8%
67		89.9%		68.6%
68				73.3%
71	68.9%		84.2%	80.5%
79		73.2%	89.3%	92.3%
91	86.6%			87.0%
97	90.9%		85.2%	90.3%
431	100.0%	100.0%		
3249				85.2%

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.

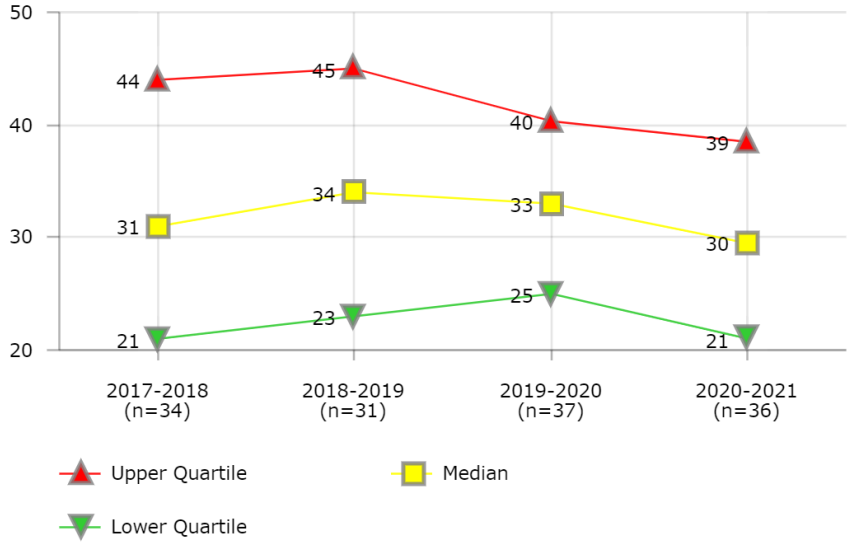
Districts in Best Quartile (2020-2021)

- Anchorage School District
- Atlanta Public Schools
- Clark County School District
- Fresno Unified School District
- Omaha Public School District
- San Diego Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
4				88.8%
5	100.0%	100.0%	100.0%	100.0%
7	83.8%	82.6%	91.5%	68.8%
8	67.4%	70.0%	63.1%	79.7%
9	77.0%	84.4%	64.2%	71.1%
10	84.3%	95.2%		
11		85.5%	91.9%	
13		83.1%	82.0%	80.7%
14	97.0%	97.8%	97.5%	96.4%
16				79.6%
21			91.8%	
24				100.0%
25	100.0%	141.7%	81.9%	
28	76.9%			74.6%
32	93.6%	93.3%	91.4%	91.8%
35			97.1%	
39			65.9%	100.0%
41			100.0%	100.0%
46			87.3%	
47	77.8%	85.0%	85.0%	90.2%
48	93.4%	93.5%	77.4%	92.3%
49		122.3%		
51	90.2%	90.9%	100.0%	
52		70.2%	73.5%	
53	125.8%	163.6%	100.0%	100.0%
55	68.2%		59.8%	
66	97.2%	96.3%	92.6%	71.1%
67		90.0%		79.4%
71	75.8%		87.8%	82.2%
91	96.5%			95.2%
97	93.6%			
431	100.0%	100.0%		
3249				96.7%

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

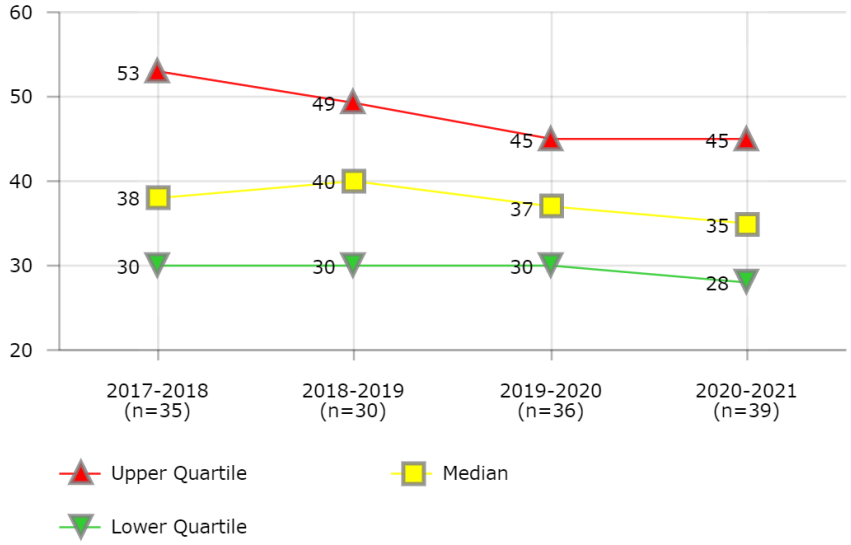
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Clark County School District
- Detroit Public Schools
- Minneapolis Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	20	20	20	20
4	21	22	22	22
5	15		32	17
7	25	35	35	
9	30	23	24	21
10	25	25	25	25
11		49	49	
12		30		
13	25	22	33	28
14	15	15	15	15
16				40
18	45	45	45	36
20		53		
21			58	
23			30	45
25		40	40	
26	25		33	33
28	40	40	40	40
30	49	49	50	45
32		30	30	30
35	45	45	45	45
37	40			
39	90		90	90
40			60	60
41			32	32
43	40	40		
44	38	38	39	37
46	46		40	
47	30	30	23	21
48	15	15	15	
49		50	23	26
50	14	16	17	16
51	30	30	30	
52				19
53	24	26	27	35
54	41		38	28
55	16			15
57	55	55	55	55
62	60			20
63	35	35	35	35
66	33	34	34	33
67		60		
68				22
71	19		22	21
76		45	45	45
79	15	27	27	27
91	32			
97	66		36	29
431	44	21		
3249				35

TRANSPORTATION

Daily Ride Time - SWD



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 (2020-2021)

- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Portland Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	25	25	25	25
4	21	22	22	22
5	20		47	20
7	35	60	60	
9	27	19	18	19
10	30	30	30	30
11		37	37	
12		45		
13	32	24	44	35
14	30	30	30	30
16				48
18	60	60	60	55
21			45	
23			35	50
25	35	40	40	30
26	27		37	37
28	40	40	40	40
30	52	51	50	44
32		30	30	30
35	60	60	45	45
37	45			
39	90		90	90
40			60	60
41			29	28
43	50	50		
44	69	61	66	51
46	39		32	
47	30	30	37	46
48	30	29	32	21
49		30		37
50	30	27	26	24
51	45	45	30	
52				18
53	36	33	35	45
54	38		37	34
55	36			35
57	55	45	45	45
62	60			40
63	45	45	45	45
66	49	49	36	30
67		60		35
68				15
71	23		24	22
76		40	40	40
79	20	40	40	40
91	53			
97	82		40	42
431	58	29		
3249				30

Human Resources

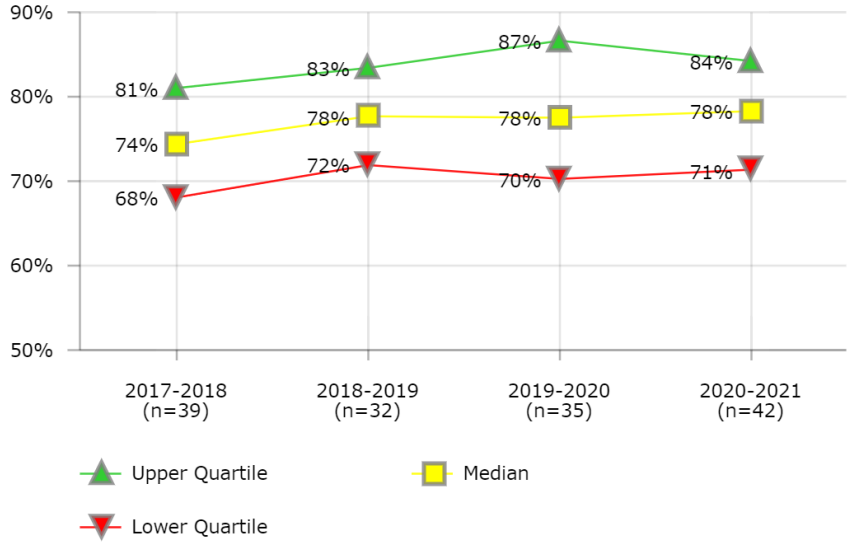
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per $100k 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 one 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 first 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

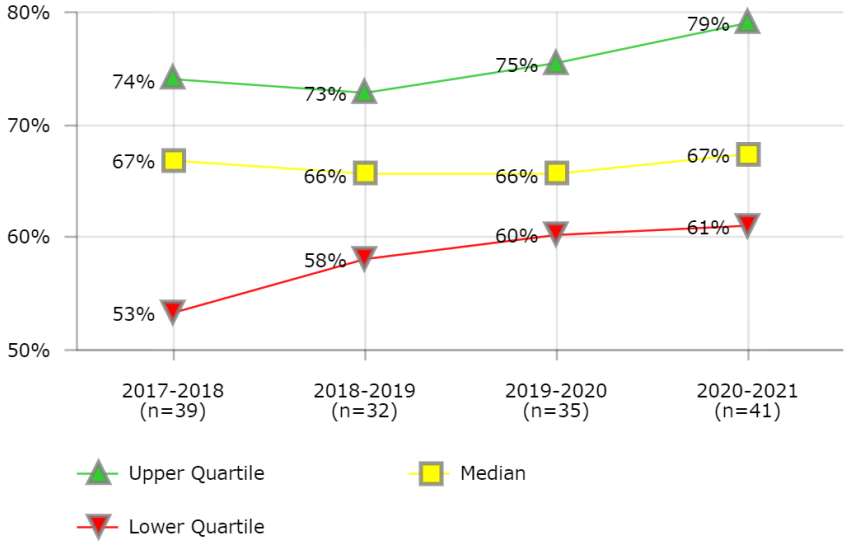
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Columbus Public Schools
- District ID #3249
- El Paso Independent School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Palm Beach County School District
- Sacramento City Unified School District
- San Francisco Unified School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	80%			
3	67%	81%	76%	
4	75%	78%	76%	75%
5	76%		87%	79%
7	76%		86%	
8	64%	83%	82%	86%
9	87%	87%	88%	82%
10	61%		63%	66%
12	84%	83%	76%	76%
13	81%	79%		79%
15			96%	59%
18	61%	71%	68%	
20	90%		100%	76%
23			65%	68%
24				71%
26				81%
27	62%	61%	63%	66%
28	73%	72%		78%
30	68%	72%	78%	75%
32	82%	84%	84%	88%
35	85%	83%	87%	92%
37	71%			81%
39			77%	69%
40		92%	74%	77%
41	60%	72%	78%	62%
43	81%	84%		
44	65%	77%	65%	62%
45			77%	
46	72%	69%	70%	78%
48	74%	79%	79%	78%
49	73%	72%	73%	71%
50	71%	76%	87%	77%
51		67%	48%	71%
52	52%	65%	69%	79%
53	80%	71%	85%	93%
54	75%			
55	83%			
57	78%	86%	91%	97%
58	72%	78%	68%	
62	70%			100%
63	49%			52%
66		82%	82%	79%
67	81%	87%	102%	92%
68				84%
71	80%	76%	71%	77%
76		77%		
77				87%
79	73%	73%		84%
91	84%			81%
97	73%	75%	79%	78%
431	89%	90%	90%	88%
3249				94%

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

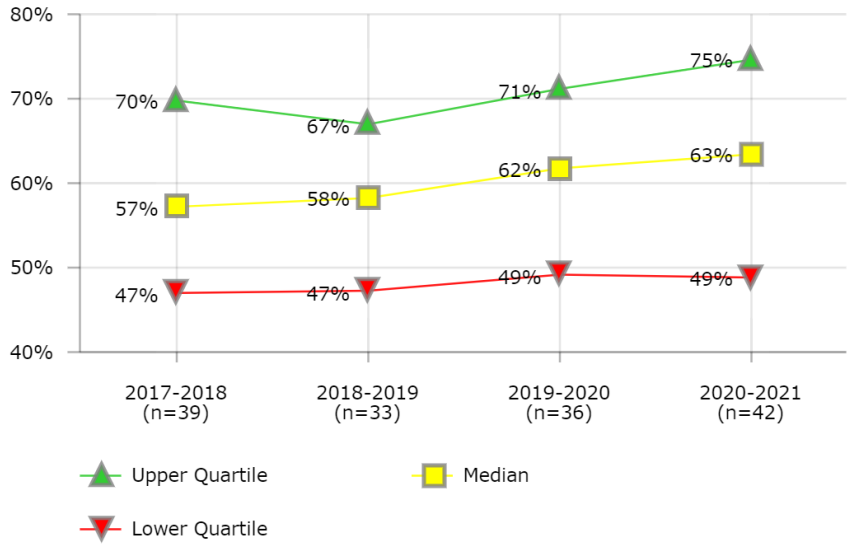
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- District ID #3249
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Portland Public Schools
- Sacramento City Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	84%			
3	52%	69%	67%	
4	67%	68%	66%	67%
5	74%		92%	81%
7	69%		79%	
8	50%	65%	73%	69%
9	74%	75%	79%	77%
10	43%		54%	57%
12	85%	75%	65%	67%
13	71%	73%		71%
15			63%	62%
18	43%	54%	60%	
20	81%		100%	70%
23			47%	53%
24				59%
26				73%
27	54%	52%	55%	52%
28	53%	54%		58%
29			61%	
30	57%	65%	65%	65%
32	78%	75%	73%	77%
35	75%	85%	77%	90%
37	58%			57%
39			79%	77%
40		73%	92%	97%
41	48%	52%	63%	65%
43	73%	72%		
44	54%	65%	49%	49%
45			73%	
46	55%	56%	51%	60%
48	74%	74%	75%	
49	53%	62%	59%	61%
50	53%	65%		66%
51		46%	55%	82%
52	41%	51%	61%	61%
53	72%	69%	75%	80%
54	64%			
55	71%			
57	72%	66%	71%	91%
58	66%	65%	59%	
62	69%			79%
63	42%			44%
66		73%	71%	72%
67	84%	73%	75%	86%
68				98%
71	65%	61%	61%	58%
76		55%		
77				72%
79	76%	70%		66%
91	75%			67%
97	64%	60%	63%	67%
431	84%	92%	92%	87%
3249				89%

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 third 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

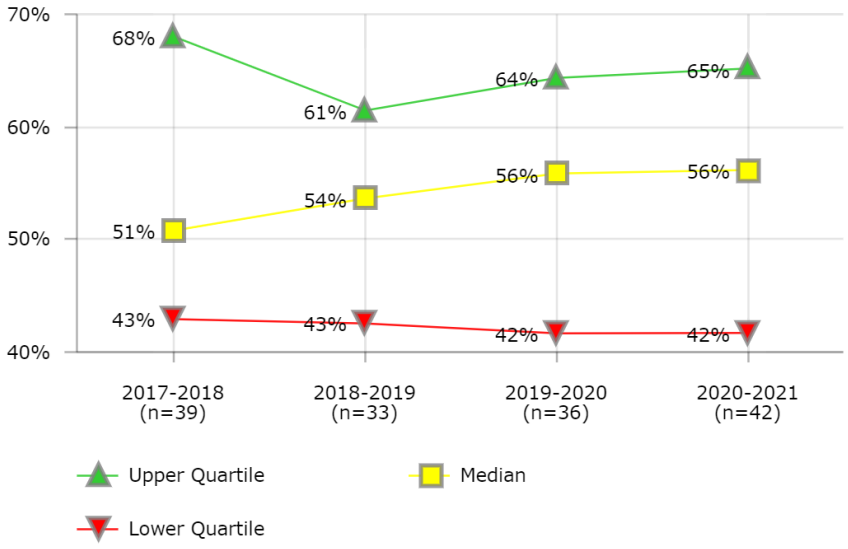
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Columbus Public Schools
- District ID #3249
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jackson Public School District (MS)
- Oklahoma City Public Schools
- Orange County Public School District
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	86%			
3	56%	53%	59%	
4	58%	63%	63%	61%
5	80%		76%	76%
7	59%		63%	
8	40%	58%	56%	64%
9	64%	64%	68%	72%
10	47%		45%	48%
12	86%	66%	51%	59%
13	64%	62%		63%
15			88%	100%
18	50%	41%	49%	
20	77%		62%	67%
23		39%	40%	44%
24				49%
26				65%
27	34%	47%	48%	47%
28	50%	44%		46%
29			65%	
30	44%	57%	50%	57%
32	70%	72%	66%	66%
35	73%	75%	70%	95%
37	50%			49%
39			79%	79%
40		62%	73%	95%
41	41%	42%	50%	40%
43	72%	67%		
44	43%	54%	40%	39%
45			73%	
46	43%	41%	45%	45%
48	67%	74%	74%	75%
49	50%	51%	49%	47%
50	49%	49%	73%	56%
51		38%	34%	83%
52	38%	40%	49%	55%
53	68%	67%	67%	73%
54	63%			
55	54%			
57	57%	65%	61%	71%
58	56%	61%	55%	
62	47%			69%
63	34%			32%
66		75%	63%	60%
67	86%	67%	76%	76%
68				86%
71	51%	51%	49%	52%
76		41%		
77				65%
79	71%	72%		63%
91	60%			66%
97	62%	53%	51%	55%
431	90%	94%	94%	96%
3249				84%

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

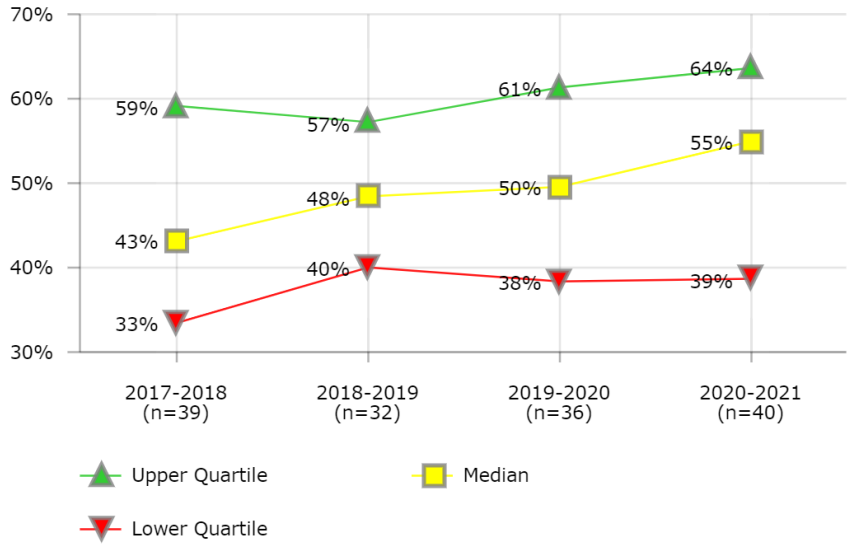
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Clark County School District
- Columbus Public Schools
- District ID #3249
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Orange County Public School District
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	70%			
3	51%	56%	48%	
4	50%	54%	59%	57%
5	78%		74%	71%
7	56%		63%	
8	39%	50%	54%	51%
9	61%	58%	59%	73%
10	42%		42%	40%
12	93%	56%	49%	45%
13	60%	61%		59%
15			85%	20%
18	34%	34%	36%	
20	72%		58%	63%
23		37%	32%	38%
24				38%
26				54%
27	31%	33%	42%	41%
28	41%	43%		32%
29			61%	
30	44%	47%	46%	49%
32	59%	60%	60%	63%
35	70%	73%	69%	97%
37	43%			43%
39			63%	79%
40		64%	62%	92%
41	37%	42%	40%	36%
43	54%	68%		
44	43%	43%	36%	33%
45			68%	
46	37%	39%	35%	40%
48	76%	67%	75%	74%
49	41%	43%	44%	42%
50	47%	47%	37%	48%
51		30%	28%	83%
52	54%	39%	40%	45%
53	69%	65%	65%	65%
54	46%			
55	47%			
57	44%	49%	60%	61%
58	48%	54%	54%	
62	61%			59%
63	27%			28%
66		67%	65%	55%
67	85%	61%	66%	64%
68				86%
71	50%	42%	42%	42%
76		43%		
77				60%
79	51%	66%		63%
91	68%			57%
97	51%	57%	48%	45%
431	91%	93%	92%	92%
3249				80%

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

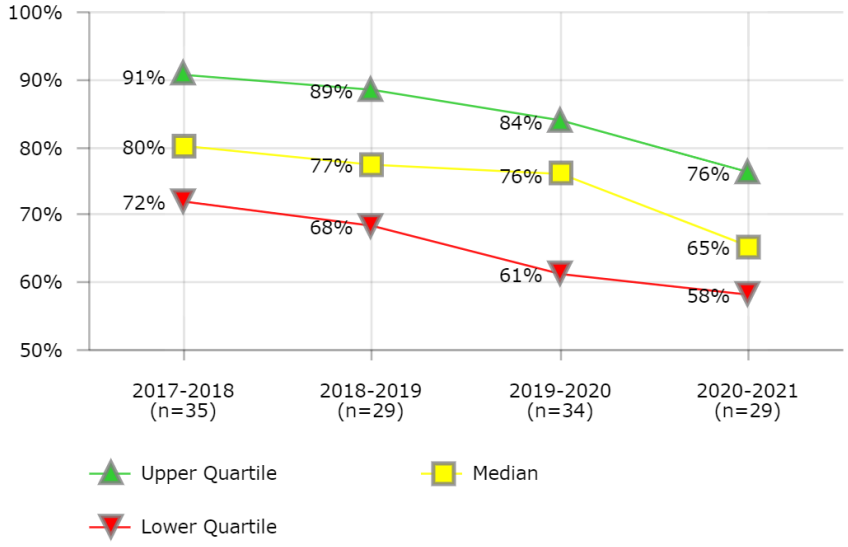
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Clark County School District
- Columbus Public Schools
- District ID #3249
- El Paso Independent School District
- Fort Worth Independent School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Portland Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	52%			
3	51%	53%	52%	
4	56%	47%	49%	53%
5	75%		80%	67%
7	42%		59%	
8	34%	46%	48%	49%
9	54%	56%	53%	80%
10	42%		38%	36%
12	88%	55%	50%	39%
13	56%	58%		57%
15			89%	
18	33%	27%	47%	
20	69%		51%	
23		33%	30%	32%
24				40%
26				61%
27	30%	29%	32%	39%
28	35%	33%		30%
29			74%	
30	43%	44%	46%	45%
32	68%	57%	49%	60%
35	65%	70%	71%	97%
37	43%			39%
39			51%	63%
40		70%	64%	73%
41	31%	50%	35%	32%
43	33%	53%		
44	38%	43%	34%	31%
45			59%	
46	34%	32%	34%	29%
48	66%	76%	75%	75%
49	39%	38%	38%	37%
50	25%	49%	46%	44%
51		26%	24%	42%
52	33%	53%	36%	38%
53	59%	64%	64%	64%
54	44%			
55	41%			
57	31%	41%	47%	60%
58	40%	47%	49%	
62	29%			63%
63	28%			29%
66		60%	59%	59%
67	85%	60%	64%	63%
68				85%
71	21%	39%	34%	37%
76		42%		
77				56%
79	45%	71%		66%
91	66%			62%
97	48%	48%	50%	41%
431	91%		97%	93%
3249				75%

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

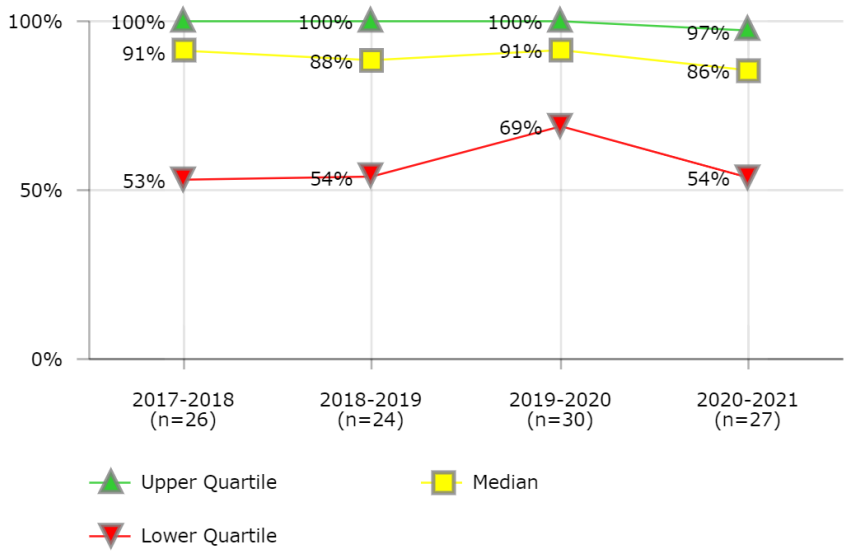
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Denver Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Norfolk School District
- Palm Beach County School District
- Portland Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	69%			
3	90%	89%	84%	
4	79%	76%	76%	58%
5	97%		92%	94%
7	96%		92%	
8	90%	96%	96%	96%
9	82%	54%	82%	65%
10	79%		80%	61%
12	85%	76%	84%	78%
13	95%	66%		38%
18		77%		
20	59%			
23			81%	79%
27	75%	88%	82%	76%
28	98%	98%		
29			55%	
30	80%	70%	56%	54%
32	33%	27%	33%	
35	55%	49%	63%	64%
37	70%			101%
39			65%	61%
40		84%	76%	54%
41			76%	63%
43	57%	54%		
44	91%	92%	88%	69%
45			75%	
46	72%	68%	56%	
48	76%	91%	88%	49%
49	72%	72%	61%	
50	50%	34%	32%	
51		56%	50%	65%
52	96%	93%	60%	68%
53			96%	82%
54	76%		73%	
55	71%			
57	83%	87%		
58	75%	77%	62%	
62	100%			70%
66		92%	51%	56%
67	93%		98%	93%
68				51%
71	88%	85%	80%	55%
76		77%		
79	93%	88%	71%	75%
91	87%			
97	90%	89%	82%	71%
431	80%	79%	83%	59%
3249				75%

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



Description of Calculation

Number of substitute teachers placed with a BA/BS or higher, divided by the total number of substitute teacher placements.

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

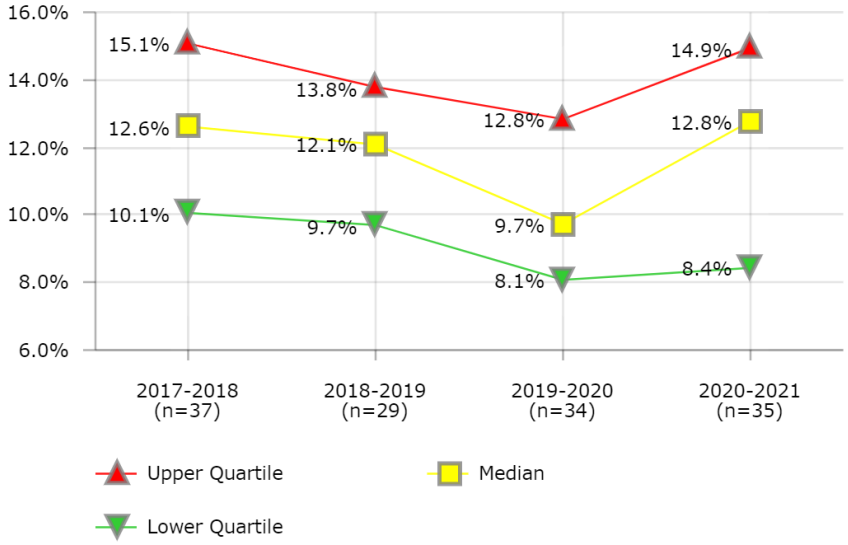
Districts in Best Quartile (2020-2021)

- Columbus Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Houston Independent School District
- Minneapolis Public Schools
- Portland Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	95%			
3		100%	100%	
5	100%		100%	100%
7	100%		100%	
9	65%	96%	60%	77%
10	2%		77%	81%
12	100%	100%	100%	95%
13				72%
20	100%			
23				95%
24				3%
27	51%	47%	58%	54%
28				48%
29			108%	
30	100%	100%	100%	2%
32	66%	68%	69%	72%
35	100%	100%	100%	100%
37	100%			69%
39			94%	97%
40		90%	79%	1%
41			69%	
43	100%	100%		
44	84%	84%	86%	87%
45			100%	
46	53%	63%	65%	
48	75%	74%	84%	88%
49	84%	60%	53%	
50	88%	88%	84%	88%
51		2%	4%	
52	2%	2%	100%	100%
54	100%		100%	
55	35%			
58	100%	100%	100%	
62				3%
66		100%	100%	96%
67	98%	99%	100%	100%
68				3%
71		89%	89%	86%
76		48%		
79	101%	1%	100%	98%
97	2%	2%	3%	
431	23%	100%	47%	100%
3249				59%

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

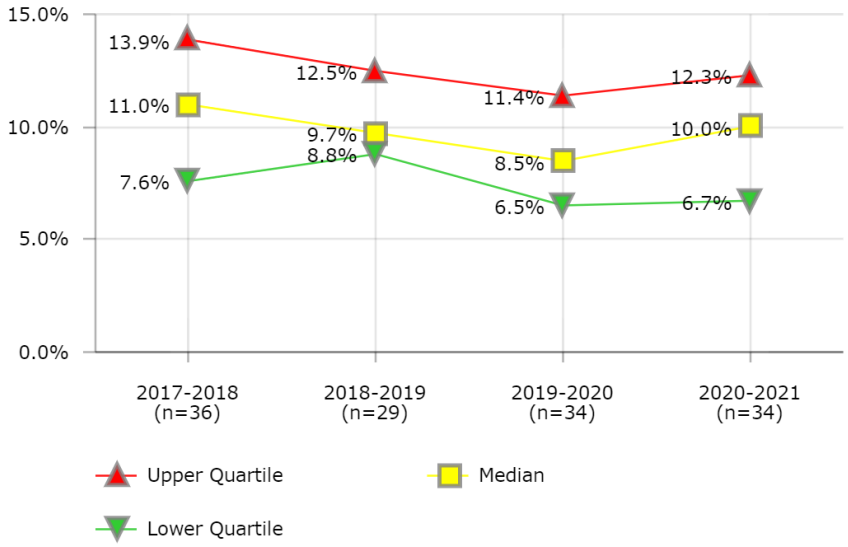
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- Columbus Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Orange County Public School District
- Sacramento City Unified School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	12.4%			
3	8.1%	8.9%	9.7%	
4	10.6%	10.6%	9.6%	11.5%
5	16.0%		8.8%	10.2%
7	12.6%		11.6%	
8	10.8%	10.5%	8.5%	12.8%
9	11.4%	12.3%	9.3%	11.1%
10	15.4%		9.8%	
12	12.2%	12.1%	9.8%	8.7%
13	10.1%	9.2%		
15				1.3%
18	16.4%	10.1%	9.0%	16.5%
20	16.2%			9.4%
23		12.2%	10.1%	8.9%
24				13.1%
27	12.8%	12.3%	10.9%	13.0%
28	11.6%	14.4%		
30	13.1%	13.3%	11.9%	10.2%
32	7.8%	8.1%	6.9%	8.4%
35	9.9%	9.7%	5.1%	7.6%
37				17.5%
39			20.0%	23.5%
40			13.8%	14.3%
41	15.1%	8.6%	14.6%	14.7%
43	6.3%	5.6%		
44	17.7%	15.6%	13.7%	15.6%
45			6.5%	
46	14.7%	21.6%	11.9%	
48	12.8%	14.2%	7.4%	6.5%
49	13.9%		12.8%	13.6%
50	16.8%	14.6%	16.2%	14.2%
51		17.2%	8.1%	13.7%
52	18.8%	17.6%	13.5%	15.0%
53	13.3%	13.4%	12.9%	8.3%
54	11.7%		7.0%	
55	18.3%			
57	9.8%	10.2%	7.5%	4.7%
58	13.8%	11.2%	9.7%	
62				6.7%
63	18.8%			26.9%
66			17.5%	18.7%
67	6.3%	7.6%	5.2%	6.3%
68				14.9%
71	15.0%	13.8%	12.1%	15.6%
79	7.6%	7.6%	5.9%	5.2%
91	11.5%			
97	7.7%	11.4%	9.3%	13.1%
431	6.6%	13.2%		
3249				9.5%

HUMAN RESOURCES

Employee Separation Rate - Teachers



Description of Calculation

Number of teachers that left the district (retirement, resignation or termination), divided by the total number of teachers (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

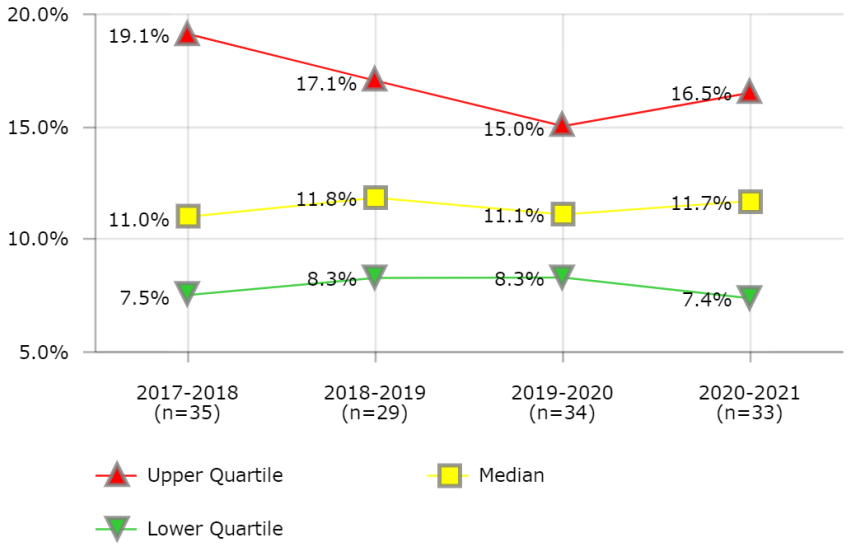
Districts in Best Quartile (2020-2021)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Orange County Public School District
- Shelby County School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	14.2%			
3	4.4%	4.5%	6.5%	
4	9.7%	9.6%	8.3%	10.0%
5	7.8%		7.1%	7.3%
7	7.8%		9.0%	
8	10.8%	8.8%	6.2%	10.8%
9	9.6%	9.8%	7.9%	10.2%
10	11.7%		9.7%	
12	9.0%	8.9%	6.3%	7.9%
13	10.3%	10.0%		
15				0.9%
18	12.6%	9.6%	8.4%	5.3%
20				6.7%
23		14.5%	12.6%	10.3%
24				14.8%
27	16.1%	14.2%	11.3%	12.3%
28	12.7%	18.4%		
30	12.4%	11.5%	9.5%	7.7%
32	7.4%	7.6%	6.2%	7.6%
35	7.9%	5.9%	2.7%	4.9%
37				11.5%
39			16.3%	20.6%
40			14.1%	13.0%
41	18.4%	7.6%	14.1%	13.4%
43	4.9%	4.9%		
44	17.8%	15.7%	12.9%	15.3%
45			5.3%	
46	13.2%	12.8%	9.5%	
48	14.3%	16.9%	7.8%	6.1%
49	14.9%		13.5%	12.0%
50	14.0%	12.4%	12.7%	8.7%
51		21.3%	14.8%	6.6%
52	13.7%	10.9%	8.7%	10.9%
53	8.4%	9.3%	7.0%	3.4%
54	11.1%		6.5%	
55	15.4%			
57	7.1%	7.0%	4.8%	3.6%
58	13.4%	9.7%	8.3%	
63	26.2%			13.8%
66			9.4%	10.0%
67	6.8%	9.7%	5.6%	6.7%
68				14.3%
71	13.8%	12.5%	11.4%	16.3%
79	6.2%	8.7%	4.9%	4.9%
91	7.4%			
97	6.6%	10.8%	8.6%	11.3%
431	3.3%	9.7%		
3249				8.6%

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

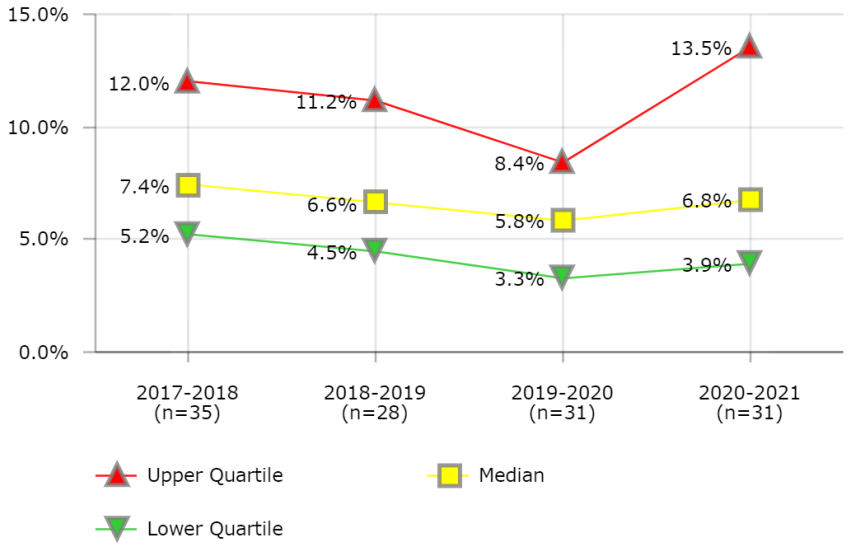
Districts in Best Quartile (2020-2021)

- Cleveland Metropolitan School District
- East Baton Rouge Parish School System
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Orange County Public School District
- Sacramento City Unified School District
- Shelby County School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	2.9%			
3	14.4%	20.5%	19.5%	
4	9.0%	8.0%	7.0%	5.6%
5	3.2%		1.5%	8.6%
7	22.5%		21.6%	
8	12.6%	17.1%	14.8%	
9	28.8%	34.8%	21.6%	23.0%
10	46.3%		14.1%	
12	16.5%	17.0%	16.3%	10.2%
13	8.2%	6.2%		
15				2.1%
18	7.2%	7.3%	13.1%	2.1%
20	20.7%			16.8%
23		11.6%	15.0%	8.4%
24				5.7%
27	5.9%	11.8%	9.1%	16.0%
28	6.6%	9.7%		
30	13.3%	13.4%	12.7%	12.3%
32	11.0%	12.6%	8.5%	12.1%
35	8.1%	12.7%	12.7%	8.6%
37				9.3%
39			23.1%	34.1%
40			8.5%	5.3%
41		8.3%	10.8%	17.2%
43	7.5%	6.0%		
44	12.6%	10.8%	8.5%	8.6%
45			8.3%	
46	8.3%	5.8%	6.8%	
48	8.3%	8.7%	6.0%	3.8%
49	15.4%		10.8%	13.2%
50	19.1%	9.2%	14.8%	14.8%
51		11.8%	6.5%	13.4%
52	28.9%	32.6%	20.8%	22.9%
53		22.6%	26.4%	11.7%
54	8.3%		6.2%	
55	8.3%			
57	8.8%	4.6%	6.2%	5.1%
58	14.1%	14.3%	11.2%	
62				6.6%
63	7.1%			10.3%
66			24.2%	
67	7.0%	6.6%	6.7%	7.4%
68				23.1%
71	11.5%	17.1%	14.4%	18.4%
79	49.2%	26.7%	11.0%	19.7%
91	35.1%			
97	7.3%	13.2%	10.1%	14.4%
431	20.2%	19.5%		
3249				16.5%

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

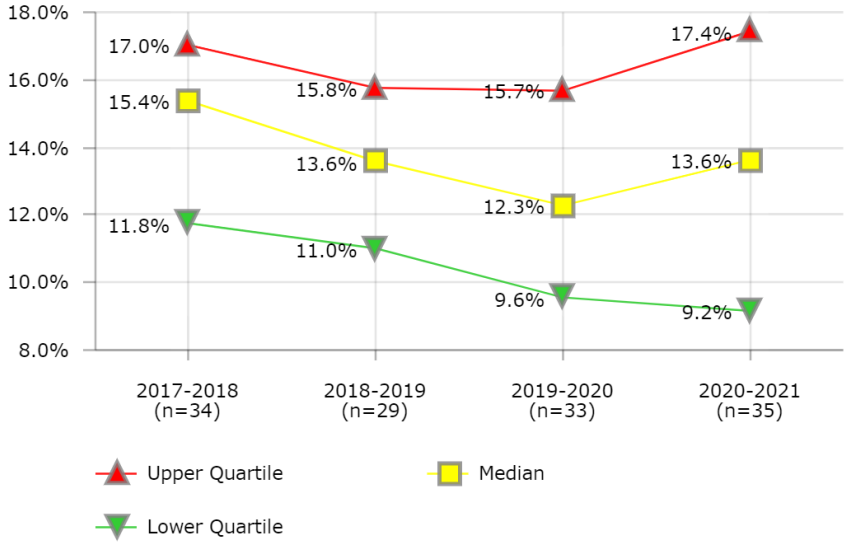
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Columbus Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Oklahoma City Public Schools
- Omaha Public School District
- Orange County Public School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	8.2%			
3	7.4%	11.2%	11.6%	
4	7.3%	7.4%	8.4%	7.4%
5	8.7%		1.5%	14.4%
7	33.7%		8.4%	
8	5.2%	3.4%	4.3%	6.4%
9	5.6%	7.0%	6.7%	9.4%
10	1.7%			
12	5.0%	14.1%	5.8%	5.5%
13	4.0%	3.0%		
18		4.7%	3.3%	
20	20.2%			21.1%
23		3.5%	0.3%	1.7%
24				16.8%
27	8.6%	4.4%	18.4%	10.2%
28	21.5%	16.9%		
30	6.2%	6.1%	7.7%	5.9%
32	6.6%	4.5%	3.8%	4.4%
35	5.8%	9.8%	17.1%	3.1%
37				16.7%
39			19.3%	14.2%
40			14.9%	
43	4.7%	5.5%		
44	7.2%	6.3%	5.8%	3.0%
45			2.2%	
46	26.4%	4.9%	4.5%	
48	8.1%	4.3%	3.2%	1.2%
49	9.1%		8.3%	9.8%
50	13.3%	11.2%	9.4%	7.7%
51		11.0%	4.5%	1.8%
52	14.2%	14.9%	3.7%	6.8%
53	10.3%	15.5%	14.1%	16.5%
54	7.8%		5.9%	
55	7.1%			
57	12.0%	13.0%	5.6%	6.1%
58	10.8%	5.3%	7.5%	
62				8.3%
63	18.7%			16.7%
66				0.6%
67	2.5%	2.6%	2.1%	1.8%
68				13.5%
71	32.8%	8.5%	8.2%	11.5%
79	2.4%	1.3%	1.1%	3.9%
91	1.0%			
97	3.8%	7.6%	2.9%	5.2%
431	6.1%	45.8%		
3249				5.3%

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

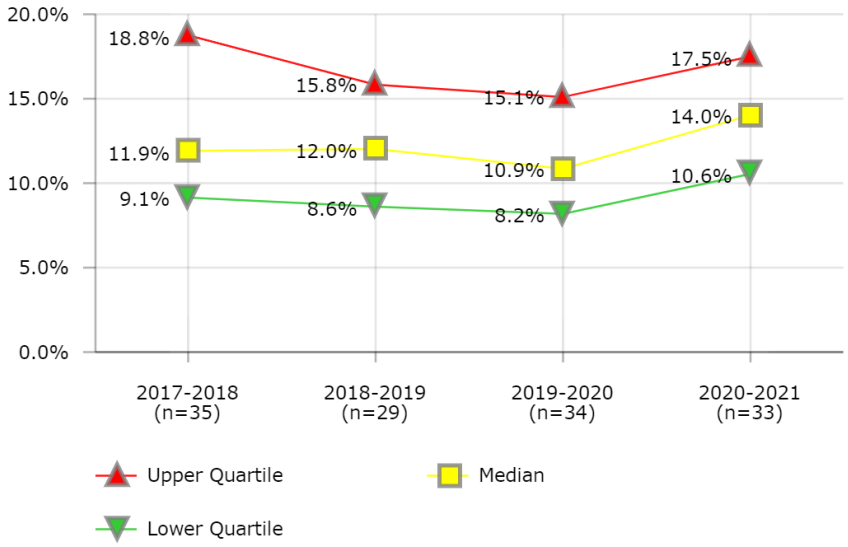
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Shelby County School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	18.2%			
3	15.6%	13.1%	12.3%	
4	12.9%	13.0%	12.7%	16.1%
5				41.2%
7	19.1%		15.7%	
8	12.0%	14.9%	13.7%	17.4%
9	11.6%	13.7%	9.6%	11.5%
10	15.4%		10.8%	
12	20.8%	18.6%	13.1%	9.0%
13	11.8%	11.0%		
15				2.5%
18	33.8%	14.8%	9.9%	2.4%
20				1.4%
23		14.9%	6.1%	6.8%
24				13.6%
27	12.5%	12.7%	12.2%	15.4%
28	9.9%	10.4%		
30	14.2%	20.3%	17.0%	14.6%
32	8.4%	8.4%	7.7%	9.2%
35	30.9%	12.6%	8.5%	11.8%
37				30.5%
39			22.3%	15.3%
40			4.4%	32.9%
41	16.3%	8.1%	10.8%	12.8%
43	6.0%	8.0%		
44	18.3%	19.1%	17.9%	22.9%
45			7.9%	
46	13.8%	25.1%	24.4%	
48	15.9%	15.8%	9.9%	16.2%
49	16.8%		14.4%	20.8%
50	16.6%	23.7%	12.9%	13.5%
51		14.1%	6.0%	10.9%
52	28.9%	27.3%	19.3%	21.4%
53	14.0%	22.2%	17.7%	13.8%
54	12.3%		7.0%	
57	17.0%	13.6%	14.9%	6.0%
58	15.4%	13.6%	27.1%	
62				14.6%
63	21.3%			34.2%
66			34.7%	30.8%
67	4.3%	3.7%	3.6%	4.2%
68				11.1%
71	16.1%	12.7%	12.6%	9.3%
79	6.0%	2.7%	9.7%	5.4%
91	16.9%			
97	9.7%	11.0%	10.0%	14.6%
431	9.9%	11.3%		
3249				13.1%

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

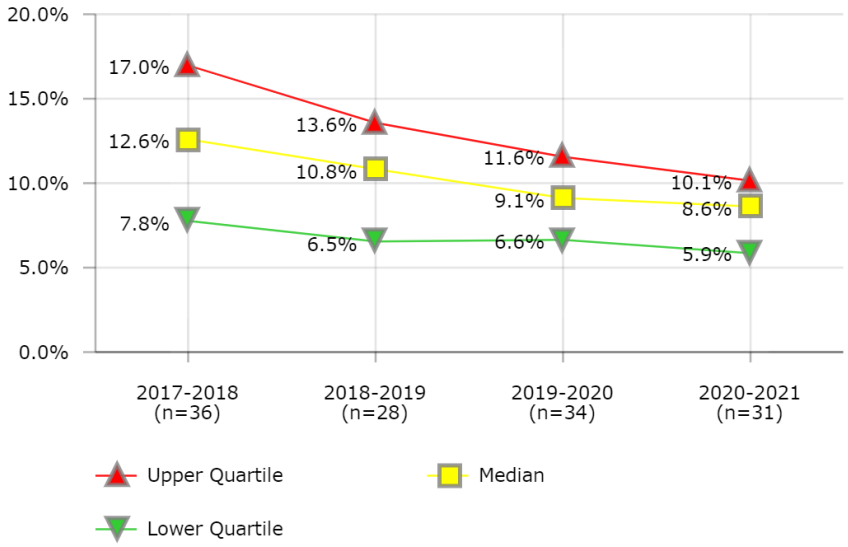
Districts in Best Quartile (2020-2021)

- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- District ID #3249
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Sacramento City Unified School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	4.8%			
3	10.0%	7.5%	8.2%	
4	11.4%	13.3%	10.5%	10.9%
5			4.9%	16.7%
7	8.1%		10.0%	
8	10.6%	11.9%	11.0%	15.3%
9	11.8%	13.3%	10.6%	10.6%
10	13.4%		8.2%	
12	23.8%	21.8%	25.9%	14.6%
13	8.8%	7.5%		
15				0.7%
18	21.6%	12.0%	11.4%	
20	22.5%			8.7%
23		11.4%	6.2%	18.3%
24				13.0%
27	11.9%	10.9%	10.7%	13.8%
28	7.8%	6.3%		
30	24.5%	4.5%	14.4%	5.7%
32	9.1%	10.6%	8.9%	11.6%
35	4.3%	12.1%	0.9%	11.7%
37				36.3%
39			37.1%	45.5%
40			38.4%	15.4%
41		22.2%	15.1%	14.6%
43	13.7%	6.3%		
44	22.2%	15.8%	18.8%	13.3%
45			9.6%	
46	13.6%	35.2%	40.5%	
48	10.6%	10.9%	6.0%	
49	9.9%		13.6%	15.6%
50	22.7%	24.2%	37.3%	37.1%
51		14.7%	0.7%	30.3%
52	14.6%	14.3%	22.1%	17.5%
53	5.8%	7.6%	15.1%	9.3%
54	20.7%		10.5%	
55	18.8%			
57	13.3%	32.3%	11.8%	5.6%
58	12.3%	8.6%	3.4%	
62				9.6%
63	13.9%			43.0%
66			30.5%	38.0%
67	10.4%	9.9%	6.6%	11.1%
68				16.7%
71	22.4%	17.8%	11.3%	14.0%
79	3.0%	7.4%	2.9%	5.4%
91	16.1%			
97	11.1%	12.8%	11.7%	18.6%
431	5.7%	21.1%		
3249				7.2%

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

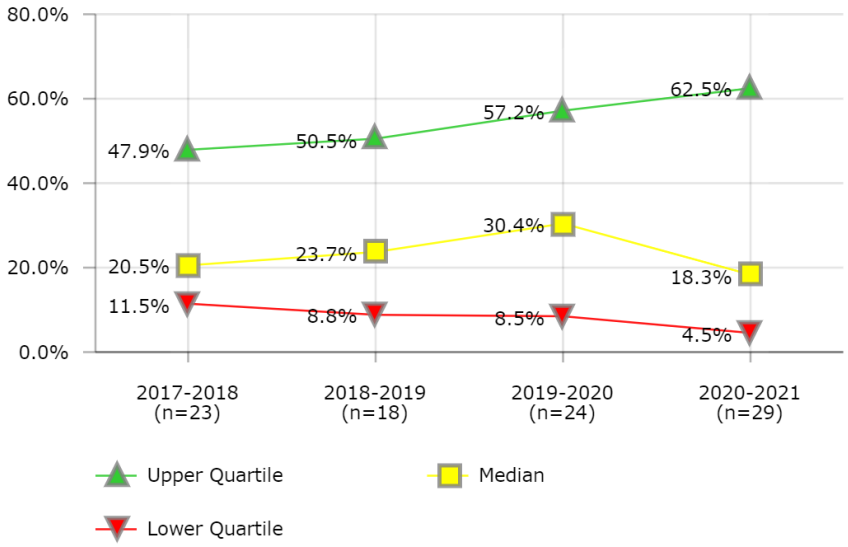
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Clark County School District
- District ID #3249
- Fresno Unified School District
- Jackson Public School District (MS)
- Orange County Public School District
- Sacramento City Unified School District
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	15.0%			
3	10.4%	14.3%	9.3%	
4	7.9%	9.0%	7.8%	6.5%
5			1.2%	7.3%
7	13.2%		8.7%	
8	4.7%	8.6%	6.1%	10.1%
9	3.6%	3.3%	2.6%	3.8%
10	14.9%		13.5%	
12	10.7%	7.0%	8.9%	9.0%
13	7.5%	7.8%		
15				1.2%
18	14.9%	11.3%	9.4%	10.0%
20	40.4%			
23		6.1%	6.9%	5.6%
24				7.6%
27	21.8%	7.7%	8.5%	6.9%
28	17.0%	15.2%		
30	14.3%	13.4%	9.2%	8.6%
32	7.6%	5.9%	6.6%	7.3%
35	12.5%	15.6%	2.2%	9.1%
37				13.7%
39			13.1%	16.0%
40			17.5%	8.9%
41	22.0%	9.6%	11.6%	7.2%
43	7.0%	5.0%		
44	24.2%	11.8%	8.3%	10.0%
45			9.0%	
46	30.8%		12.1%	
48	6.9%	10.3%	4.3%	1.9%
49	12.3%		17.8%	13.9%
50	18.6%	23.5%	10.6%	12.2%
51		13.3%	0.6%	
52	20.1%	16.2%	14.9%	16.4%
53	19.7%	12.7%	10.7%	21.5%
54	16.9%		11.3%	
55	16.6%			
57	12.7%	11.7%	10.0%	7.4%
58	12.8%	11.9%	14.7%	
62				5.9%
63	12.5%			
66			10.4%	8.6%
67	6.1%	5.4%	4.3%	4.4%
68				15.5%
71	7.2%	13.8%	14.1%	
79	10.0%	3.7%	4.6%	2.9%
91	9.0%			
97	9.0%	5.6%	7.6%	9.0%
431	6.1%	14.1%		
3249				5.6%

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

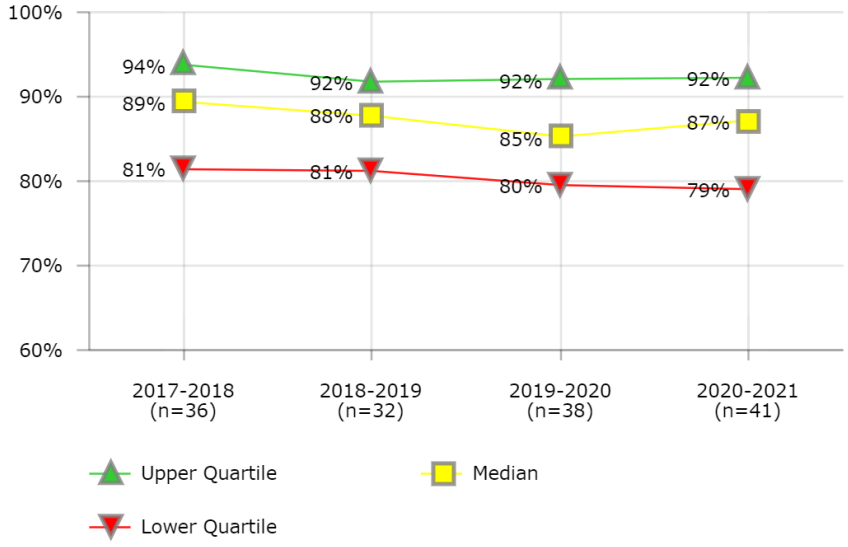
Districts in Best Quartile (2020-2021)

- Austin Independent School District
- Charleston County School District
- Clark County School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	13.0%			
3		0.8%	75.0%	
5	82.1%		25.6%	18.3%
7			0.3%	
9	9.8%	6.8%		66.7%
10	9.1%		5.6%	4.2%
12	15.2%		94.2%	80.9%
13	23.0%	18.7%		
18			25.1%	62.5%
20				0.3%
23		26.3%	35.2%	75.7%
24				15.9%
27	56.3%	57.5%	51.2%	51.2%
28	61.4%	36.8%		
29			52.2%	
30	39.9%	84.7%	91.5%	70.9%
32	100.0%			
35				3.7%
37	9.1%			28.6%
39			3.2%	11.5%
40		91.2%		
41				9.8%
44	47.9%		55.9%	73.3%
48	15.7%	14.7%	25.5%	44.7%
49	13.0%	15.2%	11.3%	4.2%
51		37.4%	58.5%	7.8%
52	23.9%	30.6%	36.9%	40.9%
53			4.8%	5.9%
57	46.0%	50.5%	59.6%	82.9%
58	9.7%	21.1%	10.1%	
62	5.0%			1.1%
63	24.8%			2.1%
66			14.9%	18.9%
67		8.8%	49.3%	54.0%
68				10.6%
71	53.0%	94.7%	71.0%	80.7%
79	20.5%	1.1%	1.8%	4.5%
91	11.5%			
431	12.8%	6.4%	6.9%	1.6%

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.

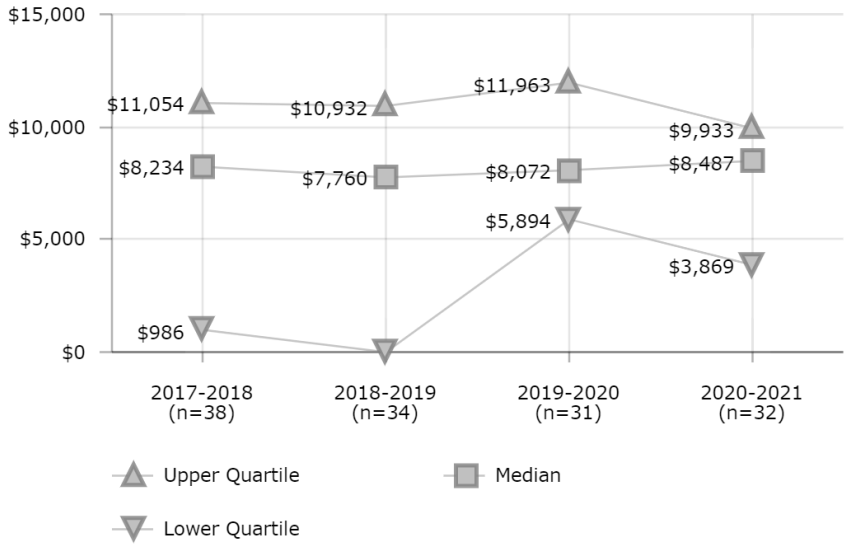
Districts in Best Quartile (2020-2021)

- Broward County Public Schools
- Clark County School District
- District ID #91
- Duval County Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Portland Public Schools
- Sacramento City Unified School District
- St. Louis Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
2	84%			
3	83%	87%	87%	
4	79%	81%	80%	81%
5	93%		94%	94%
7	83%		92%	
8	90%	89%	89%	89%
9	97%	96%	95%	92%
10	87%		84%	85%
12	92%	90%	90%	85%
13	94%	94%		93%
18	75%	69%	78%	70%
20	93%		99%	77%
23		86%	85%	84%
24				79%
27	69%	71%	72%	88%
28	81%	81%	84%	83%
29			76%	
30	89%	88%	87%	88%
32	93%	91%	93%	93%
34				90%
35	92%	89%	92%	88%
37				74%
39			80%	79%
40		51%	55%	55%
41			65%	61%
43	89%	88%		
44	97%	95%	92%	95%
45			85%	
46	90%	94%	91%	89%
48	88%	95%	94%	95%
49	81%	86%	79%	87%
50	79%	71%	83%	74%
51		84%	75%	81%
52	77%	81%	81%	80%
53	82%	85%	83%	81%
54	96%		95%	
55	69%			
57	86%	90%	86%	87%
58		92%	82%	
62	95%			100%
63	98%			97%
66		92%	91%	90%
67	100%	100%	100%	100%
68				59%
71	93%	92%	91%	90%
76		85%		
79	94%	98%	94%	94%
91	98%			99%
97	78%	77%	77%	76%
431	91%	64%	64%	64%
3249				91%

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.

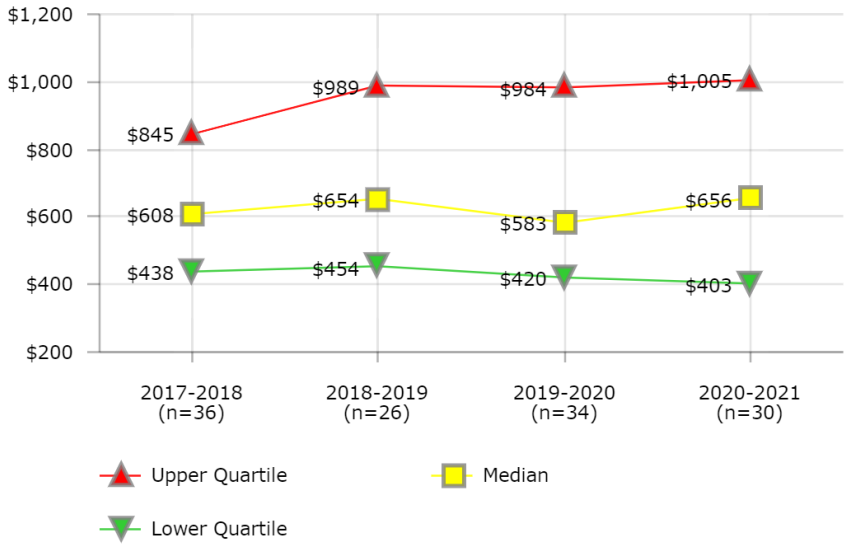
Factors that Influence

- 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	2017-2018	2018-2019	2019-2020	2020-2021
2	$197			
3	$9,911	$10,035	$9,998	
4	$958	$936	$965	$955
5	$986		$1,007	$1,030
7	$940		$0	
8	$8,293	$8,671	$6,515	$7,071
9	$6,626	$7,138	$7,311	$7,881
10	$8,431		$8,072	$8,545
11		$0		
12	$16,468	$16,370	$14,949	$14,766
13	$6,769	$8,074		$8,651
16		$2		
18	$10,586	$0	$11,883	$12,129
20	$13,855			
23		$6,608	$7,274	$8,009
24				$3,130
27		$7,958	$5,608	$7,723
28	$14,831	$13,116	$13,144	
30	$18,745	$19,818		
32	$0	$0	$0	$0
34				$9,372
35	$15,337		$11,963	$20,512
37	$6,823			
39			$6,878	$6,936
40			$3,144	$0
41			$3,505	$3,690
43	$14,842	$15,371		
44	$8,511	$8,699	$10,121	$8,593
45			$13,117	
46	$12,792	$12,833	$12,880	$11,267
48	$9,723	$10,119	$9,924	$9,354
49	$7,317	$0		$0
50	$8,263	$8,011	$6,583	$8,430
52	$7,688	$7,562	$8,067	$8,912
54	$8,390		$6,647	
56	$1	$4		
57	$16,743	$18,401	$19,390	
58		$10,622	$12,223	
61	$2	$3		
62	$16,497	$7		
63	$10,559			$11,244
66		$10,936	$10,593	$11,018
67	$8,204	$10,999	$11,055	$10,494
68				$4,048
71	$6,883	$6,271	$5,894	$5,929
76		$0		
77	$2	$1		
79	$1	$1	$16,061	
91	$7,320			$8,897
97	$11,054	$10,932	$10,553	$11,097
101	$11	$5		
431	$6,184			$0
3249				$9,051

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.

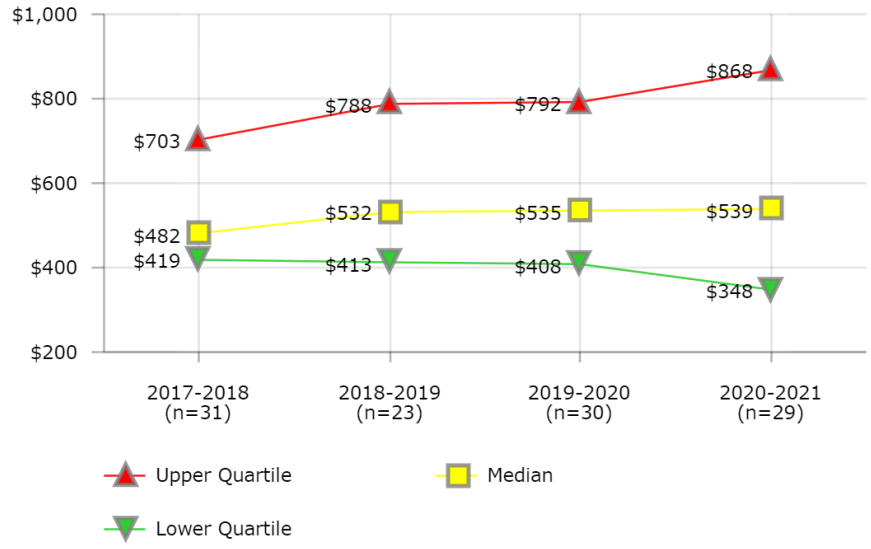
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Clark County School District
- Des Moines Public Schools
- District ID #3249
- East Baton Rouge Parish School System
- Miami-Dade County Public Schools
- Palm Beach County School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	$797			
3	$547	$591	$588	
4	$335	$260	$179	$186
5	$1,336		$1,047	$1,065
7	$530		$834	
8	$282	$284	$276	$278
9	$451	$454	$432	$403
10	$642		$420	
12	$495	$624	$557	$125
13	$354			
15				$997
18	$1,584	$1,421	$1,071	$1,334
20	$748		$730	$628
23		$1,493	$1,416	$1,435
24				$356
27	$153	$162	$131	
28	$930	$900		
30	$610		$579	$587
32	$607	$573	$321	$322
35	$595	$577	$697	$913
37				$1,005
39			$417	$478
40			$321	
41			$485	
43	$792	$713		
44	$626	$652	$725	$729
45			$323	
46	$702	$761	$984	
48	$303	$310	$297	
49	$894		$466	$539
50	$1,305	$1,858	$1,414	$1,046
51		$655	$499	$658
52	$1,519	$1,426	$1,679	$1,476
53	$426	$404	$454	$526
54	$495		$734	
55	$531			
57	$994	$1,130	$1,107	$731
58	$617	$769		
63	$411			$1,309
66			$605	$654
67	$628	$679	$688	$927
68				$164
71	$573	$480	$550	$542
79	$1,483	$989	$4,493	$692
91	$345			
97	$1,582	$1,995	$1,938	$2,070
431	$395	$432		
3249				$123

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.

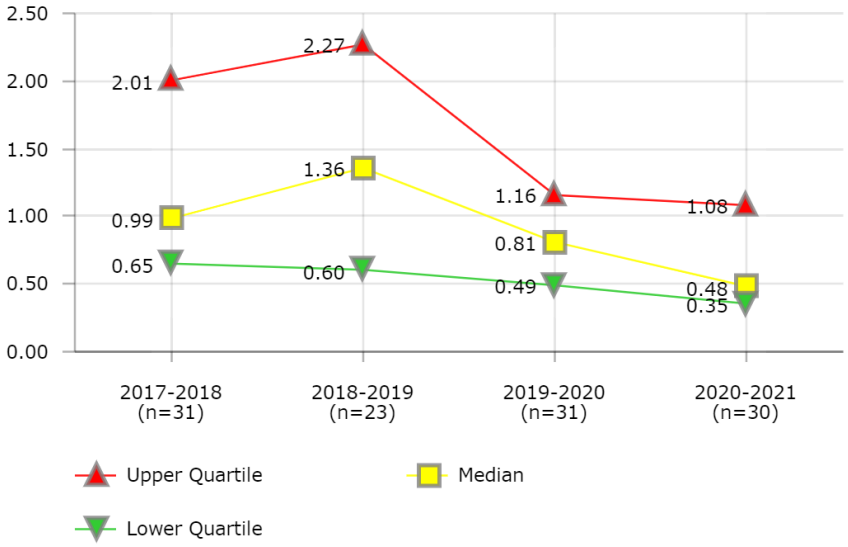
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Des Moines Public Schools
- District ID #3249
- East Baton Rouge Parish School System
- Houston Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	$832			
3		$490		
4	$357	$310	$202	$201
5			$868	$868
7	$453		$676	
8	$340	$337	$308	$280
9	$478	$453	$421	$380
10	$867			
12	$418	$507	$438	$85
13	$455			
15				$1,229
18	$1,749	$1,585	$1,523	$1,496
20	$565		$424	$432
23		$1,265	$1,184	$1,253
24				$270
26				$1,184
27		$207	$153	
28	$669	$614		
30	$495		$498	$456
32	$603	$563	$292	$278
35	$482	$473	$627	$501
39			$392	$348
40			$394	
41			$527	
43	$467	$413		
44	$711	$706	$757	$712
46	$492	$532	$680	
48	$389	$388	$372	
49			$631	$665
50	$984	$1,458	$1,023	$845
51		$840	$791	$831
52			$1,720	$1,215
53	$411	$358	$447	$474
54	$304			
55	$703			
57	$593	$692	$792	$460
58	$323			
63	$444			$1,243
66			$544	$629
67	$419	$440	$445	$539
68				$209
71	$472		$408	
79	$1,192	$788	$3,650	$562
91	$436			
97	$2,368	$2,952	$2,836	$2,824
431	$545	$571		
3249				$121

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 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
- 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
- Effectiveness of supervisors and managers

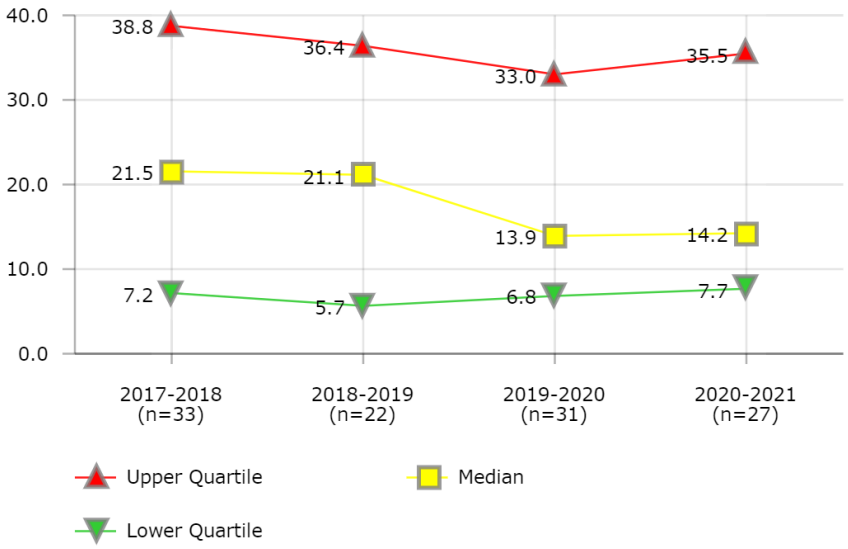
Districts in Best Quartile (2020-2021)

- Fort Worth Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Norfolk School District
- Oklahoma City Public Schools
- Pinellas County Schools
- Portland Public Schools
- Sacramento City Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	1.09			
3	1.38	0.91	1.07	
4	0.45	1.78	1.00	0.87
5	2.26		0.80	0.16
7	0.86		0.52	
8	0.99	0.60	0.91	1.09
9	0.85	0.89	0.81	0.44
10	0.67		0.40	
12	1.24	1.05	0.85	0.43
13	0.33			
18	1.86	3.41	1.83	1.22
20	0.46		0.56	
27	0.65	0.86	0.70	0.24
28		3.10		
30	3.49	2.27	2.37	2.26
32	0.71		0.49	0.44
35	0.50	0.59	0.75	0.85
37				0.79
39			0.72	1.40
40			1.02	0.28
41				0.41
44	2.25	3.17	1.20	1.13
45			1.40	
46	4.96	4.05	1.16	
48	0.56	0.42	0.29	0.46
49			0.10	0.21
50	2.01	2.08	2.45	1.13
51		1.34	0.17	0.21
52	2.70	1.63	2.25	0.50
53	0.73	1.36	0.71	0.35
54	2.23		1.01	
57	2.06	2.19	2.43	1.35
62				0.25
63	1.29			
66			0.83	1.08
67	0.75	0.29	0.14	0.57
68				0.37
71	0.52	0.53	0.44	0.63
79	1.01	3.99		1.04
91	1.51			
97	0.29	0.29	0.29	0.22
431	0.80	1.44		
3249				0.47

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 (2020-2021)

- Austin Independent School District
- Clark County School District
- Cleveland Metropolitan School District
- Denver Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Sacramento City Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
2	40.8			
3	31.2	36.4	21.3	
4	21.5	16.9	11.3	
5	40.5		11.2	46.2
7	13.3		132.1	
8	19.3	22.2	4.0	
9	7.9	9.4	6.5	1.7
10	3.3			
12	3.9	4.2	3.2	
18	45.3	50.8	33.0	24.9
20	2.3		2.3	
23			40.5	
24				14.2
27	14.5	12.7	34.7	14.0
28	14.2	10.0		
30	24.6	36.9	49.2	9.9
32	17.0	20.6	13.7	15.0
35	21.7	21.7	19.9	11.8
37				7.7
39			10.8	4.7
40			15.7	15.9
41				19.5
44	35.1	34.9	29.9	35.5
46	4.4	5.7	6.8	
48	98.2		71.6	81.7
49	19.5		25.6	13.7
50	40.6	51.3	27.5	39.4
51		5.1	9.3	11.7
52	33.2	38.6	37.7	38.0
53	36.0	28.8	13.9	2.3
54	7.2		10.6	
55	38.8			
57	5.2	5.0	6.8	2.4
62				6.1
63	51.9			62.0
66			18.2	15.6
67	1.0	2.1	3.0	
68				76.9
71	1.2	3.0	2.5	4.8
79	4.5		7.9	
91	55.7			
97	127.3	121.2	96.7	29.8
431	29.8	24.2		
3249				7.8

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**.

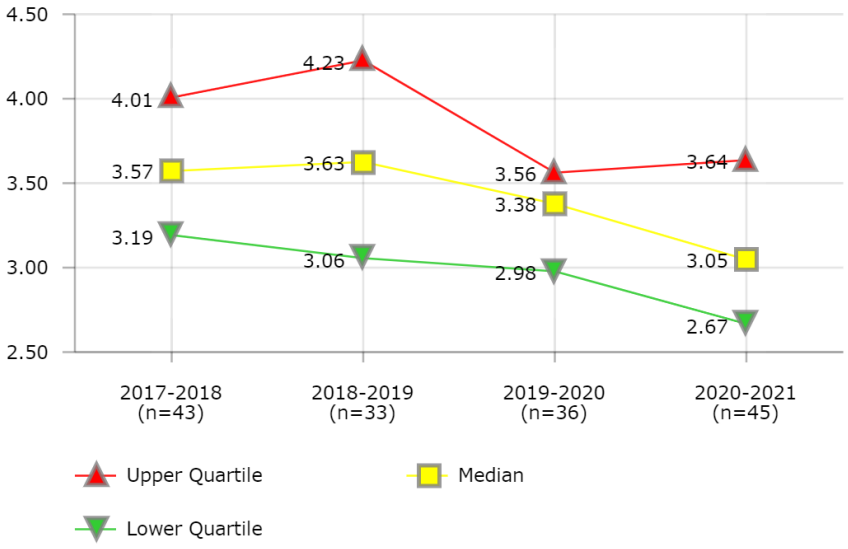
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

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.)

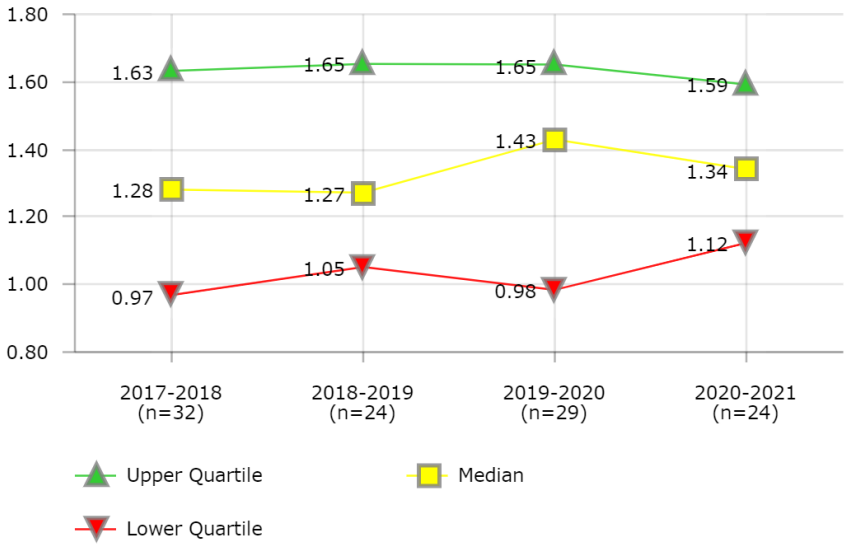
Districts in Best Quartile (2020-2021)

- Atlanta Public Schools
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Omaha Public School District
- Palm Beach County School District
- San Francisco Unified School District
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
1	4.00			
2				3.70
3	2.78	3.63	3.98	4.81
4	3.52	2.96	3.86	2.63
5			4.57	4.36
7	3.81			
8	4.23	4.23	2.88	2.67
9	4.48	4.63	3.92	3.64
10			3.38	3.49
11	3.83	3.35		
12	2.78	2.63	2.81	2.91
13	3.10	4.53		
14	4.55	4.57		4.42
15				2.74
16	3.85	3.80	3.57	3.34
18	3.04	2.76	3.54	3.54
19	5.23			
20	4.01	4.43	3.44	3.31
21	2.96	3.34		
23	4.71	3.27	2.98	2.95
24				4.17
26			1.47	1.20
27		4.35	3.49	
28	4.13	4.13	1.54	1.68
30	2.97	2.94	3.38	2.86
32	3.31	3.73	3.34	2.59
35	3.57	2.90	3.37	3.05
39	3.30		2.98	3.87
40	3.52		2.98	4.43
41	3.45	2.96	3.35	3.38
43	3.90	2.99		
44	3.33	3.34	3.62	2.61
45			3.31	
46	4.06	3.58	3.31	3.18
47				2.98
48	3.11	3.94	3.55	2.69
49	3.19	6.00	3.89	2.28
50	2.87	2.55	3.22	2.79
51	3.82	3.82	3.56	3.71
52	3.89	3.74	3.66	3.64
53	3.56	3.06	2.48	2.52
54	4.00			2.77
55	4.45			1.95
57	3.43	4.46	4.98	2.33
58				4.85
63	3.47			2.70
66				1.82
67	3.64	3.34	3.21	3.12
68				3.44
71	3.67		2.67	
74	2.60		2.62	
76		3.06	2.72	3.19
77	3.24			2.21
79	5.91	5.69	3.48	2.67
91	3.08			3.56
97	4.09	4.12	3.39	
3249				4.05

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.

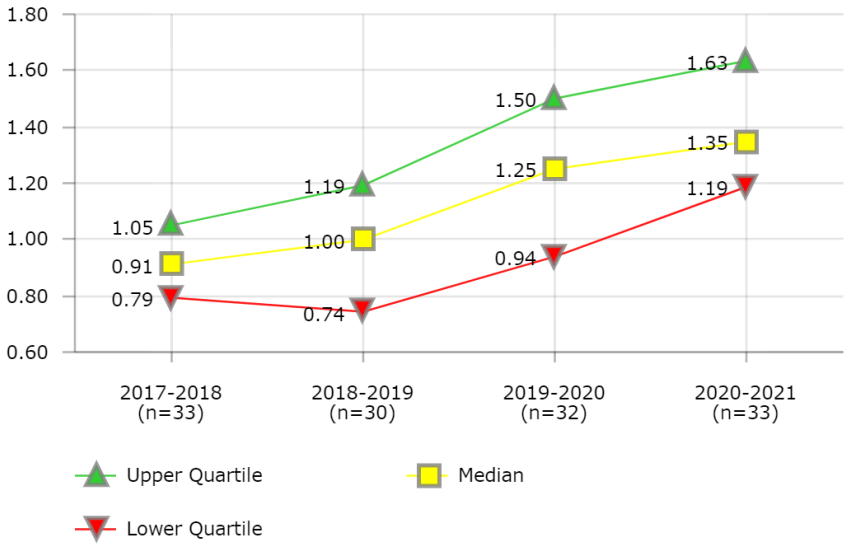
Districts in Best Quartile (2020-2021)

- Detroit Public Schools
- Fresno Unified School District
- Guilford County School District
- Shelby County School District
- St. Louis Public Schools
- Toledo Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	1.33	2.63	2.58	
4	1.60	2.03	2.46	1.30
5	2.46		1.80	
7	2.10			
8	1.09	1.08	2.58	
10			1.79	
12	1.94	1.73	1.49	1.12
13	1.03	0.80		
14	1.23	1.32		
18	0.97	1.10	0.96	1.60
20	0.94		1.19	0.90
23		1.08	0.98	1.27
27		10.21	1.43	
30	1.40	1.40	1.48	1.47
32	0.97	0.98	0.23	
35	0.86	0.81	0.95	1.40
40			1.65	1.59
41	0.79	0.69	0.71	0.79
43	1.33	1.23		
44	1.28	1.64	1.64	1.34
45			0.79	
46	1.63	1.37	1.42	
47	1.28			
48	1.57	1.53	1.57	1.57
49	0.37		1.50	1.94
50	2.01	2.36	1.37	2.28
51	1.02	1.02	0.92	1.31
52	0.88	1.22	1.28	1.35
53	0.79	1.17	1.10	0.92
54	0.25			
55	2.33			1.46
57	4.90		0.89	1.01
63				2.46
66				1.31
67	1.63	1.66	2.03	2.42
68				1.04
71	1.88		1.58	
79	1.17	0.96	1.01	1.72
97	1.27	1.36	2.66	
431	1.50			
3249				1.12

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.

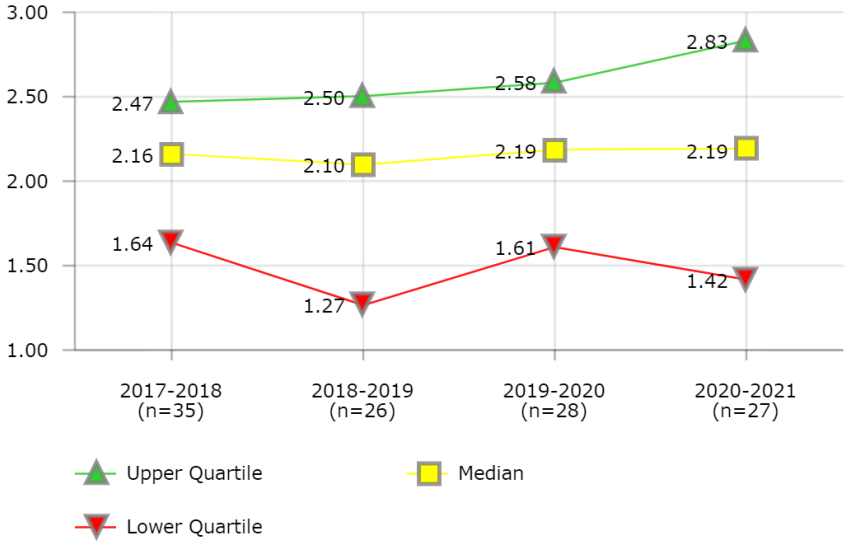
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Clark County School District
- Dallas Independent School District
- Fresno Unified School District
- Milwaukee Public Schools
- Oklahoma City Public Schools
- Portland Public Schools
- San Francisco Unified School District
- Shelby County School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	1.22	1.28	1.31	1.35
4	0.97	1.08	1.50	1.40
5	1.07		1.64	2.52
7	0.87			
8	0.86	0.86	0.93	1.30
9	1.05	1.28	1.76	2.36
10			0.90	1.52
11		0.26		
12	1.33	1.15	1.36	1.18
13	0.77	0.84		
16	0.87	1.04		
18	0.95	0.62	0.61	1.80
19	1.17			
20	1.14	1.16	1.13	1.32
23		1.30	1.66	1.63
24				1.40
26			1.15	1.10
27		1.29	1.78	
28	0.99	1.14	1.38	
30	1.14	1.50	1.51	1.75
32	0.65	0.70	0.55	
35	1.13	1.05	1.11	1.34
40	0.86		0.95	1.14
41	0.92	1.47	2.14	2.71
43	0.90	0.87		
44	0.77	0.92	0.98	1.00
45			1.40	
46	0.74	0.61	0.86	1.40
47	0.91			
48	0.82	0.94	1.28	1.24
49	0.75	0.49	0.37	1.19
50	0.79	1.37	1.27	1.21
51	0.93	0.96	0.17	1.84
52			1.47	1.43
53	0.90	0.93	1.11	1.55
54	0.99			
57	0.61	0.64	0.97	1.45
58				1.13
66				1.34
67		1.14	1.90	1.85
68				0.79
71			1.23	
76		1.19		
77	1.05			1.85
79		0.74	0.73	1.02
91	0.56			1.29
97	0.69	0.74	1.50	
431	1.72			
3249				1.17

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.

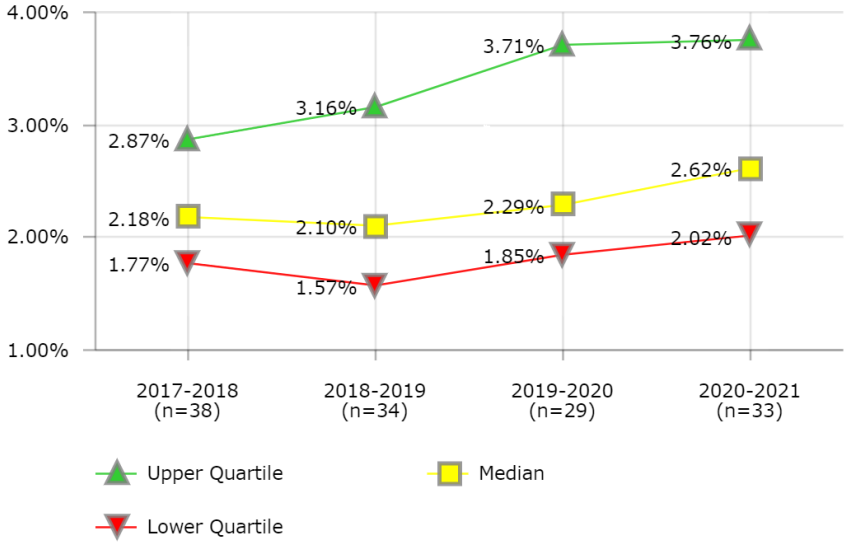
Districts in Best Quartile (2020-2021)

- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Houston Independent School District
- Portland Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	1.81	1.84	1.80	
4	2.67	2.64	3.24	3.45
5	2.99		2.19	3.45
7	1.99			
8	2.25	2.24	2.58	2.69
9	2.63	2.45	3.27	3.37
10			1.79	
12	2.41	2.17	2.18	2.26
13	2.35	2.50		
14	1.40	1.50		1.50
15				0.87
18	2.16	10.42		
20	1.64			
23	1.89	2.16	2.13	2.12
24				0.55
27		0.85	0.95	
28	1.71	1.63		
30	1.33	1.45	1.45	1.59
32	1.15	1.27	2.03	0.98
35	2.75	2.55	2.47	2.83
39				3.89
40	1.94		2.59	2.65
41	2.38	2.63	3.15	3.23
43	1.71	0.42		
44	0.59	3.26	3.47	3.51
45			2.79	
46	1.01	1.25	1.54	
47	2.62			
48			1.09	1.27
49	2.76		2.56	2.48
50	0.37	0.86	2.40	1.58
51	2.42	2.42	0.80	
52	2.01	1.81	1.68	1.79
53	2.30	2.30	2.28	2.19
55	2.25			1.34
57	1.04	1.05	1.08	1.17
63	1.98			1.93
67	2.25	2.04	2.04	2.29
68				2.39
71	2.53		2.50	
79		0.76	0.83	
91	0.57			
97	2.47	2.65	2.66	
431	4.52			
3249				1.42

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

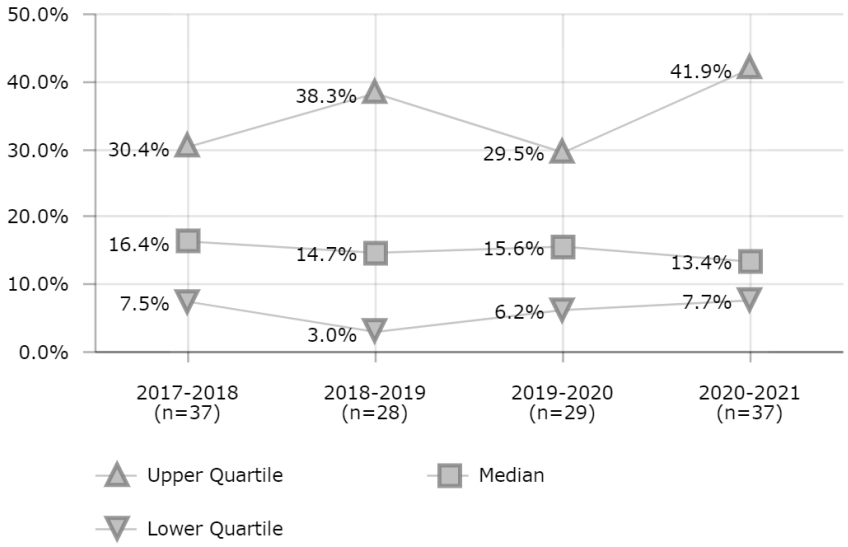
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Dallas Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Orange County Public School District
- St. Louis Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3		1.54%		
4	2.47%	2.75%	3.59%	5.73%
5			1.63%	2.02%
7	2.87%			
8	1.60%	1.57%	11.87%	3.37%
9	1.38%	1.37%	1.41%	1.56%
11		2.24%		
12	2.78%	2.07%	2.29%	2.12%
13	2.10%	2.00%		
14	4.26%	4.38%		3.23%
15				14.34%
16		1.04%		
18	2.19%	1.76%	1.85%	1.83%
19	0.19%			
20	3.89%	3.16%	0.10%	
23	3.56%	4.15%	3.95%	4.45%
24				0.77%
26			2.57%	1.64%
27		3.31%	4.48%	
28	2.01%	2.36%	1.08%	
30	2.33%	2.44%	2.27%	2.07%
32	2.36%	2.13%	2.09%	1.52%
35	1.18%	1.19%	1.17%	2.45%
39	2.98%			1.72%
40			2.26%	1.60%
41	3.29%	4.57%	4.51%	4.42%
43	1.77%	1.97%		
44	2.88%	3.32%	3.36%	3.56%
46	1.90%	1.57%	1.99%	
47	2.71%			1.74%
48	4.10%	3.58%	5.13%	4.93%
49			1.36%	2.09%
50	1.69%	3.69%	3.95%	3.15%
51	3.90%	3.71%	4.63%	3.09%
52			3.71%	4.13%
53	2.65%	2.46%	3.32%	4.17%
54	2.28%			
55	2.05%			2.39%
56		1.73%		
57	0.96%	1.04%	1.28%	2.62%
61	2.83%	2.83%		
62		1.17%		
63	3.25%			5.35%
66				2.63%
67	1.73%	2.14%	2.16%	3.76%
68				2.50%
71	1.79%		2.36%	
77	2.02%	1.97%		
79	1.82%	1.27%	2.71%	2.14%
91	2.18%			
97	2.02%	2.08%	2.10%	
101	1.54%	1.73%		
431	1.49%			
3249				2.79%

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.

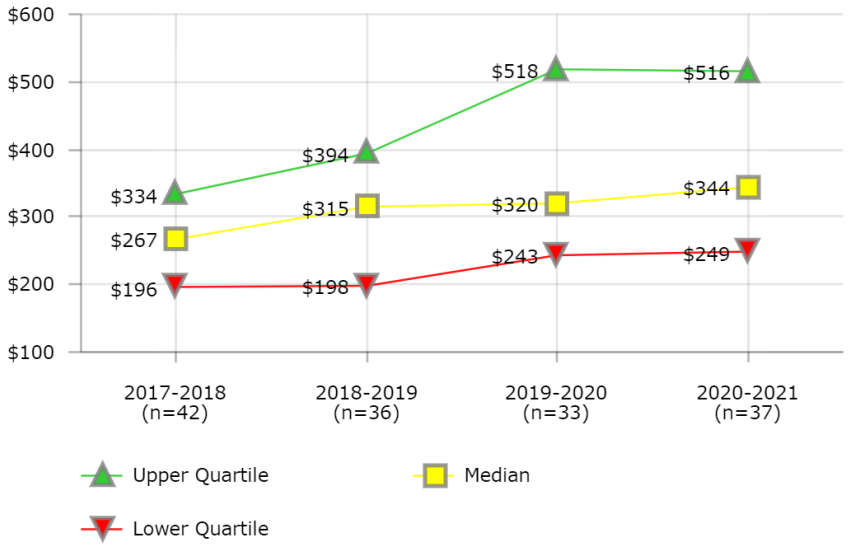
Importance of Measure

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

District	2017-2018	2018-2019	2019-2020	2020-2021
1	40.8%			
3	11.6%	11.8%	11.8%	11.4%
4			10.2%	7.7%
5	9.4%		0.5%	0.4%
7	11.0%			
8	43.1%	43.1%	15.6%	65.7%
9	42.2%	45.7%	61.2%	43.0%
10			15.3%	
11	23.2%	44.9%		
12	5.6%	5.9%	15.1%	1.0%
13	30.4%	12.4%		
14	7.5%	21.5%		4.2%
16	0.2%	0.6%	1.2%	
18	27.2%	17.0%	7.8%	8.8%
20		99.9%		
21	18.8%			
23	12.8%	33.9%	34.2%	13.0%
24				42.5%
26				19.4%
27		1.2%	21.1%	
28	24.1%	42.7%	60.1%	30.8%
30	3.5%	2.8%	2.1%	2.6%
32	4.2%	6.4%	3.5%	3.0%
35	54.7%	68.6%	21.8%	9.7%
39	24.4%			13.4%
40			15.9%	23.0%
41	13.2%	3.0%	6.2%	2.7%
44	50.1%	26.7%	29.5%	21.9%
45			55.7%	
47	32.1%			35.6%
48	75.8%		97.1%	100.0%
49	16.4%	0.9%	2.7%	11.3%
50		5.9%	16.5%	36.8%
51	46.5%	27.6%	4.7%	36.4%
52	4.0%	20.1%	24.2%	1.5%
53		0.8%		7.1%
54	5.3%			8.7%
55	2.1%			9.2%
57		0.7%		1.4%
58				23.2%
63	4.2%			91.2%
67	24.6%	3.0%		41.9%
68				67.8%
71	7.9%		2.7%	
74	20.0%		28.2%	
76		18.6%	109.3%	56.5%
77	71.7%			67.1%
79	10.5%	11.9%	13.4%	8.9%
91	16.8%			44.9%
97	9.5%	44.7%	146.1%	
431	6.7%			

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

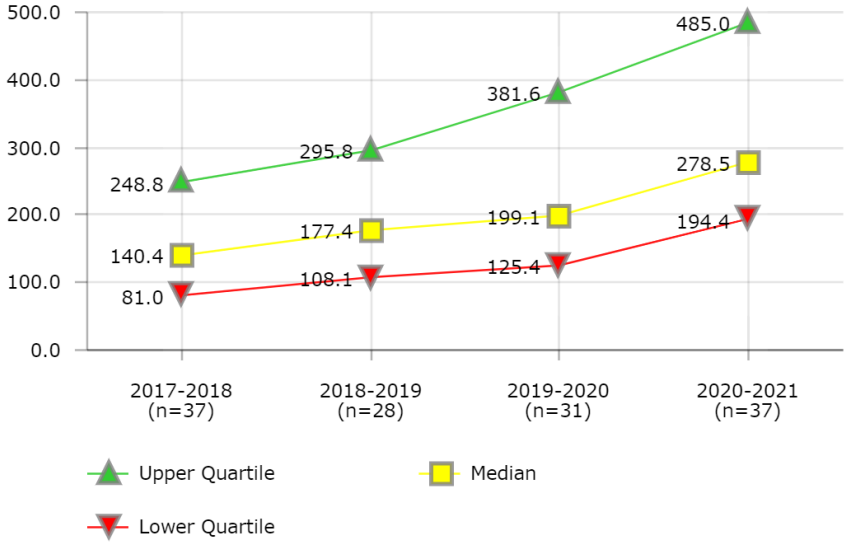
Districts in Best Quartile (2020-2021)

- Charleston County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2017-2018	2018-2019	2019-2020	2020-2021
3	$262	$260	$270	$292
4	$338	$343	$494	$847
5	$229		$182	$252
7	$317			
8	$126	$130	$1,051	$309
9	$114	$119	$125	$151
10			$284	$146
11		$328		
12	$549	$406	$431	$473
13	$191	$193		
14	$390	$454		$389
15				$456
16	$102	$119		
18	$268	$225	$230	$247
19	$49			
20		$828	$27	
23	$428	$549	$526	$604
24				$201
26			$368	$233
27		$388	$518	
28	$311	$388	$185	
30	$318	$341	$320	$344
32	$185	$176	$184	$144
35	$240	$251	$260	$618
39	$334			$275
40	$216		$252	$194
41	$324	$459	$487	$565
43	$558	$616		
44	$267	$307	$316	$339
45			$260	
46	$257	$184	$243	$262
47	$303			$249
48	$381	$352	$542	$438
49	$202	$434	$149	$257
50	$276	$651	$749	$516
51	$373	$401	$540	$443
52			$614	$830
53	$358	$379	$524	$686
54	$269			
55	$196			
56		$176		
57	$286	$336	$321	$703
58				$214
61	$228	$323		
62		$166		
63	$545			
66				$501
67	$217	$306	$316	$600
68				$279
71	$318		$445	
76		$263	$372	
77	$168	$203		$452
79	$387	$247	$570	$518
91	$175			$153
97	$209	$218	$214	
101	$148	$174		
431	$142			
3249				$433

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

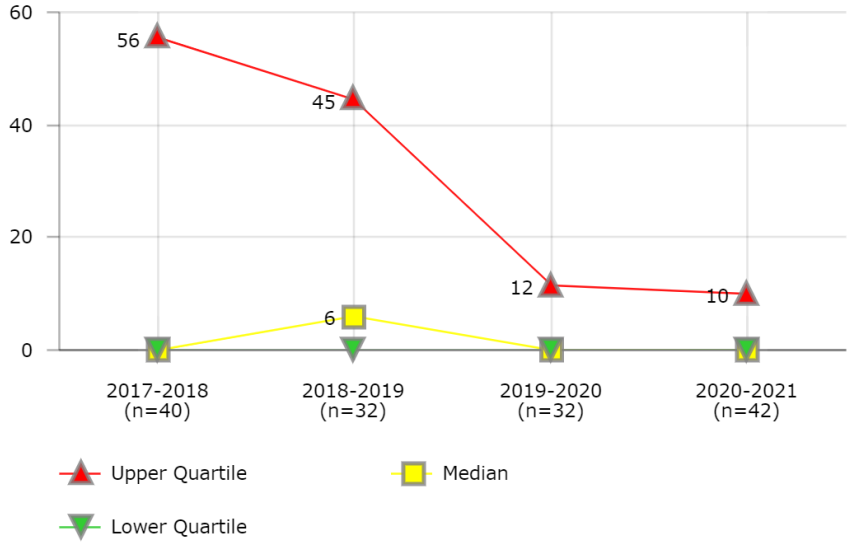
Districts in Best Quartile (2020-2021)

- Arlington Independent School District
- Boston Public Schools
- Dallas Independent School District
- Fort Worth Independent School District
- Hillsborough County Public Schools
- Jackson Public School District (MS)
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
3	288.3	544.0	556.4	573.6
4	394.9	403.4	408.1	422.5
5	223.0		205.5	211.6
7	63.0			
8			0.3	317.7
9	248.8	250.0	251.4	262.5
10			204.9	757.2
11		177.4		
12	188.8	177.4	178.3	186.3
13	70.7	120.2		
14	48.2	74.6		0.1
15				485.0
16	37.9	97.2		
18	169.1	168.4	177.5	362.2
19	832.9			
20	279.1	277.4		
23		200.4	199.1	194.4
24				246.4
26				691.7
27		309.9	317.3	
28	191.8	381.8	381.6	
30			248.8	278.5
32	112.9	114.3	0.1	299.0
35	79.6	101.9	103.2	220.0
39	140.4		191.0	203.4
40			243.5	521.7
41	127.9	129.2	1,299.9	1,378.2
43	26.1	481.2		
44	154.5	230.9	22.9	23.3
45			304.2	
46	99.3	82.9	82.9	154.1
47	81.0			1,175.2
48	96.5		493.5	462.5
49	82.0	68.6	102.8	147.0
50	191.0	192.8	198.3	401.9
51	258.0	532.9	557.1	1,270.2
52			181.8	636.5
53	203.1	153.4	153.1	209.1
54	65.8			
55	269.0			
57	52.7	53.7	125.4	144.9
58				390.2
62				0.2
63	43.5			
66				193.5
67	271.3	281.6	564.7	
68				706.4
71	295.0		496.4	
76		410.5		
77	165.9			188.8
79	86.6	129.5	131.4	270.3
91	312.9			324.1
97	97.9	98.6	99.7	
431	127.6			
3249				242.8

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.

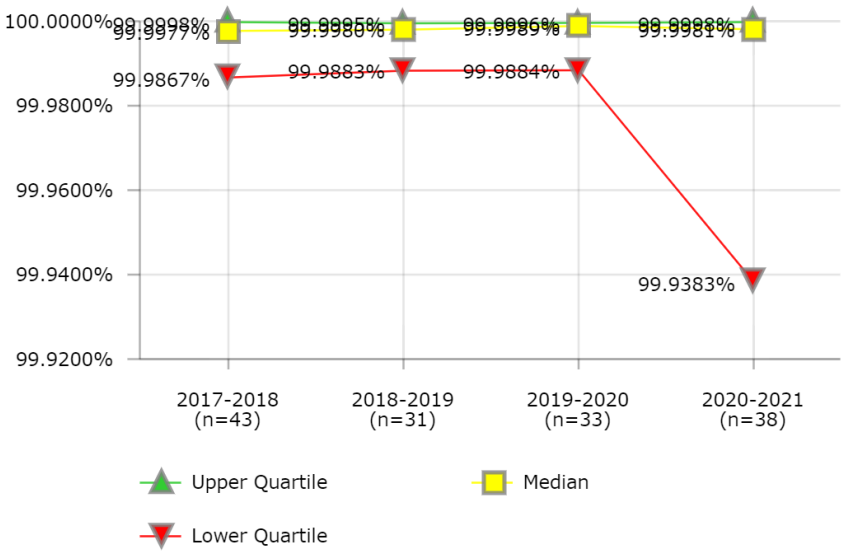
Factors that Influence

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	2017-2018	2018-2019	2019-2020	2020-2021
1	5			
2				0
3	0	0	0	0
4	0	0	0	4
5			0	0
7	180			
8	3	3	0	0
9	0	0	0	0
10			0	3
11	0	0		
12	180	180	180	180
13	51	53		
14	200	200		10
16			0	0
18	0	34	27	70
19	0			
20	21	36		
21	210	210		
23	56	21	18	23
24				0
26				0
27		0	0	
28		30	30	0
30	0	0	0	10
32	0	0	0	0
35	175	102	5	200
39	0			24
40	0		0	0
41	0	100	0	0
43	0	0		
44	55	10	30	45
45			5	
46	0	0	0	0
48	5	0	0	0
49	15	25	60	74
50	5	0	0	0
51	0	0	20	24
52	300	30	0	0
53	0	9	3	0
54	47			0
55	0			0
57	175	3	1	10
58				0
62				0
63	0			0
66				132
67	0	120	0	20
68				0
71	0		0	
74	100		0	
76		0	0	0
77	0			0
79		0		
91	0			7
97	120	200	270	
3249				0

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.

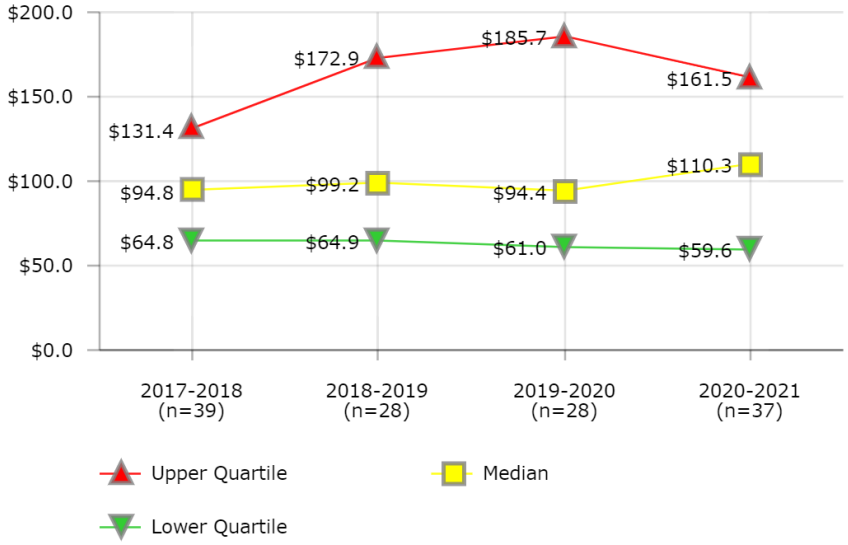
Districts in Best Quartile (2020-2021)

- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- District ID #3249
- East Baton Rouge Parish School System
- Fresno Unified School District
- Milwaukee Public Schools
- San Antonio Independent School District
- San Diego Unified School District
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	99.9977%			
2				99.9980%
3	99.9841%	99.9991%	99.9991%	99.9991%
4	99.9970%	99.9976%	99.9989%	99.9994%
5	99.9998%		99.9990%	99.9993%
7	99.9993%			
8	99.9925%	99.9925%	99.6300%	99.8528%
9	99.9052%	99.8990%	99.9065%	99.8928%
10			99.9999%	
11	99.9974%	99.9981%		
12	99.9715%	99.9315%	100.0000%	100.0000%
13	99.9908%	99.9907%		
14	99.9997%	99.9997%		99.9957%
16	99.9998%	99.9997%	99.9994%	99.9999%
18	99.7029%	99.6778%	99.8398%	99.7771%
19	100.0000%			
20	99.9908%	99.9856%		
21	100.0000%	100.0000%		
23	99.9970%	99.9883%	99.9890%	99.9893%
24				100.0000%
27		99.9994%	99.9276%	
28	99.9245%	100.0000%	99.9986%	99.9023%
30	100.0000%	100.0000%	100.0000%	100.0000%
32	99.9966%	99.9988%	100.0000%	99.9988%
35	99.9999%	99.9956%	99.9981%	99.9983%
39	99.7952%		99.5354%	99.8894%
40	99.9995%		99.9884%	99.9995%
41	99.9995%	99.9980%	99.9993%	100.0000%
43	99.9890%	99.9985%		
44	99.9794%	99.9426%	99.9548%	99.6335%
45			100.0000%	
46	99.9993%	99.9988%	99.9991%	99.9991%
47	99.9836%			
48	99.9867%	99.9969%	99.9951%	99.9958%
49	100.0000%	99.9990%	99.9993%	99.9993%
50			99.9996%	99.9998%
51	99.9996%	99.9996%	99.9980%	99.9982%
52	99.9909%	99.9968%	99.9678%	99.9693%
53	100.0000%	99.9940%	99.9989%	99.9924%
54	99.9826%			99.8408%
55	99.9093%			99.8516%
57	100.0000%	100.0000%	99.8354%	99.8926%
58				99.9598%
63	100.0000%			100.0000%
66				99.9957%
67	99.9973%	99.9842%	99.9911%	99.9998%
71	100.0000%		99.9999%	
74	99.9981%		99.9983%	
76		99.9623%	99.9998%	100.0000%
77	99.9993%			99.9383%
91	99.9995%			99.9923%
97	99.9981%	99.9995%	99.9998%	
3249				100.0000%

INFORMATION TECHNOLOGY

Support - Break/Fix Staffing Cost per Ticket



Description of Calculation

Total personnel costs of Break/ Fix Support (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

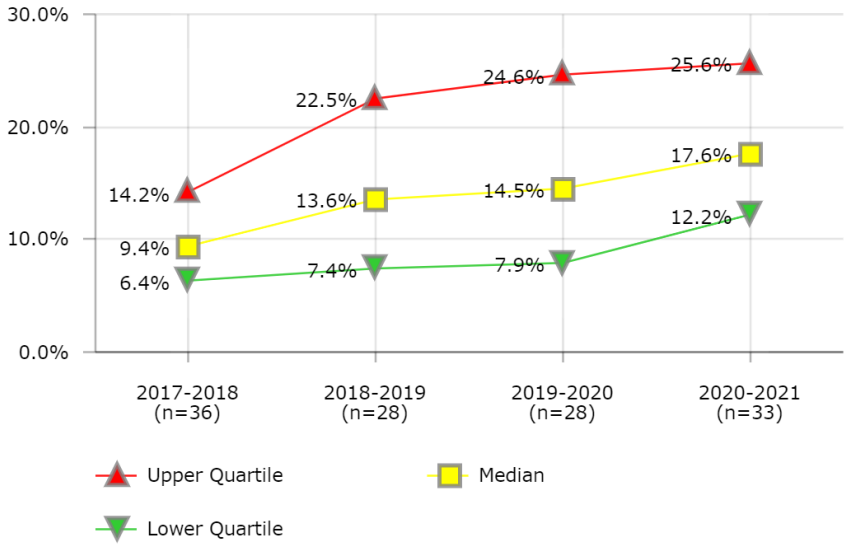
Districts in Best Quartile (2020-2021)

- Chicago Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- East Baton Rouge Parish School System
- Houston Independent School District
- Palm Beach County School District
- San Antonio Independent School District
- San Francisco Unified School District
- St. Louis Public Schools
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	$64.8			
2				$107.7
3	$94.8	$106.7	$90.8	$32.0
4	$106.8	$161.2		$110.3
5	$36.2		$62.5	$107.2
7	$104.8			
8	$55.3	$57.0	$57.2	$33.4
9	$223.4	$184.7	$177.8	$134.8
10			$195.5	$227.5
11	$258.6	$101.5		
12	$113.1	$193.5	$201.0	$161.5
13	$75.8	$65.2		
14	$184.5	$192.8		$178.6
16	$52.4	$60.1	$76.1	$144.0
18	$127.4	$52.4	$38.9	$97.5
21	$168.8	$251.7		
23	$39.7	$45.3	$52.0	$139.9
24				$46.3
27		$93.7	$126.1	
28	$100.0		$6.0	$120.1
30	$535.5	$653.4	$556.0	$568.5
32	$226.3	$426.2		
35	$95.1	$94.8	$113.2	$180.9
39	$17.0			$42.6
40	$128.4			$104.7
41	$58.0	$64.7	$79.3	$59.6
43	$326.8	$280.3		
44	$976.3		$127.0	$143.3
46	$82.3	$81.5	$216.3	$440.6
48	$97.5	$105.8	$51.2	$187.8
49	$71.9		$84.1	
50	$214.5	$156.3	$154.0	$104.8
51		$83.6	$357.5	$114.4
52	$89.0	$84.0	$94.8	$98.6
53	$86.0	$96.8	$91.7	$68.1
54	$60.7			$45.3
55	$72.1			$64.9
57				$13.6
58				$1,266.7
63	$50.5			$25.7
66				$528.8
67	$77.0	$109.1	$94.0	$540.4
71	$65.2		$59.6	
74	$131.4		$990.7	
76		$45.5	$52.9	$15.7
77				$31.9
79	$131.2	$140.0	$146.7	$117.3
91	$86.8			
97	$10.9	$12.8	$193.7	
3249				$111.0

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

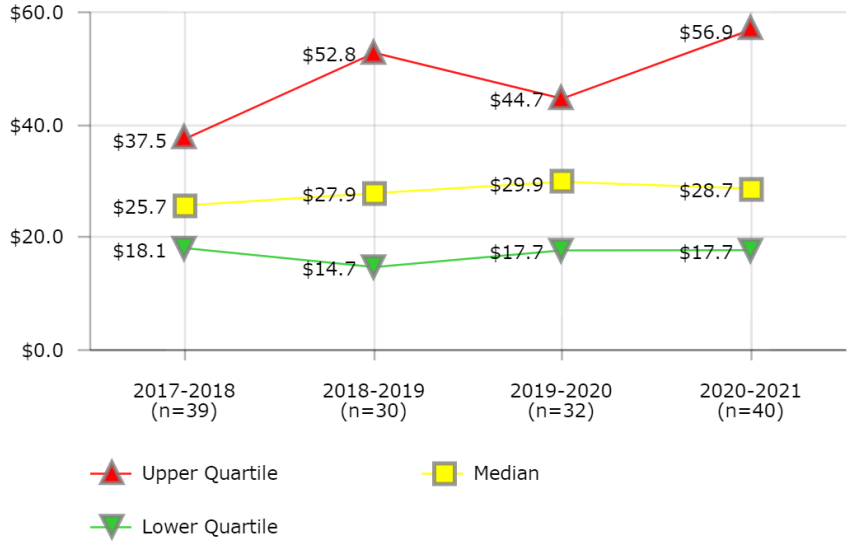
Districts in Best Quartile (2020-2021)

- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Columbus Public Schools
- Detroit Public Schools
- Guilford County School District
- Omaha Public School District
- Richmond City School District
- San Francisco Unified School District
- St. Louis Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	6.3%			
2				1.4%
3	17.9%	19.3%	15.2%	15.2%
4	12.0%	7.3%	7.8%	22.5%
5	0.7%		18.8%	13.7%
7	14.5%			
8	8.1%	8.1%	31.9%	12.5%
9	8.9%	8.0%	5.8%	18.6%
10			13.9%	
11	7.0%	22.3%		
13	26.6%	26.9%		
14	9.0%	4.8%		26.4%
16	21.3%	16.6%	11.8%	23.7%
18	3.6%	7.5%	5.3%	36.2%
20	6.4%			
21	11.5%	14.8%		
23	12.7%	6.9%	7.0%	14.9%
27		16.6%	9.0%	
28	12.5%	15.2%	11.9%	25.6%
30	2.3%	50.0%	8.0%	17.6%
35	7.5%	5.5%	6.4%	11.4%
39	18.7%			19.1%
40	28.9%		38.7%	23.5%
41	8.2%	8.8%	16.7%	32.7%
43	24.8%	24.1%		
44		6.5%	27.9%	46.4%
45			13.3%	
46	4.5%	6.2%	16.2%	32.1%
47	12.5%			15.0%
48	8.8%	7.8%	13.3%	12.6%
49		22.7%		7.0%
50	23.1%	36.1%	34.1%	9.1%
51	24.2%	24.2%	15.6%	27.0%
52	7.7%	6.5%	25.2%	26.7%
53	13.9%	19.3%	16.6%	15.5%
54	13.3%			12.2%
55	1.3%			8.6%
57	6.2%	12.3%	4.9%	33.3%
63	1.1%			0.8%
66				9.9%
67			42.9%	22.4%
71	5.7%		24.1%	
76		12.3%	29.6%	20.5%
77	9.8%			4.4%
97	10.1%	35.2%	0.3%	

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

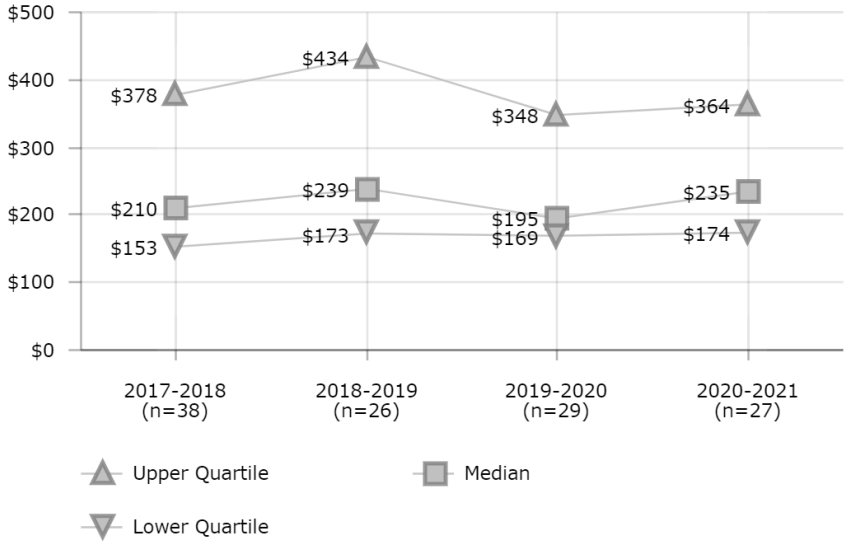
Districts in Best Quartile (2020-2021)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Des Moines Public Schools
- Houston Independent School District
- Jackson Public School District (MS)
- Richmond City School District
- Shelby County School District
- St. Paul Public Schools

District	2017-2018	2018-2019	2019-2020	2020-2021
1	$6.9			
2				$14.6
3	$40.3	$27.4	$19.4	$9.2
4	$10.8	$17.0	$17.3	$19.4
5	$19.0		$28.8	$37.9
7	$10.3			
8	$19.9	$20.5	$9.0	
9	$18.1	$12.7	$18.4	$17.7
10			$27.5	
11	$23.7	$21.5		
12	$25.7	$37.5	$22.5	$17.7
13	$67.2	$71.1		
14	$14.6	$14.7		$9.2
15				$16.3
16	$25.9	$25.7	$26.9	$21.1
18	$19.8	$11.8	$17.6	$8.0
20	$28.6			
21	$22.4	$26.7		
23	$13.6	$12.8	$13.0	$21.0
24				$25.5
26				$119.1
27		$126.1	$194.3	
28	$28.3	$28.4	$27.3	$28.0
30	$33.5	$41.8	$46.5	$29.4
32	$6.9	$59.5	$39.4	$19.9
35	$17.5	$82.0	$40.5	$25.1
39	$18.7			$7.0
40	$126.0			$62.2
41	$10.4	$7.1	$8.2	$8.7
43	$24.9	$12.7		
44	$52.6	$64.2	$55.0	$43.6
45			$33.1	
46	$24.5	$9.3	$11.6	$8.1
47	$51.6			
48	$36.1	$31.3	$31.0	$28.0
49			$35.2	$139.6
50	$37.5	$52.8	$42.9	$45.3
51		$49.0	$344.8	$206.2
52	$79.9	$73.9	$92.6	$142.5
53	$8.9	$21.1	$42.0	$45.5
55	$29.4			$8.9
57			$342.3	$81.0
58				$374.4
63	$19.5			$47.6
66				$45.6
67	$32.3	$40.7	$37.7	$51.3
68				$126.2
71	$61.6		$6.9	
74	$182.1		$260.1	
76		$33.8	$17.8	$26.4
77	$99.1			$58.8
79		$518.8	$481.9	$297.1
91	$30.8			$55.1
97	$27.2	$11.5	$13.0	
3249				$38.0

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.

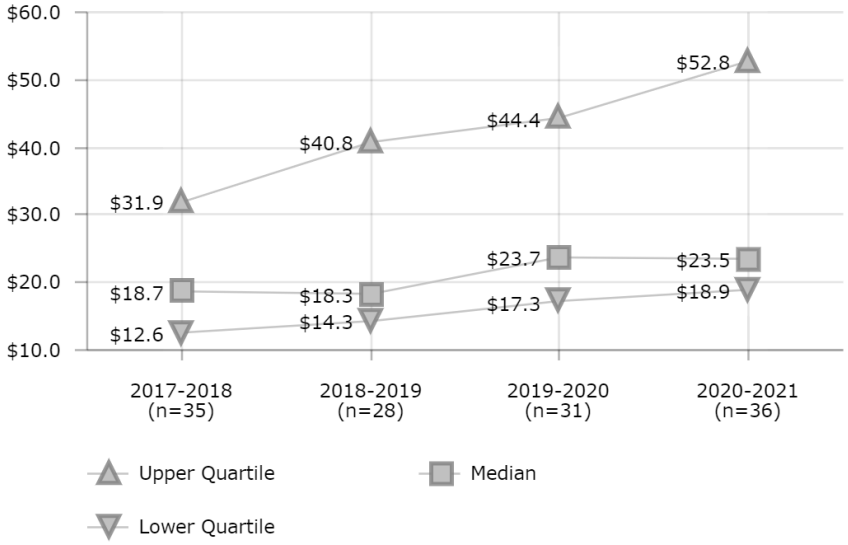
Importance of Measure

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	2017-2018	2018-2019	2019-2020	2020-2021
4	$825	$881	$348	$541
5	$463		$172	$179
7	$194			
8	$209	$213	$253	$269
9	$173	$195	$194	$330
10			$176	
12	$148	$185	$138	$207
13	$361	$273		
14	$136	$118		
18	$841	$536	$305	$267
20	$248		$187	
23	$229	$605	$584	$699
24				$174
27		$148	$162	
28	$382	$467		
30	$674	$599	$587	$486
32	$144	$155	$173	$153
35	$163	$153	$168	$191
39	$357			$393
40	$367		$186	$238
41	$174	$264	$398	$369
43	$133	$556		
44	$170	$187	$267	$310
45			$85	
46	$244	$208	$210	
47	$236			
48	$472	$431	$619	
49	$82		$78	$120
50	$473	$173	$217	$277
51	$337	$351	$169	$209
52	$777	$420	$556	$513
53	$428	$206	$195	$190
54	$211			
55	$126			$147
57	$378	$434	$489	$364
63	$175			$235
66				$232
67	$174	$273	$533	
68				$142
71	$179		$224	
79	$135	$152	$135	$137
91	$42			
97	$84	$86	$82	
431	$153			
3249				$68

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	2017-2018	2018-2019	2019-2020	2020-2021
4	$29.8	$35.9	$66.9	$65.3
5	$20.3		$11.2	$14.2
7	$35.7			
8	$15.8	$16.3	$14.4	$13.2
9	$18.7	$13.7	$14.7	$12.5
10			$41.8	$50.9
11		$78.0		
12	$81.2	$12.8	$60.4	$50.4
13	$19.0	$19.9		
14	$13.6	$17.7		$19.4
15				$99.4
16	$22.3	$24.1		
18	$15.8	$17.3	$17.3	$29.9
20	$81.9	$58.5		
23			$223.3	$133.1
24				$27.0
26			$21.9	$9.1
27		$55.5	$60.4	
28		$4.1	$11.3	
30	$14.3	$16.4	$21.1	$19.8
32	$44.7	$45.5	$42.7	$105.1
35	$12.6	$12.6	$11.9	$57.0
39	$40.6			$34.4
40	$27.9		$17.7	$14.4
41	$41.0	$27.8	$44.4	$48.3
43	$53.6	$110.1		
44	$10.9	$16.3	$23.2	$15.6
45			$48.8	
46	$7.4	$6.8	$7.2	$23.7
47	$5.7			$49.5
48			$24.3	$18.8
49	$10.9	$14.9	$17.9	$23.3
50	$6.7	$2.5	$23.7	$21.5
51		$9.0	$19.2	$11.0
52			$14.8	$22.9
53	$79.5	$101.9	$121.7	$200.2
54	$10.3			
55	$28.6			
57	$28.3	$31.0	$33.4	$54.8
58				$54.6
63	$31.9			
66				$19.3
67	$12.1	$16.4	$29.7	$26.9
68				$19.5
71	$15.0		$30.4	
76		$58.1	$52.3	
77	$13.6			$19.1
79	$24.2	$36.1	$30.2	$59.9
91	$9.7			$19.5
97	$18.4	$19.0	$18.0	
431	$12.6			
3249				$18.5